“You have to know where you are if you want to draw a map to where it is you want to go.”

Luchner, John, Ed.D and Bowen, Sandy, PhD.

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“The importance of administering multiple language assessments

The goal of diagnostic testing is to find what the student can do and then determine the level where the student breaks down. Why give multiple tests? Students who are Deaf/Hard of Hearing typically have gaps due in part to lack of full access to incidental language. One general test will not identify all of the gaps. If only one standardized vocabulary test is administered e.g., the Peabody Picture Vocabulary Test-4 or the Expressive Vocabulary Test-2, it is only possible to verify whether or not a vocabulary delay exists; the results yield no clue as to how to structure remediation. Gaps may be between skills e.g., vocabulary vs. syntax or between a skill area e.g., multiple meaning words vs. synonyms. One test will not identify the gaps. Therefore, administering more tests allows you to get additional detailed information about your student which will then guide you in developing appropriate therapy goals to address the student’s needs.

Don’t base your evaluation on what instruments are readily available. Prior to testing, it is essential to determine what specific skill area (s) need assessed in order to choose the most appropriate instrument (s) to measure progress on that skill. It is important to understand what you are assessing so you can analyze and use the results correctly to determine the student’s area of need.

Possible assessments to utilize with students who are D/HH:

- Language Processing Test-3
- Test of Semantic Skills –Primary/Intermediate
- Test of Word Knowledge
- The Elementary Word Test-2; The Adolescent Word Test-2
- Test of Problem Solving-3/Intermediate-2