

# **Colorado Individual Performance Profile (CIPP)**

**for  
Students who are  
Deaf and  
Hard of Hearing**

## **MANUAL**

**Revised - January 2002a**

The most recent version of the CIPP may be downloaded from the  
CDE Special Education website:  
[www.cde.state.co.us/cdesped/specificdisability-hearing.htm](http://www.cde.state.co.us/cdesped/specificdisability-hearing.htm)

The Colorado Department of Education  
Special Education Services  
201 East Colfax Ave, #300  
Denver, CO 80203  
303-866-6694  
303-866-6811(FAX)

**NOTE: CDE requires that the Student Demographic Data (pp 14-15) and the Student Assessment Summary (p 16) be submitted to CDE on all students with Initial and Triennial assessments as required by the CDE Special Education State Improvement Plan. Please mail or FAX to Cheryl Johnson as indicated above.**

# Colorado Individual Performance Profile (CIPP) Deaf and Hard of Hearing Students

## What is the CIPP?

The Colorado Individual Performance Profile is a multi-purpose tool that presents a "picture" of standardized and functional assessments for children who are Deaf or Hard of Hearing. It is *not* an assessment by itself; rather it is a tool to profile the results of the various assessments conducted. A preschool version of the CIPP, the Pre-CIPP, is available for preschool through kindergarten age children.

## What is the Purpose of the CIPP?

The Colorado Individual Performance Profile has been developed for the following purposes:

- ◆ To assist IEP teams in determining initial and ongoing services, supports, and educational placements for students who are Deaf and Hard of Hearing.
- ◆ To assist IEP teams in determining performance and progress made by students who are Deaf and Hard of Hearing.
- ◆ To compile ongoing data for research related to the performance of students who are Deaf and Hard of Hearing.
- ◆ To support funding decisions related to maintaining and improving services for Colorado youth who are Deaf and Hard of Hearing.

## When should the CIPP be used?

Use the CIPP for students in first grade and above whose primary or secondary disability is Deaf or Hard of Hearing. The CIPP may also be appropriate for some children who are Deafblind. It may not be appropriate for students with significant support needs due to severe or multiple disabilities. The Pre-CIPP should be used for preschool and kindergarten age children. The CIPP is recommended for the following situations:

- ✓ initial assessment (possible placement)
- ✓ triennial review and documentation of student progress
- ✓ to consider a change in placement or services
- ✓ transition between levels (PS to kindergarten, elementary to middle school, middle school to high school)
- ✓ to support data collection efforts for Colorado

## Directions for using the CIPP

This CIPP Manual includes information, scoring rubrics, interpretation guidelines, an overview for parents, and the forms necessary for completing the CIPP protocol. Individual test protocols for standardized assessments are not included and should be acquired by the test examiner. The CIPP consists of two parts - Student Demographic Information, and Student Assessment. Functional assessment information, CSAP scores, and standardized assessment data are recorded onto the CIPP Student Assessment Summary Form. The Colorado Individual Performance Assessment Profile form can also be used if a graphic format of the data is desired. Assessments may be added in areas where additional information would be helpful in documenting and planning a student's services. These areas include: communication (e.g., ASL competence, pragmatic skills), auditory and listening skills, behavior, and functional vision assessment for students with dual sensory disabilities.

## Getting Started...

1. Review this manual to become familiar with the information that will be collected.
2. Make additional copies of the reporting forms: the **Colorado Student Demographic Information (p. 14-15)**, the **CIPP Student Assessment Summary (p. 16)**, the **CIPP Assessment Profile (p. 15)**, and the **Classroom Participation Questionnaire Summary (p. 10-11)**.
3. Obtain necessary protocols for standardized assessments that will be administered.
4. Complete the **Student Demographic Information (p. 14-15)** form. It is recommended that this information be collected as part of the initial assessment process or when services are initiated. It should be updated at triennial evaluations. Many of the questions will require information from students, parent(s) or the guardian.
5. Enter the most recent **CSAP** scores on the CIPP Student Assessment Summary, including the category (advanced, proficient, partially proficient, unsatisfactory). Be sure to identify the grade level for which the tests were given. If the student took the CSAP-A, include those results instead.
6. For the **Functional Assessment (p. 7-9)**, determine the rating which best describes the student for each of the areas indicated. Enter the rating scores on the **Student Assessment Summary (p.16)** as directed.



New for 2002

7. **Classroom Participation Questionnaire:** This protocol is an appendix to the CIPP. Have the student complete this questionnaire as directed by the protocol. Enter the scores on the Classroom Participation Summary as well as on the CIPP Assessment Summary.
8. For the **Standardized Assessment** data, use information from the most recent standardized test scores (with the exception of IQ, do not use scores older than 12 months). Recommended standardized assessments are provided on the Rating Conversion Table. Include District standardized assessments for students who have participated in them. Curriculum based-assessments and/or observation should only be used when standardized test data cannot be obtained. Use the **Standardized Assessment Rating Conversion Table (p. 12)** to determine the rating for each area. When multiple tests are given for a specific area, use an average score of all the tests to determine the rating. Report tests and test scores on the **CIPP Student Assessment Summary** form.
9. Additional, optional, tests may be added to the CIPP Assessment Summary.
10. When graphic representation of the test results are desired to profile performance, transfer the ratings to the **CIPP Assessment Profile (p. 13)**. Shade or place an "X" in the appropriate box for each area.
11. Use the **Services and Placement Guidelines (p. 4-5)** to interpret the individual performance profile for use in determining services.

#### **Why should standardized assessments be used?**

Standardized assessments provide a norm-referenced measure of how students perform certain skills in comparison to a large group of peers based on the normative sample. Standardization provides a standard score permitting comparison of performance across a variety of measures. While informal measures are valuable, they do not permit this important data analysis. And, because the goal for all students is that they leave school prepared to succeed as productive citizens, progress must be referenced to the same standards that are expected for all students. Reliance on tests that are norm referenced to samples of students with hearing loss may perpetuate lower standards. If they are used (such as the SAT-II), they should be used in conjunction with norms derived from samples of students with normal hearing.

#### **More Guidelines for Assessments...**

##### **Standardized Assessments**

Suggested tests for language, reading, and math are listed on the Standardized Assessment Rubric. When using District assessments, any appropriate subtest score is acceptable.

**Language skills** are demonstrated through assessment of vocabulary, phonology, syntax, and semantics as well as written language. For younger children, in grades one through three, vocabulary and language usage tests should be given to assess pre-writing skills. Assessment of ASL skills may also be appropriate.

