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SPED 402/502 Assessment Project: Summer 2012

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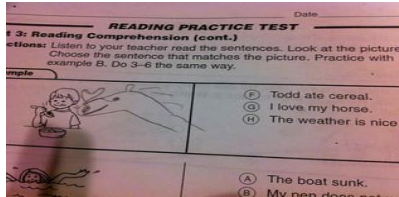
Due Dates: Activities & Project

Assessment Project and Scaffolded Activities

Due Date	Assignment	Notes
5/19/12	Activity 1	
5/26/12	Activity 2	
6/2/12	Activity 3	
6/9/12	Activity 4	
6/16/12	Activity 5	
6/20/12	Assessment Project	

Assessment Project Prompt

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- **Introduction and description:** Educators understand the importance of collecting data from multiple methods and sources to monitor student progress and make informed educational decisions. Educators know how to communicate these data to stakeholders responsible for instructional and eligibility decisions that impact student learning. Each participant in this course will administer one formal academic achievement or diagnostic assessment as the key assignment submitted and assessed in *LiveText.*

- **Purpose:** This project will provide practice in linking assessment to instruction for students with disabilities. The individual whom you will assess should be unfamiliar with all tests, including sub-tests. Assessments may be checked out from the ODU main campus or distance learning sites.

- **Measurable goal:** A minimum of 75% competency (15/20 points) meets criteria for *Acceptable* completion. Performance of 100% competency (20/20 points) meets criteria for *Target* performance.

- **Objectives:** After completing this assessment project, you shall be able to perform these tasks:
  - o Gather relevant background data and demonstrate the ability to assess students
  - o Score assessments correctly, interpret, and report data accurately to stakeholders
  - o Use responses and errors to guide instructional decisions and provide feedback regarding evidence-based practices validated for specific characteristics of learners

- **Role, Audience, and Setting:** You provide special education or related services as a multidisciplinary team (MDT) member tasked with comprehensively assessing a student suspected of having a disability (e.g., specific learning disability, intellectual disability, emotional disability, speech language impairment). Select one child, youth, or adult individual in your home or community setting (one who is *not* on your caseload) to complete a series of outcomes/products in the assessment process and communicate results in writing. Your role as **test examiner** is to conduct one formal assessment employing a norm-referenced academic achievement or a diagnostic test. ODU Libraries databases, *Tests in Print* and *Mental Measurements Yearbook,* provide information on the assessment instruments listed below.

- The individual assessment may be any of the following norm-referenced instruments:

  Key Math Diagnostic Assessment
  Peabody Individual Achievement Test
  Woodcock Reading Mastery Test
  Woodcock-Johnson Tests of Achievement
  Kaufman Test of Educational Achievement
  Peabody Picture Vocabulary Test

- You will accurately score the test results, fully complete the protocol (test record), and submit these results in a formal report (table and narrative) with the protocol as supporting evidence. Use the **Assessment Report Template** (see p. 6) as posted on *LiveText* in writing your report.

- Based on the child, youth, or adult individual's performance on this assessment, you will identify examples of the relative strengths and weaknesses suggested by the assessment results to gather more specific information and **to inform your team** by developing an interpretation and a summary, including recommendations (remediation and/or extension) for this individual.

- In the summary of your assessment report, you will develop at least three (3) specific recommendations to address the individual's needs or relative weaknesses identified by the assessment results. Specific recommendations will include evidence-based practices (EBPs) supported by APA (6th ed.) in-text citations and references implemented through teaching or learning strategies intended to target the area of need with suggestions for follow-up assessment.

- The project is worth *25 points*, **20 for the report and 5 for the completed testing protocol**.

- You will prepare the **assessment report** as follows in APA format (6th ed.) using the template in *Livetext*:

  o Identifying Data – 2 points
  o Background Information – 2 points
  o Test Results (table) – 2 points
  o Test Interpretations (observations, strengths, weaknesses) – 6 points
  o Summary and Recommendations with Citations and References – 8 points
  o Accurately Completed Assessment Protocol (test record) – 5 points

- **Submit your project** labeled "Last Name_Assessment Project" though *LiveText* by **June 20, 2012**.

  Consult the **Assessment Project Report Scoring Rubric** (p. 4) as a **self-check** prior to submission.

- *Important Note:* Special education and related service professionals take pride in using **verbal and written language** that is person-centered, jargon-free, respectful of parents and families of children with cultural and linguistic diversity, and in providing recommendations that can be easily generalized across the school and/or clinic and home environment, and that **general educators** can use to **empower parents or caregivers** to implement across the student's natural environment.

