TRADITIONAL VIEW OF ASSESSMENT & DIAGNOSIS

- Diagnostic Classification & Severity
- Etiological and Behavioral Factors
- Factors That May Influence Intervention
- Make Recommendations
- Determine Prognosis

TRADITIONAL VIEW OF STANDARDIZED TESTING IN SCHOOLS

- Diagnostic Classification & Severity
  - Statistical Comparison
  - Establish Eligibility for Categorization Purposes
  - Identifying Intrapersonal Weaknesses
  - Pretest - Posttest

Norm Referenced Test Abuses
1. Use of Discrepancy Formulae – Especially with MR
2. Language Age vs Mental Age
3. Problems as Outcome Measures

Some Assessment Sins

Dangers
1. View results a la client’s attitudes, moods, background
2. Importance of examiner competence
3. The “Magic of tests” (sometimes a negative)
4. Mean scores = Averages for many children; not 1 child.
5. The Hypothetically Average Child - not the 1 in front of you
6. Presumption of the test
7. Looking where the light is (a favorite or “pet” test)
8. Following the fads – be flexible
9. “Hardening of the Categories” The Danger of Labels
   - Rigid Classification leads to Rigid Perceptions

Formal vs. Informal Testing (Why prefer the latter?)

MEASUREMENT & ASSESSMENT PROCESS

Measurement Fundamentals

The Normal Curve
Characteristics & Concepts

NORMAL CURVE DISTRIBUTION

<table>
<thead>
<tr>
<th>Standard Deviations</th>
<th>Percentage Proportion (Ranked)</th>
<th>% Rank</th>
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<tbody>
<tr>
<td>1.0 S.D.</td>
<td>68.26%</td>
<td>78</td>
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Standard Scores

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<th>60</th>
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<th>70</th>
<th>75</th>
<th>80</th>
<th>85</th>
<th>90</th>
<th>95</th>
<th>100</th>
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</thead>
</table>
THE NORMAL CURVE, PERCENTILES, SUBTEST AND COMPOSITE SCALES

<table>
<thead>
<tr>
<th>Subtest Scale</th>
<th>Composite Scale</th>
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</thead>
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<td></td>
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</table>

TEST INTERPRETATION

The Impact of Public Laws

- 94-142
- IDEA
- NCLB

TRICKLE DOWN
STATE DEPARTMENTS
FLOW OF PUBLIC MONEY
ENTRY AND EXIT CRITERIA
IMPACT ON TESTING AND TEST DEVELOPMENT

Standard Scores and Educational Performance Ranges

- Above Educational Average
  - Standard score 115 and above (+1 SD above the mean)
- Average Educational Range
  - Standard score 86 to 114 (within +/-1 SD of the mean)
- Mild Severity Range or Level
  - Standard score 79 to 85 (within -1 to -1.5 SD of the mean)
- Moderate Severity Range or Level
  - Standard score 71 to 78 (within -1.5 to -2 SD of the mean)
- Severe Severity Range or Level
  - Standard score 70 and below (-2 SD below the mean)

Standard Scores and Educational Performance Ranges

- Above Educational Average
  - Standard score 115 and above (+1 SD above the mean)
- Average Educational Range
  - Standard score 86 to 114 (within +/-1 SD of the mean)
- Marginal Educational Range
  - Standard score 79 to 85 (within -1 to -1.5 SD of the mean)
- Low Educational Range
  - Standard score 71 to 78 (within -1.5 to -2 SD of the mean)
- Very Low Educational Range
  - Standard score 70 and below (-2 SD below the mean)
Student Centered

Multi-Dimensional Language Assessment Perspectives
Clinical, Cognitive, Educational, Social

Language Assessment Questions
1. Is there a language disorder?
2. What is the nature of the disorder?
   - Receptive and Expressive
   - Listening and Speaking
   - Reading and Writing
   - Syntax, Morphology, Semantics, Language and Memory
3. What are the language strengths and weaknesses?
   - Core Language Score
   - Language Composites & Index Scores
     - Modality Bases
     - Linguistic Bases
     - Memory Interfaces
   - Profiling

The Clinical Perspective
Question 1. Is there evidence of a language disorder?
Total Language, Receptive or Expressive (Modalities)
Question 2. What is the nature of the disorder?
Language Strengths and Weaknesses (Content) Syntax, Morphology, Semantics, Language & Memory
Question 3. How does this student's performance compare with that of his/her peers?
Educational level of performance compared to age & grade
Question 4. Does the student's clinical performance profile meet criteria for eligibility for speech and language services?

