



Select Assessments to Use with Children who are Deaf or Hard of Hearing from Birth to Five Years of Age to Evaluate Language Development

The list of assessments provided in this document was compiled by the New Jersey Working Group on Deaf Education, as directed by P.L. 2019, Chapter 205. The recommendations set forth include assessments of American Sign Language (ASL) development, functional listening, speech, language, English vocabulary, communication, and curriculum-based assessments. This is not an exhaustive list of assessments and the New Jersey Department of Education (NJDOE), and the New Jersey Department of Health (NJDOH) are providing this list for informational purposes only and do not specifically endorse any of the assessments contained in this guide. Please note that the Battelle Developmental Inventory, Second Edition (BDI-2) is currently administered to children in the New Jersey Early Intervention System as one of the evaluation tools utilized to monitor progress, as mandated by the NJEIS BDI Policy 2A that states, “The Battelle Developmental Inventory, 2nd edition (BDI-2) is the mechanism by which the Department of Health (DOH) collects, aggregates, and reports federally required data on the developmental progress children make while participating in the New Jersey Early Intervention System (NJEIS).”

Professional judgement should be used when determining which evaluations to administer when deriving a comprehensive understanding of a child’s language development in order to develop an appropriate program and monitor language acquisition for a child who is Deaf or hard of hearing (DHH). Language acquisition includes functional, social, and academic receptive and expressive language development. Language sampling in both English and ASL, where appropriate, should be included in assessing the development of a child who is Deaf or hard of hearing. Evaluators should be aware of the volume of evaluations utilized to avoid excessive testing.

Please note that Conceptually Accurate Signed English/Pidgin Signed English/Contact Sign, Manually Coded English/Signed English, Cued Speech, etc. are modes of communication and not languages such as English and ASL; therefore, these sign modalities would not be assessed independently from English but should be utilized, where appropriate, based on the given assessment, to provide full communication access. If sign language is utilized, either directly or through an interpreter, a deviation from standardization might occur. This must be noted in the evaluator’s report.

Assessments should be administered by, or in consultation with, professionals who have knowledge of language acquisition for children who are DHH, whether it is ASL or listening and spoken language, considering that the development of receptive and expressive language for this population varies from their peers. To learn more about the language acquisition and development towards literacy, the following references are examples of the many available: Mayer, Connie & Trezek, Beverly Jean (2015). *Early Literacy Development in Deaf Children*. Oxford University Press; KSA 75-5397e Advisory



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Committee (2017) [Language Milestones: American Sign Language and English](#); the [National Association of the Deaf Position Statement on Early Cognitive and Language Development and Education of Deaf and Hard of Hearing Children](#); and Lederberg, A., Schick, B., & Spencer, P. (2013). [Language and literacy development of deaf and hard-of-hearing children: successes and challenges](#). *Developmental Psychology*, 49 1, 15–30. This is a sampling of the available resources and the professionals working with children who are Deaf or Hard of hearing are encouraged to seek additional readings.

Every effort should be made to ensure assessments are conducted by an evaluator who can communicate directly and fluently with the child in the child's preferred language. The evaluator's fluency in ASL may be demonstrated by attaining a score of intermediate or above on the Sign Language Proficiency Interview (SLPI), a 4 on the American Sign Language Proficiency Interview (ASLPI), Educational Interpreter Certification (EIPA) that meets New Jersey requirements, or Registry of Interpreters for the Deaf (RID) certification. In the event an interpreter is utilized, the child should be educated on the use of an interpreter and have experience with an interpreter prior to the assessment. Interpreters must have EIPA certification. Consideration should be made for using a Certified Deaf Interpreter. Any interpreter should be trained on assessment procedures.

If the child utilizes listening technology, including hearing aids, bone anchored hearing systems, cochlear implants (CI), FM/DM systems, Roger, or streaming devices, the evaluator should ensure that the technology is functioning properly prior to the evaluation, and a plan is in place if the technology fails during the evaluation. This may be accomplished by consulting with the child and staff members familiar with the child and qualified to troubleshoot the listening technology, as well as completing a Ling 6 check. Evaluations should be conducted in a room that is free of auditory and visual distractions.

Evaluator qualifications are noted within the chart and should be verified with the test publisher as the requirements may change and may vary by publisher. Qualification A does not require special training. Qualifications B and C require specialized degrees with coursework in administering and interpreting evaluations.

Refer to the examiner's manual of each assessment to determine the recommended time that should occur between test administrations.



