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?](#)
## Progress Monitoring Tools by Literacy Component

<table>
<thead>
<tr>
<th>Area to Progress Monitor</th>
<th>Oral/Signed Language</th>
<th>Phonemic Awareness</th>
<th>Phonics</th>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Written Expression</th>
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</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>* Benchmark (Beginning, Middle, End of Year) - beginning of the year benchmark provides diagnostic data&lt;br&gt;^ Progress Monitoring (Weekly)&lt;br&gt;# Daily Monitoring</td>
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<tr>
<td><strong>What progress monitoring data looks like?</strong></td>
<td>Graph - Error, Accuracy, and Rate</td>
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<td>Graph - Error, Accuracy, and Rate</td>
<td>Graph - Error, Accuracy, and Rate</td>
<td>Graph - Error, Accuracy, Rate, and Comprehension</td>
<td>Graph - Error, Accuracy, Rate, and Comprehension</td>
<td>Graph - Error, Accuracy, and Length</td>
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</tbody>
</table>
References


University of Minnesota and Penn State University. (n.d.). Avenue pm. Avenue PM. https://avepm.com/login

University of Oregon. (2021). *Dynamic indicators of basic early literacy skills (DIBELS)*. University of Oregon Center on Teaching and Learning. https://dibels.uoregon.edu/


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