Report Format Template

I. Identifying Data (2 points)
Examinee Name
Date of Birth (DOB)
Date of Examination (DOE)
Chronological Age (CA)
Current Grade Placement
Examiner Name
Instrument tool and reference (APA 6th ed. format)

II. Background Information (paragraph form) (2 points)
      A. Background Information -
          (School, parent concerns/info, vision, hearing, physical, and other)
      B. Reason for Referral for Assessment
      C. Classroom Observation (if available)

III. Test Results Table - Name of Instrument – **Mean and Standard Deviation** (2 points)

Domain/Subtest Grade Equiv.   Age Equiv.   Standard Score   Percentile Rank

Domain/Subtest	G/E	A/E	SS	%R

IV. Test Interpretations (paragraph/narrative form) (6 points)
      A. Test Observations (behavior during testing - use objective behavioral terms)
      B. Relative Strengths – with specific examples
      C. Relative Weaknesses – with specific examples

V. Summary and Recommendations (paragraph-narrative form; in-text citations and references on the last page of report) (8 points)
      A. Summary of the student demographics
      B. Summary of why the student is referred
      C. Summary of test results – with examples
      D. Recommendations for educational interventions (evidence-based practices)
      E. Recommendations for further assessment

VI. References (APA formatted)

Scoring Rubric – 20 points possible   **(Important Note: Completed Test Protocol is worth up to an additional 5 points)**

Required Components	Target – 2 points/component	Acceptable – 1 point/component	Unacceptable – 0	Pts.
Provide student demographics, including the individual's name (pseudonym or initials), date of birth, chronological age, name and date of testing.	Student demographics are provided and complete (includes the individual name, DOB, test date, chronological age, test name etc).	Student demographics are provided, but one or more of the required elements is not present.	Student demographics are not provided	
Provide complete and accurate student profile. Include all elements (family background, school history, and academic strengths/weaknesses). Write this section in behavior terms, using correct grammar and spelling.	Student profile is complete and accurate. It contains all elements (family background, school history, and academic strengths/weaknesses). Section is written in behavior terms and is grammatically correct with no spelling errors.	Student profile is provided but an element is missing, not written in behavioral terms, or has grammatical/spelling errors. Observations are provided but not written in behavioral terms - observable, objective, or measurable terms.	Student profile is not provided.	
Provide accurate summary of observations of individual's behavior during testing (include factual statements about the individual's behavior written in behavioral terms)	Summary of test observations is provided and accurately identifies the individual's behavior during testing (includes factual statements about the individual's behavior during testing - written in behavioral terms)	Summary of test observations is provided but does not include factual statements about the individual's behavior during testing (statements are not written in behavioral terms - include opinions)	Summary of test observations is not provided	
Provide complete summary of test results (include- chart with standard score, percentile rank and developmental age or grade level by domain/subject and subtest area. The mean and standard deviation for the overall test)	Summary of test results is provided and complete (includes- chart with standard score, percentile rank and developmental age or grade level by domain/subject and subtest area. The mean and standard deviation for the overall test)	Summary of test results is provided, but one or more of the required elements is not present in the chart of scores.	Summary of test results is not provided	
Provide summary of the individual's relative strengths written in behavioral terms and provide specific examples	Summary of the individual's relative strengths is written in behavioral terms and provides specific examples	Summary of the individual's relative strengths is provided but not written in behavioral terms or lacks specific examples	Summary of the individual's relative strengths is not provided	
Provide summary of the individual's relative weaknesses written in behavioral terms and provide specific examples	Summary of the individual's relative weaknesses is written in behavioral terms and provides specific examples	Summary of the individual's relative weaknesses is provided but not written in behavioral terms or lacks specific examples	Summary of the individual's relative weaknesses is not provided	
Provide summary of assessment. Integrate and synthesize demographics, results, strengths and weaknesses in a succinct manner. Write this section in behavioral terms.	Summary of assessment integrates and synthesis demographics, results, strengths and weaknesses in a succinct manner. This section is written in behavior terms.	Summary of assessment is provided but does not integrate all sections.	Summary of assessment is not provided	
Recommendation #1 includes research-based instructional methods and/or strategies	Recommendation #1 includes research-based instructional methods and/or strategies	Recommendation #1 does not include research-based instructional methods and/or strategies	Recommendation #1 is not provided	
Recommendation #2 includes research-based instructional methods and/or strategies	Recommendation #2 includes research-based instructional methods and/or strategies	Recommendation #2 does not include research-based instructional methods and/or strategies	Recommendation #2 is not provided	
Recommendation #3 includes research-based instructional methods and/or strategies	Recommendation #3 includes research-based instructional methods and/or strategies	Recommendation #3 does not include research-based instructional methods and/or strategies	Recommendation #3 is not provided	
Comments:			Total Points Earned:	

Scaffolded Activities 1 - 5

Activity 1: Examinee Background Information and Referencing Instruments (2 points)

Due Date: May 19, 2012

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- **Purpose:** This activity will provide you with practice in gathering relevant background information about the individual you intend to assess and in selecting and referencing the instrument you intend to use in your assessment project.

Part I: Examinee Background Information (1 point)

- **Objective:** Identify and describe the profile of child, youth, or adult individual.

- **Directions:** Identify the individual you have chosen to assess using a **pseudonym or the initials**, her or his chronological age and current school grade enrollment, if a school-aged child. Please protect the individual's privacy (i.e., confidentiality) by not revealing any identifying information (e.g., real name, address, school attended, parent, family, or teacher's names). Include a list of any specific interventions used in school or at home for this individual and a general school history. Include a list of the individual, family and/or teacher concerns and priorities for the individual. Provide your anticipated test administration date.

