

AUTHENTIC ASSESSMENT REPORT WRITING

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For ED 5320

CUT AND PASTE ISSUES TO MONITOR

- Mixing “he” and “she” in reports
- Wrong name
- Test descriptions are generic and not accurate
- Clerical errors
- Misspelled words
- Misspelled names

GRADE AND AGE EQUIVALENT CAUTIONS

- In 1985 American Psychological Association recommended that GE and AE scores should no long be used
- They should never be used to show progress or lack of progress

EXCLUSIONARY FACTORS FOR FORMAL TESTING

- A visual, hearing, or motor disability;
- An intellectual disability;
- Emotional disturbance;
- Cultural factors;
- Environmental or economic disadvantage; or
- Limited English proficiency.

REPORT COMPONENTS

- Reason for Referral
- Sociological – home life
- Physical health
- Language
- Social/Behavioral
- Observation
- Educational Assessment

REASON FOR REFERRAL

- Should come from referral source
- Asks why the student has not responded as expected
- Asks what contributes to the student's underachievement
- Asks what changes need to be made so the student can be successful
- Other specific question related to the referral

BACKGROUND/SOCIOLOGICAL INFORMATION

- Family history
- School history (Absence, interventions)
- RTI data
 - How student responded to target goal
 - How student responded in comparison to others receiving similar interventions
- Previous testing
- Previous interventions

PHYSICAL

- Vision and hearing screening 1 year or less
- Development
- Current health
- Gross and fine motor skills

LANGUAGE

- Home language Survey
- ELL
- Speech
- [Screening resources for second language learners](#)
- <http://www.livebinders.com/media/get/MTMwNTUzNjQ=>

ELL VS LANGUAGE DIFFICULTIES

Language Differences

Language performance is similar to other students who have had comparable cultural and linguistic experiences.

Limited Vocabulary in the native language is due to lack of opportunity to use and hear the native language.

Student shifts from one language to another within an utterance.

Communication may be impeded by an accent or dialect.

Pragmatic Skills such as interpreting facial expressions, appropriate physical proximity, and use and interpretation of gestures are age appropriate.

Language Learning Disabilities

Language patterns are unique to the student and unlike others in the student's cultural community.

Student demonstrates limited vocabulary even when there are rich language opportunities in the native language.

Word finding problems are evident and student substitutes with another language.

Student exhibits deficits in expressive and receptive language, which impede communication.

Student demonstrates difficulty using and interpreting nonverbal language, often leading to social problems.

OBSERVATION

- What was the teacher doing during observation
- Instructional activities and materials
- How did the teacher interact with the student
- Primary means of instruction. was instruction verbal, visual, hands on?
- Was student behavior problematic?
- Was student engaged in the same way as others in the class?
- Classroom environment
- Disruptions
- Transitioning from task to task or room to room

OBSERVATIONS

- Include relevant classroom observations
- Qualitative and quantitative data
- Include relevant observations during assessments or progress monitoring
- Report objectively and specifically (Jessica was frequently off task 5 times in a 20 minute period. She would get up and go sharpen her pencil or go request a bathroom break)

OBSERVATION

- Describe where the student sits
- Describe student's level of activity
- Describe student's level of attention to task
- Describe student's language ability
- Organization and access to materials
- Independent work time
- Collaborative work time

TIER ONE EXAMPLE

- Jessica was identified as being at-risk for math difficulties in October based on the results of CBM. Jessica's scores placed her at the bottom 20% of second graders.
- She was moved to another group with 3 students. She works an additional 20 minutes per day using core curriculum worksheets and activities which focus on addition and subtraction regrouping.
- At the beginning of this intervention, Jessica was able to calculate single digit addition and subtraction. She could calculate double digits without regrouping.

TIER TWO EXAMPLE

- As a result of her slow progress, Jessica was referred for afterschool tutoring which she attended twice weekly for 30 minutes each session with Mr. Smith. Progress monitoring was completed for 6 weeks.
- On mid year district assessment, Jessica's scores placed her at the bottom 10% of the second graders

INTERVENTION PLAN

Learning Environment

- What environment support the learner?

Instructional Practices

- What is the most effective way to teach the student?

Intervention

- What skills does the student need to acquire?