**Reading** comprehension, not word recognition should be used for the reading section. For young readers, a curriculum-based assessment may be necessary to determine an appropriate reading level. For students in grades K-3, current functioning in the English language domain may be a better indicator to assist in program placement than reading. Reading in the primary grades is often too concrete to be a valuable tool. For students in grades 4-6, weigh both English and reading scores heavily. For students above grade six, a combination of vocabulary, reading, and writing abilities should be noted.

For the **Math** section, determine the average of math subtests (e.g., computation, concepts, applications).

**Social Skills** should be assessed using either the *Social Skills Rating System (SSRS, American Guidance System)* or the *Meadow-Kendall Social-Emotional Inventory*. Generally the *Meadow-Kendall* is more appropriate for students who are Deaf in non-integrated settings and the *SSRS* should be utilized for students in mainstream settings. The *SSRS* includes teacher, parent and student (for grades 3-12) protocols covering the areas of Social Skills (teacher, parent, student), Problem Behaviors (teacher, parent), and Academic Competence (teacher). The *SSRS* is considered a screening tool; if significant problems are evidenced, a more diagnostic measure should be completed by a psychologist. For either test, individual subscale scores should be reported on the Report Summary and an overall rating should be determined based on the average scores of all the subtests combined.

The Performance IQ is used to report **Cognitive** functioning. Any valid IQ score can be used as long as it accurately represents the student's present abilities. Suggested assessments for non-verbal intelligence are indicated on the Standardized Assessment Rubric.

## **Functional Assessments**

The **Functional Assessment** (adapted from Karchmer & Allen, 1999 and Leibermann & Gott, 1984) provides a broad assessment in relation to cognitive, social & behavioral, communicative, language, speech, audition, and physical abilities. This information helps to identify relationships between academic, social, and communicative functioning within the context of the general education environment. While not a standardized measure of performance or ability, it is useful for identifying limitations across a variety of functional areas when considering placement in general education settings.

The **Classroom Participation Questionnaire** (adapted by Arizona School for the Deaf from J. Brages, G. Long, and M. Stinson's Perceived Communication Ease Questionnaire, 1999, National Technical Institute for the Deaf) provides information from the student about his/her communication ease and access in the general education classroom. The information may be used to evaluate the extent to which the general education environment can meet the student's communication needs as well as to plan for necessary accommodations to improve accessibility. The Questionnaire is also available in Spanish on the CDE website listed on the front of this manual. It is appropriate for use with grade three and older students.

## **Services and Placement Guidelines**

Service and placement decisions must be guided by two elements: the student's communication needs and the student's instructional needs. Communication needs should be determined in the Communication Plan that is designed to insure the student's access to and within the educational environment. Communication needs are not indicative of intensity of services as described in the service delivery descriptions below. Development of the Communication Plan should occur early in the IEP process and be used to guide the determination of needs, IEP goals and objectives. The Communication Plan addresses the following areas and includes action plans for any issues needing attention:

- ✓ Determination of the student's primary communication mode(s).
- ✓ Consideration of availability of Deaf/Hard of Hearing role models and peer groups.
- ✓ Discussion of the educational options provided by the school district.
- ✓ Determination that the communication skills of teachers and staff are appropriate for the student's communication needs.
- ✓ Identification of the communication-accessible instruction, school services, and extracurricular activities for the student.

The discussion of intensity and characteristics of service, e.g., placement, must be made in the context of the identified communication needs along with the other needed supports and services. Ratings in the different domains of the CIPP may have varied significance due to the age of the student and the number of high or low ratings a student has in all the areas. In addition to communication access, the ratings are used to assist in the identification of the *intensity* of services, e.g., the level of weekly or daily service that the student may need to maintain or improve skills. For example, a student may have several ratings of "three", which at first glance, suggests services of one to four hours per week such as would be provided by an itinerant teacher of the Deaf/Hard of Hearing. However, several ratings of "three" may indicate that a more intense level of service is needed because of the amount of accumulated time involved when addressing needs within each domain. The same may be true for other levels of the rating system.

Care should be exercised when using years of delay to identify the level of a service needed. For example, a kindergarten student at the lower end of the age spectrum could not have as severe delay as a student who is at the upper end of the spectrum, i.e., grade six. Consequently a higher level of service may be more appropriate for the kindergarten student.

Within the array of delivery systems, there may be services identified on the IEP, such as speech-language, interpreting, or counseling, in addition to the services provided by the teacher of the Deaf/HH. As students require more intense services they often attend center-based programs so that appropriate services and communication access can be provided. Some students, especially in rural areas, may receive instructional services from building special education resource teachers in addition to the teacher of the Deaf/Hard of Hearing. Include these instructional hours when determining the hours of service in addition to other support and related services such as speech-language, interpreting, counseling or motor therapy.

## Indirect Services

### **Monitoring of Student Progress: Mostly ratings of 1**

The student should have age-appropriate skills in all areas and not need an individual education plan (IEP). **Monitoring** of student progress can be implemented through personal and paper follow-up. If access accommodations are needed, the student should have a 504 plan.

### **Consultation > 60% of time in general education classroom: Ratings of 1 and 2**

The student should have age-appropriate skills in all areas but needs an IEP to provide **consultation** services to help maintain skill development. A Communication Plan is also required.

## Direct Services

**Separate Facility: All classes from a teacher of the Deaf/Hard of Hearing and other specialists knowledgeable in Deafness; ratings may be at any level.** Student requires a specialized communication environment that provides fully accessible instruction, extra-curricular, and peer group opportunities in the child's primary mode of communication.

### **> 60% of time in general education classroom: 1 to 4 hours a week of instructional services from a teacher of the Deaf/Hard of Hearing or, combination of teacher of the Deaf/HH & other special education team members; mostly ratings of 2 & 3**

The student's special needs should not total more than four hours a week. The student should be able to appropriately benefit from all academics within the general education classroom setting with only **team-** or **co-teaching**, **consultation**, and/or **"pull-out"** services from professionals in the area of hearing services. Therefore, academic delays typically should not exceed one to two years in grades K-6 and not more than two or three years in grades 7-12. Overall, students should have many ratings better than three. If a student has several ratings of three or a language rating less than three, the student may benefit more appropriately from the next level of service. Communication Plan needs may also impact the service delivery determined.