The Educational Perspective
Question 1. Which aspects of communication in context are compromised?
- Pragmatics – Nonverbal Communication
Question 2. Which aspects of academic performance are compromised?
- Listening, Speaking, Reading, Writing, Other Areas
Question 3. Which curriculum objectives are compromised?
- English & language arts, social studies, sciences, arithmetic, algebra, phys. education, arts
Questions 4. Which are the student's strengths, weaknesses, and learning adjustments?

The Social Perspective
Question 1. What aspects of social communication are compromised?
- Pragmatics - Perspective Taking - Nonverbal communication
Question 2. What aspects of peer relations are compromised?
- Play or game activities, friendship, interactive sharing or participating in conversations or discussions
Question 3. What aspects of student-adult relationships are compromised?
- Respect, following directions for activities, behavioral management, mutual respect, trust etc.
Questions 4. What areas of social communication represent strengths?

The Cognitive Perspective
Brain Behavior
Cognitive Considerations
Executive Functions
Working Memory
The Ideal Test

1. Takes no longer than 30 minutes to administer
2. Includes a screening component
3. Simple, fun, and easy to administer and score
4. Requires no addition, subtraction or multiplication
5. Comes in full color
6. Gives you permission to xerox the record forms
7. Costs no more than $19.95

Traditional Assessment Process

- Screening Tests
- Diagnostic Tests
- Performance Tests
- Observation
- IEP

Wide Range
Depth of Assessment
Very Precise

Many
Number of Children
Few

Good Consultants Utilize Effective Process Skills

- They Use Context (Classroom) Based Assessment
- CLASSROOM PERFORMANCE ASSESSMENT!
- They Use Very Practical Intervention Strategies
- What a Child Struggles to DO, SAY, MAKE & USE
- A FEW THINGS DONE EXTREMELY WELL!
- Improved Participation – Context-Based Responding
- Team-Based – Curriculum Relevant – Deep Practice

Classroom Performance Assessment

A Practical Descriptive Approach

Elisabeth H. Wiig, Ph.D.
Wayne A. Secord, Ph.D.
WHAT IS PERFORMANCE ASSESSMENT?

- Procedures
  - Different Approaches & Tools
  - Different People Involved
- Contexts
  - Different Events or Activities
  - Different Settings: Classroom, Home, etc.
- Skills
  - Multiple Occurrences
  - Using Targeted Activities
  - Searing for Functional Results

AUTHENTIC ASSESSMENT APPROACHES

- Structured Probes
- Behavioral Sampling
- Rating Scales and Checklists (ORS)
- Observation
- Interviewing
- Artifact (Curriculum Sample) Analysis
- Portfolio Analysis

WHAT IS OUR APPROACH?

THE ORS ASSESSMENT APPROACH

- Rating Scales – Checklists
- ORS (Rating Scale – Checklist)
- Interview
- Observation
- Follow-up Meeting
CELF-5 ORS (SPEAKING)

