Readings

- **Peirangelo**
  - Good, general description of assessment process
  - Appropriate as a quick review, for parents, for GE teachers

- **Browder**
  - Lays out the general philosophy behind assessment for students with moderate & severe disabilities
  - Establishes the crucial link between assessment & instruction

- **Spinelli**
  - Provides overview of historical developments with regards to assessment for students with moderate & severe disabilities

**“multidisciplinary”**

Please note the use of this term -- really seem to be talking about collaborative or transdisciplinary form of teaming.

**Assessment**

- Process of gathering information
  - Collection of background information on child
    - School records
    - Observation
    - Parent intakes
    - Teacher reports

**Evaluation**

- Analysis and decision making following assessment
  - Analysis
  - Evaluation
  - Determination
  - Recommendation

**Purpose of Assessment**

- Screening
- Formal diagnosis
- Classification and placement
- Specific strengths & weaknesses
- Instructional programs & strategies
- IEP goals & objectives
- Program evaluation
<table>
<thead>
<tr>
<th>Screening</th>
<th>Pre-referral</th>
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<tbody>
<tr>
<td>• All students (i.e., groups) or individual</td>
<td>• Provide assistance to teachers</td>
</tr>
<tr>
<td>• Quick to administer &amp; score</td>
<td>• Help students who are having problems</td>
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<tr>
<td>• Routine - schools schedule at certain developmental milestones or yearly</td>
<td>• Guard against misidentifying students as special education</td>
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<tr>
<td>• Disadvantage</td>
<td>• Document information to assist teachers &amp; parents in identifying problem areas, successful &amp; unsuccessful interventions</td>
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<tr>
<td>– May not pick up problem</td>
<td>• Note who’s been involved up to this point.</td>
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<td>– May identify when there is no problem</td>
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<table>
<thead>
<tr>
<th>What do you call the team?</th>
<th>Referral</th>
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<tbody>
<tr>
<td>• Should be supportive and there to assist the teacher(s) as well as the student</td>
<td>• Student is not yet placed in special education</td>
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<td></td>
<td>• Initial phase of assessment &amp; evaluation that eventually leads to determining if child is eligible or not to receive special education services</td>
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<td>• Comprehensive assessment</td>
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<tr>
<th>PL 94-142</th>
<th>1997 Amendments to IDEA</th>
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<tr>
<td>• Assessment outcomes reporting the student’s current level of functioning</td>
<td>• Rights of parents to participate strengthened</td>
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<td>• Annual goals developed from assessment data</td>
<td>• Educational team responsible for</td>
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<td>• Comprehensive assessment contains multiple measures &amp; criteria</td>
<td>– Developing IEP</td>
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<tr>
<td>• Reevaluation</td>
<td>– Evaluation</td>
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<tr>
<td>– Change in student</td>
<td>– Delivering instruction</td>
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<tr>
<td>– Parent request</td>
<td>– Monitoring student progress</td>
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<tr>
<td>– 3 years</td>
<td>• Evaluation, IEP, and instruction are linked</td>
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<td>• Independent evaluation</td>
<td>• Must consider &amp; facilitate participation in GE classroom</td>
</tr>
<tr>
<td>• Reimbursement for independent evaluation</td>
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</tbody>
</table>
• Classroom data must be gathered to monitor student performance as well as staff’s ability to provide general & special education services
• Data must be collected from
  – Cognitive
  – Physical
  – Behavioral
  – Developmental
• Must use strategies & tools to determine whether school staff is meeting student’s needs

Formal assessment
• Norm referenced test - standardized tests
  – Intelligence
  – Achievement
• Adaptive behavior (Browder, pg. 7)
• Statewide & District assessment
  – Cannot exclude students with disabilities
  – Can create alternative formats
  – Parents can request non-participation

Informal (authentic) assessment
• Performance assessment
• Criterion referenced tests
• Dynamic assessment
• Curriculum-based assessment
• Portfolio assessment
• Informal inventories

Initial assessment
• Used to determine instructional starting point

Ongoing assessment
• Used to track student performance
• Used to make decisions about effectiveness of instruction
• Used to report progress to parents