

Deaf and Hard of Hearing

Student Name:	DOB:
Building:	Reviewer Name:
Date of Evaluation Report:	YesNo
Evaluation⇒ (Must meet initial criteria)	
Reevaluation⇒ (Must address criteria compon	ents)
Based on information in the Evaluation Report a requirements in A and either B, C, or D below.	and in the student file, the student must meet the
A. Measurements	
Audiological documentation from a certified audiolo has ONE of the following:	gist must be provided to demonstrate that the pupil
•	pure tone average, speech threshold, or auditory s hearing level (HL) or greater in the better ear;
hearing level (HL) or greater in the better ea	re tone average or speech threshold of 20 decibels or persisting over 3 months or occurring at least 3 by audiograms with at least one measure provided by
Unilateral sensorineural or persistent conductions speech threshold of 45 decibels hearing levels.	ctive loss with an unaided pure tone average or el (HL) or greater in the affected ear; or
	re tone thresholds at 35 decibels hearing level (HL) or 500 hertz, 1000 hertz, 2000 hertz or 4000 hertz) in the
B. Effect on Educational Performance	
The student's hearing loss affects educational perfo	rmance as demonstrated by:
The student needs to consistently use ampli determined by audiological measures and s	fication appropriately in educational settings as ystematic observation data;
OR	
The student has an achievement deficit sho standard deviation or more below the mean	wing performance in the 15 th percentile or 1.0 in one area.
Achievement Test	

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1331

	Basic reading skills	Results
	Reading comprehension	Results
	Written language	Results
	General knowledge	Results
C. Us	se or Understanding of Spoken Eng	glish
	tudent's hearing loss affecting the use h of the following:	e or understanding of spoken English as documented by one
	Under typical classroom conditions, systematic observation of communic	the student's classroom interaction is limited as measured by cation behaviors;
	OR	
	communication, alone or in combina	e or one or more alternative or augmentative systems of ation with oral language as documented by parent or teacher ducted by a professional with knowledge in the area of the deaf or hard of hearing.
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D. Ef	fect on Adaptive Behavior	January Caraly
D. Eff	fect on Adaptive Behavior The student's hearing loss affects the functioning as supported by documents.	ne adaptive behavior required for age-appropriate social ented systematic observation within the student's primary diprofessional and the student, when appropriate;
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	fect on Adaptive Behavior The student's hearing loss affects the functioning as supported by docume learning environments by a licensed AND Below average scores of same-agent Test Name	ne adaptive behavior required for age-appropriate social ented systematic observation within the student's primary d professional and the student, when appropriate;
Revie	fect on Adaptive Behavior The student's hearing loss affects the functioning as supported by docume learning environments by a licensed AND Below average scores of same-aged Test Name Results w of Eligibility Determination	ne adaptive behavior required for age-appropriate social ented systematic observation within the student's primary d professional and the student, when appropriate;
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Revie To det	The student's hearing loss affects the functioning as supported by docume learning environments by a licensed AND Below average scores of same-aged Test Name Results W of Eligibility Determination termine compliance with eligibility determines	ne adaptive behavior required for age-appropriate social ented systematic observation within the student's primary diprofessional and the student, when appropriate; dipers on a standardized scale of social skill development. ermination, one of the following MUST be checked.