1. Has trouble answering questions people ask.
2. Has trouble answering questions as quickly as other students.
3. Has trouble remembering what others say.
4. Has trouble understanding the meanings of words.
5. Has trouble understanding new ideas.
6. Has trouble understanding things people are saying.
7. Has trouble understanding what they have said.
8. Has trouble understanding the meaning of words.
9. Has trouble understanding the meanings of words.
10. Has trouble understanding new ideas.
11. Has trouble understanding things people are saying.
12. Has trouble understanding what they have said.
13. Has trouble understanding the meanings of words.
14. Has trouble understanding new ideas.
15. Has trouble understanding things people are saying.
16. Has trouble understanding what they have said.
17. Has trouble understanding the meanings of words.
18. Has trouble understanding new ideas.
19. Has trouble understanding things people are saying.
20. Has trouble understanding what they have said.
21. Has trouble understanding the meanings of words.
22. Has trouble understanding new ideas.
23. Has trouble understanding things people are saying.
24. Has trouble understanding what they have said.
25. Has trouble understanding the meanings of words.
26. Has trouble understanding new ideas.
27. Has trouble understanding things people are saying.
28. Has trouble understanding what they have said.
29. Has trouble understanding the meanings of words.
30. Has trouble understanding new ideas.

CELF-5 ORS (Reading)

1. Has trouble sounding words out when reading.
2. Has trouble sounding words out when reading.
3. Has trouble sounding words out when reading.
4. Has trouble sounding words out when reading.
5. Has trouble sounding words out when reading.
6. Has trouble sounding words out when reading.
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18. Has trouble sounding words out when reading.
19. Has trouble sounding words out when reading.
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25. Has trouble sounding words out when reading.
26. Has trouble sounding words out when reading.
27. Has trouble sounding words out when reading.
28. Has trouble sounding words out when reading.
29. Has trouble sounding words out when reading.
30. Has trouble sounding words out when reading.

CELF-5 ORS (Writing)

1. Has trouble writing complete thoughts.
2. Has trouble writing complete sentences.
3. Has trouble writing complete sentences.
4. Has trouble writing complete sentences.
5. Has trouble writing complete sentences.
6. Has trouble writing complete sentences.
7. Has trouble writing complete sentences.
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DATA COLLECTION STRATEGIES

- CLASSROOM CHECKLIST (ORS)
- TEACHER INTERVIEW and a WORK SAMPLE DISCUSSION
- CLASSROOM OBSERVATION
- A Second Teacher Interview
ORS

OBTAINING AN ORS PERFORMANCE SAMPLE

30-50 DESCRIPTIONS
- From Different Activities
- From Different Observers
- From Different Contexts

ORS Performance Sample
Interview Outcomes

- Weakness Patterns
- Strength & Interest Patterns
- Learning Adjustments
  - Positive
  - Negative

SLP OBSERVATIONAL CONSIDERATIONS

- BEFORE INTERVIEWS (Teachers)
- AFTER INTERVIEWS
  - Focused Observation
  - Time Considerations
  - A Zeroing-In Strategy
  - "A Few Things Done Well"

INTERVIEWING
MAJOR CONSIDERATIONS

- SHARED RESPONSIBILITY
- RESPONSIVE LISTENING
- CLARIFICATION, AND
- PROBLEM SOLVING

INTERVIEWING
OBSERVATIONAL CONSIDERATIONS

- BEFORE INTERVIEWS (Teachers)
- AFTER INTERVIEWS
  - Focused Observation
  - Time Considerations
  - A Zeroing-In Strategy
  - "A Few Things Done Well"
Practical Considerations

- KEEP THINGS VERY PRACTICAL
- LENGTH (No More than 2 Pages)
- COMPLEXITY (K.I.S.S.)
- PRIORITIZING (TOP 10)
- LINK TO INTERVIEWING
- CONNECTION TO OBSERVATION
- A FEW THINGS DONE WELL!
- CELF-5 ORS is PERFECT

A FEW THINGS DONE WELL!

- FOCUS ON FUNCTIONALITY ... in context.
- FOCUS ON THE MOST IMPORTANT THINGS
- DESIGN INTERVENTION ... with and through others!
- PUT A SYSTEM ... in place that works when you're not there!
- KNOW YOUR CLIENT ... well enough to help him!

AND

DATA – DATA – DATA ... And More DATA!

