

# **LEAD-K Assessment Data: Step-by-Step Reporting Made Simple**

University of Colorado-Boulder Early Language Outcomes (ĒLO)

Michigan Department of Education Resource for Deaf/Hard of Hearing



# Accessibility Check

- American Sign Language Interpreters
- Captioning
- Zoom Video Layout
- Technical Assistance—Elizabeth Flores or Sara Sibble

zoom



# LEAD-K Michigan Recommended Assessments

- American Sign Language Expressive Skills Test (ASL-EST)
  - American Sign Language Receptive Skills Test (ASL-RST)
  - Arizona Articulation and Phonology Scale
  - Clinical Evaluation of Language Fundamentals - Preschool (CELF-P3)
  - Communication Matrix
- Cottage Acquisition Scales for Listening, Language & Speech
  - Developmental Assessment of Young Children
  - MacArthur Bates Communicative Development Inventories
  - Receptive Expressive Emergent Language Test
  - Rosetti Infant Toddler Language Scale
  - Visual Communication and Sign Language Checklist



# Recommended Assessments, cont.

- Cottage Acquisition Scales for Listening, Language & Speech (CASLLS)
- Developmental Assessment of Young Children (DAYC-2)
- MacArthur Bates Communicative Developmental Inventories (MB-CDI & ASL-CDI)
- Receptive-Expressive Emergent Language Test (REEL-4)
- Rossetti Infant-Toddler Language Scale
- Visual Communication and Sign Language Checklist (VCSL)

# Use of Assessments

Teams shall use any of the recommended assessments or any other assessment used to assess the development of children with disabilities as required by federal law with children who are DHH age 5 or younger regardless of how they are receiving services.

**All children should be assessed using the assessment(s) that is/are the best fit and at intervals that effectively support tracking and monitoring their individual development.**

# Use of Assessments

Educational teams should consider the individual needs and development for each child to make determinations related to

- Which assessment(s) to use with a child
- When to use them
- How often to use them

**These decisions rest with each educational team.**

# Assessment Data Informing the Annual Report

Assessment data from 7 of the 11 recommended assessments will inform the annual report.

- ASL-RST
- CELF-P3
- Communication Matrix
- DAYC-2
- MB-CDI
- REEL-4
- VCSL



**However, all assessment data will be collected.**

# LEADing to Kindergarten is a Partnership

For the first time ever, Michigan will be collecting data on DHH children to inform our practice, identify needs, guide decisions related to allocation of resources, etc.

**This is super exciting!**

However, assessment data submission is not mandatory.

**We thank you and value your contribution of student assessment data!**

# Benefits of Assessing Language Outcomes

- Identifies communication strengths and challenges
- Catches delays in a timely fashion
- Objectively monitors progress over time
- Guides intervention planning
- Provides a data-driven approach to educational and communication plan decisions

# Benefits of Collecting Language Outcomes Statewide

- Supports program evaluation and accountability
- Identifies population-level trends and gaps
- Informs topics for personnel preparation
- Demonstrates effectiveness and needs to funders & policymakers
- Provides an opportunity to examine outcomes across different subgroups of children (e.g., children who start intervention early vs. those who start later)

# Benefits of Collecting Language Outcomes Statewide

- Allows Michigan to meet federal and state mandates
  - *Federal* HRSA grant that supports the Michigan Early Hearing Detection and Intervention (EHDI) program now requires EHDI programs to collect language outcomes on children who are DHH birth to 3
  - *State* of Michigan LEAD-K bill (Public Act 256) stipulates that the Michigan DOE report data on the language development of children who are DHH age 5 and younger

# Eligible Children/Families

All children who are deaf or hard of hearing from 1 month to 5 years, 11 months of age

- Unilateral or bilateral hearing difference
- Conductive, sensorineural, or mixed
- Any levels (from slight to profound)
- Multiple disabilities or DHH only