### **21-60% in general education classroom: 1 to 2 hours daily of instructional services from a teacher of the Deaf/Hard of Hearing or, combination of teacher of the Deaf/HH & other special education team members; mostly ratings of 3 & 4**

To maintain or improve educational performance, the students' needs may best be met in a **center-based** program with other Deaf/Hard of Hearing students. Although placed in center-based programs, students receive instruction in the general education classroom most of the school day. **Co-teaching** or **team-teaching** environments (general education and deaf education teachers) are especially advantageous at this level. Students typically have no more than a two to three year academic delay at the K-6 level and no more than a three to four year delay in grades 7-12. Students may need specialized language training not readily available in general education classrooms. In addition to language for academics, training may include skills related to social-emotional development (e.g., problem solving, decision making, understanding feelings). Students needing this level of service may rate high in some areas but have enough cumulative need, including communication access, to warrant more intense services than an itinerant service in the student's home school can effectively provide.

Students in rural areas needing this level of service usually do not have access to Deaf/Hard of Hearing peers close-by. Communication accessibility may be a challenge, especially for students who use sign language. In addition to services from an itinerant teacher of the Deaf/HH or a team- or co-teaching arrangement, the student may benefit from a general special education teacher's services in the student's building. Caution should be exercised when choosing this option, to insure that the special education teacher has sufficient training and on-going support from the deaf education teacher. In addition, opportunities should be explored for the student to associate with other Deaf/HH students. Districts may also consider sharing resources with other districts or with CSDB to provide this level of service. The student's communication needs must be carefully considered when determining services.

### **<21% of time in general education classroom: 3 or more hours daily of instructional services from a teacher of the Deaf/Hard of Hearing or, combination of teacher of the Deaf/HH & other special education team members; mostly ratings of 4 & 5**

The student's instructional needs can best be met in a **center-based** program with other Deaf/HH students. Students at this level of service need considerable modification of the general education curriculum to benefit from general education instruction. However, a co-teaching or team-teaching class could increase the amount of general education classroom instruction. The student's communication needs should match those of the center-based program. Typically, delays should not exceed two to three years at the K-6 level and no more than four to five years at the secondary level. Districts may consider sharing resources with other districts or placement at CSDB to provide appropriate services. Communication Plan needs must also be considered.

### **Separate Facility: All classes from a teacher of the Deaf/Hard of Hearing and other specialists knowledgeable in Deaf/Hard of Hearing services; mostly ratings of 5 & 6**

Student requires a specialized learning environment that provides intense services from trained professionals in deafness, either for short or long-term duration. Students exhibit significant academic delays of three or more years at the K-6 level and five or more years at the 7-12 level. These students usually need a specialized curriculum that is not readily available in most school districts (or administrative units), specific services related to life skills, as well as counseling support. Administrative units who do not have this level of service available should consider placement at **CSDB** or in another district that has a **center-based** program. Communication Plan needs must also be considered.

# Colorado Individual Performance Profile (CIPP) Overview for Parents

## What is the CIPP?

The Colorado Individual Performance Profile (CIPP) was developed in 1991 by the Colorado Department of Education Special Education Services Unit, to:

- ◆ Provide a needs-based tool to assist school district IEP teams in determining appropriate services and educational placements for students who are Deaf and Hard of Hearing.
- ◆ Support data collection efforts related to improving educational services in Colorado for students who are Deaf and Hard of Hearing.

## How was it Developed?

The CIPP was developed with the assistance of Deaf/Hard of Hearing service providers across Colorado. Special consultation was provided by the University of Colorado, Boulder and Poudre R-1 School District, Fort Collins. Information was collected on more than 950 students statewide as part of the process to validate the effectiveness of the tool. The CIPP was revised in 2000, and again in 2002 to better reflect changing educational programming.

## How does the CIPP work?

Information is gathered through formal, informal, and functional assessments in the areas of communication, English language, reading comprehension, math, social-emotional development, and cognition. In addition, extensive demographic data is collected in the areas of hearing loss, language usage, student services, and medical history.

Ratings are determined by considering the child's communication needs and by analysis of test results. Ratings may be graphed on an individual student chart to provide a visual profile of the student's current performance. This information is also compiled so that it can be analyzed for comparisons with other students with similar profiles and to assist in the IEP planning process.

## How is the information used?

Ratings in various domains may have different significance due to the age of the student and the number of high or low ratings a student has in all the areas. The ratings can be used to identify *the intensity of services*, i.e., the level of weekly or daily services that the student needs to maintain or improve skills. The CIPP information should be used in conjunction with the student's Communication Plan. The array of possible delivery systems include:

**Indirect Services: Monitoring** of the student's progress - no IEP is needed but it is recommended that the student have a 504 plan for accessibility

**Consultation** - an IEP is needed to maintain skills

**Direct Services:** Student receives services from a teacher of the Deaf/Hard of Hearing, a combination Deaf/Hard of Hearing teacher and special education resource teacher, or other special education team members **about 1 to 2 hours daily**, with most academic instruction occurring in the general education classroom (21-60% in general education classroom)

Student receives services from a teacher of the Deaf/Hard of Hearing, a combination Deaf/Hard of Hearing teacher and special education resource teacher, or other special education team members **about 3 hrs or more daily** with some academic instruction still occurring in the general education classroom (<21% in general education classroom)

Student receives **all academic instruction** from a teacher of the Deaf/Hard of Hearing in a special school for students who are Deaf/Hard of Hearing

Within the array of delivery systems noted above, there may be services such as speech-language or counseling, and supports such as notetaking or interpreting, that are provided in addition to the those of the teacher of the Deaf/Hard of Hearing. As service needs increase, students are typically placed in center-based programs where specialized services are clustered. A child's communication needs may also require a peer group of Deaf/Hard of Hearing students that can only be provided in a center-based program irrespective of the intensity of the instructional services require.