Case Study 1 – Suzy Female (6;8)

Background Information

Suzy is 6 years 8 months old and attends the 1st Grade. She was referred for a language evaluation because (1) she is not reading, (2) she has a few errors in her speech, and (3) she seems to have very poor expressive language. Suzy comes from a single parent, poor family (grew up in an inner city environment). She didn’t go to preschool. The mother worked while Suzy went to a baby sitter most of the day. They live in a new city, better schools, higher standards. Suzy's teacher keeps saying, “What am I going to do about her reading?”
### Case Study 1  Female (6 yrs. 8 mo.)

**CELF-5 Subtests**

- **Word Structure**: 5 -1
- **Recalling Sentences**: 3 -3 (-)
- **Formulated Sentences**: 3 -3 (-)
- **Sentence Comprehension**: 9 +3 (+)
- **Linguistic Concepts**: 7 +1
- **Word Classes**: 8 +2
- **Following Directions**: 9 +9 (+)

**Mean of Subtest Standard Scores**: 44/7 = 6.29 or 6

**CELF-5 Composite/Index (90%) Level of Confidence**

- **Core Language Score**: 73 ± 4 (69-77)
- **Receptive Language Index**: 92 ± 5 ** (83-93)
- **Expressive Language Index**: 64 ± 5 (59-69)
- **Language Content Index**: 88 ± 4 ** (84-92)
- **Language Structure Index**: 73 ± 4 (69-77)

**Critical Value Discrepancy (Level of Significance) = .05**

**WISC-IV Index Scores (90%) Level of Confidence**

- **Verbal Comprehension**: 95 ± 5 90-100
- **Perceptual Reasoning**: 94 ± 6 88-100
- **Working Memory**: 72 ± 8 64-89
- **Processing Speed**: 97 ± 7 90-104

**Team-Based Diagnostic Evaluation and Planning**

Deep Structure of Effective IEP Development

**ORS to CPA**
### Case Study No. 1 – Female (6:8)

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Description</th>
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<th>Time</th>
<th>Test</th>
<th>Score</th>
<th>Result</th>
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</thead>
<tbody>
<tr>
<td>Oral Language</td>
<td>Reading</td>
<td>4/10</td>
<td>10:00</td>
<td>Test 1</td>
<td>8</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>4/10</td>
<td>10:30</td>
<td>Test 2</td>
<td>7</td>
<td>Fail</td>
</tr>
</tbody>
</table>

#### Performance Sample

- She is not reading.
- She has a good vocabulary.
- She recognizes 90% of words in a sentence.
- Her speech is clear and concise.
- She has good pronunciation.
- She has a good understanding of sentence structure.
- She has good grasping of main ideas.
- She can express her thoughts clearly.

**TOTALS:**

10

### Case Study 1 – Female (6 yrs. 8 mo.)

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**TOTALS:**

10
**CASE NUMBER 1 Patterns**

**Performance Patterns:**

- **Speech - Articulation**
  - Affects her overall intelligibility
  - Passive communicator
- **Expressive Language**
  - Formulation and Grammar
- **Emergent Literacy Skills**
  - Limited experience with books, stories
  - Awareness of print and sound

* Let's Look at a Pre-RTI or Pre-IEP Summary
* Points and Concepts After Team Discussion
* What Does This Student Really Need?
* What Services Will She Get If We Use a Traditional LENS?

---

**CASE STUDY 1**

**CASE NUMBER 1 (FEMALE, 6;8)**

**Performance Pattern Summary for RTI or Pre-IEP**

(I) Pattern No. 1

- Speaking (Articulation)
  - Rank __
  - 1. She has several speech errors
  - 2. Her language is marked by several speech errors
  - 3. She doesn't correct her speech
  - 4. It is hard to understand her
  - 5. Her language is difficult to understand

(II) Pattern No. 2

- Speaking (Expressive Language)
  - Rank __
  - 1. Her speech is short and interrupted
  - 2. Her long sentences do not make sense
  - 3. Has problems making up and putting sentences together
  - 4. She can't combine sentences very well
  - 5. It's hard to understand what she wants