# Frequency of Assessments (How Often)

## **This decision rests with each educational team.**

- Other states that are collecting language outcome data statewide typically submit assessments every 6 months
- Sometimes switching to annually when children are 3 to 5 years of age
- Again, it is what best meets the needs of the child



# Timing of Assessments (When)

## **This decision rests with each educational team.**

- Models from other states that are collecting language outcomes data statewide include
  - Shortly before an IFSP/IEP review
  - Shortly before transition from Part C to Part B
  - At specific age levels
  - All children assessed during specific months of the year (e.g., October and April)
- Again, it is what best meets the needs of the child

# Michigan Professionals' Role in Submitting Data

1. Inform families of MI language outcomes data collection
2. Have family sign the *Release of Information* form
3. Fill out the *Data Submission* form
4. Complete one or more language assessments
5. Upload all completed forms to a shared drive
6. Organize forms within a folder
7. Share the folder with [elo@colorado.edu](mailto:elo@colorado.edu)
8. Email [elo@colorado.edu](mailto:elo@colorado.edu) with a link to the folder

# Discussing Information Sharing with Families

- MDE RDHH will send you a letter to share with families further explaining the importance of objective language assessments and the value of sharing their child's language results with the various Michigan agencies
- Share the points listed in the "Benefits of Assessing Language Outcomes" slide presented earlier today
- Share resource from CU-Boulder and Hands & Voices
  - [5 Reasons to Say Yes to Assessment](#)

# Discussing Information Sharing with Families

Additional info to share with families regarding sharing their child's language results with Michigan agencies

- Results are only shared with authorized programs whose job is to support children who are DHH
- Helps us understand what's working and what needs improvement
- When Michigan agencies understand where children are succeeding and where they might need more support, they can create stronger, more effective intervention and education programs

# Release of Information Form

Let's take a look at the  
Release of Information  
Form

**This fillable pdf can be  
completed digitally or  
printed and completed by  
hand.**

## LEAD-K Michigan Assessment Data Release of Information

### AUTHORIZATION FOR DISCLOSURE AND USE OF PROTECTED EDUCATIONAL INFORMATION

The purpose for the release of these records is to support your child's intervention program, school, and/or Michigan Language Equality and Acquisition for Deaf Kids (LEAD-K) and Early Hearing Detection and Intervention (EHDI) programs in objectively monitoring and tracking your child's expressive and receptive language acquisition and developmental stages toward English literacy. Additionally, your child's demographic information and language/developmental assessment outcomes will be combined with information from other children in a database at the University of Colorado-Boulder for Michigan LEAD-K and EHDI data collection, program accountability, quality improvement, and public health surveillance purposes.

Child's name:

Child's date of birth:

Parent's/guardian's name:

I give permission for all language/developmental assessments and demographic information on the child listed above to be shared between:

- Michigan Department of Education Resource for Deaf/Hard of Hearing (MDE RDHH)
- Early Language Outcomes (ELO) Lab at the University of Colorado-Boulder
- Child's Part C or Part B Michigan educational agency
- Michigan Early Hearing Detection and Intervention (MI EHDI)

I understand that my permission is voluntary. I also understand that educational rights and services may not be withheld by any refusal to sign this form.

I understand that this authorization shall remain valid for one (1) year from the date signed below. I further understand that I may withdraw this consent at any time by providing written notice to my child's educational service provider.

Signature:

Date:

Relationship to child:

# Assessment Data Submission Form

Let's take a look at the  
Assessment Data  
Submission Form

**This fillable pdf can be  
completed digitally or  
printed and completed by  
hand.**

**LEAD-K Michigan Assessment Data Submission Form**

Date:

**General Information**

Child's first and last name:

Date of birth:  Gender:  Male  Female

City:  Birth hospital:

Mother's first and last name:

**Language and Communication**

Languages used at home with the child (check all that apply):  English  American Sign Language

Other:

Language used most often in the home (select only one):  English  American Sign Language

Other:

