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**#1** [**Setting Language in Motion**](https://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion.html) **and**

[**Students with Cochlear Implants: Guidelines for Educational Program Planning**](https://www3.gallaudet.edu/clerc-center/our-resources/publications/students-with-cochlear-implants.html)

**Collaboratively Designed & Collaboratively Implemented**

Offered April 20, 2016

(For more info on these resources (not in quiz), go to <https://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion.html>

and

<https://www3.gallaudet.edu/clerc-center/our-resources/publications/students-with-cochlear-implants.html>)

**Part 1 - Students with Cochlear Implants: Guidelines for Educational Program Planning**

1. The Guidelines for Educational Planning for Students with Cochlear Implants can be used can be used to assist in the development of IFSPs for \_\_\_\_\_\_\_\_\_, IEPs for \_\_\_\_\_\_\_\_\_-aged children, and for 504 plans. It is intended to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, not replace, comprehensive assessment of language and communication programming decisions.
2. In 2012, the CI Guidelines were redesigned and updated with 50 professionals from multiple disciplines. The benefit of having the guidelines is to give the team an \_\_\_\_\_\_\_\_\_\_\_\_ way of coming to a consensus for an individual child.
3. What does the Guideline Coordinator do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. The first half of the document contains \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_tools, and the second half has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the glossary. Many of the tools can be useful for children who do not use \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. The intention of the Guidelines is to ensure that children with cochlear implants have access to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and become \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ involved as active participants in their school community.

**Part 2 - Setting Language in Motion**

1. “Setting Language in Motion” is another collaborative project between \_\_\_\_\_\_\_\_\_\_\_\_\_\_’s Hospital in \_\_\_\_\_\_\_\_\_\_\_\_\_ and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Center at Gallaudet University. It’s focus is on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ language acquisition of children who are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , and it is accessible through \_\_\_\_\_\_\_\_\_\_\_ and through spoken English.
2. It consists of \_\_\_\_\_\_\_\_\_\_ modules, each \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_minutes in length.
   1. Module one focuses on early \_\_\_\_\_\_\_\_\_\_\_\_ and intervention.
   2. Module two: how we hear, hearing assessments, reading an audiogram, types of hearing loss.
   3. Module three: how a \_\_\_\_\_\_\_\_ \_\_\_ works, and care for hearing assistance tech.
   4. Module four: \_\_\_\_\_\_\_\_\_\_\_ development using speech or \_\_\_\_\_\_\_\_\_\_
   5. Module five: candidacy for \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ implantation, and how Cis work.
   6. Module six: building a strong foundation for \_\_\_\_\_\_\_\_\_ using \_\_\_\_\_\_\_\_\_\_\_, spoken language, and /or \_\_\_\_\_\_\_\_\_ language
   7. Module seven: Working with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in early intervention.
3. The modules use evidence-based research, illustrations and demonstrations, video vignettes and authentic family \_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Both the Cochlear Implant Guidelines and Setting Language in Motion can be found in two places: on the \_\_\_\_\_\_\_\_\_\_\_\_ Hospital website under \_\_\_\_\_\_\_\_\_\_\_\_\_Resources and on the Laurent \_\_\_\_\_\_\_ Center website.
5. The authors are proud of the group that worked together to collaborate on this resource, with individuals representing diverse perspectives on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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**#2 Evidence-Based Practice for Teaching Listening and Spoken Language Skills to Preschoolers with Hearing Loss,**

