### Essential Elements of the Evaluation Report

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<th>Areas Addressed</th>
<th>Area Components</th>
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| **Audiological and Otological Information** | Is a history and etiology of the hearing loss provided?  
Is the type and degree of hearing loss stated?  
Are the speech perception and discrimination scores summarized?  
Is amplification referenced including date of amplification, consistency of use, and benefit?  
Are the educational implications of the hearing loss stated?  
If applicable, have any special circumstances about the hearing loss been reported? (e.g. fluctuating loss, progressive loss, etc.) | Yes      |
| **Functional Listening and Auditory Skills** | Is it clear how the student uses his/her hearing across various settings and environments?  
Is the effectiveness of amplification across various settings and environments explained?  
Is there information about the student’s functional auditory skills? | Yes      |
| **Speechreading**                        | Does the information indicate if the student utilized amplification and if the evaluator voiced the target words or phrases?  
Is there information about whether facial expressions and/or gestures were used during the evaluation of this skill?  
Is there information about the functional use of speechreading for this student? | Yes      |
| **Intelligibility and Articulation**     | Was speech intelligibility evaluated?  
Was sign intelligibility evaluated?  
Is it clear how various communication partners view the student’s intelligibility? (e.g. teachers, parents, peers, unfamiliar communication partners, etc.)  
Is there information about speech articulation competencies and/or errors? | Yes      |
| **Language and Communication**           | Are examples of the student’s utterances provided?  
Is there information that explains the student’s language competencies? (e.g. number of different words used, average length of utterance etc.)  
Is there information about language skills in the areas of syntax, semantics, and pragmatics?  
Does the information distinguish between academic, functional, and developmental language?  
Are all pertinent areas of expressive communication addressed: spoken, sign language, and fingerspelling?  
Are all pertinent areas of receptive communication addressed: listening, sign language, and fingerspelling?  
If the student uses manual communication, is the specific kind identified? (i.e. Signing Exact English, American Sign Language, Conceptually Accurate Signed English)  
If the student uses a combination of communication modes, is there information on how and when those modes are used? (e.g. simultaneous communication)  
Is there information about how the student uses interpreting services? (i.e. sign language or real-time captioning) | Yes      |
| **Parent Information**                   | Does the report identify the primary language used in the home?  
Is there information that explains how the family and the child communicate at home?  
Does the report identify the parents’ preferred mode of communication for the child? | Yes      |
| **Preferred Mode of Communication**      | Is this clearly stated?  
Does the preferred mode of communication include both receptive and expressive forms?  
Is there a statement about the student’s ability to change communication modes when he/she communicates with a signer versus a non-signer? | Yes      |