Part II: Referencing Instruments (1 point)

- **Objective**: Identify and describe the assessment instrument that you select from the list below that you intend to use for your **Assessment Project.**

    Key Math Diagnostic Assessment
    Peabody Individual Achievement Test
    Woodcock Reading Mastery Test
    Woodcock-Johnson Tests of Achievement
    Kaufman Test of Educational Achievement
    Peabody Picture Vocabulary Test

- **Directions:** Identify the correct title of the assessment instrument you have selected and describe the intended assessment audience for the instrument. For example, identify the target age range and grade levels intended for the assessment instrument. Describe the intended assessment audience's geographic region, culture and language diversity, and disability. Include an APA (6th edition) formatted reference for the assessment instrument.

An example of an APA reference for assessment instrument is provided below.

Woodcock, R.W., McGrew, K.S., & Mather, N. (2001). *Woodcock-Johnson III Tests of Cognitive Abilities.* Itasca,

IL: Riverside Publishing.

- **Submission**: Submit the activity through Blackboard as a word document that you prepared using 12 point font in Arial or Times New Roman style and double-spacing. Label your document file with your **Last Name_Activity 1** by May 19, 2012. Your instructor will provide feedback on your activity that you will incorporate into your final Assessment Project.

Activity 2: Chronological Age, Descriptive Statistics, Basal and Ceiling Levels, and Raw Scores (2 points)

Due Date: May 26, 2012

- **Purpose:** This guided in-class activity will provide you with technical practice using skills required to calculate chronological age and work with descriptive statistics and basic test scores. Then, you will practice communicating those data sets and scores, verbally and in writing, using basic assessment terminology.

- **Directions:** On the following page, you will find practice and homework data sets, step-by-step instructions with room for your answers to this activity. Using these practice worksheets in class, complete the practice problems with your group or tablemates, or on your own. After checking your practice problems for accuracy, complete the homework problem set on your own.

- **Objectives:**

1. Calculate the Chronological Age (CA), given the date of birth (DOB) and the date of examination (DOE).

2. Establish the Basal level, Ceiling level, and Raw Score, given a set of responses to an examination.

3. Calculate the Mean, Median, Mode, Range, Variance, and Standard Deviation, given a set of scores.

4. Calculate the second, first, and third quartiles (Q_2, Q_1, $Q3$), given a set of scores.

- **Submission**: Submit your completed **Activity 2** practice problems and homework problems through Blackboard. Label your document file with your **Last Name_Activity 2** by May 26, 2012. Your instructor will provide feedback on your activity that you will incorporate into your final Assessment Project.

Activity 2 Data Sets: Chronological Age and Descriptive Statistics

- **Directions**: Complete the practice problems in class. Then, complete the homework set of problems on your own.

1. Calculate the Chronological Age (CA), given the date of birth (DOB) and the date of examination (DOE). Write the examination (test) date first, and then subtract the date of birth. Dates are written in the order of the Year, Month, and day. Years are based on 12 months. When borrowing from the year's column to add to the month's column, the number 12 is added to the month's column, because one year (e.g., 1 year = 12 months) must be borrowed. Months are based on 30 days. When borrowing from the month's column to add to the day's column, 30 days must be added, because one month (e.g., 1 month = 30 days) must be borrowed. Days are rounded to the nearest month by rounding up if there are 15 or more days, or keeping the same number of months, if there are 14 or fewer days. Start subtracting from right to left (days first). (Overton, 2012).

a. Practice:

DOE	2003	04	02
DOB	1994	10	08
CA	8	5	24

CA rounded up to: 8-6

b. Practice:

DOE	2008	09	22
DOB	1995	01	15
CA	13	8	7

CA rounded down to: 13-8

c. **Homework**:

DOE	2008	05	17
DOB	1997	11	24
CA			

CA rounded to:

2. Establish the Basal level, Ceiling level, and Raw Score, given a set of responses to an examination.

Scoring is recorded as follows. The number one (1) counts as a correct response. The number zero (0) counts as an incorrect response.
Raw score is counted by the number of total items in a subtest counted as correct. All items appearing before the basal level are counted as correct.
Basal and Ceiling Rules are as follows.
Basal: three (3) consecutive correct responses immediately preceding the first incorrect response (or the first item in the subtest)
Ceiling: Four (4) consecutive incorrect responses (or the last item in the subtest)
See practice and homework problems below.

Practice: **Basal item**:____10____**Ceiling item**:___19____**Raw score**:___14___
8. 1
9. 1
10. 1
11. 1
12. 1
13. 0
14. 1
15. 1
16. 0
17. 0
18. 0
19. 0

Homework: **Basal item:**   **Ceiling item:**   **Raw score:**
24. 1
25. 1
26. 1
27. 0
28. 1
29. 1
30. 0
31. 1
32. 0
33. 0
34. 0
35. 0

3. Calculate the measures of central tendency (Mean, Median, and Mode), and the measures of dispersion (Range, Variance, and Standard Deviation), given a set of scores (data set).