---

**REVISED LIST**

**Performance Patterns**

Following Teacher Input

---

**CASE NUMBER 1 Continues**

(III) Pattern No. 3

- Emergent Literacy Skills
  - Rank __
  - 1. She is at the pre-primer level
  - 2. Rhyming confuses her
  - 3. She doesn't know much about books
  - 4. Few books in the home
  - 5. During storytelling, gets confused when the characters talk
  - 6. Likes to be read to but won't talk about the story
  - 7. Often looks at picture books
  - 8. Doesn't recognize even common words

Present Levels of Performance (Draft of Ideas)

- First grade student at Charles Upson Elementary School
- Qualifies for special education services
- Severe expressive language-learning disability (average intelligence)
- Interests in books and enjoys story-telling activities
- Needs home and school reading connection
- Need to facilitate communicative interactions in home and school

Tentative Performance Patterns?

- Speech (Articulation); Expressive Language; Emergent Literacy Skill

---

**CASE NUMBER 1 Continues (FEMALE, 6;8)**

Patterns for RTI or Pre-IEP Development

- **Emergent Literacy Skills**
  - Heightened exposure to books, storytelling, print, etc
  - Phonological awareness
  - Interactive reading
  - Home/school reading connection
  - Awareness of print

- **Expressive Language**
  - Opportunities to talk (emergent literacy experiences)
  - Increasing opportunities to respond in class on familiar topics
  - Practice in planning appropriate sentence patterns
  - Building knowledge in interest areas to facilitate fluent communication

- **Articulation of /s/ and /r/**
  - Articulation therapy for misarticulated sounds
  - Sensory-perceptual training as part of phonological awareness
  - Classroom support for key words containing target sounds
  - Speech awareness and practice on storytelling activities

**PRESENT LEVELS OF PERFORMANCE**

Suzanne is a first grade student at Charles Upson Elementary School. Based upon a battery of standardized test scores, Suzanne qualifies for speech-language services. These instruments indicate that a severe expressive language-learning disability exists in the presence of average intelligence.

Classroom assessment procedures suggest three major performance patterns that place limitations on academic success, negatively impact her sense of competence as a learner, pose major barriers to literacy learning, and reduce her participation in the classroom. These patterns, in order of concern, are: (1) **Emergent Literacy Skills** that show limited experience with books, stories, and awareness of print and sound, (2) **Expressive Language** characterized by difficulties in formulation and grammar, and (3) **Speech - Articulation** that negatively affects her overall intelligibility and causes her to be a passive communicator.

These three performance patterns require specialized instruction with a strong focus on language experiences that promote emergent literacy skills and facilitate meaningful expression.
Case Study 2

Male (13 yrs. 8 mo.)

CELF-5 Subtests

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
<th>Subtest Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalling Sentences</td>
<td>4</td>
<td>-3 (+)</td>
</tr>
<tr>
<td>Formulated Sentences</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Semantic Relationships</td>
<td>10</td>
<td>+3 (+)</td>
</tr>
<tr>
<td>Understanding Paragraphs</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Word Classes</td>
<td>7</td>
<td>+1</td>
</tr>
<tr>
<td>Sentence Assembly</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Following Directions</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Supplementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Structured Writing</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Pragmatics Profile</td>
<td>6</td>
<td>-1</td>
</tr>
</tbody>
</table>

Mean of Subtest Standard Scores: 68/10 = 6.8 or 7

Mean of Subtest Standard Scores: 68/10 = 6.8 or 7

Case Study 2

Male (13 yrs. 8 mo.)