## FUNCTIONAL ASSESSMENT for Students who are Deaf/Hard of Hearing

Please rate each student using the following scale: **A = Functions normally** **B = Mild Limitation** **C = Moderate Limitation** **D = Mod-Sev Limitation** **E = Severe Limitation**

<b>COGNITIVE/BEHAVIORAL/SOCIAL</b>		<b>A</b>			<b>B</b>			<b>C</b>			<b>D</b>			<b>E</b>		
<b>Thinking /reasoning</b>	Student thinks and reasons normally, plays games, solves puzzles and problems comparably to other students the same age.	Between A & C	Student is slow to solve age-appropriate puzzles and problems or learn new things, but may acquire these intellectual skills with instructional supports.	Between C & E	Student has considerable difficulty solving age-appropriate puzzles and problems, lags far behind peers and may require individualized instruction to master even simple tasks.											
<b>Learning Style/ Maintaining attention to classroom tasks</b>	Student has skills needed to independently engage in learning tasks; usually attends to classroom instruction sufficiently to learn material; requires minimal teacher support to complete class work.	Between A & C	Student has some skills needed to independently engage in learning; attention in class is frequently off-task, sufficient to impair learning; student can master classroom tasks with close monitoring and instructional support.	Between C & E	Student is unable to independently engage in learning; exhibits extreme difficulty attending to classroom material, even for short periods of time; may act impulsively or withdraw frequently from classroom activities.											
<b>Social interaction /classroom behavior</b>	Student exhibits social skills and behavior that are appropriate for his/her age.	Between A & C	Student exhibits some inappropriate behavior that may include fighting, biting, hitting, screaming. However, this behavior is not disruptive enough to require frequent separation of the student from the classroom.	Between C & E	Student frequently exhibits inappropriate social behavior and is often disruptive of classroom activities; often needs to be separated from the class.											
<b>Life Skills</b>	Student is able to take care of personal possessions, dress, toilet, follow rules, travel and use money independently similar to other students the same age.	Between A & C	Student can complete some of the following tasks independently and accurately: take care of possessions, dress, toilet, follow rules, travel, and use money.	Between C & E	Student has extreme difficulty completing many of the following tasks independently: taking care of possessions, dressing, toileting, following rules, traveling, and using money.											
<b>COMMUNICATIVE</b>		<b>A</b>			<b>B</b>			<b>C</b>			<b>D</b>			<b>E</b>		
<b>NOTE :</b> if the student uses an interpreter, evaluate functioning in reference to communication through that interpreter																
<b>Expressive Communication</b>	Student communicates expressively with his/her teacher and peers fluently and easily.	Between A & C	Student has some difficulty expressing him/herself with the mode of communication generally used in the classroom. However, difficulties can be overcome by repetition and explanation.	Between C & E	Student has considerable difficulty expressing him/herself using the mode of communication generally used in the classroom.											
<b>Receptive Communication</b>	Student comprehends the communication of others in the classroom accurately and easily.	Between A & C	Student has some difficulty comprehending communication from others in the classroom using the mode of communication generally used for classroom interaction. Difficulties can be remediated by repetition and explanation.	Between C & E	Student has considerable difficulty comprehending communication from others in the classroom, even when accommodations such as interpreters, assistive listening devices, etc., are used.											

PHYSICAL		A		B		C		D		E	
<b>Vision</b>	Student sees with normal acuity, using corrective lenses if necessary.	Between A & C	Even with corrective lenses, student has some problems seeing the blackboard or objects in visual periphery, or reading small print, and requires minimal additional accommodations, e.g., preferential seating, magnification of reading materials.	Between C & E	Even with corrective lenses or other accommodations, student cannot see and comprehend visual communication (such as sign language) from across a room; requires significant accommodations, e.g., large print, Braille, mobility training, deaf-blind interpreter.						
<b>Use of hands, arms, and legs</b>	Student uses hands, arms, and legs normally in daily activities, e.g., walking up and down stairs, using a pencil to write, participating in physical education.	Between A & C	Student has some limitations in the use of hands, arms, and/or legs, but is ambulatory and can use hands and arms for simple daily activities.	Between C & E	Student is nonambulatory or is severely limited in his/her use of hands and arms.						
<b>Balance (dizziness, motion sickness, coordination in the dark)</b>	Student participates normally in all physical activities without losing balance, falling down, or experiencing dizziness.	Between A & C	Student reports dizziness, nausea, falling down, or shows some mild lack of coordination when participating in physical activities.	Between C & E	Student often stumbles or falls due to lack of balance, and/or frequently reports feeling dizzy or sick while in motion.						
<b>Overall physical health</b>	Student has the usual health problems and illnesses typical for children the same age. Absences from school due to illness typical for children the same age.	Between A & C	Student has frequent or ongoing health problems, but they are either mild or medically controllable and do not significantly impair educational progress.	Between C & E	Student has frequent or ongoing health problems that are either not well controlled or result in near-total restriction of activities.						

Adapted from Karchmer & Allen (1999). The Functional Assessment of Deaf/Hard of Hearing students 144(2), 68-77.

Language		A		B		C		D		E	
<b>Receptive Language</b>	Student understands all 8 functions of language appropriate for age: Directions Explanation Narration, description, negotiation/persuasion Conversation Questions Writing (written language)	Student understands 6/8 functions of language appropriate for age and needs support to maintain: Directions Explanation Narration, description, negotiation/persuasion Conversation Questions Writing (written language)	Student understands a variety of sentence patterns. Assimilates new language with ease. Follows and completes multi-step tasks (oral & written.)	Student understands language between 1 and 2 years below age level. <u>Description:</u> Understands limited variety of sentence patterns. Assimilates new language after repeated instruction. Follows and completes a two to three part task (oral & written). Has limited comprehension of idioms.	Student understands language at level more than two years below age. <u>Description:</u> Understands concrete language.						
<b>Expressive Language</b>	Student uses all 8 functions of language appropriate for age: Directions Explanation Narration, description, negotiation/persuasion	Student uses 6/8 functions of language appropriate for age: Directions Explanation Narration, description, negotiation/persuasion Conversation	Student uses language within one year of age level. <u>Description:</u> Varies sentence patterns Assimilates new language with ease Limited use of idioms	Student uses language between 1 and 2 years below age level. <u>Description:</u> Limited variety of sentence patterns Assimilates new language	Student uses language at level more than two years below age. <u>Description:</u> Conveys meaning by using a variety of communication systems.						