**Offered Oct. 12, 2016 and Nov. 30, 2016.**

**Presenters: Sharon Raver-Lampman, Ph.D. and Janet Knust, M.S., LSLS Cert. AV Ed.**

**Part 1 – Research, Dr. Raver Lampman**

1. Dr. Raver-Lampman and Janet Knust work in a special preschool program at ODU that is part of the Norfolk Public Schools. The purposes for their program are:
   1. To work with preschoolers with hearing loss to improve their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; and
   2. To identify practical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_that teachers and family members can use to help their children in all areas of development.
2. They work on generalization and maintenance of skills.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means the skill is maintained two to three weeks after the training is concluded.
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is when a child uses a learned skill with new people, in a new situation, with new materials until they actually have mastered it.
3. They have developed \_\_\_\_\_\_\_stories that show pictures of the children going through a process and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ skills that they want them to display independently at the end of the training. The stories are about them, and at their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ level.
4. Typically hearing children are used as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ partners and models.
5. One thing they have learned is that lots of \_\_\_\_\_\_\_\_\_\_\_\_\_ is needed. The preschoolers may need anywhere from \_\_\_\_\_\_\_\_\_ to 35 sessions to learn a new skill that they are trying to teach them. Without a great deal of repetition, the children may not be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or maintain their skills.
6. They have also learned that instruction must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and taught\_\_\_\_\_\_\_\_\_\_\_\_\_ and purposefully.
7. Teacher attention and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are also critical.

Part 2 – Application, Janet Knust

1. Ms. Knust talked about two strategies she uses:
   1. Use of a \_\_\_\_\_\_\_\_\_\_-schedule and
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ talk.
2. A **mini-schedul**e differs from a daily schedule because it focuses on a \_\_\_\_\_\_\_\_\_\_\_\_ part of the day or week that is reoccurring, and that presents some \_\_\_\_\_\_\_\_\_\_\_\_\_ for the child or children.
3. True or False. Mini-schedules are only useful for toddlers/preschoolers.
4. In developing a mini-schedule, you
   1. first focus on the \_\_\_\_\_ analysis, listing the steps or tasks that make up that section of the day;
   2. the schedule should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_, but will look different depending on the age of the child/children; and
   3. it needs to have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so it will be in chronological order.
5. There are many times during a day that can be challenging for a child. Think of your students, and name 2 times when you could use a mini-schedule to provide more structure for a child. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. They found that using a mini-schedule helped children maintain \_\_\_\_\_\_\_\_\_ to a task, increased their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in an activity, and helped them re-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if they were distracted.
7. The second strategy that was used was **parallel talk**. It's a technique where the adult is narrating what the child is doing or seeing. So you are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the child’s actions, and describing them, without expecting a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. You are giving the child words and language for what they are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in at a particular time.
8. During parallel talk, you should:
   1. Emphasize and \_\_\_\_\_\_\_\_\_ the target vocabulary words again and again;
   2. Use language that is slightly \_\_\_\_\_\_\_\_\_\_\_ the child’s level;
   3. Highlight a specific language\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (for example, expressing thoughts and \_\_\_\_\_\_\_\_\_\_.)
   4. Follow the child’s \_\_\_\_\_\_\_\_ (don’t direct the activity.)
   5. Use parallel talk for at least \_\_\_\_\_ minutes a day.
9. What were the results(findings) of their study on parallel talk?
   1. It greatly increased the number of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   2. It increased their use of the targeted \_\_\_\_\_\_\_\_\_\_\_\_\_.
   3. It aided in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ development.
   4. The teacher must use wait time ( \_\_\_ to \_\_\_\_ seconds) between the times she talks to allow them to process what she said and how it relates to their actions.
10. Is parallel talk effective in small groups? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Should you ask questions during parallel talk? \_\_\_\_\_\_\_\_\_\_\_\_\_

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**#3 The Standardized Visual Communication Sign Language (VCSL) Checklist for Signing Children**

**Offered May 10, 2017**

**Presenters: Laurene E. Simms, Ph.D. and M. Diane Clark, Ph.D.**

**Language Development**

1. Language \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the way babies naturally “pick up” language if they have access to it - there is no effort, it is done naturally throughout normal, daily routines.
2. Language \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers more to memorizing rules of grammar, diagramming sentences, understanding language after being taught it.
3. It is more natural for a baby to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ language than to receive instruction to learn it.