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American Sign Language (ASL)

(See language table for additional assessments utilizing ASL)

Assessment Name	Area of Assessment	Population	Age Range	Type (checklist, assessment)	Normed: for whom	Administrator Qualifications	Method (parent report, observation, both)	Result
American Sign Language Receptive Skills Test (ASL RST)	ASL	DHH Children who use ASL	3 years to 13 years	Assessment	Yes: Children who are DHH	Qualification A (ASL Fluency)	Observation	Skill Level
American Sign Language Expressive Skills Test (ASL EST)	ASL	DHH Children who use ASL	4 years to 13 years	Assessment	Yes: Children who are DHH	Qualification B (ASL Fluency)	Observation	Skill Level
California School for the Deaf (CSD) ASL Stages of Development	ASL	DHH Children who use ASL	3 months to 6 years	Checklist	No	Qualification A (ASL Fluency)	Both	Skill Level
Visual Communication and Sign Language Checklist (VCSL)	ASL	Any child acquiring sign language regardless of level of hearing	Birth to 5 years	Checklist	Yes: Children who are DHH	Qualification B (ASL Fluency)	Observation	Skill Level



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Functional Listening

Assessment Name	Area of Assessment	Population	Age Range	Type (checklist, assessment)	Normed: for whom	Administrator Qualifications	Method (parent report, observation, both)	Result
Auditory Behavior in Everyday Life (ABEL)	Listening	DHH Children	4 years to 14 years	Checklist	No	Not indicated	Parent Report	Skill Level
Auditory Skills Checklist (ASC)	Listening	DHH Children	Birth to 2 years	Checklist	No	Qualification C	Observation	Skill Level
Early Listening Function (ELF)	Listening	DHH Children	Infants and Toddlers	Assessment	Yes: Children who are DHH	Qualification A	Both	Skill Level
Functional Auditory Performance Indicators (FAPI)	Listening	DHH Children	Any	Assessment	No	Qualification A	Both	Skill Level
Infant Toddler Meaningful Auditory Integration Scale (IT-MAIS)	Listening	DHH Children Pre- and post-cochlear implantation	Birth to 3 years	Assessment	Yes: Children who are DHH	Qualification B	Both	Skill Level
Integrated Scales of Development (ISD)	Listening, Receptive, Expressive, Speech, and other dev. areas	DHH Children who use Listening and Spoken Language	Birth to 8 months	Checklist	No	Not Indicated	Both	Age Level



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Functional Listening

Assessment Name	Area of Assessment	Population	Age Range	Type (checklist, assessment)	Normed: for whom	Administrator Qualifications	Method (parent report, observation, both)	Result
Little Ears Auditory Questionnaire	Listening	DHH Children with Cochlear Implants or Hearing Aids	6 months to 2 years	Screening Assessment	No	Qualification A	Parent Report	Skill Level
Med-EL Evaluation of Auditory Responses to Speech (EARS)	Listening	DHH Children with Cochlear Implants	3 years to 18 years	Assessment	Yes: Cochlear Implant Recipients	Qualification C	Observation	Skill Level



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Speech

Assessment Name	Area of Assessment	Population	Age Range	Type (checklist, assessment)	Normed: for whom	Administrator Qualifications	Method (parent report, observation, both)	Result
Arizona Articulation and Phonology Scale, Fourth Revision (Arizona-4)	Speech	Children who use Spoken Language	18 months to 21 years	Assessment	Yes: Hearing Children	Qualification B	Observation	Age Level
Goldman Fristoe Test of Articulation, Third Edition (GFTA-3)	Speech	Children who use Spoken Language	2 years to 21-11 years	Assessment	Yes: Hearing Children	Qualification B	Observation	Age Level



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Language

* These assessments also assess ASL development

Assessment Name	Area of Assessment	Population	Age Range	Type (checklist, assessment)	Normed: for whom	Administrator Qualifications	Method (parent report, observation, both)	Result
Clinical Evaluation of Language Fundamentals Preschool-3 (CELF Preschool-3)	Language	All Children	3 years to 6-11 years	Assessment	Yes: Hearing Children	Qualification B	Observation	Age Level
Comprehensive Assessment of Spoken Language Second Edition (CASL-2)	Language	All Children	3 years to 21 years	Assessment	Yes: Hearing Children	Qualification B	Observation	Age Level
*Kendall Conversational Proficiency Levels (P-Levels)	Language	Any DHH Child using ASL or Spoken Language	Birth to 18 years	Checklist	No	Qualification A	Observation	Skill Level
*Language Milestones: American Sign Language and English (developed by the KSA 75-5397e Advisory Committee)	Language	DHH Children	Birth to 8 years	Checklist	No	Not indicated	Observation	Skill Level