	Conversation Questions Writing (written language)	Questions Writing (written language)	Limited use of multiple meanings of words	after repeated instructions. Conveys meaning despite numerous structural errors	
<b>Speech Intelligibility</b>					
<b>A</b>					
Student's speech is completely intelligible to a variety of listeners	Student's speech is generally intelligible to a variety of listeners. <u>Description:</u> Has vocal quality appropriate for age and sex Uses intonation and rhythm patterns to convey meaning Has few articulation errors	Student's speech is fairly intelligible to a variety of listeners. <u>Description:</u> Intelligible to listener when topic is unknown Has minimal problems in the areas of voicing and pitch Has difficulty varying intonation and/or rhythm patterns	Student's speech is very difficult to understand by a variety of listeners. <u>Description:</u> Vocalizes spontaneously but only isolated words and/or phrases are understood Voicing and pitch are irregular with significant difficulty with intonation and/or rhythm patterns	Student's speech is unintelligible to an untrained listener or student does not use speech. <u>Description:</u> Only vocalizes on demand Only imitates a few speech sounds Has poor voice quality (nasal, guttural, raspy) Has an irregular pitch	<b>E</b>
<b>Use of Audition</b>					
<b>A</b>					
Student uses hearing as the primary channel for receptive communication	Student uses hearing, supplemented by visual supports for receptive communication. <u>Description:</u> Uses hearing aids(s) or Cochlear Implant effectively Listens attentively Understands speech auditorially Has some difficulty relating stress patterns to meaning Has difficulty inferring fine emotional information (such as sarcasm) based on intonation	Student uses a combination of the auditory and visual systems for receptive communication. <u>Description:</u> Uses hearing aids(s) consistently Understands speech when "face-to-face" with speaker Interprets an auditory speech signal when given structural cues. Has difficulty inferring gross emotional information (such as anger) based on intonation.	Student realizes some benefit from auditory information but primarily relies on visual or tactile input for receptive communication. <u>Description:</u> Uses audition only for awareness of sound. Recognizes common environmental sounds.	Student does not use audition for receptive communication.	<b>E</b>

Adapted from Liebermann, N. & Gott, W. (1984). Hearing Impaired Performance Profile – Revised Edition (HIPP-R): An Assessment Integration Document. The School Board of Broward County, Florida.

## CLASSROOM PARTICIPATION QUESTIONNAIRE SUMMARY

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Class/classes for which this was recorded: \_\_\_\_\_

*Use this form to record the student's responses from the Classroom Participation Questionnaire so that you have a record of the information. If you disagree with the student's rating on a specific item, split the cell and record your rating beside the student's in another color.*

Question #	Questions	Never	Sometimes		Often		All the Time
1	How often does your family use sign language?						
2	Are there any other family members who have a hearing loss?	No	Yes	List who:			
		Interpreter	Sign	Speech	Speech & Sign	Writing notes	
3	How do you like best to communicate with hearing students?						
4	How do you like best for hearing students to communicate with you?						
5	How do you like best to communicate with teachers?						
6	How do you like best for teachers to communicate with you?						
7	How do you like best to communicate with other deaf/hard-of-hearing students?						
8	How do you like best for other deaf/hard-of-hearing students to communicate with you?						
9	Do you typically use an interpreter in class?	No			Yes		
10	How many other deaf/hard of hearing students are in your class(es)	0	1-2	3-4	5 or more		

**Desirable ratings are in the 3-4 range.**

Subscale	No. of Question	Questions	Rating			
			1	2	3	4
<b>Understanding Teacher (8)</b>	1	My teacher understands me.				
	3	I understand my teachers.				
	6	I have enough time to answer my teacher's questions.				
	7	I understand the homework assignments my teachers give me.				
	8	I understand when my teachers tell me what to study for a test.				
	18	I understand my teachers when they give homework assignments.				
	19	I understand my teachers when they answer other students' questions.				
	20	I understand my teachers when they tell me what to study for a test.				
<b>Mean of the Subtotal</b>			/ 8 = _____			
			<b>1 - Almost Never      2 - Seldom      3 - Often      4 - Almost Always</b>			

Desirable ratings are in the 3-4 range.

Subscale			1	2	3	4
<b>Understanding Student (5)</b>	2	The other students in class understand me.				
	4	I understand the other students in class.				
	5	I join in class discussions.				
	21	I understand other students during class discussions.				
	22	I understand other students when they answer my teachers' questions.				
	<b>Mean of the Subtotal</b>			___ / 5 = ___		
<b>Positive Affect (6)</b>	9	I feel good about how I communicate in class.				
	14	I feel relaxed when I talk to other students.				
	15	I feel relaxed when I talk to my teachers.				
	23	I feel relaxed in group discussions.				
	24	I feel happy in group discussions in class.				
	26	I feel good in group discussions in class.				
	<b>Mean of the Subtotal</b>			___ / 6 = ___		

1 - Almost Never

2 - Seldom

3 - Often

4 - Almost Always

Desirable ratings are in the 1-2 range.

			1	2	3	4
<b>Negative Affect (9)</b>	10	I feel lonely because I cannot understand other students.				
	11	I feel frustrated because it is difficult for me to communicate with other students.				
	12	I get upset because other students cannot understand me.				
	13	I get upset because my teachers cannot understand me.				
	16	I feel nervous when I talk to other students.				
	17	I feel nervous when I talk to my teachers.				
	25	I feel nervous in group discussions in class.				
	27	I feel frustrated in group discussions in class.				
	28	I feel unhappy in group discussions in class.				
<b>Mean of the Subtotal</b>			___ / 9 = ___			

1 - Almost Never

2 - Seldom

3 - Often

4 - Almost Always

Adapted by Arizona School for the Deaf from J Braeges, G. Long, & M. Stinson, *Perceived Communication Ease Questionnaire*, National Technical Institute for the Deaf (1999).