CELF-5 Composite/Index (90%) Level of Confidence

<table>
<thead>
<tr>
<th>Index</th>
<th>Standard Score</th>
<th>SEM</th>
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<tbody>
<tr>
<td>Core Language Score</td>
<td>80 ± 5</td>
<td></td>
</tr>
<tr>
<td>Receptive Language Index</td>
<td>68 ± 5 *</td>
<td></td>
</tr>
<tr>
<td>Expressive Language Index</td>
<td>76 ± 5</td>
<td></td>
</tr>
<tr>
<td>Language Content Index</td>
<td>82 ± 5</td>
<td></td>
</tr>
<tr>
<td>Language &amp; Memory Index</td>
<td>76 ± 5</td>
<td></td>
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</tbody>
</table>

Critical Value Discrepancy (Level of Significance) = .05

Case Study 2

Male (13 yrs. 8 mo.)

CELF-5 Metalinguistics

<table>
<thead>
<tr>
<th>Standard Score</th>
<th>Variation</th>
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<tbody>
<tr>
<td>Making Inferences (MI)</td>
<td>5</td>
</tr>
<tr>
<td>Conversations Skills (CS)</td>
<td>3</td>
</tr>
<tr>
<td>Multiple Meanings (MM)</td>
<td>7</td>
</tr>
<tr>
<td>Figurative Language (FL)</td>
<td>6</td>
</tr>
<tr>
<td>Metalinguistic Profile (MP)</td>
<td>7</td>
</tr>
</tbody>
</table>

Mean of the Tests 28/6 = 5.6 or 6

One Intrapersonal Weakness (CS)

Case Study 2

Male (13 yrs. 8 mo.)

WISC-IV Index Scores (90%) Level of Confidence

<table>
<thead>
<tr>
<th>Index</th>
<th>Standard Score</th>
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<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>93 ± 6</td>
<td>87-99</td>
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<tr>
<td>Perceptual Reasoning</td>
<td>108 ± 6</td>
<td>102-114</td>
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<tr>
<td>Working Memory</td>
<td>90 ± 6</td>
<td>84-96</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>101 ± 8</td>
<td>93-109</td>
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<td>Peabody Picture Vocabulary Test - IV (PPVT-IV)</td>
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<td>Total score</td>
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Case 2 Academic Referencing

The Case

8th Grader (CA 13.8 yrs.) receiving services in a public school.

Woodcock-Johnson III

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Letter-Word Identification</td>
<td>4.1</td>
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<tr>
<td>Word Attack</td>
<td>6.1</td>
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<tr>
<td>Reading Vocabulary</td>
<td>7.6</td>
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<tr>
<td>Passage Comprehension</td>
<td>3.8</td>
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<tr>
<td>Reading Fluency</td>
<td>3.6</td>
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<tr>
<td>Spelling</td>
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**Case Study No. 2 – Male (13:8)**

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<tr>
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<th>CUT</th>
<th>DRT</th>
<th>BD</th>
<th>CT</th>
<th>LOC</th>
<th>DRM</th>
<th>OPT</th>
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**TOTAL:** 20

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**TOTAL:** 20

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**Case Study 2 (Analysis)**

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CASE NUMBER 2 (MALE, 13:8)
Performance Pattern Summary

(I) Pattern No. 1  Study Skills (Planning – Organization)  Rank ___
1. Completing Assignments
2. Turning work in on time
3. Remembering things
4. Disorganized and sloppy work
5. Finishing assignments
6. Sloppy note taker
7. Utilizes study questions or guides

(II) Pattern No. 2  Literacy (Writing/Reading Process)  Rank ___
1. Repetitive sentences make little sense
2. Few links between written sentences
3. Building up and breaking down sentences
4. Revising written work
5. Recognizing errors in writing
6. Disorganized and sloppy writing
7. Distinguish important from unimportant information

(III) Pattern No. 3  Social Communication Skills  Rank ___
1. Negative communication affect
2. Poor at relating to others
3. Rarely volunteers to talk
4. Passive communicator
5. Pays little attention to what others say
6. Rarely socializes or communicates with other students
7. Won’t talk or communicate in class

(IV) Pattern No. 4  Motivation and Responsibility  Rank ___
1. Passive, avoids school work
2. Always has an excuse
3. Doesn’t turn work in on time
4. Fails to finish assignments
5. Doesn’t remember his work
6. Turns off during lectures
7. Difficulty attending to work
8. Avoids reading and writing activities