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Assessment Name	Area of Assessment	Population	Age Range	Type (checklist, assessment)	Normed: for whom	Administrator Qualifications	Method (parent report, observation, both)	Result
Pragmatic Checklist	Language	All Children	2 years to 6 years	Checklist	Yes: Hearing Children	Qualification A	Parent Report	Age Level
Preschool Language Scale-5 (PLS-5)	Language	Children with Language Delays	Birth to 7-11 years	Assessment	Yes: Hearing Children	Qualification B	Observation	Age Level
*SKI-HI Language Development Scales (LDS) 3rd Edition	Language	DHH Children	Birth to 5 years	Scale (test form)	Yes: DHH Children	Qualification B	Observation	Skill Level
*Rhode Island Test of Language Structures (RITLS)	Language	DHH Children	3 years to 20 years	Assessment	Yes: Deaf and Hearing Children	Qualification A (sign fluency)	Observation	Skill Level
Rossetti Infant Toddler Language Scale	Language	All Children	Birth to 3 years	Assessment	No: Criterion Referenced	Qualification B	Both	Skill Level
Structured Photographic Expressive Language Test Preschool Second Edition (SPELT P-2)	Language	All Children	3 years to 5-11 years	Assessment	Yes: Hearing Children	Qualification A	Observation	Age Level
Structured Photographic Expressive Language Test-3 (SPELT-3)	Language	All Children	4-0 years to 9-11 years	Assessment	Yes: Hearing Children	Qualification A	Observation	Age Level



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Academic Readiness

Assessment Name	Area of Assessment	Population	Age Range	Type (checklist, assessment)	Normed: for whom	Administrator Qualifications	Method (parent report, observation, both)	Result
Bracken Basic Concept Scale 3rd Edition: Receptive (BBCS-3:R)	Language-School Readiness	All Children	3-0 years to 6-11 years	Assessment	Yes: Hearing Children	Qualification B	Observation	Age Level
Bracken Basic Concept Scale: Expressive (BBCS:E)	Language-School Readiness	All Children	3-0 years to 6-11 years	Assessment	Yes: Hearing Children	Qualification B	Observation	Age Level
Woodcock Johnson IV Early: Cognitive and Academic Development (ECAD)	Early Cognitive and Academic Development- includes language	All Children	2-6 years to 7 years	Assessment	Yes: Hearing Children	Qualification B	Observation	Age Level



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English Vocabulary

Assessment Name	Area of Assessment	Population	Age Range	Type (checklist, assessment)	Normed: for whom	Administrator Qualifications	Method (parent report, observation, both)	Result
MacArthur-Bates Communicative Development Inventories (MB-CDI)	Vocabulary (a video-based adaptation of the CDI: Words & Gestures is available in ASL)	All Children	8 months to 37 months	Checklist/ Screening Assessment	Yes: Hearing Children	Qualification C	Both	Age Level
Peabody Picture Vocabulary Test-Fifth Edition (PPVT-5)	Receptive Vocabulary	Any Individual	2-6 years to 90+ years	Assessment	Yes: Hearing Children	Qualification B	Observation	Age Level
Expressive Vocabulary Test Third Edition (EVT-3)	Expressive Vocabulary	Any Individual	2 years to 70+ years	Assessment	Yes: Hearing Children	Qualification B	Observation	Age Level
Expressive One-Word Picture Vocabulary Test-Fourth Edition (EOWPVT-4)	Expressive Vocabulary (English/ Spanish)	Any Individual	2 years to 70+ years	Assessment	Yes: Hearing Individuals	Qualification B	Observation	Age Level
Receptive One-Word Picture Vocabulary Test-Fourth Edition (ROWPVT-4)	Receptive Vocabulary (English/ Spanish)	Any Individual	2 years to 70+ years	Assessment	Yes: Hearing Individuals	Qualification B	Observation	Age Level



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Curriculum-Based Assessments

Assessment Name	Area of Assessment	Population	Age Range	Type (checklist, assessment)	Normed: for whom	Administrator Qualifications	Method (parent report, observation, both)	Result
AuSpLan Auditory Speech and Language	Listening, speech and language	DHH Children with Cochlear Implants	Any	Checklist	No	Qualification A	Both	Skill Level
Cottage Acquisition Scales for Listening, Language and Speech-Fifth Edition (CASLLS-5)	Auditory/ Speech/ Language Dev.	DHH Children using Spoken English	Birth to 8 years	Assessment	No: Criterion Referenced	Qualification A	Both	Age Level
Hawaii Early Learning Profile (HELP Strands)	Language (and other developmental areas)	Any Child	Birth to 3 years & 3 years to 6 years	Checklist	No	Based on state guidelines of a "Qualified" individual	Both	Age Level
Speech Perception Instructional Curriculum & Evaluation (SPICE) Evaluation 2nd Edition	Speech perception-speech and hearing	DHH Children with Cochlear Implants or hearing aids	2 years to 12 years	Evaluate and screen assessment	Yes: DHH Children with cochlear implants or hearing aids	Qualification A	Both	Skill Level



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Communication

Assessment Name	Area of Assessment	Population	Age Range	Type (checklist, assessment)	Normed: for whom	Administrator Qualifications	Method (parent report, observation, both)	Result
Communication Matrix	Communication	Any Child Functioning at the Early Stages of Communication	Any	Checklist	No: Developed for children with complex communication needs	Qualification A	Both	Skill Level
Functional Communication Profile-Revised (FCP-R)	Communication	Individuals with developmental or acquired delays	3 years to Adult	Both	No: Criterion Referenced	Qualification B	Both	Skill Level