**CIPP Standardized Assessment Rating Conversion Table**

Rating	CSAP	Reading	Language Skills	Math	Social	Cognitive
1	Advanced	K-6: at or above 70 <sup>th</sup> %ile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : at or above 70 <sup>th</sup> %ile (at or above grade level)	K-6: at or above 70 <sup>th</sup> %ile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : at or above 70 <sup>th</sup> %ile (at or above grade level)	K-6: at or above 70 <sup>th</sup> %ile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : at or above 70 <sup>th</sup> %ile (at or above grade level)	75 <sup>th</sup> to 100 <sup>th</sup> %ile (SSRS) [Problem Behaviors 0-25 <sup>th</sup> %ile] 80 <sup>th</sup> to 100 <sup>th</sup> %ile (MK)	120+ superior
2	Proficient	K-6: 56 <sup>th</sup> %ile - 69 <sup>th</sup> %ile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : 56 <sup>th</sup> %ile - 69 <sup>th</sup> %ile (<1 yr delay and/or close to age-appropriate)	K-6: 56 <sup>th</sup> %ile - 69 <sup>th</sup> %ile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : 56 <sup>th</sup> %ile - 69 <sup>th</sup> %ile (<1 yr delay and/or close to age-appropriate)	K-6: 56 <sup>th</sup> %ile - 69 <sup>th</sup> %ile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : 56 <sup>th</sup> %ile - 69 <sup>th</sup> %ile (<1 yr delay and/or close to age-appropriate)	50 <sup>th</sup> to 74 <sup>th</sup> %ile (SSRS) [Problem Behaviors 26-50 <sup>th</sup> %ile] 65 <sup>th</sup> to 79 <sup>th</sup> %ile (MK)	110-119 above average
3	Partially Proficient	K-6: 41 <sup>st</sup> %ile - 55 <sup>th</sup> %ile (< 1 yr delay) 7 <sup>th</sup> -12 <sup>th</sup> : 41 <sup>st</sup> %ile - 55 <sup>th</sup> %ile (1-2 yr delay)	K-6: 41 <sup>st</sup> %ile - 55 <sup>th</sup> %ile (< 1 yr delay) 7 <sup>th</sup> -12 <sup>th</sup> : 41 <sup>st</sup> %ile - 55 <sup>th</sup> %ile (1-2 yr delay)	K-6: 41 <sup>st</sup> %ile - 55 <sup>th</sup> %ile (< 1 yr delay) 7 <sup>th</sup> -12 <sup>th</sup> : 41 <sup>st</sup> %ile - 55 <sup>th</sup> %ile (1-2 yr delay)	30 <sup>th</sup> to 49 <sup>th</sup> %ile (SSRS) [Problem Behaviors 51-70 <sup>th</sup> %ile] 50 <sup>th</sup> to 64 <sup>th</sup> %ile (MK)	90-110 average
4	Unsatisfactory	K-6: 26 <sup>th</sup> %ile - 40 <sup>th</sup> %ile (1 yr - < 2yr delay) 7 <sup>th</sup> -12 <sup>th</sup> : 26 <sup>th</sup> %ile - 40 <sup>th</sup> %ile (3 yr delay)	K-6: 26 <sup>th</sup> %ile - 40 <sup>th</sup> %ile (1 yr - < 2yr delay) 7 <sup>th</sup> -12 <sup>th</sup> : 26 <sup>th</sup> %ile - 40 <sup>th</sup> %ile (3 yr delay)	K-6: 26 <sup>th</sup> %ile - 40 <sup>th</sup> %ile (1 yr - < 2yr delay) 7 <sup>th</sup> -12 <sup>th</sup> : 26 <sup>th</sup> %ile - 40 <sup>th</sup> %ile (3 yr delay)	17 <sup>th</sup> to 29 <sup>th</sup> %ile (SSRS) [Problem Behaviors 71-82 <sup>nd</sup> %ile] 35 <sup>th</sup> to 49 <sup>th</sup> %ile (MK)	80-89 low average
5	Unsatisfactory	K-6: 10 <sup>th</sup> %ile - 25 <sup>th</sup> %ile (2 yr delay) 7 <sup>th</sup> -12 <sup>th</sup> : 10 <sup>th</sup> %ile - 25 <sup>th</sup> %ile (4 yr delay)	K-6: 10 <sup>th</sup> %ile - 25 <sup>th</sup> %ile (2 yr delay) 7 <sup>th</sup> -12 <sup>th</sup> : 10 <sup>th</sup> %ile - 25 <sup>th</sup> %ile (4 yr delay)	K-6: 10 <sup>th</sup> %ile - 25 <sup>th</sup> %ile (2 yr delay) 7 <sup>th</sup> -12 <sup>th</sup> : 10 <sup>th</sup> %ile - 25 <sup>th</sup> %ile (4 yr delay)	3 <sup>rd</sup> to 16 <sup>th</sup> %ile (SSRS) [Problem Behaviors 83 -95 <sup>th</sup> %ile] 20 <sup>th</sup> to 34 <sup>th</sup> %ile (MK)	70-79 borderline
6	Unsatisfactory	K-6: <10 <sup>th</sup> %ile (3 or more yr. delay) 7 <sup>th</sup> -12 <sup>th</sup> : < 10 <sup>th</sup> %ile (5 or more yr delay)	K-6: < 10 <sup>th</sup> %ile (3 or more yr. delay) 7 <sup>th</sup> -12 <sup>th</sup> : < 10 <sup>th</sup> %ile (5 or more yr delay)	K-6: < 10 <sup>th</sup> %ile (3 or more yr. delay) 7 <sup>th</sup> -12 <sup>th</sup> : < 10 <sup>th</sup> %ile (5 or more yr delay)	Less than 3rd %ile (SSRS) [Problem Behaviors >95 <sup>th</sup> %ile] 0 to 19 <sup>th</sup> %ile (MK)	<70 Sig. Limited
<b>Tests</b>	Reading Writing Math Science	District Standardized tests Woodcock-Reading (WRMT-R) PIAT-R Reading Comprehension Gates MacGinitie Reading Test SAT - Level _____	District Standardized tests EOWPVT-R, PPVT-R TOLD, CELF, TOWL	District Standardized tests Key Math-R SAT - Level _____	Social Skills Rating System (SSRS): (teacher, student, parent) Meadow-Kendall (MK)	Non-verbal Intelligence IQ: WISC-R, C- TONI, K-ABC, UNIT

# CIPP ASSESSMENT PROFILE

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
 Directions: Determine rating scores based upon the Standardized Assessment Conversion Table and the Functional Assessment results to graph a profile of student performance.

Rating	STANDARDIZED ASSESSMENTS										FUNCTIONAL ASSESSMENTS										Rating								
1	2	3	4	5	6	Reading	Writing	Math	Reading	Language	Math	SSRS Meadow-Kendall	Perf IQ	Receptive	Expressive	Intelligibility	Audition	Receptive	Expressive	Thinking/Reasoning/ Cognitive	Learning/Attention	Social/Behavior	Life Skills	Vision	Use of hands, etc	Balance	Overall Physical	A	
2	3	4	5	6		CSAP		ACADEMICS		SOCIAL		COGNITIVI		COMMUNICATION		LANGUAGE		COGNITION/ BEHAV/SOCIAL				PHYSICAL				B			
3	4	5	6																										C
4	5	6																											D
5	6																												E

## CIPP Student Demographic Information

1. Student's Name \_\_\_\_\_ Date Updated \_\_\_\_\_  
Last First Middle
2. Date of Birth \_\_\_\_\_ 3. Grade \_\_\_\_\_ 4. Gender \_\_\_\_\_ Form completed by \_\_\_\_\_
5. School \_\_\_\_\_ 6. District/Admin Unit \_\_\_\_\_
7. Does student qualify for a reduced or free lunch?  yes  no