   Practice Data set for problems # 3 and # 4: **10, 6, 8, 7, 5, 6, 9, 7, 7, 8, 10**

a.   **Mean** (*M*)is the arithmetic average. Sum the scores in the data set above and divide by the number of scores in the data set. **Practice *M*:**   **Homework *M*:**

b.   **Median** (*Mdn*) is the middlemost score. Order the data set, according to rank, from the lowest number to the highest number. Count halfway down the list of scores. The median score has 50% of the data listed above it and 50% of the data listed below. In a data set with an even number of scores, the median is the determined by calculating the mean of the two middlemost scores. **Practice *Mdn*:**
       Homework *Mdn*:

c.   **Mode** (*Mo*) is the most frequently occurring score. Order the data set according to rank, complete a frequency count (how often each score occurred), and determine the score that occurred with the greatest frequency. **Practice *Mo*:**   **Homework *Mo*:**

d.   **Range** is the distance between the highest and lowest scores in a data set. Subtract the lowest score from the highest score. **Practice Range:Homework Range:**

e.   **Variance** (*V*) is the total amount that scores vary in a data set. Four steps to calculate the variance (Overton, 2012). **Practice *V*:**   **Homework *V*:**

   Step 1: Subtract the mean of the data set from each score in the data set (deviation).
   Step 2: Calculate the square of each deviation (multiply each deviation score by itself)
   Step 3: Sum the total of all of the squared deviation scores (sum of the squares).
   Step 4: Calculate the arithmetic average of the sum of the squares by dividing by the number of scores in the data set (variance).

f.   **Standard deviation** (SD) is the measurement unit representing the typical amount a score can be expected to vary or differ from the mean in a given data set. Standard deviation of a data set is the **square root of the variance** of the same data set.
   Practice *SD*:   **Homework *SD*:**

4. Calculate the second, first, and third quartiles (Q_2, Q_1, Q_3), given a set of scores.
a.   Calculate the **Median** of the data set (see **3b** above) to get the **50th percentile** or **second quartile.**
   Practice Q_2:   **Homework Q_2:**
b.   Calculate the **middlemost score** that lies **between the lowest ranked score** and the **50th percentile** to get the **first quartile**.
   Practice Q_1:   **Homework Q_1:**

c. Calculate the **middlemost score** that lies **between the highest ranked score** and the **50th percentile** to get the **third quartile**.

     Practice Q_3:   **Homework Q_3:**

Homework data set for problems # 3 and # 4: **20, 19, 18, 17, 16, 16, 16, 15, 14, 14, 13**

Reference:

Overton, T. (2012). *Assessing learners with special needs: An applied approach* (7th ed.). Upper Saddle River, NJ: Pearson.

Activity 3: Assessment Observations *and* Tables (2 points)

Due Date: June 2, 2012

Part I: Assessment Observations (1 point)

- **Purpose:** This activity will provide you with practice developing assessment skills as you gather direct observations and communicate them verbally and in writing. You will also practice technical skills required to create a table for an accurate, accessible display of test data to share with other members of the MDT, including parents and professionals, and students where appropriate.

- **Objective**: Using hypothetical test administration observations, develop a brief summary of test administration **direct observations** written in behavioral terms (observable, objective, and measurable) for the child, youth, or adult individual for whom you plan to administer the formal assessment for **your Assessment Project.**

- **Directions**:

1) Submit a narrative report in Word to your instructor using 12 point font in Arial or Times New Roman style that includes the pseudonym or initials of the individual (examinee), the individual's chronological age, and grade level (if applicable). Include the title of the assessment you will or have administered.

2) As a starting point for writing your summary, use the following list of behavioral observations as described by Cohen and Spenciner (2007). You may use actual or hypothetical observations of the examinee for this practice activity.

a. physical appearance
b. reactions to test session and to the examiner
c. general behavior
d. typical mode of relating to the examiner
e. language style
f. general response style
g. responses to failures
h. responses to successes
i. responses to prompts or encouragement
j. activity level
k. attitude toward self
l. attitude toward examiner and the testing process
m. visual-motor ability
n. unusual habits, mannerisms, or verbalizations
o. examiner's reaction to the student

Reference:

Cohen, L.G., & Spenciner, L.J. (2007). *Assessment of children and youth with special needs* (3rd ed.). Boston: Pearson.

Part II: Tables (worth 1 point)

- **Objective**: Develop a table to summarize and present the assessment results that you will include in your Assessment Project later in this class. This table will be included as part of your final assessment report as noted in the **Report Format Guidelines** found under the **Blackboard > Course Information menu button > Assessment Project and Critique Information** folder.

- **Directions**: Create a table to summarize the results section of your test administration. You do not need to populate the table with any actual numerical results, as you may have yet to administer the assessment. Develop the table headings to include space within the table for listing the developmental age or grade level by domain, subject, or subtest area. Develop the table to include space within the table for listing the age/grade equivalent results, standard scores, and percentile ranks for each subtest and overall composite scores. Include a space within or above the table for the mean and standard deviation of the overall test and each subtest (where appropriate).

- An example of a table template is presented below. You may add rows or columns, and split or merge cells as desired using the Table function on the tool bar in Microsoft Word.

Test Results - Name of Instrument – mean and standard deviation of the instrument (see Examiner's Manual)

Test	Grade Equivalent	Age Equivalent	Standard Score	Percentile Rank
Composite tests or Subtest	G/E	A/E	SS	%R
Broad Math				
Computation				
Applied Problems				
Broad Reading				
Passage Comprehension				
Word Identification				

- **Submission**: Submit your Word document file through Blackboard. Label your document file with your **Last Name_Activity 3** by June 2, 2012. Your instructor will provide feedback on your activity that you will incorporate into your final Assessment Project.