**The VCLS Checklist**

1. True or False In developing the VCSL, did the 3 authors worked without collaborators.
2. True or False The checklist was developed by drawing from the literature and from many other checklists.
3. What age group is the VCSL standardized for? Ages \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_
4. It can also be used to identify \_\_\_\_\_\_\_\_\_\_\_\_\_ in language development in older children, and to plan for next steps in language development.
5. There are (how many?) \_\_\_\_\_\_\_ items on the VCSL, arranged in a hierarchical order of development.
6. Each item on the checklist is scored as “not yet emerging”, “\_\_\_\_\_\_\_\_\_\_\_\_”, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ use”, and “mastered.”
7. When establishing a basal score, the child must have “mastered” \_\_\_\_\_or more items in a row.
8. You have attained a ceiling score when you have worked up from the basal, and have checked “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” 10 times in a row.
9. Circle one. The scores were normed for children who are deaf or hard of hearing (with? or without?) additional disabilities.

**Planning for Language Development**

1. We look at the child’s basal score and ceiling score to determine his or her “proximal \_\_\_\_\_\_\_ of development.”
2. Circle one. Set up situations in the child’s natural, environment (during normal, daily routines, using accessible language) that will model the language that is just ( above? Or below? ) the child’s present level. This is called “scaffolding”.
3. Ages birth through 5 years are considered \_\_\_\_\_\_\_\_\_\_\_\_\_ years for language development. It is essential during these years for the child to have access to good language \_\_\_\_\_\_\_\_\_.

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**#4 Kendall Conversational Proficiency Levels, (P Levels):**

**Face-to-Face Language Assessment for Deaf Children Part 1**

**Presented: April 19, 2017 by Martha French, Ph.D.**

**Language**

1. Dr. French clarifies at the beginning that this webinar is more about using the best \_\_\_\_\_\_\_\_\_\_ to assess language skills and becoming members of communities of \_\_\_\_\_\_\_\_\_\_\_\_\_ in the field of deafness , rather than just about the P levels.
2. She makes an observation that, for most children who are deaf or hard of hearing, language acquisition does not happen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but is more a matter of education.
3. Languages, by definition, are systems with subsystems, such as phonology, semantics, grammar structures, etc, with agreed upon rules for use. But language is also a tool for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, for making meaning with others, and the goal for acquiring language is to become a competent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and to get our needs met.
4. The four areas of communication competencies are:
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_knowledge (phonology, vocabulary, etc.);
   2. sociolinguistic knowledge (use of language for different purposes, with different people and according to topic, or in c \_\_\_\_\_\_\_\_\_\_\_);
   3. discourse knowledge (using language over longer periods of time, for a variety of \_\_\_\_\_\_\_\_\_\_, telling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, longer conversations, making a \_\_\_\_\_\_\_\_\_\_\_); and
   4. strategic knowledge (knowing how to \_\_\_\_\_\_ a conversation breakdown, how much \_\_\_\_\_\_\_\_\_\_\_\_\_\_ info to give a conversational partner, modalities, and registers.)
5. These competencies, then, can be organized into three broad categories:
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (what people talk about);
   2. Form or structure (the linguistic system); and
   3. Use (being able to use the language for different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to have effective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.)
6. In authentic conversation, you can tease out these broad competencies. For ex., in the “Car Talk” video, what was:
   1. the content of the conversation ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. The form, structure? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. The use? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. There are milestones in language development. Are development of each of the three areas of competency independent or interrelated? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The P-Levels**