### I. Hearing Loss Information

8. Student's hearing loss is:
- a.  unilateral - unaided pure tone average (PTA) of impaired ear is \_\_\_ dB  
 bilateral - unaided better ear PTA is \_\_\_ dB  
 high frequency - unaided better ear high freq. PTA (2000-8000Hz) is \_\_\_ dB
- b.  conductive  sensorineural  mixed  progressive  auditory neuropathy/dys-synchrony
9. Age on onset:  <1 yr  1yr  2 yrs  3yrs  4yrs  5+ yrs
10. Age of identification:  at birth  3-6 mo  6 mo-1yr  1yr  2yrs  3yrs  4yrs  5+yrs
11. Amplification:
- a. Age of initial amplification:  < 6 mo  6mo-1yr  1yr  2yrs  3yrs  4yrs  5+yrs  
 no amplification prescribed
- b. Type of personal amplification:  binaural aids  monaural aid  cochlear implant  none other \_\_\_\_\_
- c. Type of assistive listening device:  classroom speakers  desktop  individual FM with personal hearing aids/Cochlear Implant  individual HA/FM- school system  other - specify \_\_\_\_\_
- d. Amplification is used in school majority of day:  yes  no  no amplification
- e. Amplification is used at home most of waking hours:  yes  no  no amplification
12. Etiology of hearing loss:
- |  |  |  |
|--|--|--|
| <p>a. <u>Congenital:</u></p> <input type="checkbox"/> Rubella <input type="checkbox"/> Rh-incompatibility<br><input type="checkbox"/> Trauma <input type="checkbox"/> Prematurity<br><input type="checkbox"/> Hereditary ( <input type="checkbox"/> Connexin 26)<br><input type="checkbox"/> Cytomegalovirus | <p>b. <u>Acquired:</u></p> <input type="checkbox"/> Otitis Media <input type="checkbox"/> High Fever<br><input type="checkbox"/> Measles <input type="checkbox"/> Meningitis<br><input type="checkbox"/> Mumps <input type="checkbox"/> Trauma<br><input type="checkbox"/> Ototoxicity | <p>c. <u>Syndrome:</u></p> <input type="checkbox"/> Down <input type="checkbox"/> Waardenburg<br><input type="checkbox"/> Goldenhar <input type="checkbox"/> unknown<br><input type="checkbox"/> Treacher Collins <input type="checkbox"/> other – specify: _____<br><input type="checkbox"/> Ushers |
|--|--|--|
13. Early intervention services:
- a. Was student enrolled in an early intervention (birth-2) program?  yes  no
- b. If yes, at what age did early intervention services begin?  <6 mo  6 mo-1yr  1y  2yrs
- c. Where were service *primarily* delivered?  in the home  at a center
- d. What was frequency of services?  1-2 hrs/week  1-3 hrs/month other-specify \_\_\_\_\_
- e. Who provided services?  
 early intervention specialist trained in hearing loss issues (deaf educator, speech/language pathologist, audiologist)  
 early childhood special education teacher (not trained in hearing loss issues)  
 general early childhood/preschool educator (e.g. HeadStart teacher, PS teacher)  
 other - specify \_\_\_\_\_

### II. Student & Family Information

14. Is there a Deaf or Hard of Hearing adult in home?  yes  no
15. Is there another Deaf or Hard of Hearing child in the home?  yes  no
16. a. At least one family member regularly participates in educational/school activities:  yes  no
- b. If yes, check all that apply:  IEP meetings  teacher/parent conferences  class field trips  
 Volunteers at school (classroom, office, library)  parent classes/workshops  sign classes  
 attends school events (PTA, sporting games, special events)  regularly communicates (calls, notes, email) with school personnel (teachers, interpreters, residence hall staff)  other (specify) \_\_\_\_\_
17. Other than adults or siblings at home,
- a. the student has the opportunity to interact with (in person, telephone, email) D/HH peers (select one):  
 daily  at least once per week  at least once per semester  at least once during the school year  
 not at all
- b. the student has the opportunity to interact with (in person, telephone, email) D/HH adults (select one):  
 daily  at least once per week  at least once per semester  at least once during the school year  
 not at all
18. The student regularly participates in at least one extracurricular activity:
- a. school-related:  yes  no
- b. community-based (e.g., sports leagues, church groups, clubs, scouts):  yes  no  unknown

19. The student has at least one additional disability that has been **officially diagnosed**: \_\_\_yes \_\_\_no  
 If yes, mark all that apply:
- |                                   |                              |                                  |
|-----------------------------------|------------------------------|----------------------------------|
| ___ mild cognitive disability     | ___ speech/language disorder | ___ specific learning disability |
| ___ moderate cognitive disability | ___ visual impairment        | ___ orthopedic impairment        |
| ___ severe cognitive disability   | ___ emotional disability     | ___ deaf-blindness               |
| ___ autism                        | ___ traumatic brain injury   | ___ other health impaired        |

### III. Language & Modality Usage

20. Primary language (if more than one, note primary as 1, secondary as 2):  
 a. Used with the student in the home: \_\_\_ASL \_\_\_English \_\_\_Spanish \_\_\_other \_\_\_\_\_  
 b. Used by the student in school: \_\_\_ASL \_\_\_English \_\_\_Spanish \_\_\_other \_\_\_\_\_
21. Primary mode of communication (if more than one, note primary as 1, secondary as 2):  
 a. Used with the student in the home:  
 \_\_\_spoken language \_\_\_spoken and signed communication \_\_\_signed only communication \_\_\_gestures  
 \_\_\_spoken language & gestures
- b. Used by the student in school:  
 \_\_\_spoken language \_\_\_spoken and signed communication \_\_\_signed only communication \_\_\_gestures  
 \_\_\_spoken language & gestures \_\_\_augmentative communication devices

