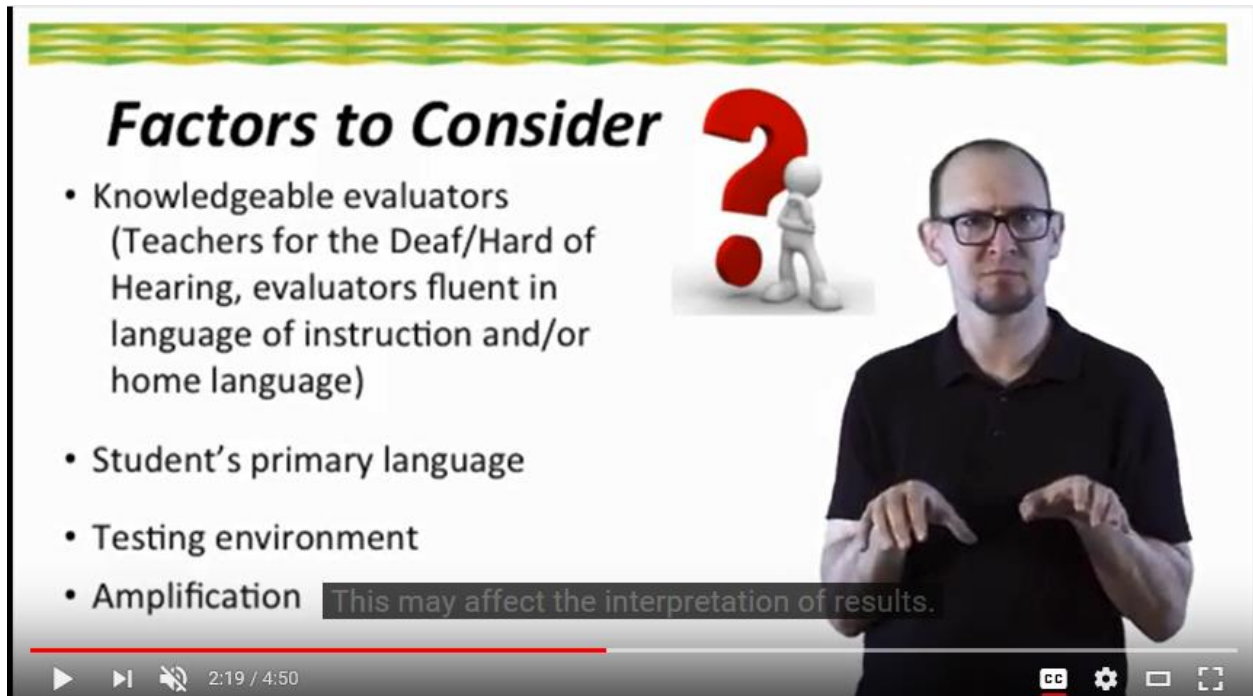


With Data Collected for Evaluations, Let's Interpret Carefully
What Specific Data Is Available Regarding Student Present Levels



Watch this video discussing qualifications of evaluators as well as how to interpret data that's collected, through the unique lens of impact of hearing loss when considering tests of spoken language and the skills needed when assessing students who use ASL. This video begins at 2:19. When you reach 4:41, you may stop and return to this page.

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

Discussion prompts:

- ☐ Why must the impact of hearing loss be considered when evaluating student reading difficulties?
- ☐ Why is the teacher or examiner's own skill and fluency of ASL important when evaluating students who use ASL as their language of instruction and communication?



- ☐ If an examiner is unaware of the impact of hearing loss on spoken language development, what might be an inaccurate assumption about a hard of hearing or deaf child's academic skills?
- ☐ How does the Discussion Guide help this parent when considering evaluation results? Could you share the Discussion Guide to help parents become more informed so they can advocate and participate at an increased level?

To view the full webinar for ["IEP Discussion Guide: What Specific Data is Available"](#)