1. The P-Levels assessment is a developmental \_\_\_\_\_\_\_\_\_\_\_\_ of communicative competency. It looks at points of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as children and youth are growing.
2. This assessment was developed for children who are \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Is it used in a clinical setting in one sitting or a naturalistic, classroom setting over time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. It is systematic but informal; it is not a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_assessment, and it is language neutral, meaning it can be used with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_ language, but not for written language.
5. the theory of the P-Levels is that communicative competency grows out of functional, \_\_\_\_\_\_\_\_\_\_\_\_ language use, that children learn language not by focusing on the language structure, but by purposeful use, that language structure emerges with \_\_\_\_\_\_\_\_\_\_\_.
6. The P-Level scale includes \_\_\_\_\_\_\_\_\_\_(how many?) paragraph descriptions of language proficiency, from zero plus in level one, infancy levels, up to P-Level 7 which is mature\_\_\_\_\_\_\_\_ use. A child can only achieve a level if they have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of the level below.
7. Children ages birth to five years rapidly acquire language, and it is reasonable to assume that a child with good language models will achieve a P-Level \_\_\_\_\_ by Kindergarten.
8. The P-Level descriptions take into account the language content, \_\_\_\_\_\_, and form.
9. In assessing a child, we determine where the child is currently functioning on the \_\_\_\_-Levels.
10. The assessment requires extensive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, taking notes on language samples, creating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Identify the language you are assessing, \_\_\_\_\_\_\_\_\_ or spoken. The observer should be fluent in the language being assessed.
11. The criteria questions are geared to:
    1. Reference (the kind of things a child can refer to, including things that are not in the immediate \_\_\_\_\_\_\_\_\_\_\_\_\_\_, may be in the past or \_\_\_\_\_\_\_\_\_\_\_, concrete or \_\_\_\_\_\_\_);
    2. Content (the \_\_\_\_\_\_\_ of things a child can talk about, their knowledge based on \_\_\_\_\_\_\_\_\_\_\_\_); and
    3. Use
       1. Cohesion (how well the child \_\_\_\_\_\_\_what they are talking about to the topic
       2. Use (getting needs met up to getting information, giving info to others, imaginary use, social uses, etc)

d.) Form (how well developed the structure of their communication is to reach their goals)

1. Each P-Level has questions related to reference, \_\_\_\_\_\_\_\_\_, use, cohesion, and \_\_\_\_\_\_\_\_\_\_\_.
2. Dr. French’s guidelines for using this assessment include: first, become familiar with the assessment and the questions and paragraph descriptions; determine the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be assessed; be sure that those assessing are \_\_\_\_\_\_\_\_\_\_\_\_ in that language; observe the child in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of settings; and include more than \_\_\_\_\_\_\_\_\_ person in making the assessment (for reliability.)
3. The P-Levels can offer a frame of reference for understanding \_\_\_\_\_\_\_\_\_\_\_\_\_\_ development, as well as a tool for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it. It provides a source of information for planning for \_\_\_\_\_\_\_\_\_\_-term and \_\_\_\_\_\_\_\_\_-term goals for instruction.
4. Finally, Dr. French makes a bid for using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ assessments, and triangulating the information (looking at the same thing in different ways). This will provide more information for assessing skills, planning for instruction, and monitoring \_\_\_\_\_\_\_\_\_\_\_\_\_.

**(the Kendall Conversational Proficiency Levels can be found in 2 Volumes of Martha M. French's *Starting with Assessment A Developmental Approach to Deaf Children's Literacy: 1) Textbook 2) Toolkit Appendices for Textbook.*** These books offer information and tools for authentic classroom assessment of language and literacy, and center on checklists for stages of development. With Dr. French as the author, they also incorporate other assessments developed through collaborative research projects at Kendall School, including the Kendall School Writing Levels. These books are for purchase online, but can also be found at each of our T/TAC lending libraries in Virginia. They were also given to participants of our Opening Doors Conference the year when Dr. French was our keynote speaker.)

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**#5 Kendall Conversational Proficiency Levels (P-Levels), Part 2**

**Setting Language Goals**

**Presented:** **May 17, 2017 by** **Martha French, Ph.D.**

**(This webinar build on information provided in Part I, also offered in Archived Wednesday Webinars)**

**Quick Review of Part 1 of this 2 part series - the P-Levels Scale**

1. The P-Level Scale can be used to identify a child’s language needs, help in planning \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and in monitoring \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. To recap some important points from Part 1 of this presentation, the criteria questions from the P-Levels are based on reference, \_\_\_\_\_\_\_\_, cohesion, use, and \_\_\_\_\_\_\_\_\_\_\_\_.
3. Content and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ both come under “content” – what a child talks about.
4. Cohesion (the skill of connecting language to communications with other people) and \_\_\_\_\_\_\_\_\_\_ (varied uses of language) are both tied to language function, or pragmatics.
5. Form is related to grammar, the formation of \_\_\_\_\_\_\_\_ or words, and the linguistic structure of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. Using these criteria questions and where the child falls on the P-Levels, we determine where the child is in the progression of their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ development.
7. A “plus” may be added to a child’s P-Level score (for example, the child is at Level 2+) if they have answered more than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the next higher level correctly.

