

Determine Acceptable Evidence

Performance Tasks:

1. Interpret medical and therapeutic reports, and design intervention strategies. Students are given a child's medical information, audiological information, and recent reports. Student will interpret meaning of reports back to anatomy, child's perception, possible impacts, and assumed first intervention steps. Provide next 3 intervention steps.
2. Explain impact of hearing loss and importance of follow-through with strategies. Explain to parents how their child is impacted by the hearing loss, what you plan to do for intervention, and how they can help.
3. Create guidance materials for parents and caregivers for various steps in the intervention process in regards to hearing. Create clear, concise steps (supported with importance). Guidance materials will follow #1's intervention steps (which may be revised over time.)

Other Evidence (tests, quizzes, prompts, work samples, observations):

1. Journals: documents the students' thought processes as s/he is progressing through the lesson.
2. Discussion boards: students will participate in discussion boards to reveal evolving understanding of material. Answers to essential questions and relation back of each lesson to child's perception, purpose of material, how to help parents, and intervention strategies will be pursued.
3. Assignments: Detailed functional hearing screenings

Student Self-Assessment and Reflection:

1. Review and revising opportunities. Self-assess and revise intervention options chosen for student, how to explain and implement.
2. Self-assess and revise guidance materials for parents/caregivers to aid in follow-through of intervention strategies. Exchanging of material amongst students will aid in the self-assessment and revision process.