**Communication approach currently used by adults in the home with the child (select only one):**

Spoken language only  Spoken language with occasional signs  
 Spoken and sign languages  Sign language only

**Additional modes of communication currently used by adults in the home with the child:**

Cued speech  Augmentative and alternative communication (AAC)

# Assessment Data Submission Form

Complete what you can based on your records and knowledge of the child/family

Interview the family regarding any items you are not sure about

# Assessment Data Submission Form

## LEAD-K Michigan Assessment Data Submission Form

Date:

**Complete/update this form each time you submit an assessment. Remember to update the date.**

### General Information

Child's first and last name:

Date of birth:

Gender:  Male  Female

City:

Birth hospital:

Mother's first and last name:

**Info here is useful for cross-referencing data (EHDI).**

# Assessment Data Submission Form

## Language and Communication

Languages used at home with the child (check all that apply):  English  American Sign Language

Other:

Language used most often in the home (select only one):  English  American Sign Language

Other:

**Be aware of when to “check all that apply”  
and when to “select only one.”**

# Assessment Data Submission Form

**Communication approach currently used by adults in the home with the child (select only one):** 

- Spoken language only       Spoken language with occasional signs  
 Spoken and sign languages       Sign language only

**Additional modes of communication currently used by adults in the home with the child:**

- Cued speech       Augmentative and alternative communication (AAC)

**Communication approach currently used by the child (select only one):** 

- Spoken language only       Spoken language with occasional signs  
 Spoken and sign languages       Sign language only       None yet

**Additional modes of communication currently used by the child:**  Cued speech       AAC

**Information on communication approach and modalities allows for deeper analysis.**

# Assessment Data Submission Form

## Hearing Status and Technologies

Hearing status:  Bilateral  Unilateral

Auditory neuropathy:  Yes  No

For children with bilateral hearing status, check the hearing level in the ear with more sound detection.

For children with unilateral hearing status, check the hearing level in the ear with less sound detection.

Select only one:

Slight (16 to 25 dB)

Mild (26 to 40 dB)

Moderate (41 to 55 dB)

Moderately severe (56 to 70 dB)

Severe (71 to 90 dB)

Profound (91 dB and above)



**Information on hearing status also allows for deeper analysis.**

# Assessment Data Submission Form

## Current hearing technology (check all that apply):

- None       Hearing aid(s)       Cochlear implant(s)  
 Bone conduction device(s)       Hearing assistive technology (FM/DM system or remote mic)



## Current hearing technology use (select only one):

- \*  N/A (doesn't have hearing technology) \*      \*  None - minimal       1-3 hrs/day  
 4-5 hrs/day       6-8 hrs/day       > 8 hrs/day



Age (in months) child was first fit with hearing technology:

**Check whatever hearing technology the child has-- even if they are not using it at this time.**

**\* N/A = child never received (or has not yet received) hearing technology**

**\*\* None-minimal = has technology, but doesn't use it**

# Assessment Data Submission Form

## Additional Considerations

Does the child have any additional conditions or disabilities thought to impact their language development?

Yes     No



**\* No = No additional conditions or disabilities OR has additional conditions or disabilities BUT they do NOT impact language development (e.g., balance issues)**

**\* Yes = One or more additional conditions or disabilities that are thought to impact their language development (e.g., cognitive delay)**

# Assessment Data Submission Form

## Educational Supports

### Child is currently enrolled in (check all that apply):

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Early intervention | <input type="checkbox"/> DHH preschool                  | <input type="checkbox"/> General education preschool    |
| <input type="checkbox"/> ECSE preschool     | <input type="checkbox"/> General education kindergarten | <input type="checkbox"/> Special education kindergarten |
| <input type="checkbox"/> DHH kindergarten   |   |   |

