

# Purpose of Assessment

Creating a Foundation for Instruction

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# Why is Assessment Important

- Comprehensive educational assessments are mandated by law, Individuals with Disability Education IDEA
  - Screening
  - Eligibility
  - Monitor Student Progress
- Comprehensive assessment provides information about student background & history, medical issues, & provides information regarding academic, social, & developmental progress.

# Why is Assessment Important?

- Assessment provides valuable information regarding educational progress, short-term & over an extended period of time
  - On-going progress monitoring
  - Annual review of progress
  - Triennial reviews
- Assessment facilitates program evaluation to promote effective change

# The Assessment Process

- Screening
- Assessment for Eligibility
- Instructional Planning & Placement
- Progress Evaluation
- Program Evaluation

# Screening

- Short, abbreviated evaluation to determine potential health or educational issues
- Types of Screenings
  - Vision
  - Hearing
  - Speech & Language
  - Occupational Therapy
  - Physical Therapy

# Assessment for Eligibility

- Student must have an identified or suspected disability
- When determining eligibility, the assessment process should be comprehensive & include the following areas
  - Health
  - Vision
  - Hearing
  - Social & Emotional status
  - General intelligence
  - Academic performance
  - Communication performance
  - Motor development
- Eligibility for students with visual impairments is usually based on an eye report provided by an eye care specialist.

# Eligibility of Students with Cerebral Visual Impairment (CVI)

- Eligibility is determined if there is a diagnosed visual impairments or the student's vision is such that it impacts educational performance.
- ESEP Policy Guidance Paper
- Factors to consider
  - Does the student's visual impact his or her ability to learn?
  - Is the impact of a student's visual functioning severe enough to require specialized services??
  - Does the student function like a student who is blind or visually impaired?

# Instructional Planning & Placement

- Once eligibility is determined, a comprehensive assessment will be conducted to determine placement.
- Comprehensive assessment provides a roadmap for determining instructional strategies & appropriate use of curricula.
- Comprehensive assessment provides the basis for the development of the IEP & ITP.
- Comprehensive assessments occur every three years via a triennial evaluation.



# Assessment for Instructional Planning

- Comprehensive assessment for students with visual impairments should include the following areas:
  - Functional Vision & learning Media Assessment
  - Cognitive development
  - Social & emotional development
  - Language & communication developmen
  - Adaptive behaviors & bio-behavioral states
  - Preference assessments
  - Motor development
  - Academic achievement & performance
  - Listening skills
  - Play & social skills
  - Tactile development
  - Orientation & mobility skills
  - Independent living skills
  - Career development & vocational skills
  - Assistive technology skills

# Student Progress Evaluation

- The development of goals & benchmarks should be based on credible & comprehensive assessment.
- Consistent data should be kept on students' attainment of IEP/ITP goals & benchmarks.
- Goals & benchmarks must be written so that they are measurable & achievable.
- Data can be collected in the following ways:
  - Pre-test/post-tests
  - Work samples
  - Checklists & data sheets
  - Student portfolios
  - Video clips of performance tasks

# Program Evaluation

- This form of evaluation examines the suitability & quality of program designed for students with visual impairments & multiple disabilities.
- Programs can use state guidelines to perform a self-reviews of program quality.
- Determination of program suitability may be based on the following:
  - Physical characteristics of the program environment
  - Individualized curriculum
  - Opportunity for students to engage & participate in general education environments
  - Knowledge & skills of the educational team
  - Effectiveness of instructional methods
  - Family involvement

# Assessment Considerations



- Learner Characteristics
- Assessor Characteristics
- Assessment Tool Characteristics
- Assessment Process

# Learner Characteristics

- Etiology
- Age of onset
- Effect of disability on assessment performance
- Cultural background
- Family background – opportunities and experiences
- Child's pace of learning
- Child's educational history
- Child's performance consistency
- Child's level of motivation
- Child's personality
- Child's test taking abilities
- Child's learning style

# Assessor Characteristics

- Ability to select appropriate assessment tools
- Knowledge of the chosen tools
- Relationship with the child
- Knowledge and comfort with the child's communication
- Ability to collaborate with family and other members of the team

# Assessment Tool Characteristics

- Use of a variety of assessment approaches and tools (formal, informal, observation, interviews, etc.)
- Knowledge of the information that is gathered by the tool
- Knowledge of the limitations of the assessment tool

# Assessment Process

- Knowledge of the purpose of the assessment
- Family is included in the process
- Multiple assessment and multiple environments (home and school, etc.)]
- Allow enough time to get a thorough picture of the child
- Assess the environment – not just the child



# What is the purpose of this assessment?

- To meet the needs of adolescent students
  - **Current needs**
  - **Future needs**



# Assessment of the Present



- **Assessment of current environments and student abilities within these environments**
- **Assessment of student strengths and needs**

# Assessment for the Future

- Assessment of potential future adult placement environments
- Assessment of skills which will enhance student success and independence in the future

