



Language Acquisition Rating Scale for Preschool-Aged Children for are Deaf or Hard of Hearing

The Language Acquisition Rating Scale for Preschool-Aged Children who are Deaf or Hard of Hearing should be completed in consultation with all members of the team working with the child, including parents, and based on multiple sources of information such as observations, interviews, and assessments. The final rating of the child's language development should be reported to the New Jersey Department of Education in the NJ SMART system.

Age-Appropriate or Above	4	<ul style="list-style-type: none">• The child demonstrates age-appropriate receptive and expressive language development in English (or home language) and/or American Sign Language (ASL) across all settings to include social, functional, and academic communication.• No concerns are currently noted by any team members. Careful monitoring should continue.
Approaching Age-Appropriate	3	<ul style="list-style-type: none">• The child's receptive and expressive language, in English (or home language) and/or ASL, may be unevenly developed but is generally within range of peers across all settings to include social, functional, and academic communication.• Some concerns have been noted by any team member; however, the language gap between the child and peer is closing.
Below Age-Level Expectations	2	<ul style="list-style-type: none">• The child's receptive and expressive language, in English (or home language) and/or ASL, is less developed than same-age peers across all settings to include social, functional, and academic communication.• Concerns have been noted by team members.
Significantly Below Age-Level Expectations	1	<ul style="list-style-type: none">• The child's receptive and expressive language, in English (or home language) and/or ASL, is significantly less developed than same-age peers across all settings to include social, functional, and academic communication.• Significant concerns have been noted by team members.

For English Language Learners (ELLs), assessing whether the child is acquiring English commensurate with their ELL peers across all settings should also be considered when reporting on language development.