Assessment Methods & Sources Matrix

Assessment Domains/Data Sources

Domain: Setting

Review	Interview	Observe	Test
- School/classroom rules - Physical layouts of school, classrooms, property, and buses as appropriate	**Teacher(s)** - 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 and changes) - Limited distractions area **Principal** - School wide discipline **Parents** - Discipline used at home - What does study area look like **Student** - Impact of environment - Impact of peers Other school staff as appropriate	- 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 vs. new/novel expectations - Peer makeup - Interaction patterns	- Classroom mapping - Setting analysis - Systematic Observation - Sociogram

Domain: Curriculum

Review	Interview	Observe	Test
• Scope and sequence of textbooks • Permanent products (e.g., books, worksheets, curriculum guides) • Benchmarks/ Standards **Curriculum Selected** • Scientific research based • Implemented with integrity	**Teachers/Curriculum Director** • Core curriculum • Support curriculums used for supplemental and intensive instruction • Supplemental teaching materials **Teachers/Counselors** • Expanded core curriculum (e.g., friendship skills, study skills) **Teacher(s)** • 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	• Peer group response to curricular demands • Variety of practice opportunities • Allowance for peer sharing/mentoring during work time	• Readability/level of textbooks • End of chapter/unit tests • Readability level/ difficulties of tests

Domain: Instruction

Review	Interview	Observe	Test
- Lesson Plans - Permanent products (e.g., written pieces, worksheets, projects) for skill/degree of difficulty requirements - Benchmarks/ standards	**Teachers about:** - 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	- 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	- Instructional Placement Tests (diagnostic assessments) - Assessment alternatives (e.g., projects, portfolios, retell) - Progress data (formative evaluation)

Domain: Learner

Review	Interview	Observe	Test
- 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	**Teacher** - 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 and academic adjustment - Performance using different modes of expression (e.g., verbal, written, kinesthetic) **Parents** - 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 **Learner** - Interests/strengths - Perception of difficulties - Ideas about what s/he needs - Personal adjustment	- Student's learning style match for instruction - Use of supportive technology - Processing directions - Cultural factors - Access barriers - Interactions **Setting analysis, including:** - Target behavior, antecedents, conditions, consequences - Dimensions and nature of the problem - Transitions - Large group instruction - Small group instruction - Independent work time - Groups work time	- Iowa Statewide Assessment of Student Progress (ISASP) and other academic assessments - State-wide alternate assessments (DLM, ELAA) - Cognitive assessments - Preference/ interest inventories - Motivation scales - Personal adjustment and behavior rating scales - CBM/CBA/CBE - Progress monitoring (including statewide FAST literacy data) - Response to interventions - FBA - nature and dimensions of behavior (frequency, duration, latency, intensity), including anecdotal notes