### Child/family currently receives (check all that apply):

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> American Sign Language class | <input type="checkbox"/> Auditory verbal therapy                    | <input type="checkbox"/> Clinical speech and language services |
| <input type="checkbox"/> DHH adult mentoring          | <input type="checkbox"/> Direct services from DHH-endorsed educator |  |
| <input type="checkbox"/> Early intervention playgroup | <input type="checkbox"/> Early intervention                         | <input type="checkbox"/> Educational audiology                 |
| <input type="checkbox"/> Family-to-family support     | <input type="checkbox"/> Other therapies                            | <input type="checkbox"/> Speech and language services          |

**Kindergarten = Kindergarten,  
Transitional Kindergarten,  
Young 5's, etc.**

**Services may  
be provided by  
the educational  
team or sought  
out by the  
family on their  
own.**

# Assessment Data Submission Form

**Let us know how to reach you!**

Early intervention/school personnel facilitating this evaluation:

Name:	Title:
Email:	Phone:
ISD/District:	



Notes or requests (if any):

- \*Request results be rushed (provide due date).**
- \*Explain any items left blank.**
- \*Supply any additional info that provides context to language scores.**

# Language Assessment Selection

**This decision rests with each educational team.**

For statewide data collection purposes – and to be able to determine if the child’s language is in the average range for their age – it is important to select an assessment that is designed for children who are the same age as your child.

- For example, if the child is 4 years old, do *not* select an assessment that is designed for children up to 3 years of age

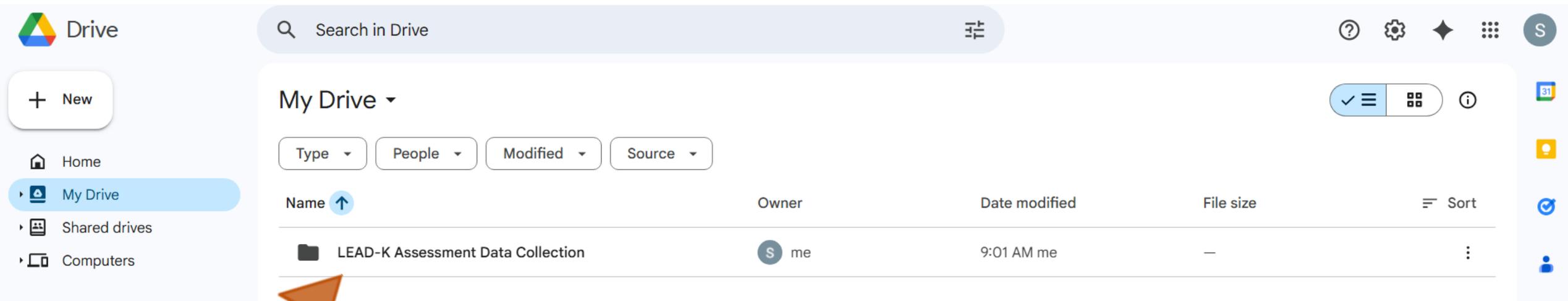
# Language Assessment Selection

For children with language delays, consider assessments that include items appropriate for their language level AND their age level. For example,

- The DAYC-2, for ages 1 month to 5 years, 11 months, might be a good option for a 4-year-old whose language is similar to a typically developing 2-year-old
- Or, you might give two levels of the MB-CDI to fit both the child's chronological age and language level (e.g., *Level 3*—appropriate for chronological age AND *Words and Gestures*—better match for language level)

# Submission Logistics—Create A Shared Folder

Create a folder for LEAD-K Assessment Data sharing (in accordance with your IT security protocols).



