

The purpose of HB 548 is to generate and monitor data on the language acquisition of children eight years of age or younger who are deaf or hard of hearing.

The Texas Education Agency (TEA), Health and Human Service Commission (HHSC), and Texas School for the Deaf (TSD) have created a sub-committee of experts in language acquisition and deaf education to determine appropriate language acquisition assessments and/or tools to be used for data collection. The sub-committee has decided on the following approved assessments:

- American Sign Language Receptive Skills Test (ASL RST)
- ASL-VT (Form 1 and 3 expressive and Form 2 and 4 receptive)
- Birth to Three Assessment and Intervention System (BTAIS-2)
- Bracken Basic Concept Scale Expressive (BBSC: E)
- Bracken Basic Concept Scale Receptive (BBCS-3: R)
- CID TAGS: Teacher Assessment of Grammatical Structures
- Clinical Evaluation of Language Fundamentals (CELF 5)
- Clinical Evaluation of Language Fundamentals® Preschool-2 (CELF® Preschool-2)
- Communication Matrix
- Comprehensive Assessment of Spoken Language 2 (CASL-2)
- Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS)
- Expressive One Word Picture Vocabulary Test (EOWPVT-4)
- MacArthur Bates Communicative Development Inventory
- Oral and Written Language Scales (OWLS II)
- Preschool Language Scales 5 (PLS 5)
- Receptive-Expressive Emergent Language Test-Fourth Edition (REEL-4)
- Receptive One Word Picture Vocabulary Test (ROWPVT-4)
- Rosetti Infant-Toddler Language Scale
- Visual Communication Sign Language (VCSL) Checklist

Using the tools and assessments provided to assess each child's language acquisition, local education agencies (LEAs) will gather data that will be submitted in the Texas Student Data System (TSDS) via the Special Education Language Acquisition data collection. The types of data to be gathered and reported in TSDS would be as follows:

- Demographic information (redacted)
- Instructional arrangements
- Language acquisition services
 - Time spent obtaining language acquisition services
- Description of hearing amplification
 - Type of hearing amplification
 - Period of time using hearing amplification during language acquisition services
- Tools and assessments used to assess each child's language acquisition
- Preferred mode of communication in the child's home

