

Traditional and Contemporary Models of Assessment

- Testing is only one method of evaluating progress and determining student outcomes.
- Assessment includes many formal and informal methods of evaluating student progress.
- Assessment is the process of gathering information to monitor progress and make educational decisions.

The process of assessment plays an important role in the

- The individuals with Disability Act of 1997 amendments, No Child left behind Act of 2001, and the individuals with Disability Act of 2004 place more emphasis on the assessment of all students for measuring attainment of educational standards.
- Refer to your text p. 7 for Disabilities defined in IDEA for which students are eligible for special education services.

Pre-referral Intervention

- Before referring a student for a comprehensive evaluation, a teacher must clearly target the student's learning or behavioral difficulty and attempt to address it (Functional assessment is recommended)
- Teacher Assistance team comes up with hypotheses for the teacher to test (see next slide)

Academic Interventions

Reasonable hypotheses

The student is not motivated to learn -

Student displays poor accuracy in target skills

Student does not generalize use of skill

(it is no longer considered acceptable to refer students who have

Possible interventions

1. Provide incentives for using the skill
 2. Teach the skill in the context of using the skill
 3. Provide choice of activities
- Increase modeling and error correction
1. Reading passage to the student
 2. Use cover-copy-compare
 3. Have student repeatedly practice correct response in context of errors
- Instruct student to generalize use of skill
1. Teach multiple examples of use of skill
 2. Teach in the natural setting
 3. Capture natural incentives
 4. Teach self monitoring.

The 2004 IDEA IMPROVEMENT

- Over 30 years of research and experience has shown that children with special needs can be served better by providing incentives for whole school approaches and pre-referral intervention to reduce the need to label children as disabled in order to address their learning needs (Individuals with Disabilities Education Act, 2004).
- The more frequent use of better pre-referral process reduces misdiagnosis and over-identification of special needs students.

Cont...

- Clarizio (1993) found that 38% of the students in special education were either reclassified or terminated from special education, thus suggesting the need for more specific identification of the learning or behavioral problems.

Traditional Model

- General Education Classroom Instruction
 - Student Referral to multidisciplinary team
 - Team completes assessment
 - Team meeting determines student found eligible for services
- (See flow chart for contemporary Model)

Current reform movement in Special education and ...

- The reform movement emphasize the changing role of assessment in special education and subsequently, the use of nontraditional methods of assessment and the inclusion of students with disabilities in statewide accountability.