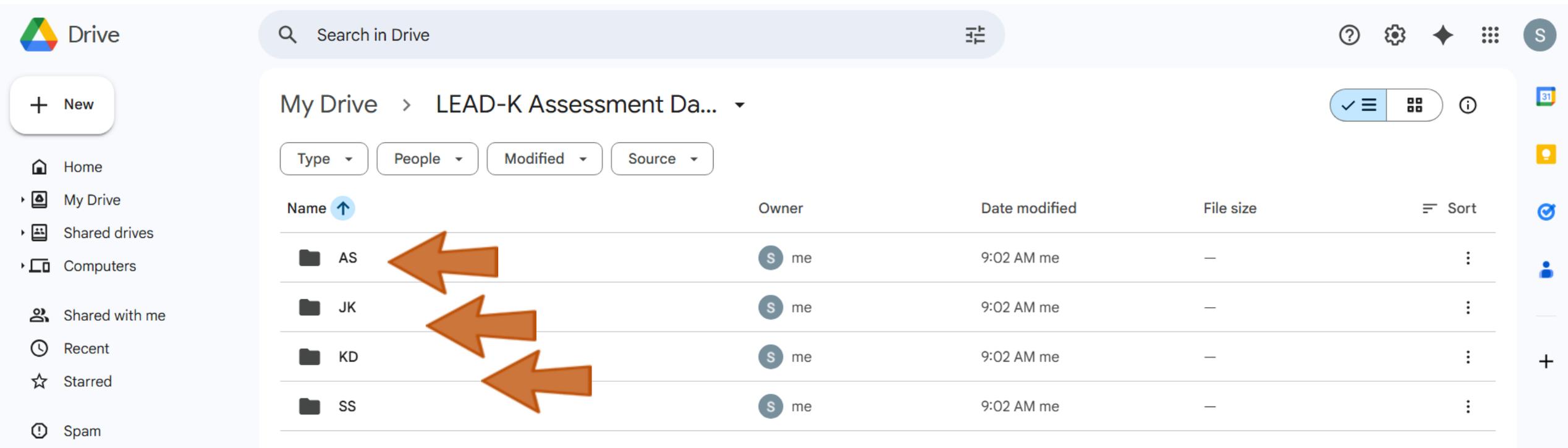
The screenshot shows the Google Drive interface. On the left, the navigation pane includes 'Home', 'My Drive', 'Shared drives', and 'Computers'. The main area displays 'My Drive' with a search bar and filter buttons for 'Type', 'People', 'Modified', and 'Source'. Below these are columns for 'Name', 'Owner', 'Date modified', and 'File size'. A folder named 'LEAD-K Assessment Data Collection' is listed, owned by 'me', with a modification date of '9:01 AM me'. An orange arrow points to the folder name. The interface also includes a 'New' button, a 'Sort' dropdown, and various utility icons at the top right.

Name	Owner	Date modified	File size
LEAD-K Assessment Data Collection	me	9:01 AM me	—

# Submission Logistics—Create A Shared Folder

Create separate folders for each DHH child within your LEAD-K Assessment Data sharing folder.

**(Name folders in accordance with your IT security protocols.)**



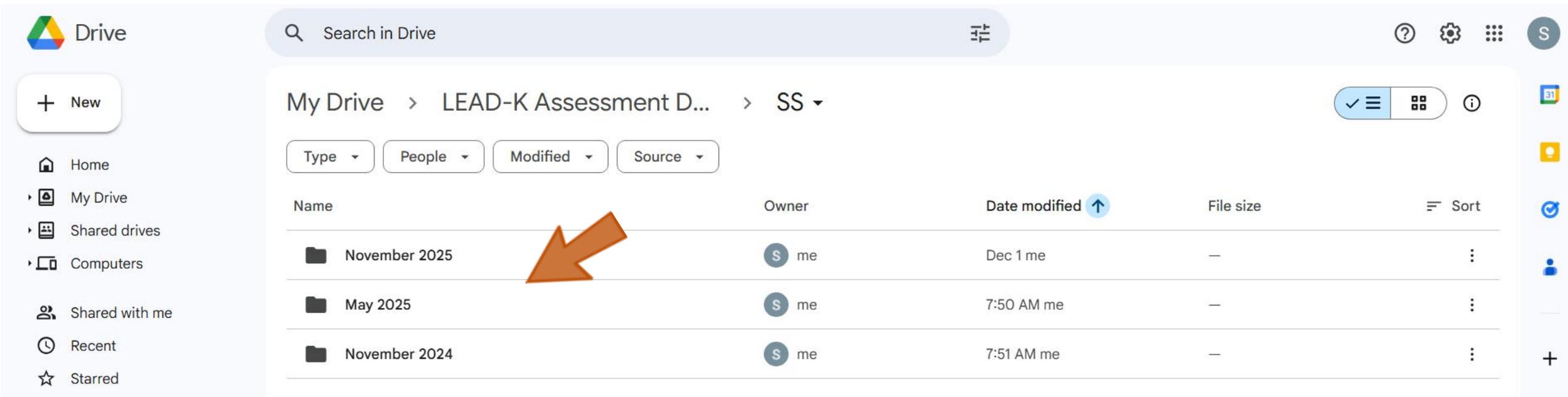
The screenshot shows the Google Drive interface. The breadcrumb path is 'My Drive > LEAD-K Assessment Data...'. Below the breadcrumb are filter buttons for 'Type', 'People', 'Modified', and 'Source'. A table lists the contents of the folder:

