

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 (DHH) or deafblind (DB).

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 tools to be used for data collection. The sub-committee has approved the following assessments and tools. New additions for 2021-2022 are noted with an asterisk (*).

Diagnostic (Norm-Referenced)

- [American Sign Language Receptive Skills Test \(ASL RST\)](#)
- [Birth to Three Assessment and Intervention System \(BTAIS-2\)](#)
- [Bracken Basic Concept Scale Expressive \(BBSC: E\)](#)
- [Bracken Basic Concept Scale Receptive \(BBCS-3: R\)](#)
- [Clinical Evaluation of Language Fundamentals \(CELF 5\)](#)
- [Clinical Evaluation of Language Fundamentals® Preschool-3 \(CELF® Preschool-3\)](#)
- [Comprehensive Assessment of Spoken Language 2 \(CASL-2\)](#)
- [Expressive One Word Picture Vocabulary Test \(EOWPVT-4\)](#)
- * [Expressive Vocabulary Test 3 \(EVT 3\)](#)
- [MacArthur Bates Communicative Development Inventory](#)
 - * [American Sign Language – Communicative Development Inventory 2 \(ASL-CDI 2\)](#)
- [Oral and Written Language Scales \(OWLS II\)](#)
- * [Peabody Picture Vocabulary Test 5 \(PPVT 5\)](#)
- [Preschool Language Scales 5 \(PLS 5\)](#)
- [Receptive-Expressive Emergent Language Test 4 \(REEL-4\)](#)
- [Receptive One Word Picture Vocabulary Test 4 \(ROWPVT-4\)](#)

Proficiency (Criterion-Referenced)

- [ASL-VT \(Form 1 and 3 expressive and Form 2 and 4 receptive\)](#)
- [Communication Matrix](#)
- [Cottage Acquisition Scales for Listening, Language, and Speech \(CASLLS\)](#)
- * [SKI-HI Language Development Scales 3 \(SKI-HI LDS 3\)](#)
- * [Teacher Assessment of Spoken Language \(TASL\)](#)
- [Visual Communication Sign Language \(VCSL\) Checklist](#)

Achievement (Developmental Milestones)

- [CID TAGS: Teacher Assessment of Grammatical Structures](#)
- [Rosetti Infant-Toddler Language Scale](#)

A minimum of two assessments/tools shall be given annually to students who are DHH or DB that qualify for the data collection within HB 548 and with permission granted by parents/guardian. Additional guidance on how to choose which assessments to use for HB 548 will be posted on [TEA Sensory Impairment webpage](#).

Using the assessments and tools 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 (SELA) data collection. The types of data to be gathered and reported in TSDS are 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

For more information, please reach out to the SELA mailbox at SELA@tea.texas.gov.