Activity 4: Strengths, Weaknesses, Summary, and Recommendations (2 points)

Due Date: June 9, 2012

Part I: Addressing Relative or Significant Strengths in *Discussion of Results* (0.5 point)

- **Purpose**: This activity will provide you with practice interpreting assessment data to identify areas of strengths and weaknesses, and summarizing assessment results by making recommendations for evidence-based practices for improving specific areas of need.

- **Objective**: Using hypothetical or actual test administration observations develop a brief discussion section that focuses on the reported test results of the **relative strengths** (as compared to weaker areas) for the child, youth, or adult individual, for whom you have or will have administered the formal assessment selected for use for your Assessment Project

- **Directions**:

1) As a starting point for writing your discussion section, use the format described in Cohen and Spenciner (2007). You are welcome to use blank spaces (_____) that can be filled in later with your actual findings on the overall composite and/or subtests.

For example:

_____'s performance on the _____ (type of assessment) indicates that s/he is functioning within (above) the _____range of achievement. His/her score of _____ places her/him within (or above) the ____range with a relative strength(s) demonstrated in _____.

Part II: Addressing Relative or Significant Weaknesses in *Discussion of Results* (0.5 point)

- **Objective**: Using actual or hypothetical test administration observations develop a brief discussion section that focuses on the reported test results of **relative weaknesses** for the child, youth, or adult individual, for whom you have or will have administered the formal assessment you have selected to use for your Assessment Project.

- **Directions**:

2) As a starting point for continuing your discussion section, use the format described in Cohen and Spenciner (2007). You are welcome to use blank spaces (_____) that can be filled in later with your actual findings on the overall composite and/or subtests.

For example:

When compared to others at her/his grade (or age) level, _____'s performance is in the _____ (superior, average, low average, below average) range. _____(Name's)_____ score(s) of _____on the _____(subtest area) demonstrated relative (or significant) weaknesses in _____(list specific area or areas of weakness relative to strengths).

Part III: Summary and Recommendations will include 3 specific recommendations for each area of weakness identified in your results section (1 point)

- **Objective**: Using hypothetical or actual test administration observations develop a **brief summary and recommendations section** that includes **three (3) research-based instructional methods or strategies** to address each area of weakness for the child, youth, or adult individual for whom you have or will have administered the formal assessment you have chosen to use for your Assessment Project. You may also recommend further assessment if appropriate.

- **Directions**:

3) As a starting point for your **recommendations**, use a format described in Cohen and Spenciner (2007) to develop your paragraph.

For example:

Given that _____ demonstrated relative weaknesses in the area(s) of _____, the following three instructional _ (methods/strategies) __ are recommended to help her/him improve ___ (area of relative need) ___ skills, abilities, or achievement level. These recommendations include…(citations).

- Your recommendations need to be research-based, so please **include your reference(s) in APA format** from sources of instructional methods or strategies. You may use the textbook from this course, or other courses to make your recommendations, and peer-reviewed journal articles that address specific methods and strategies.

- A web-based source that also lists research on specific interventions is What Works Clearinghouse found at the following URL: http://ies.ed.gov/ncee/wwc/.

- **Submission:** Submit your Word document with **strengths, weaknesses, narrative summary and recommendations** section to your instructor using 12 point font in Arial or Times New Roman style font that **includes** the summary of the individual's demographics, why the individual was referred for testing, brief summary of test results, and recommendations for educational interventions, and further assessment to monitor the effectiveness of your recommendations. Please include the title of the assessment you will administer or have administered

Activity 5: Problem-based learning (worth 2 points)

Due: June 16, 2012

Purpose, Directions, Submission: Develop a draft of your final assessment report, using the **Report Format Guidelines** below, and include data from your assessment administration. Submit the draft to the instructor for feedback, which you should incorporate in your final Assessment Project. Please save and submit your file as a **Word document** (.doc, docx) file, **and labeled with your Last Name_Activity 5**.

I. Identifying Data

Examinee Name
Date of Birth (DOB)
Date of Examination (DOE)
Chronological Age (CA)
Current Grade Placement
Examiner Name
Instrument tool and reference (APA format)

II. Background Information (paragraph form)
    A. Background Information -
        (School, parent concerns/info, vision, hearing, physical, etc)
    B. Reason for Referral
    C. Observation (if available)

III. Test Results - Name of Instrument – $M =$ $SD =$

Test	Grade Equivalent	Age Equivalent	Standard Score	Percentile Rank
Composite tests or Subtest	G/E	A/E	SS	%R

IV. Test Interpretations (paragraph/narrative form)
    A. Test Observations (behavior during testing - use objective behavioral terms)
    B. Relative Strengths – with specific examples
    C. Relative Weaknesses – with specific examples
V. Summary and Recommendations (paragraph/narrative form)
    A. Summary of the student demographics
    B. Summary of why the student is referred
    C. Summary of test results – with examples
    D. Recommendations for educational interventions (include research-based   citations)
    E. Recommendations for further assessment (if appropriate)

VI. **References**: provide references on the last page, making sure to include the reference for the assessment instrument.