Name	Owner	Date modified	File size	Sort
AS	me	9:02 AM	—	⋮
JK	me	9:02 AM	—	⋮
KD	me	9:02 AM	—	⋮
SS	me	9:02 AM	—	⋮

Three orange arrows point to the folder names AS, JK, and KD in the table.

# Submission Logistics—Create A Shared Folder

Within each child's folder, create folders to organize data submissions.



The screenshot shows the Google Drive interface. The breadcrumb path is "My Drive > LEAD-K Assessment D... > SS". Below the path are filter buttons for "Type", "People", "Modified", and "Source". A table lists folders with columns for "Name", "Owner", "Date modified", "File size", and "Sort". An orange arrow points to the "November 2025" folder.

Name	Owner	Date modified	File size	Sort
November 2025	me	Dec 1 me	—	⋮
May 2025	me	7:50 AM me	—	⋮
November 2024	me	7:51 AM me	—	⋮

# Submission Logistics—Create A Shared Folder

Within the new assessment data folder, upload

- **Release of information**
- **Submission form**
- **Assessment protocols**

The screenshot displays the Google Drive interface. On the left is the navigation sidebar with options like Home, My Drive, Shared drives, Computers, Shared with me, Recent, and Starred. The main area shows a search bar and a breadcrumb path: ... > SS > November 2025. Below the path are filter buttons for Type, People, Modified, and Source. A table lists the files in the folder:

Name	Owner	Date modified	File size	Sort
SS Assessment Data Submission 11/25/25.pdf	me	Nov 25 me	653 KB	
SS REEL11/25/25.pdf	me	Nov 25 me	3.9 MB	
SS Release 11/25/25.pdf	me	Nov 25 me	361 KB	

An orange arrow points to the file 'SS REEL11/25/25.pdf'.

# Submission Logistics—Create A Shared Folder

Within the new assessment data folder, upload

- **Release of information—this can be completed digitally or printed, completed by hand and scanned.**
- **Submission form—this can be completed digitally or printed, completed by hand and scanned.**
- **Assessment protocol(s)—these can be completed by hand and scanned in. However, if using the DAYC-2 or MacArthur Bates CDI, PLEASE use the fillable forms provided by ELO and complete in Adobe.**

# Submission Logistics—Share the Folder

Share the folder with [elo@colorado.edu](mailto:elo@colorado.edu). Pay attention to permissions—restricted (only those with access can open).

The screenshot shows the Google Drive interface. On the left is the navigation sidebar with options like 'New', 'Home', 'My Drive', 'Shared drives', 'Computers', 'Shared with me', 'Recent', 'Starred', 'Spam', 'Trash', and 'Storage'. The main area shows 'My Drive' with a search bar and a toolbar. A folder named 'LEAD-K Assessment Data Collection 25-26' is selected. A context menu is open over the folder, with an orange arrow pointing to the 'Share' option. The 'Share' submenu is also open, showing options for 'Share' (Ctrl+Alt+A) and 'Copy link'. On the right, the sharing settings panel is visible, showing the folder name and a list of users. The 'elo@colorado.edu' user is highlighted. Below the user list, the 'General access' section is set to 'Restricted', with a red bracket highlighting this setting and the text 'Only people with access can open with the link'. A 'Copy link' button and a 'Done' button are at the bottom of the sharing panel.

