

Special Needs Assessment Presentation

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Academic Achievement Assessments

- **Curriculum-based assessment** measures students' understanding of what is being taught. It normally consists of teachers having all the students perform a task at the same time such as a class activity or a short test. It allows teachers to measure students' ability quickly and to formulate instruction based on their results. Teachers are easily able to address students who are successful and those who are struggling.
- **Summative assessment**, like curriculum-based, measures students understanding of class material but over a longer period of time. Often assigned at the end of a learning period or term, it utilizes tests, assignments, and projects. Summative assessment is the best display of student academic achievement collectively of knowledge gained over time.

Intelligence Assessments

- **Formative assessment** refers to a large amount of methods teachers use to measure student understanding. They can often be something as simple as asking a question to the class and having all students give their own answer. Formative assessment is not typically graded nor prepared for, and gives teachers insight on where student intelligence and understanding lies in that particular moment.
- **CBM assessment** is administered repeatedly throughout a term to constantly measure students' progress. It is useful for teachers because it also helps to prepare students for the end-of-term projects and tests. This type of assessment is often used weekly or even daily. It can be graded or not graded.
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Early Childhood Development Assessments

- **Norm referenced assessment** measures how students perform comparatively to their peers. It helps to identify where students lie as a whole as well as those who perform below or above the average. It assesses basic skills and understanding of fundamental concepts relative to the specific course. It is beneficial when used to determine if a child is ready for kindergarten. (Witte)
- **Screening assessment** identifies children who may have disabilities and should be further evaluated for placement. It is often given at the beginning of a term to determine if the student is eligible to be in that particular class. It helps teacher understand where a student is in the given moment and is beneficial specifically for young children.

Speech and Language Assessments

- **Benchmark assessment** is related to both formative and summative assessment. While it is often graded, it measures student ability often in the middle of a term. It is useful for speech and language assessment because it is a skill that should develop over time and teachers can measure how a student is progressing.
- **Fluency assessment** measures a student's language ability and has numerous forms. It can be administered by having students read a passage they have never seen, then interpret it or talk about it. This type of assessment helps the teacher determine how fluent a student is in reading, writing, or speaking.

Behavioral Assessments

- **Psychological assessment** measures a student's specific way of learning. It typically is used for understanding a student's unique strengths and weaknesses. Teachers often use it by administering various tests to determine a child's behavioral tendencies or disorders. Results of psychological assessment can aid educators in placing students with teachers that properly suit their needs. (Hauerwas)
- **Informal assessment** is a teachers specific method they use in their classrooms on a weekly basis. This refers to the teacher's classroom management and how they interact with the class. Teachers formulate informal assessment based on what they gather from monitoring student progress and development. (Witte)

Perceptual Processing Assessments

- **Diagnostic assessment** is similar to formative assessment but is based on a deeper set of criteria. Students are measured by determining what they have learned from previous teachers. It presents to teachers what they should emphasize in their instruction. Typically, diagnostic assessments are performed at the beginning of a school term or unit.
- **Formal assessment** is designed to give an unbiased measurement of students' skills. Results of each student are compared to determine their individual levels of understanding. They generally display results that are already predictable by the teachers. (Witte)

Content-Related Validity

Content validity is the notion that an assessment contains all of the important subcategories within the content being taught. Teachers should always try to create content that is highly valid so that students are able to better connect all the dots. Is all the important and intended content being covered?

Ex: A final exam covering all of the material learned throughout an educational period.

Construct-Related Validity

Construct validity surrounds that an assessment is covering its intended aspects normally referring to an ability or a skill in the educational setting. An assessment should be constructed to achieve a certain goal or outcome. Was the assessment constructed well so that the goal was achieved for the students?

Ex: An excerpt explaining the steps to writing an essay for students to follow.

Criterion-Related Validity

Criterion validity refers to how well the criteria within an assessment will benefit the students in the short-term and long-term futures. Is the criteria within the assessment valid in benefitting students for the upcoming lesson as well as their future classes and lives?

Ex: Writing poems in an English class, then having students recite them to the class in preparation for a public speaking class.

Reliability

Reliability is the extent to which an assessment has continuous successful results. It may refer to an assessment that students have all responded well to and have completed successfully.

Ex: A project that is recycled by a teacher every year because students consistently benefit from it.

Stability

Stability is how well and how long an assessment can be repeatedly used beneficially. A repeated assessment has high stability. However, assessments that are repeated for long periods of time may lose their value. Teachers then often come up with an **Alternate Form** which is an assessment or test that follows the same structure and covers the same criteria as the previous. The only real purpose is to have multiple versions of the same assessment.

Assistive Technology Device

Assistive technology devices are any product or pieces of equipment that aid the capabilities of those with disabilities. Special education teachers should have knowledge of how to use a variety of assistive technology devices so that they may work more adequately with special needs students, they may also help students use them appropriately. (Alnahdi)

Ex: hearing aids, talking calculator

Assistive Technology Devices Cont.

- Teachers can help students by training them to use portable and cheap tools that could make students live and behave more independently when they leave high school, which will maximize their chances of achievement and independence. (Alnahdi)
- Teachers may help disabled students to use a calculator as it is a practical skill and less advanced than teaching them basic math skills such as adding two numbers together. (Alnahdi)

Summative Vs. Formative Assessment

Summative assessment is generally *high* stakes. It refers to tests or assessments that compare results of all students in the same group or class. Students are measured based on performance in comparison with a class average. Students are viewed more as a whole, there is less focus on the individual skills of the student. This includes final exams and final projects.

Formative assessment is generally *low* stakes. It is often not graded and refers more to class activities that allow the teacher to record the progress of individual students better. It highlights their personal growth and they are not generally compared to each other. An example activity is having students draw a diagram to display their understanding of specific content.

The **GET GO** Model for All Teachers

Gather assessment data

- This refers to all data available about a particular disabled student including documents from previous schools and notes from parents. (Witte)

Examine data

- By examining each piece of information available, teachers are more able to combine all data into a learning progress composite. (Witte)

The **GET GO** Model for All Teachers Cont.

Team to view and share data

- Examine the information with other trusted individuals such as other teachers of the student.

Generate data-based decisions and documents

- Create a written plan such as an outline that summarizes the course of action to be taken. This will allow for an organized and educated approach with the disabled student. (Witte)

The **GET GO** Model for All Teachers Cont.

Organize and Act

- List the steps that must take place with the school team as part of the intervention package. (Witte)

The GET GO model is useful for all teachers and provides a strategic and organized approach for better serving disabled students.

Works Cited

Alnahdi, G. (2014). Assistive technology in special education and the universal design for learning. *TOJET: The Turkish Online Journal of Educational Technology*, 13(2), n/a.

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Witte, R. H., Woodin, M. F., & Bogan, J. E. (2014). *Assessment in special education*. Boston, MA: Pearson.