Resources

Texts

Cohen, L.G., & Spenciner, L.J. (2007). *Assessment of children and youth with special needs* (3rd ed.). Boston: Pearson.

Overton, T. (2012). *Assessing learners with special needs: An applied approach* (7th ed.). Upper Saddle River, NJ: Pearson.

Journal Articles

Cizek, G. J. (2009). Reliability and validity of information about student achievement: Comparing large-scale and classroom testing contexts. *Theory Into Practice, 48*, 63 – 71.

Forbush, D. E., Stenhoff, D. M., Vasquez III, E., Furzland, M., Alexander, M., & Stein, J. (2007). Evaluation of an online tool for assessing competence in achievement testing. *Teacher Education and Special Education, 30*, 142 – 154.

Gartland, D., & Strosnider, R. (2011). Comprehensive assessment and evaluation of students with learning disabilities: A paper prepared by the National Joint Committee on Learning Disabilities. *Learning Disability Quarterly, 34*, 3 -16.

Yell, M. L., & Dragsow, E. (2007). Assessment for eligibility under IDEIA and the 2006 regulations. *Assessment for Effective Intervention, 32*, 202 – 211.

Websites

Cal Poly-Student Academic Success-Note-taking: http://sas.calpoly.edu/asc/ssl/notetakingsystems.html

Google Docs Templates: https://docs.google.com/templates?category=7&type=docs&sort=hottest&view=public

The IRIS Center, Vanderbilt University: http://iris.peabody.vanderbilt.edu/

National Writing Project: http://www.nwp.org/

Old Dominion University Writing Center: http://oduwritingcenter.wordpress.com/

Student Learning Outcomes and QEP Rubric: http://www.odu.edu/ao/sacs/qep/slowritrub.shtml

Appendix: Exemplar

Assessment Project Exemplar

IDENTIFYING DATA

Examinee Name: Mary Berry
Date of Birth (DOB): 3-19-1998
Dates of Examination (DOE): 3-1-12, 3-6-12, 3-13-13
Chronological Age (CA): 14 years, 0 months
Current Grade Placement: 8
Examiner Name: Lela Lucy
Instrument tool and reference (APA 6th ed. format):

Woodcock, R.W., McGrew, K.S., & Mather, N. (2001). *Woodcock-Johnson III Tests of Achievement.* Itasca, IL: Riverside Publishing.

BACKGROUND INFORMATION

Mary is a fourteen-year-old girl who resides with her family in Somewhere County, Virginia. She is an eighth grade student at Anywhere Middle School. Review of records indicates that school history is insignificant for changes or absences. Mary attended Commonwealth Elementary in Somewhere County for Kindergarten through fifth grade.

Review of records indicates that Mary successfully completed all grades of elementary school. She successfully met PALs benchmark scores when assessed from Kindergarten through second grade. Mary participated in Math support during first through fourth grade and Reading support for second through fifth grade. She participated in Standards of Learning (SOL) remediation in fourth and fifth grade. During the summer of 2005 she participated in the summer support program. Mary passed all of her fifth grade SOL assessments.

During Mary's sixth grade year, Ms. Sherry Berry, Mary's mother, requested a Child Study meeting. Minutes from that meeting indicate that Mary has a diagnosis of AD/HD for which she was receiving medication intervention, at that time. Difficulties were reported with test and quiz performance and recall of material despite studying. She was working on grade level in all areas and her grades ranged from As to Fs. A Child Study Plan was created to help improve Mary's homework completion and performance on classroom assessments. Strategies implemented included teachers and parents signing her agenda book daily, allowing Mary to have extended time on classroom assessments (15 minutes), chunked tests (one page at a time), nightly review of concepts at home, tutoring for Math and English, and teachers providing study guides in advance of a test (approximately three days).

The Child Study team reconvened in October 2010 during Mary's seventh grade year at parent request due to continued concerns about homework completion and low test and quiz grades. At that time Mary's grades ranged from As to Ds. She had two teachers for core academics, was attending tutoring once a week, and participating in the Successful Students program. Teachers reported that Mary was provided numerous instructional supports and strategies although she did not always use supports provided (e.g., extra time on assignments). Teachers reported that Mary was not turning in assignments on-time, was very social in class, talkative and self-distracted which was getting in her way of completing work in a timely

manner. Goals were targeted to improve her homework completion/organization. Strategies suggested included that Mary would write all assignments word for word from the teacher in her agenda book and bring it to the teacher to sign daily then have her parent sign it nightly and access School-Home Web Network as a supplement to the use of the passport and interactive notebook. Mary was encouraged to attend review/help sessions offered by the teachers and parent was encouraged to create a contract for daily and weekly goals Mary must obtain.

Final grades from the 2010-2011 school year are as follows: Academic Enrichment A, MS Intermediate Chorus B, Health & PE B, Life Science C, Intro to Language/Culture 7 C, MS Math Course 7 C, Social Studies 7 C, English 7 C. At present, Mary's current grades (as of 3/22/12) are: Math D, Health & PE B, English F, Physical Science D, Independent Living B, Social Studies C, Academic Achievement D, and Teen Reading B.

