

Evaluation Components

Achievement – individually administered standardized tests that measure a student's skills in a variety of academic areas.

Examples: mathematics, language arts, science and social studies.

Adaptive Skills – measures to determine skills necessary to function adequately within a person's environment.

Example: dressing.

Assistive Technology – procedures to determine if a student requires assistive technology devices or services to increase, maintain or improve functional capabilities.

Examples: communication board, functional environmental evaluation, adapted keyboard.

Behavioral Performance – measures to determine a student's behavioral, social and/or affective status.

Examples: conduct in the classroom, ability to follow rules, self-concept and relationships with others.

Classroom Performance – information collected on the student's learning and progress in the classroom.

Examples: end of the chapter tests, portfolio assessment, classroom-based assessment, data provided by the IEP and class performance.

Communication Skills – measures to determine skills necessary to understand and express information.

Examples: speech sounds, oral and written language, facial expressions, body movements, gestures, touch.

Developmental Skills – information about the student's early learning and school readiness.

Examples: at what age did the child walk and recite nursery rhymes.

Functional Behavioral Assessment – structured process to determine the possible functions of a student's behavior so that interventions and modifications can be developed.

Examples: systematic observations, data collection.

Functional Vocational Assessment – measures to determine a student's ability to perform certain aspects of a work-related task.

Example: "hands-on" work sample.

Health – information to determine the effect of health concerns on educational performance.

Examples: report from physician, health history.

Hearing – measures to determine the student's ability to hear.

Examples: audiological and medical evaluation.

Information from the Parents – formal and informal information provided by the parent to assist in evaluation and program planning.

Examples: Social/emotional and developmental history, student preferences, medical history, rating scale and behavioral information.

Intellectual Ability – individualized, standardized tests that measure a student's learning and potential to learn.

Example: Weschler Intelligence Scale for Children – III.

Motor Skills – measures to determine a student's gross and fine motor skills.

Examples: running, zipping.

Observation(s) – a purposeful study of the student in a variety of activities, situations and/or times at school, home or other settings.

Examples: data collection of student behavior in class, checklist of student participation in a math lesson.

Orientation and Mobility – assesses the ability of the student who is visually impaired, blind, or deafblind in the use of his/her remaining senses to determine his/her position in the environment and in techniques for safe movement from one place to another.

Examples: concept development, pedestrian safety, cane skills, route planning.

Perceptual-Motor – measures the ability of the student to convert what is seen to written form.

Example: copying from the board.

Social Skills – measures to determine skills that are necessary to initiate and maintain positive relationships with others.

Examples: starting a conversation, saying thank you and showing appreciation.

Transition Assessments – a planned, continuous process of obtaining, organizing and using information to assist students in decision making and preparation for successfully meeting their goals and expectations during *critical transitions* in their lives.

Examples: Formal and informal vocational assessments, Person Centered Planning, assessment of career, community and independent living options and choice making and self-determination skills.

Student Interests/Preferences – measures to assist with post-secondary planning, including schooling, employment and adult living.

Examples: career assessment inventory and ACT Explore.

Vision – measures to determine the student's ability to see.

Example: Lighthouse Vision Screening Cards.

Vocational Aptitudes – measures to determine prerequisite abilities pertaining to the world of work.

Examples: manual dexterity, proof reading words and numbers, color discrimination.

Other - _____