

# Coffee Hour: Standardized Assessments for Students Who Are DB, DHH and VI

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**True or False - It is legally required to administer standardized assessments as part of a comprehensive Full and Individual Evaluation.**

- FALSE
- 34 CFR 300.304(b)(1) - In conducting the evaluation, the public agency must— (1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent

**True or False - Standardized assessments should not be administered to students who are DB, DHH or VI as part of a comprehensive Full and Individual Evaluation.**

- FALSE
- 34 CFR 300.304(c)(3) - (c) Other evaluation procedures. Each public agency must ensure that— (3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills

**True or False - Appropriately certified/ licensed evaluation staff will not need additional supports from a TSVI, TDHH or TDB during the evaluation process.**

- FALSE
- 34 CFR 300.304(c)(1)(iii-v) - (c) Other evaluation procedures. Each public agency must ensure that— (1) Assessments and other evaluation materials used to assess a child under this part— (iii) Are used for the purposes for which the assessments or measures are valid and reliable; (iv) Are administered by trained and knowledgeable personnel; and (v) Are administered in accordance with any instructions provided by the producer of the assessments.

## Types of Standardized Assessments

- Norm-Referenced
  - Student vs. A large “peer group”
  - How does this student's development compare to the average child their age?
  - Standardization - High!
  - Used more frequently
- Criterion-Referenced
  - Student vs. A specific skill or "criterion"
  - What specific skills has this student mastered?
  - Standardization - Moderate
  - Used less frequently

## Norm-Referenced: Normative Sample

- WHAT is a normative sample? / WHY does it matter?
  - What people usually ask - Are there individuals who DB, DHH, or VI in the normative sample?
  - Is this what we SHOULD be asking?
- Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
  - Specific exclusion criteria for the standardization sample included the following: Individuals with a sensory disabilities that prevented them from completing the test in a standardized manner
  - Special groups represented in the sample: SLD, SI, ADHD, ID, DD
- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
  - Normative sample did not include individuals with uncorrected hearing loss.
  - Research on cognitive functioning of the DHH population suggests that nonverbal measures of cognition are distributed in the same way as the general population.
- Some assessments provide useful and accurate information even when they do not have students who are VI/DHH/DB in the normative sample.
- Reports for standardized assessments should include more than the Standard Score.
- There should be a narrative with listed strengths and weaknesses.
- Quantitative and qualitative data should be present!

To highlight potential in a student outside the norm, deviation is necessary!

## Norm-Referenced: Validity

- WHAT is validity? / WHY does it matter?
  - Not what people usually ask, but it is THE essential question.
  - Is this assessment valid for individuals who are DB, DHH, or VI?
  - Is this assessment measuring what it says it's measuring, or is it reflecting a sensory difference / environmental barrier?

- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
  - Short Term Memory Subtests
    - Digit Span - Child listens to lists of numbers read aloud, and repeats numbers back orally
    - Picture Span - Child views presented pictures for a limited amount of time, then selects the previously presented pictures, in order, from a field of pictures
  - Is this a valid measure for DB/ DHH/ VI students?
  - Validity of a subtest impacts validity of composite scores!
- Developmental Profile 4 (DP-4)
  - Cognitive Scale
    - Eyes follow something that is moved?
    - Look or turn to a new source of sound?
    - Turn towards a noise and then change direction when noise source is moved?
  - Is this a valid measure for DB/ DHH/ VI students?

Louder, bigger and closer do not guarantee access.

FIEs assist in determining...

- Whether the child is a child with a disability; and
- The content of the child's IEP

Content of the child's IEP

- Which of these is helpful?
  - Standard Score, Percentile Rank, Qualitative Descriptor
    - Sally obtained a Standard Score of 50, which falls in the Very Low Range. Sally's score was equal to or higher than 1% of her same-aged peers, placing her in the 1st percentile.
  - OR
  - List of strengths and weaknesses
    - Sally attended to the examiner throughout the duration of the instructions and successfully participated in presented teaching items by naming the object in the picture. Throughout the session, Sally independently used her dome magnifier to view the pictures on the stimulus book. Sally was able to successfully name the following objects: door, pencil, dog. Sally was unable to name flower and fork, although she did share a short story for each indicating she had some level of understanding of the items. Sally was unable to name kiwi and was observed to sit in silence until prompted for an answer.

## What should we be asking each other?

- When can we meet to select and review assessment tools?
- Is this test actually measuring what it says it is measuring?
- Do you have any recommendations for other evaluation staff in my area who are more experienced that I could connect with?
- Could I observe your portion of the assessment so I better understand the student and can begin building rapport?
- Could I schedule my portion of the testing at a time when you can be present to observe and help ensure accessibility?

## THE PLAN

- Select assessment tools, as a team, that are VALID
  - Consider assessment tools with built in accommodations. (KABC-II)
  - Consider assessment tools that work best with the student's accommodations! (WJ-V vs. WISC-V)
- Administer assessment
  - IF administered in a non standardized way using accommodations, report accommodations, scores obtained with a cautionary statement, provide quantitative and qualitative data
  - IF administered in a non standardized way using modifications, report the modifications, do not report scores, provide qualitative data

## Reminders

- Focus on VALIDITY over inclusion in normative sample.
- ALWAYS consult the assessment manual and additional information from the publisher.
- Qualitative data is more useful with developing the content of an IEP than quantitative data.
- Scores do not have to be reported out every time a standardized assessment is administered.
- Standardized assessments are not legally required in an FIE.
- Least Dangerous Assumption, always.

## What Do I Do If... ?

- I am concerned that evaluation staff want to find a very young child eligible under Intellectual Disability based on an assessment that is not valid.
  - Call a staffing, review the assessment data as a team, looking at each individual item/question that was administered, and determine if it could be a reflection of the sensory difference or a true deficit.

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