

Evaluation Planning Ideas

Area of Concern: Academics

Disability Considerations: Learning Disability, Mild Cognitive Impairment, other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Measures/Statistics/Data	Evaluators
Instructional and/or intervention strategies	<p>What intervention, curriculum and/or instructional strategies have been tried and are likely to be most effective with this student in the area of _____?</p> <p>Are there intervention strategies, curricular materials, and or instructional strategies that should be avoided with this student? Explain.</p> <p>What amount of time is necessary for this student to make instructional gains at an adequate rate? Evidence?</p> <p>Is there a different quality or measure of instructional intensity that is necessary for the student to achieve at an adequate rate?</p>	<p>Classroom observation Review of work—team intervention records Progress monitoring Teacher/student/parent interview ABA/Precision Teaching FBA/Problem-Solving</p> <p>Classroom observation Review of work; cum file; Progress monitoring Teacher/student/parent interview; Family Data Form; School Report Form; SDS</p> <p>Classroom observation Progress monitoring Teacher/student/parent interview Review classroom work.</p> <p>Classroom observation Progress monitoring Teacher/student/parent interview Review of work samples.</p>	<p>Observe for strategies used spontaneously or at various levels of prompting by teacher/aide. DIBELS; CBM; MAZE—Slope; distance median to benchmark/local norms; projected timeline for reaching benchmark.</p> <p>Look for patterns in grades & performance indicators found in all school records.</p> <p>Look for patterns in errors and achievement when reviewing work samples.</p> <p>See above</p> <p>See above</p>	Psych/SSW/OT/PT/SLP/Teacher

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<p>Individual adaptations, modifications, AT decisions</p>	<p>Must instruction be adapted for this student? If applicable, what undeveloped skills are needed in this educational environment? Describe adaptations/implementation.</p> <p>What assistive devices are appropriate for this student to compensate for skills that are not, maybe cannot be, learned?</p>	<p>Classroom Observation SETT Process Trials with tools, paired with measurement of desired outcome of tool use. (consider AT library and DME, Durable Medical Exchange through AT coalition as sources). Teacher, parent, student interview.</p> <p>AT consult, following use of SETT process.</p>	<p>Any directly observable measure that reflects desired student outcomes.</p>	<p>Problem-Solving Team; Evaluation Team; HILIA AT Facilitator; SLP; Sp. Ed. Admin.; Infinintec consultant; Parent; Teachers; OT or PT.</p> <p>See above, but contact a special education administrator or HILIA facilitator to</p>

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<p>Pattern of individual strengths and weaknesses that impact learning</p>	<p>Which skill deficits most significantly inhibit student achievement in the standard curriculum?</p> <p>At which step in the _____ process do skills breakdown for this student?</p> <p>Can weak areas be taught in a reasonable length of time or is it more functional to teach this student to compensate for slowly developing skills?</p> <p>What student strengths can be used to compensate for unlearned skills or to teach unlearned skills in a different manner?</p> <p>At what rate is this child learning the under-developed skills? What is his/her achievement compared to _____ weeks ago? Describe.</p>	<p>Norm ref. tests: WIAT; WJ III. Curriculum-based measures of all kinds; Task analysis & observation/review of work/grades. Teacher/student/parent interview.</p> <p>Task analysis paired with observation and/or review of work.</p> <p>Interview & observation Review of graphs from CBM, DIBELS, etc.</p> <p>Interview and observation. Student interest inventories; Portfolio review; Norm-referenced tests, including processing tests (TAPS, TVPT).</p> <p>Progress monitoring of all kinds</p>	<p>Std. Scores; PRs; other Math App; CBM; ORF Slope/median? Timeline for reaching benchmark. Look for severity of deficit—relate to classroom performance. Opinions</p> <p>Observational records—notes or counts</p> <p>Specific measures relating to skills. Rate of improvement.</p> <p>Perceptions of individuals; team consensus.</p> <p>Observational records—notes or counts</p> <p>Std. scores; PRs, item analysis.</p> <p>Compare slope of trend line under varied instructional conditions—ABAB or other multiple interventions design. Team consensus.</p>	

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<p>Student Self-Report/ Motivation/ Attitudes— Related to Exclusionary Factors and documenting need for special education services???</p>	<p>What are this student's perceptions about his or her own learning?</p> <p>What are this student's goals for school performance?</p> <p>Does/can this student report using preferred compensatory or instructional strategies?</p>	<p>Student interview/Student interest inventories; Rating scales: Learning Styles Inventory, BASC Self- Report, Conners</p> <p>See above</p> <p>See above; Classroom observation; Review of work samples</p>	<p>Listen for responses; identify patterns or themes and degree of preference.</p> <p>Frequency counts of strategy use under various conditions; task analysis with check list of subtasks mastered/not mastered; time and level of support needed to use new strategies.</p>	<p>PSY/SSW/SLP/Teacher</p>