# Submission Logistics—Alert ELO to Data

Email [elo@colorado.edu](mailto:elo@colorado.edu) with a link to your shared folder.

In your email, include a note that you have completed an assessment/battery of assessments.

**Be aware of and follow your district policies related to security of protected student information.**

# Language Assessment Selection

If you send one or more of the 7 assessments that will be part of the year 1 summary report, the team at CU-Boulder will

- Score the assessment for you
- Send you a child summary report within 2 weeks

If you send any other recommended assessments, the team at CU-Boulder will

- Document your submission to track tools used in MI
- Work toward building database infrastructure

# Language Assessment Selection

If you send the DAYC-2 or MacArthur Bates-CDI, CU-Boulder will

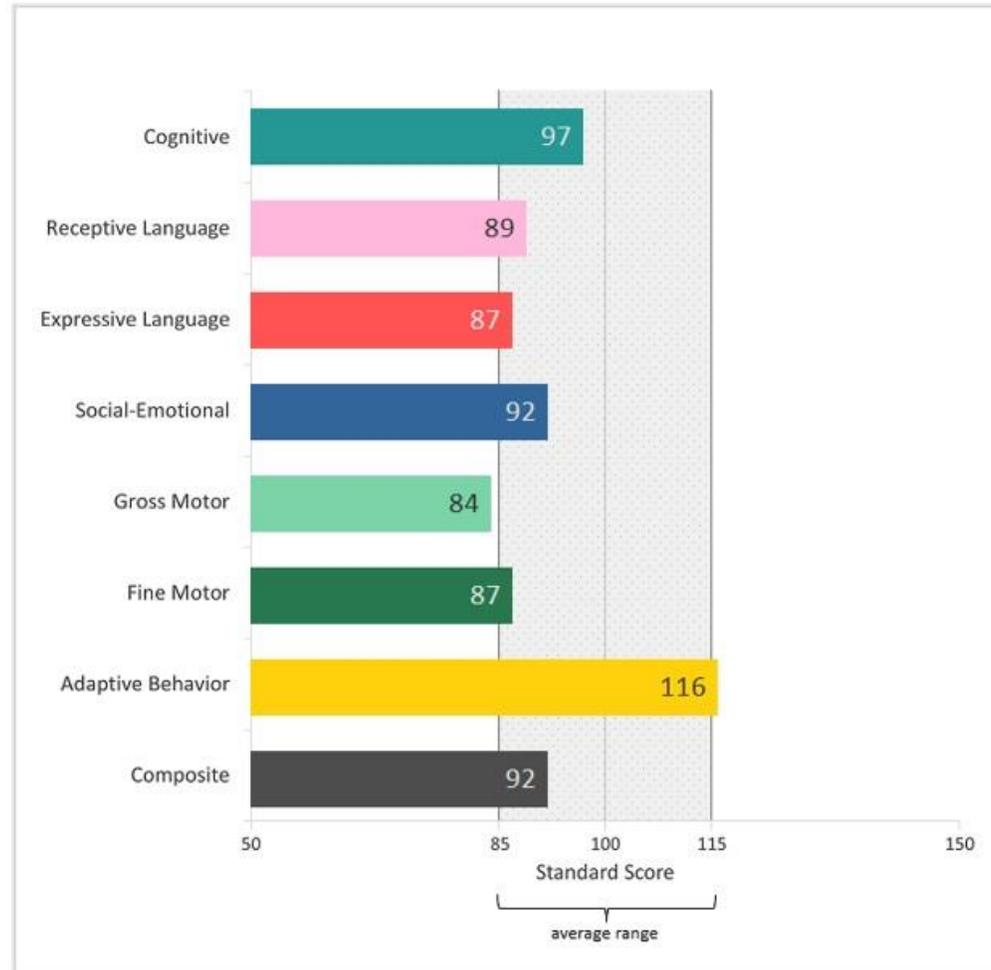
- Send you an additional child summary sheet