(V) Pattern No. 5  Metalinguistic (Critical Thinking)  Rank ___
1. Simple language forms, sentences
2. Struggles to understand subtle meanings
3. Uses concrete language, talks about simple things
4. Difficulty with abstract (figurative) language
5. Written sentences lack complex forms and structures
6. Poor performance on metalinguistic test tasks

(VI) Pattern No. 6  Sense of Competence  Rank ___
1. Little success with academic activities
2. Avoidance behaviors
3. Passive communicator with low social skills
4. History of unsuccessful communication experiences
5. Negative attitude wears on teachers
6. Perceived negatively by peers
7. Needs successful communicative interactions

COMMENTS:

CASE NUMBER 2 Continues (MALE, 13:8)

(VII) Pattern No. 3  Social Communication Skills  Rank ___
1. Negative communication affect
2. Poor at relating to others
3. Rarely volunteers to talk
4. Passive communicator
5. Pays little attention to what others say
6. Rarely socializes or communicates with other students
7. Won’t talk or communicate in class

(VIII) Pattern No. 4  Motivation and Responsibility  Rank ___
1. Passive, avoids school work
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6. Turns off during lectures
7. Difficulty attending to work
8. Avoids reading and writing activities

REVISED LIST
Performance Patterns
Following Input from Middle School Teachers
**CASE NUMBER 1 (MALE, 13;8)**

### Performance Patterns for RTI or Pre-IEP Development

#### Study Skills (Planning and Organization)
- **1.** Completes - Finishes Assignments
- **2.** Turns work in on time
- **3.** Remembers things
- **4.** Is organized and produces work that is neat in appearance
- **5.** Takes organized and useful notes
- **6.** Utilizes study questions or guides

#### Social Communication Skills
- **1.** Adopts a positive communication affect
- **2.** Relates more effectively with peers and teachers
  - Responds more openly to others
  - Pays attention to what others say
- **3.** Volunteers information in class
- **4.** Responds effectively when called upon in class

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**PRESENT LEVELS OF PERFORMANCE**

Jack is an eighth grade student at Washington Hunt Middle School. Standardized assessment indicates the following: (1) receptive and expressive language performance in the marginal educational range, and (2) metalinguistic skills that fall in the low to very low educational range. Classroom-based assessment suggests four performance patterns and two related areas that limit academic success, reduce his participation in school, and affect his sense of competence as a learner.

These patterns, in order of concern are: (1) Planning and Organizational Skills that negatively impact study habits, (2) Social Communication and Social Skills which limit classroom participation and negatively affect Jack’s relationship with teachers and peers, (3) Written Language Skills (the writing process itself) as well as editorial skills, and (4) Metalinguistic skills which limit critical thinking and analysis in several subject areas.

Jack’s sense of competence as a learner, willingness to participate actively in school, and motivation to improve pose major barriers for all teachers. These four areas require targeted instruction and supports, but Jack has considerable potential given his artistic strengths, knowledge of computers and interests in sports. These strengths and interests exist in the presence of average to above average intelligence.

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**TOP-10 PROCESS SKILLS IN ASSESSMENT:**

- (16) What the Student Struggles to DO, SAY, MAKE and USE
- (9) Focus on Different Procedures, Contexts, and Skills
- (8) Use Rating Scales, Checklists, Observation & Interviewing
- (7) K.I.S.S. – Begin Focusing on the Top-10
- (6) Get a Rich Performance Sample
- (5) Weakness Patterns, Strengths, Interests, Learning Adjustments
- (4) Shared Responsibility, Clarification, Problem Solving, Listening
- (3) Listening, Problem Solving, Clarification, Shared Responsibility
- (2) Establish an Academic End-Point, and ……

---

**THE NO. 1 PROCESS SKILL IN ASSESSMENT IS**

**FOCUS ON A FEW THINGS**

*And Do Them Really Well!*

**Focused IEPs**

**Classroom Performance**

**Team-Based Practices**