Ms. Berry, Mary's mother, completed a brief parent questionnaire and reported that she feels Mary's academic progress is slow and pains-taking. She hopes that Mary can get to a point where she can do it on her own and succeed. Ms. Berry reported strengths to include Mary's enjoyment of learning. She feels that when Mary has clear knowledge of what is expected she can do the work and those good teachers motivate her. Ms. Berry shared that Mary gets frustrated when she does poorly after studying. Ms. Berry also shared that keeping Mary motivated is hard and keeping her attention is challenging. Mary is reportedly more motivated if she does well but when she doesn't do well, her motivation declines. With regard to schoolwork she needs encouragement to maintain self-discipline but with regard to taking care of her responsibilities she shows appropriate self-discipline. Homework habits are reported to be routine. Mary completes homework with her mother daily.

Medical history is significant for a diagnosis of AD/HD. Mary has received medication intervention. By self-report, she no longer takes mediation to help manage attention concerns. Parent report indicates that Mary is prescribed 18 mg of Concerta daily.

REASON FOR REFERRAL

Mary was referred for evaluation at parent request due to concerns about a processing deficit related to auditory and visual skills. Sherry Berry, Mary's mother, indicated that she has concerns about Mary's reading skills and test performance, as well as how Mary's diagnosis of Attention-Deficit/Hyperactivity Disorder (AD/HD) impacts her academic performance. Mary is currently placed in a Tiered Intervention for Math. She does not receive Exceptional Education or Section 504 support at present. She has been supported with a Child Study Plan in the past.

CLASSROOM OBSERVATION

After Mary's school lunch period, I walked with Mary to conduct an observation in the classroom, 111, where Mary was requested (along with the class) to do their Sustained Silent Reading (SSR) for 15 minutes. After the SSR task, an announcement came over the intercom. Mary had read quietly for the entire time. She was called by Ms. Finch to stand, indicating she had turned in her assignment. Mary appeared to be listening at first when her teacher was

discussing how buying stock in companies works. After a few minutes, Mary's attention appeared to drift because her eye gaze was directed downward. She redirected her gaze toward the student seated across from her at the group table. She had not answered any questions, until her teacher asked her a question about how people pay for items they purchase. She said, "Uh," and then paused, until her teacher reworded the question, "How do your parents pay their bills?" Mary still could not seem to find the right answer until Ms. Finch prompted, "…with a checking account." The class discussion continued and included information about debit cards. The bell rang at 12:45 and it was time for Mary to go directly to her Art class in room 112.

TEST RESULTS

Test Administered - *Woodcock Johnson Tests of Achievement*- 3rd Edition (WJ-III)

Eleven subtests from the WJ-III were administered to Mary to assess her basic academic skills and knowledge in reading, writing, and math.

The testing instrument has a mean, or average, of 100 and a standard deviation, or meaningful difference of 15 (M=100 & SD=15) unless otherwise stated. The 95% confidence range indicates that a student's true score would fall within this range more than 9 times out of 10. Unless otherwise noted, all scores are based on Mary's age at the time of the assessment: 13 years, 11 months.

Domain	Standard Score	Percentile Rank	Confidence Interval	Descriptive Range

Cluster	SS	PR	CI	Range
Broad Reading	94	35	89 – 99	Average
Basic Reading	94	35	90 – 98	Average
Reading Comprehension	85	15	78 – 92	Low Average
Broad Written Language	92	29	85 - 98	Average
Written Expression	91	28	83 - 100	Average
Broad Math	72	3	66 - 79	Low
Math Calculation	76	5	68 - 84	Low

TEST INTERPRETATION

The results of this evaluation were obtained during multiple assessment sessions. Mary willingly reported to the assessment site when requested. She was a friendly and cooperative participant at all times. Prior to beginning the assessment, she engaged in casual conversation with this examiner and completed a brief student interview. Rapport was easily established with Mary. She smiled often and made good eye contact. She shared that her favorite thing about school is seeing everybody, especially her best friend Phoenix. Her least favorite thing about school is when she gets in trouble. Mary shared that she does not get in trouble a lot but

when she does she doesn't like it. Her least favorite subject is Science, which she said was "difficult" but she quickly added that she was a BUG (bringing up grade) student in that class. When she is not at school she likes to hang out with people or sit at home and watch movies with her mom. Mary shared that she wants to be a vet or nurse and that her favorite food is sushi. If given three wishes, she would wish for all As and for her sister to stay "and visit more often."

Throughout the assessment sessions, Mary was attentive. She appeared happy and engaged at all times. Mary attempted all tasks presented and would ask for clarification if needed. She used strategies such as counting on her fingers, using scratch paper, trial and error, and process of elimination to help her solve some tasks. On memory activities, she would often quietly repeat the information to herself or use her fingers to help keep track of data. Mary appeared reluctant to attempt to solve or give a response to a question she was unsure of. With prompting she would sometimes start to work it out but would not always complete the item. Breaks were given in between subtests and Mary was always told what time she would return to class. When testing prior to lunch, Mary would frequently reference the clock to ensure she was not missing lunch. This behavior did not interfere with her test performance and at no time did Mary require redirection to task. She appeared to benefit from praise for effort and attention to task. She remained seated and was not overactive during testing. No behaviors suggestive of anxiety or frustration were noted. Mary remained cooperative with a pleasant demeanor throughout testing. It appears that Mary was trying her best on all activities and the obtained results may be viewed as valid indicators of her abilities at this time.

