



RMTC-D/HH

Resource Materials and Technology Center for the Deaf/Hard of Hearing

Progress Monitoring Literacy for Students who are Deaf/Hard of Hearing (D/HH)

“Educational progress must be carefully monitored.” ([NASDSE](#), 2018)

The purpose of assessment is to (1) identify skills that need review, (2) monitor student progress, (3) guide teacher instruction, (4) demonstrate the effectiveness of instruction, and (5) provide information on how to improve instruction. Students have diverse needs so every assessment will not be appropriate for every student. It takes a variety of assessment tools and strategies that are culturally and linguistically appropriate to gather relevant functional, developmental, and academic information on students' performance in all areas of literacy: language, vocabulary, phonemic awareness, phonics, fluency, comprehension, and writing. In addition, the assessments should be performed by qualified evaluators who can administer them in their native language or mode of communication in an ongoing process.

Currently, one single paper or electronic assessment does not exist to assess a student who is D/HH in all the areas of literacy. The following chart is not an exhaustive list, but all assessments listed are Every Student Succeeds Act (ESSA) compliant. They are valid and reliable for students who are D/HH. The unique needs of the individual student must be considered when selecting assessments from this list or another list. When selecting alternative assessments to district-based progress monitoring that may not be accessible or appropriate for a student who is deaf or hard of hearing, it is integral the assessments are discussed by the IEP team and clearly outlined on the IEP.

Diagnostic Usage - The assessments and evaluation tools listed in this table may be used as diagnostic tools, depending on the student's need for accessible assessments, communication modality, instructional programming, and individual needs for diagnostic data.

RMTC-D/HH FAQ - [Can students who are D/HH access or be assessed via iReady? What are the alternatives to inaccessible assessments?](#)

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Progress Monitoring Tools by Literacy Component

Area to Progress Monitor	Oral/Signed Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Written Expression
Assessment	<ol style="list-style-type: none"> ASL Expressive Skills Test * ASL Receptive Skills Test * Holding Stories in the Palm of Your Hands (ASL and Spoken Language) *^ Teacher Assessment of Spoken Language (TASL) Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS) Avenue PM (Kid Sign, CopyRight, and Slash) 	<ol style="list-style-type: none"> EasyCBM Phoneme Segmenting *^# Great Leaps *When appropriate, paired with Visual Phonics *^# DIBELS 8th Edition (Phonemic Segmentation Fluency) 	<ol style="list-style-type: none"> EasyCBM Letter & Sounds DIBELS 8th Edition (Nonsense Word Fluency) Teach Your Child to Read in 100 Easy Lessons Placement Test Great Leaps *When appropriate, paired with Visual Phonics *^# 	<ol style="list-style-type: none"> Oral Reading Running Record (Avenue PM, Intervention Central, DIBELS 8th, Great Leaps, etc.) Signed Reading Fluency Rubric FSDB Pineapple PD - Signed Reading Fluency Rubric (Elementary) Fairview Rereads & Accuracy/Rate Reading Checks 	<ol style="list-style-type: none"> Fairview Adapted Dolch and Bridging Checklist High-Frequency Words (Dolch or Fry) Bedrock Vocabulary Checklist Avenue PM (Picture naming, Word Sign/Say, and Kid Speak) DIBELS 8th Edition (Word Reading Fluency) 	<ol style="list-style-type: none"> UURC Flash Assessment MAZE Silent Reading Comprehension (Avenue PM, Intervention Central, DIBELS 8th, etc.) 	<ol style="list-style-type: none"> Intervention Central Writing Probe Generator Bedrock Quick Writes Avenue PM (Word Mark) DIBELS 8th Edition
Curricula/ Interventions Addressing (D/HH-Specific)	<ol style="list-style-type: none"> Fairview (K-12) Foundations for Literacy (PK-2) Fingerspelling Our Way to Reading (PK-2) 	<ol style="list-style-type: none"> Fingerspelling Our Way to Reading Teach Your Child to Read in 100 Easy Reading Lessons (with or without Visual Phonics) 	<ol style="list-style-type: none"> Visual Phonics (paired with a phonics instructional program) 	<ol style="list-style-type: none"> Fairview (K-12) 	<ol style="list-style-type: none"> Fairview (K-12) Foundations for Literacy Explicit Contextualized Vocabulary for D/HH Fingerspelling Our Way to Reading 	<ol style="list-style-type: none"> Fairview (K-12) 	<ol style="list-style-type: none"> Fairview (K-12) Foundations for Literacy
Frequency	* Benchmark (Beginning, Middle, End of Year) - beginning of the year benchmark provides diagnostic data ^ Progress Monitoring (Weekly) # Daily Monitoring						
What progress monitoring data looks like?	Graph - Error, Accuracy, and Rate	Graph - Error, Accuracy, and Rate	Graph - Error, Accuracy, and Rate	Graph - Error, Accuracy, and Rate	Graph - Error, Accuracy, Rate, and Comprehension	Graph - Error, Accuracy, Rate, and Comprehension	Graph - Error, Accuracy, and Length

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