### IV. Student Services Information

22. Use of interpreter:  
 a. Indicate type of interpreter: \_\_\_sign language \_\_\_oral \_\_\_cued speech \_\_\_no interpreter  
 b. If student uses an interpreter, check category that best describes the typical amount of use:  
 \_\_\_>5hrs/day \_\_\_3-5 hrs/day \_\_\_1 to<3 hrs/day \_\_\_<1hr/day \_\_\_other  
 c. Does student's primary sign language interpreter have the Colorado Educational Interpreter Certificate(CEIC)?  
 \_\_\_yes \_\_\_no Indicate interpreter's EIPA score:\_\_\_
23. Indicate other access services student uses: \_\_\_notetaker \_\_\_computer-assisted notetaker  
 \_\_\_real time captioning \_\_\_augmentative communication device (other than auditory)
24. Indicate support services student uses: \_\_\_counseling \_\_\_speech/language/auditory \_\_\_OT \_\_\_PT  
 \_\_\_audiology \_\_\_mental health \_\_\_tutoring \_\_\_learning disabilities \_\_\_gifted \_\_\_visually impaired
25. Describe the student's current service delivery system. *Do NOT include the services of an educational interpreter when counting these hours to identify a category of services below.*  
 \_\_\_ **Indirect Service: Monitor** (No IEP, 100% of time in general education); check here if student has a 504 Plan\_\_\_.  
 \_\_\_ **Indirect Service: Consultation** (IEP, 100% of time in general education classroom)  
 \_\_\_ **Direct Service: (>60% of time in general education classroom)**, 1-4 hours of instructional services per week from a licensed teacher of the Deaf/HH or combination of teacher of Deaf/HH or other special education team  
 \_\_\_ **Direct Service: (21-60% of time in general education classroom)**, 1-2 hours instructional services daily from a licensed teacher of the Deaf/HH or combination of teacher of Deaf/HH & other special education team; may be team or co-taught  
 \_\_\_ **Direct Service: (<21% of time in general education classroom)**, 3 or more hours per day of instructional services from a licensed teacher of the Deaf/HH or combination of teacher of Deaf/HH & other special education team; student is still receiving his/her academic instruction in the general classroom a portion of the school day; may be team or co-taught  
 \_\_\_ **Direct Service: (Separate Facility)**, all instruction from a licensed teacher of the Deaf/HH and other special education professionals in hearing services  
 \_\_\_ Other: Please explain \_\_\_\_\_
- \_\_\_ CSDB students only: \_\_\_ day student \_\_\_ residential
26. How long has the student been in the current school district: \_\_\_<1yr \_\_\_1yr \_\_\_2 yrs \_\_\_3 yrs \_\_\_4yrs  
 \_\_\_5 yrs or more
27. How long has the student been in the current service delivery model? \_\_\_<1 yr \_\_\_1yr \_\_\_2 yrs \_\_\_3yrs  
 \_\_\_4yrs  
 \_\_\_5 yrs or more
28. For students 14 yrs and older, identify specific transition services student receives?  
 \_\_\_work experience \_\_\_vocational rehabilitation \_\_\_post secondary education \_\_\_medical/audiological  
 \_\_\_independent living \_\_\_recreation/social opportunities \_\_\_adult systems connections  
 \_\_\_other (specify) \_\_\_\_\_
29. Does student receive supplemental services outside of school? \_\_\_no \_\_\_yes, specify -  
 \_\_\_speech/language/auditory training \_\_\_academic tutoring \_\_\_counseling \_\_\_other \_\_\_\_\_
30. Has or will student participate in CSAP? \_\_\_yes \_\_\_no; CSAP-A? \_\_\_yes \_\_\_no;  
 if not, indicate reason: \_\_\_\_\_

## Colorado Individual Performance Profile STUDENT ASSESSMENT SUMMARY

Form completed by: \_\_\_\_\_ Date completed: \_\_\_\_\_ District/Admin Unit: \_\_\_\_\_  
 Student's Name: \_\_\_\_\_ School: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_

### FUNCTIONAL ASSESSMENTS

**Functional Assessment:** Enter the rating letter from the Functional Assessment that best describes the student for each of the following areas (A=normal - E=severely limited).

<u>Cognitive/Behavioral/Social</u>	<u>Physical</u>	<u>Language</u>
Thinking/reasoning _____	Vision _____	Receptive _____
Learning style & Maintaining attention _____	Use of hands, arms, & legs _____	Expressive _____
Social interaction/classroom behavior _____	Balance _____	<u>Speech Intelligibility</u> _____
Life skills _____	Overall physical health _____	<u>Audition</u> _____
<u>Communicative</u>		
Expressive communication _____		
Receptive communication _____		

**Classroom Participation Questionnaire:** Enter the mean scores from the Summary for the appropriate subscale below.

	Score	normal	concern		Score	normal	concern
Understanding the Teacher	_____	<input type="checkbox"/>	<input type="checkbox"/>	Positive Affect	_____	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Students	_____	<input type="checkbox"/>	<input type="checkbox"/>	Negative Affect	_____	<input type="checkbox"/>	<input type="checkbox"/>

### CSAP SCORES

Enter the most recent CSAP including year and grade level given; circle the performance category.

TEST	GRADE	YEAR	SCORE	PERFORMANCE CATEGORY			
Reading	_____	_____	_____	<input type="checkbox"/> adv	<input type="checkbox"/> prof	<input type="checkbox"/> part prof	<input type="checkbox"/> unsat
Writing	_____	_____	_____	<input type="checkbox"/> adv	<input type="checkbox"/> prof	<input type="checkbox"/> part prof	<input type="checkbox"/> unsat
Math	_____	_____	_____	<input type="checkbox"/> adv	<input type="checkbox"/> prof	<input type="checkbox"/> part prof	<input type="checkbox"/> unsat
Science	_____	_____	_____	<input type="checkbox"/> adv	<input type="checkbox"/> prof	<input type="checkbox"/> part prof	<input type="checkbox"/> unsat
CSAP-A	_____	_____	_____				

### STANDARDIZED ASSESSMENTS

Directions: Enter the test(s) administered, raw scores, standard scores, and percentile ranks from the individual assessments utilized for each of the following areas.

AREA	TEST(S) ADMINISTERED	RAW SCORE	STANDARD SCORE	%ILE RANK
Reading	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Language Skills	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Math	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Social	Social Skills Rating System:			
	Teacher:	Social Skills _____	_____	_____
		Problem Behaviors _____	_____	_____
		Academic Competence _____	_____	_____
	Student:	Social Skills _____	_____	_____
	Parent:	Social Skills _____	_____	_____
		Problem Behaviors _____	_____	_____
	Meadow-Kendall:	_____	_____	_____
Cognitive	Instrument _____			
	Date Administered _____			
		Performance IQ _____	_____	_____
		Verbal IQ _____	_____	_____
		Full Scale _____	_____	_____