This is an initial educational evaluation.

RELATIVE STRENGTHS

Mary's Broad Reading and Basic Reading skills were determined to be within the Average range. Low Average Reading Comprehension skills were measured. Mary was asked to read timed passages and answer short questions, read words and nonsense words presented in isolation, provide missing words for incomplete passages, and produce synonyms, antonyms, and analogies for words that she read. Mary did best when asked to show letter-word identification and reading fluency skills. She demonstrated more difficulty on the Passage Comprehension (SS: 86) and Reading Vocabulary (SS: 88) subtests. Mary completed all tasks presented and often gave on-topic responses even though they were not always correct. When unable to determine a synonym, antonym, or analogy to complete a word problem presented Mary would often say, "I don't know" which impacted her score overall on the Reading Vocabulary score.

Mary's Broad Written Language and Written Expression scores were demonstrated to be within the Average range. These scores were derived from her performance when asked to spell words, write simple sentences in an allotted amount of time, and produce prompted writing samples in an un-timed manner.

Mary's Academic Skills (SS: 92) were measured to be within Average range. Low Average skills were measured in the areas of Academic Fluency (SS: 85) and Academic Applications (SS: 80).

RELATIVE WEAKNESSES

Mary scored within Low range on the Broad Math and Math Calculations clusters. These scores were determined by her performance when asked to solve a variety of calculation tasks, complete simple calculations in an allotted amount of time, and analyze and solve math problems. Mary did best on the untimed Calculation subtest (SS: 84). She was able to complete single and double-digit addition, subtraction, multiplication, and division tasks. She made calculation errors when working with numbers longer than two-digit. Review of her work indicates that she used correct processes to solve the problems but would forget to add a number that was carried or made an error in the basic calculation. Mary did not elect to attempt problems she was unsure of. She wrote question marks next to more challenging items and would not attempt them despite prompting.

Applied Problems (SS: 77) and Math Fluency (SS: 69) were her lowest subtest scores overall. Mary demonstrated difficulty completing multi-step problems that involved the use of money concepts. She demonstrated difficulty with measurement as well. Mary used scratch paper to help her solve the problems but did not appear to complete all steps required to determine a response. Mary's performance on the Math Fluency subtest suggests that she has not mastered automaticity in her math fact knowledge. She worked slowly to complete simple (primary single-digit) addition and subtraction problems. Mary used her fingers to determine the solution, which slowed her performance. Mary's measured processing speed deficits (as noted from a recent Cognitive Battery) may have impacted her performance on this subtest; although her lack of mastery of the basic facts also appeared to impact the score obtained.

SUMMARY AND RECOMMENDATIONS

Mary presents as a thirteen-year old eighth grade student at Anywhere Middle School. Mary was referred for evaluation at parent request due to concern about her auditory processing, visual processing, reading skills, test performance, and how her AD/HD may be impacting her educational performance.

Educational assessment data indicate Average skills in the areas of Broad Reading, Basic Reading, Broad Written Language, and Written Expression. Low Average skills were measured in the area of Reading Comprehension. Mary's weakest achievement skills appear to be in the areas of Broad Math and Math Calculation, with Low skills measured. Mary appeared to have difficulty completing multi-step word problems that involved money or measurement concepts, higher-level calculation tasks, and showing automaticity with simple math fact calculations. Mary's academic skills appear commensurate with her ability in all areas except Broad Math and Math Calculation, which appear to be severely discrepant.

Recommendations for specific learning strategies include the Great Leaps Math Program (Jolivette, Houchins, Shippen, Lingo, & Barton-Arwood, 2006). Using this math program,

students with disabilities made gains in their math facts, fluency, and accuracy. This program can help to build computational skills by using motivating practice sheets, a countdown timer, graph paper, and a highlighter; materials that could be provided for Mary at home. Each session lasts between five to seven minutes. As the Mary completes each problem set correctly, she can transition to the next challenge level. This program could assist Mary in learning her math facts and build her math performance. Interactive media (Cathcart, Pothier, Vance, & Bezuk, 2003) is a second recommendation to assist Mary in her math computation and problem solving. Interactive media could keep her interest keen and motivation for learning high. This type of interactive learning would be applicable to the classroom and home environment where Mary has access to her family's home computer. To further build upon the school-home connection, the third recommendation is to teach Mary a reciprocal peer tutoring strategy (Heller & Fantuzzo, 1993) in which she can partner at home with her mother, Ms. Berry. Working with a peer-tutor in class could also benefit Mary in terms of her motivation, attention, memory, and in strengthening her math fluency and problem solving skills. Peer tutoring requires a basic system of visual prompts such as flash cards, and a positive reinforcement system (e.g., earning points toward gaining minutes to play outside or an educational game on the computer). To follow-up on Mary's progress, curriculum-based measurement of her math fluency and problem solving skills could be easily implemented in the classroom by her general education teacher.

It was a pleasure to work with Mary. If there are any questions concerning the information in this report, please feel free to contact me at llucy@anywheremiddleschool.com.

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