

Assessment Methods & Sources Matrix

Assessment Domains/Data Sources

Domain: Instruction

Review	Interview	Observe	Test
<ul style="list-style-type: none"> Lesson plans Permanent products (e.g. written pieces, worksheets, projects) for skill/degree of difficulty requirements Benchmarks/ standards 	<p>Teachers about:</p> <ul style="list-style-type: none"> effective teaching practices instructional decision making regarding choice of materials, placement of students sequencing/pacing of instruction choice of screening, diagnostic and formative assessments product methods (e.g. dictation, oral retell, paper pencil, projects) groupings used decision making regarding instructional change accommodations/ modifications used reinforcement strategies allowable repetition or direct instruction who is providing the supplemental/intensive instruction what supportive technology is used 	<ul style="list-style-type: none"> Teacher's instructional style/preferred style of presenting Clarity of instructions/directions Effective teaching practices Communication of benchmarks and/or expectations and criteria for success How new information is presented Percent of time with direct instruction, whole group instruction, practice time, etc. How the teacher gains/maintains student attention 	<ul style="list-style-type: none"> Instructional Placement Tests (diagnostic assessments) Assessment alternatives (e.g. projects, portfolios, retell) Progress data (formative evaluation)

Domain: Curriculum

Review	Interview	Observe	Test
<ul style="list-style-type: none"> • Curriculum selected <ul style="list-style-type: none"> ◦ scientific researched based ◦ implemented with integrity • Scope and sequence of text books • Permanent products (e.g. books, worksheets, curriculum guides) • Benchmarks/ Standards 	<p>Teachers/Curriculum Director</p> <ul style="list-style-type: none"> • core curriculum • support curriculums used for supplemental and intensive instruction • supplemental teaching materials • Teachers/Counselors • expanded core curriculum (e.g. friendship skills, study skills) <p>Teacher(s)</p> <ul style="list-style-type: none"> • philosophical orientation of curriculum (e.g. whole language, phonics) • expectations of district for pacing/coverage of curriculum • content/outcomes of course • modifications of benchmarks made for students • readability of textbook • prerequisite skills/prior understanding needed for success • allowable repetition for mastery/ understanding • technology integration 	<ul style="list-style-type: none"> • Peer group response to curricular demands • Variety of practice opportunities • Allowance for peer sharing/mentoring during work time 	<ul style="list-style-type: none"> • Readability/level of text books • End of chapter/unit tests • Readability level/difficulties of tests

Domain: Environment

Review	Interview	Observe	Test
<ul style="list-style-type: none"> School/classroom rules Physical layouts of school, classrooms, property, and busses as appropriate 	<p>Teacher(s)</p> <ul style="list-style-type: none"> classroom routines, rules, behavior management plans, situational expectations (e.g. classroom vs. hallway, PE, recess) and how rules were developed make-up of peers (re)organization of room's layout (e.g. desk location selection, changes) limited distractions area <p>Principal</p> <ul style="list-style-type: none"> school wide discipline <p>Parents</p> <ul style="list-style-type: none"> discipline used at home what does study area look like <p>Student</p> <ul style="list-style-type: none"> impact of environment impact of peers <p>Other school staff as appropriate</p>	<ul style="list-style-type: none"> Classroom's physical layout/arrangement Lighting/sound sources, temperature, noise levels Environmental/other student distractions Posting of classroom rules and/or daily schedule Signal for transitions Social expectations Established routines versus new/novel expectations Peer makeup Interaction patterns 	<ul style="list-style-type: none"> Classroom mapping Setting analysis Systematic Observation Sociogram

Domain: Learner

Review	Interview	Observe	Test
<ul style="list-style-type: none"> • Product vs. peer product • Cumulative file/ records • Health records, including vision and hearing • Teacher's grade book • Assignment notebook • Previous interventions if available • Patterns of performance, including attendance, retention, and moves • Error analysis of permanent product • Response to interventions as reflected by systematic progress monitoring 	<p>Teacher</p> <ul style="list-style-type: none"> • instructional strategies working best for the student • student performance compared to peers • patterns of performance errors/ behavior • setting(s) where behavior is problematic • significance of academic, speech, social, task or motor difficulties • onset and duration of problem • consistency from day to day, subject to subject • interference with personal, interpersonal, and academic adjustment • performance using different modes of expression (e.g. verbal, written, kinesthetic) <p>Parents</p> <ul style="list-style-type: none"> • health issues impacting learning • orthopedic or neurological issues • hearing/vision checks • perceptions on learning, behavior, speech or motor difficulties • interference of identified difficulty on outside of school activities • social expectations at home • cultural factors influencing child <p>Learner</p> <ul style="list-style-type: none"> • interests/strengths • perception of difficulties • ideas about what s/he needs • personal adjustment 	<ul style="list-style-type: none"> • Student's learning style match for instruction • Use of supportive technology • Setting analysis, including: <ul style="list-style-type: none"> ○ target behavior, antecedents, conditions, consequences ○ dimensions and nature of the problem ○ transitions ○ large group instruction ○ small group instruction ○ independent work time ○ groups work time • Processing directions • Cultural factors • Access barriers • Interactions 	<ul style="list-style-type: none"> • Iowa Assessment and other academic assessments • Cognitive assessments • Preference/ interest inventories • Motivation scales • Personal adjustment and behavior rating scales • CBM/CBA/CBE • Progress monitoring • Response to interventions • FBA - nature and dimensions of behavior (frequency, duration, latency, intensity), including anecdotal notes