**Using information obtained from the assessment to develop language goals**

1. Dr. French talks about three types of goals:
   1. \_\_\_\_\_\_-term goals – annual developmental goals established once a year;
   2. short-term goals – vary in lengh; may be quarterly or \_\_\_\_\_\_\_\_\_\_\_\_, or other.
   3. Goals used to design \_\_\_\_\_\_\_\_\_\_\_\_\_\_ or write objectives.
2. The annual goal (for the next school year) is always for the student to reach the \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_P-Level (Example: a student at P-2 or P2+ this year will have a goal to achieve a P-Level \_\_\_\_\_ in the next year.) Assessments are completed in the Spring, results are added to the school or departmental form for documenting scores, attach the \_\_\_-Level criteria questions worksheet.)
3. Short-term goals – In the fall, the new teacher reviews the criteria questions. Any that had “no” (the child did not achieve) become \_\_\_\_\_-term goals. Wherever there are unmet areas in reference, content, c\_\_\_\_\_\_\_\_\_, use, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, that is a source for short-term goals.
4. If a child, for example, does not greet people as they arrive, the teacher must first think about whether the environment currently offers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the child to learn and \_\_\_\_\_\_\_ these skills. If not, or if more opportunities are needed, you think about how you can plan for \_\_\_\_\_\_\_\_\_\_\_ of these opportunities in your day-to-day planning, throughout activities, across units in all content areas to boost that area of competency. The assessment helps target areas so you can provide additional intervention, on top of ongoing, rich language-based activity.
5. Keep \_\_\_\_\_\_\_\_\_ of progress so you know when to offer more work in that area, or if goals are met, to switch to the next level or to another area.
6. Lesson goals or lesson objectives – Pick one of the c\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ questions, and plan a lesson that provides the opportunity to learn and practice. Ex. – If a child does not greet people as they arrive, what kind of lesson could you plan to provide models and opportunities to practice greeting? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Lesson goals or lesson objectives come from the short-\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ which come from the long-term goals – they are all tied together!
8. Dr. French often uses the Visual \_\_\_\_\_\_\_\_\_\_\_\_ Sign Language Checklist (acronym \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) developed at Gallaudet University, along with the P-Levels, to assess language development. Both help you to identify a child’s PZD (proximal zone of \_\_\_\_\_\_\_\_\_\_\_).
9. Using the VCSL and the P-Levels together provides different lenses on development – the P-Levels focus less on language structure and more on interactive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ competencies (skills involved with communicating with others) and the VCSL focuses more on the structure of \_\_\_\_\_\_\_\_\_\_\_.
10. Use multiple assessments. Different assessments offer \_\_\_\_\_\_\_\_\_\_\_\_\_\_lenses on development.
11. It is essential that programs have established ways that are expected for you to use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_information and tools to help you do that.
12. If possible, c\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with other professionals to strengthen instruction.

**(The Kendall Conversational Proficiency Levels can be found in 2 Volumes of Martha M. French's *Starting with Assessment A Developmental Approach to Deaf Children's Literacy: 1) Textbook 2) Toolkit Appendices for Textbook.*** These books offer information and tools for authentic classroom assessment of language and literacy, and center on checklists for stages of development. With Dr. French as the author, they also incorporate other assessments developed through collaborative research projects at Kendall School, including the Kendall School Writing Levels. These books are for purchase online, but can also be found at each of our T/TAC lending libraries in Virginia. They were also given to participants of our Opening Doors Conference the year when Dr. French was our keynote speaker.)