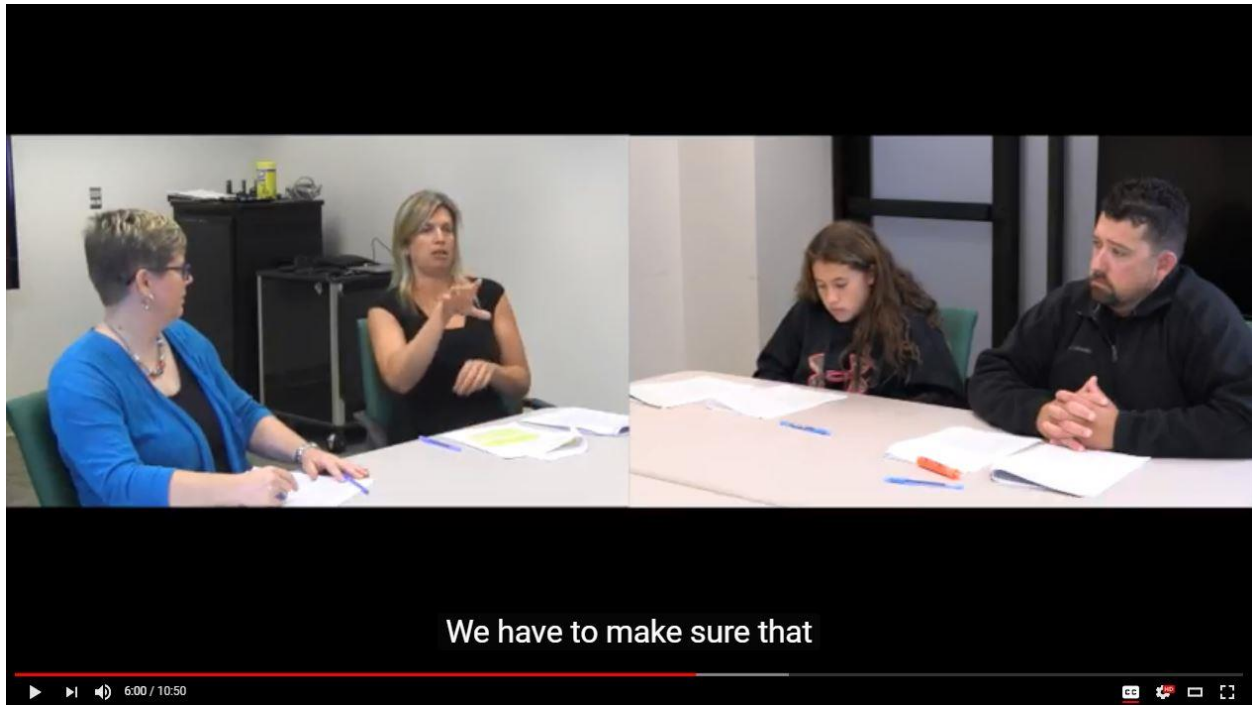


## How and Why Should We Test English Language Skills?

*Planning for a Re-Evaluation of an Elementary-Aged Student*



Watch this video of a mock IEP meeting that includes planning for a re-evaluation for an elementary-aged student who is Deaf, with a focus on evaluating English skills along with academics. This video begins at 5:59. When you reach 8:56, you may stop and return to this page.

Check out [page 11-12 & Appendix II of the Discussion Guide](#)

### Discussion Prompts:

- ☐ For a deaf student whose first language is ASL, why do English skills need to first be evaluated when testing reading and writing skills?
- ☐ How might the Peabody Picture Vocabulary Test be used for a student whose first language is ASL?



- ❑ Although this mock IEP is focused on a deaf student who uses ASL, why might English skills for students who are deaf or hard of hearing, but use listening and spoken language, need to be evaluated when testing reading and writing skills?
- ❑ What are two vocabulary tests that could be modified for a student who uses ASL? *(Keep in mind English language and vocabulary tests do not need to be modified when administering using cued or spoken English.)*

To view the full webinar, [“Mock IEP Meeting: Preparing for a Re-Evaluation”](#)