Systematic Instruction 6

Classroom Assessment

**Why do we assess?**

Develop instructional programming:

**Relevant to learning:**

Four stages of learning:

1.

2.

3.

4.

**Relevant to quality of life:**

**How to assess:**

1.

2.

3.

4.

**Classroom assessment:**

1.

a.

b.

2.

3.

4.

Standardized Tests:

1.

2.

3.

**Top-down vs bottom-up assessment:**

|  |  |
| --- | --- |
| **Top Down** | **Bottom Up** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Examples of assessments**:

1. Functional:
2. Developmental:

**Functional skills**:

Skills a student needs to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1.

2.

3.

4.

**Ecological (Environmental) Inventories**:

Why do we use these?

Who should we use these with?

What skill areas do these inventories cover?

**How to: Ecological Inventories**:

1.

2.

a.

b.

3.

a.

i.

**ii.**

**What to assess?**

1.

2.

3.

4.

**What areas to assess?**

1.

2.

3.

4.

**Interfering Behaviors**

**Functional Behavior Assessment:**

**Other areas that need to be assessed:**

1.

2.

3.

4.

**Eight Essential Skills (McGreevy, 2012)**

1.

2.

3.

4.

5.

6.

7.

8.

**Preference Assessments:**

Used to identify:

1. Caregiver Interview
2. Survey

**Formalized Assessments:**

* **Reflection**
* Things I learned from this module:
* Questions I have:
* Things I would like to learn more about:
* **Putting it into Practice**

1. For each of the following areas, consider at least one of your students and what needs to be more comprehensively assessed. Also consider if the assessment should be bottom-up or top down.

Social communication

Social interaction

Functional communication

Learning to learn

Interfering behavior

Adaptive

Play/Leisure

Motor

Academics/Functional Academics

Eight essential skills (McGreevy)

2. Of the needed assessments that you noted, which would require an ecological assessment?

3. Make a plan for the ecological assessment.

4. Is there an interfering behavior that requires assessment? (Keep in mind, that interfering behaviors that actually require assessment are high priority behaviors such as self-injury, aggression with a potential for harm, and **significantly destructive** and/or disruptive behaviors.)

What support do you need?

5. With at least one student, perform a simple preference assessment through an interview with student (or family), the RAISD or free access assessment.

* **For questions regarding content and practice, contact:**
* School Services
* Autism and Other Developmental Disabilities Program
* Center for Development and Disability
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