*For these two assessments, please consider using the fillable forms and completing them in **Adobe**. This allows CU-Boulder to utilize automated scoring.*

## Developmental Assessment of Young Children – 2<sup>nd</sup> edition (DAYC-2)

This assessment provides information in seven developmental areas and an overall composite score. It was normed on hearing children between 1 month and 5 years, 11 months of age.

**Name:** MC  
**Date of Birth:** X/XX/XXXX **Date of Evaluation:** XX/X/XXXX **Age:** 15 mos.



### MacArthur Communicative Development Inventory: Words and Sentences (2023)

This measure provides an estimate, based on parent report, of how a child uses words and sentences to communicate. It is normed on hearing children from 16 to 30 months.

Name: AB

Sex: Girl

Date of Birth:

Date of Evaluation:

Age: 26 months

Note: N/A = Not Applicable – child’s chronological age is outside the test norms.

PART I: Words Children Use				
Vocabulary Checklist				
Total Words Produced	118		Words Spoken Only	18
Age Score	19 mos.		Words Signed Only	0
Percentile	10 <sup>th</sup>		Words Both Spoken & Signed	100

How Children Use Words		
	Response	% of 26-month-old's who do this sometimes/often
Talks about the past	No	83%
Talks about things that will happen in the future	No	74%
Talks about things that are <u>out of view</u> , missing, or not present	Sometimes	89%
Understands when someone asks for something not present	Sometimes	95%
Names the owner of an object when the owner is not present	No	93%

PART II: Sentences & Grammar		
Word Endings		
	Response	% of 26-month-old's who do this sometimes/often
Uses plural endings (“ <u>  </u> s” as in “dogs”)	No	76%
Uses possessive endings (“ <u>  </u> 's” as in “mommy's”)	No	73%
Uses progressive endings (“ <u>  </u> ing” as in “running”)	No	64%
Uses past tense endings (“ <u>  </u> ed” as in “walked”)	No	44%

Irregular Nouns & Verbs	
Total	0
Age Score	16-17 mos.
Percentile	5 <sup>th</sup>

Longest Sentences	
Average of 3 Longest Sentences	1.00
Age Score	< 16 mos.
Percentile	< 5 <sup>th</sup>

Combining Words		
	Response	% of 26-month-old's who do this sometimes/often
Is the child combining words?	No	92%

# Get Ready

MDE RDHH will send you

- Letter to parents/guardians
- Release of Information Form
- Assessment Data Submission Form
- Fillable versions of the DAYC-2 and the MacArthur Bates-CDI (adapted for spoken + sign language)

# Next Steps

- Once you receive the forms from MDE RDHH, feel free to get started!
- Ideally, complete and submit an assessment on at least one child in the next few weeks while everything is fresh in your mind.
- Thank you for attending today!

*Thank  
you*



# Questions?



# MDE RDHH Contacts

**Roxanne Balfour**, Director [BalfourR@michigan.gov](mailto:BalfourR@michigan.gov)

**Elizabeth Flores**, Program Manager [FloresE2@michigan.gov](mailto:FloresE2@michigan.gov)

## **DHH Education Consultants**

Kelly Dunham, [DunhamK@michigan.gov](mailto:DunhamK@michigan.gov)

John Kirsh, [KirshJ@michigan.gov](mailto:KirshJ@michigan.gov)

Amanda Schneider, [SchneiderA6@michigan.gov](mailto:SchneiderA6@michigan.gov)

Sara Sibble, [SibbleS@michigan.gov](mailto:SibbleS@michigan.gov)

# Thank you!

We appreciate your event  
feedback!

**zoom**  
**survey**