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Comparisons to peer group (age/grade level standards)	What is the student's rate (substitute absolute) progress in the area of ____ when compared to peers?	Progress monitoring (DIBELS/MAZE/other probes for which the school has benchmarks/local norms)	Slope; median/distance to norm. Projected date for reaching benchmark. Team consensus on adequacy of rate.	Teachers (gen., title, spec.); Psych; data collection may be by teaching assistant.
	How long might it take for this student to achieve at benchmark for his/her peer group?	Graphing of above	Slope compared to time and target. See above.	See above
	Does the projection of time needed for achievement change significantly with different interventions? Describe.	Graphing of above, draw trend line for each of multiple conditions	See above	See above
	Which state standards are achieved, unachieved, highest priority for this student's instruction?	ISAT/PSAE/IMAGE test results. Review of work samples. Compare to Illinois Learning Standards. Teacher interview.	Observational notes & conclusions based on data sources.	PSY, SSW, SLP

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Interventions, curriculum, and/or instructional strateiges	What types or which features of instruction and curriculum must be present for increasing this student's rate of learning?	Progress monitoring: DIBELS, CBM probes; other. IPF Interview	Rate measured by slope of trendline showing projection toward benchmark and time needed to get there. IPF	Teachers; Psych; SSW; Sp. Ed. Admin.; Principal; any problem solving team member.
	What strategies does this child use most efficiently when performing learning tasks in the area of _____?	Interview and Observation paired with work samples; portfolio; CBE/CBA. Task analysis of learning strategies, paired with observation and work review.	IPF Antedoctal records DIBELS/Aimsweb, etc.	Teachers; Psych; SSW; Sp. Ed. Admin.; Principal; any problem solving team member.
	What interventions are most likely to help this student reach benchmark? How long is it likely to take?	Progress monitoring: DIBELS, CBM probes; other CBE. Record review.	Rate measured by slope of trend line, showing projection toward benchmark and time needed to get there.	Teachers; Psych; SSW; Sp. Ed. Admin.; Principal; any problem solving team member.

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<p>Ruling out exclusionary factors as the reason for learning difficulties</p>	<p>How likely is it that a cognitive impairment is interfering with student achievement?</p> <p>What evidence indicates that this child has average or above average ability? Why do we believe it is not cognitive ability that is holding the student back?</p> <p>What evidence indicates that this child has below average, or significantly below average, ability?</p>	<p>Adaptive Behavior Scales (Vineland; ABAS II) Norm-Referenced Ability and Achievement Testing (ISAT; WISC; WIAT; WAIS PPVT as substitute--other).</p> <p>Local Norms—Universal Screening. Comparison of student performance to benchmark; estimating length of time to mastery.</p> <p>Classroom Observation</p> <p>Teacher/Student/Parent Interviews/SDS/School Report Forms</p> <p>Rating Scales: BASC II; Conners; CARS; ASDS</p> <p>School records: Cumulative File</p>	<p>Standard Scores; Cut-offs indicating level of concern. Standard Scores; Percentile Ranks, other measures of difference from peer group/</p> <p>DIBELS; CBM; MAZE measurements: slope of trend line; distance of median score to benchmark.</p> <p>Time-on-task--% by setting and/or task.</p> <p>Note actual responses</p> <p>Standard Scores; Cut-offs—level of concern; item analysis to id patterns?</p> <p>Grades</p>	<p>Teachers; Psych; SSW; OT; PT; SLP</p>

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Exclusionary factors that might be addressed by SDS	Are there attendance concerns? Is there a history of frequent moves?	SDS; Parent interview; Family Data Form	Parent responses to questions—look for patterns with other sources of info.	SSW/SLP/Nurse/Counselor Problem Solving Team
		Cumulative Record; Office records; Teacher grades.	#/% days missed over time. Timing of days missed to grades.	See above
	Are adaptive deficits evident?	See other pages for info.	See other pages.	
	What physical and/or mental health issues, if any, impact learning & participation? Does this student take medication? Are there side effects?	Review of medical reports Parent interview;	Whatever is reported.	SSW/SLP/Nurse
	What impact, if any, does medication have on the student's mood/behavior/performance? Are accommodations necessary because of the side effects?	See above, plus Student interview; Classroom observation	Responses, followed up by observations using measures of frequency, duration, latency, rate, and/or intensity.	See above or psych for observation

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Behavioral indicators of learning disability, OHI, Mild Cognitive Impairment	What is the role of student behavior in influencing student achievement?	Classroom Observation	On-off task, % and type. Comparison to peers; own performance under difference conditions.	Problem Solving Team; PSY; SSW.
	What motivates and/or discourages this student?	Behavior Rating Scales: Motivation Assessment Scale ABAS-2; BASC-2; Connors; other	Observe for learning strategy use Observe for >>>	
	What are the social-emotional behavioral strengths demonstrated by this student?	Interview	See above. To verify responses. Look for patterns in student responses and behavior.	
	Which people have the strongest, positive relationship with this student?	Interview	See above	
	How does the student perceive him or herself and his or her relationships?	Interview	See above	
	What antecedents and consequences are most often related to the behaviors of concern?	Functional Behavioral Assessment and BMP trials, using other methods and progress monitoring as tools. Use rating scales/motivation assessment scales.	Frequency counts by condition and/or strategy or intervention use. Measure implementation integrity. Scores on scales indicate or guide hypothesis about function of behavior.	

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Pattern of strength and needs impacting learning.	Are there specific skills, or groups of skills, that are practical to teach in a reasonable time and could most efficiently/effectively support learning across multiple areas of instruction? If so, which skills or skill sets?			

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