



Using Observational Assessment to Meet the Needs of Diverse Learners

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Agenda

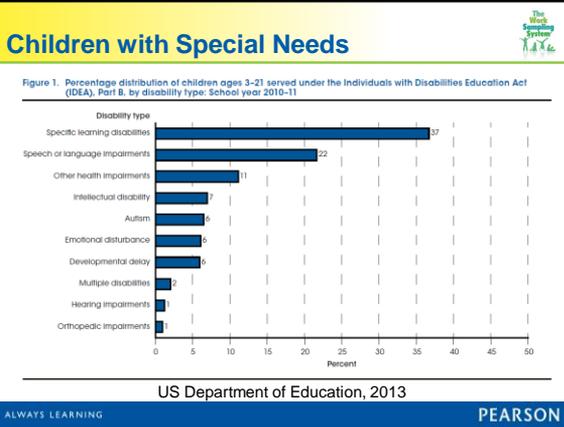
- ✓ Describe Factors to Consider when Assessing Diverse Learners.
- ✓ Describe Observational Assessment.
- ✓ Describe how The Work Sampling System is Used in a Diverse Classroom.

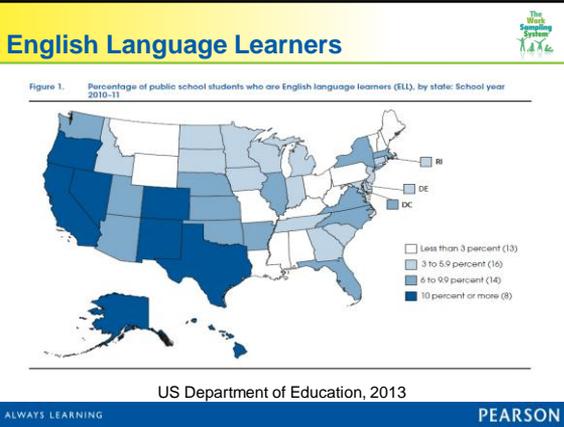
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Factors to Consider When Assessing Diverse Learners

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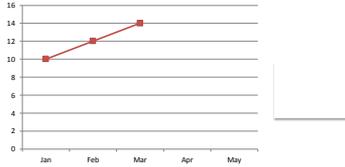
Assessing Outcomes

- The Office of Special Education Programs (OSEP) requires that states assess and report child outcomes.
- States are required to report the percentage of infants and toddlers with IFSPs or preschool children with IEPs who demonstrate improved:
 - ✓ Positive social-emotional skills
 - ✓ Acquisition and use of knowledge and skills
 - ✓ Use of appropriate behavior to meet needs

Performance and Progress



- Children with special needs may demonstrate global or specific delays in performance.
- In spite of delayed performance, they may demonstrate growth.



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Ongoing Assessment



- Many children with special needs have difficulty performing “on demand.”
- To obtain an accurate picture of their strengths and weaknesses, it is critical to observe them over time and in a variety of circumstances.

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Observational Assessment



- Provides a representative and complete view of a student – classroom-based and ongoing.
- Observation data reveal whether or not the child solved a problem correctly, and also illustrates the manner in which the child approached the task and solved the problem..

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Evidence from Observation



Documented Observations

Work Samples

Photos/Videos

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Classroom-Based Assessment

The assessment of performance of classroom tasks is helpful for individualizing instruction.

Individual Education Plan
Student: Tom Date of Birth: 5/14/09 IEP From: 1/2/13 To: 2/1/14

Goals and Objectives Domain: Speech Sequence: 1.1
Goal 1.1 – Tom will expand his expressive language, using language for a variety of purposes.

Objectives and Evaluation Procedure and Schedule
Objective 1.1.1 – Tom will be able to state how things are different when given a picture clue as well as when no clue is provided.
Evaluation Procedure:
Evaluation Schedule:
Objective 1.1.2 – Tom will demonstrate an understanding of prepositions (i.e., in, on, under, over, etc.).
Evaluation Procedure:
Evaluation Schedule:

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Work Sampling is an observational assessment that is used on an ongoing basis to assess performance and progress on classroom tasks.

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Components of The Work Sampling System?

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Guidelines, Checklists, Reports



A. Developmental Guidelines and Checklists

- Performance indicators in 7 domains
- Formally rated 3 times per year
- Teacher observations
- Work samples
- Other sources of information



B. Summary Reports

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Language and Literacy – Grade 1



Language and Literacy for English Language Learners

A Listening for English Language Learners		F W S
1	Follows directions.	Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/>
B Phonological Awareness for English Language Learners		F W S
1	Develops awareness of the sounds of English.	Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/>
C Speaking for English Language Learners		F W S
1	Speaks in social situations.	Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/>
2	Communicates for a variety of purposes, using expanded vocabulary.	Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/>

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**Developmental Guidelines:
 ELL – Follows Directions**



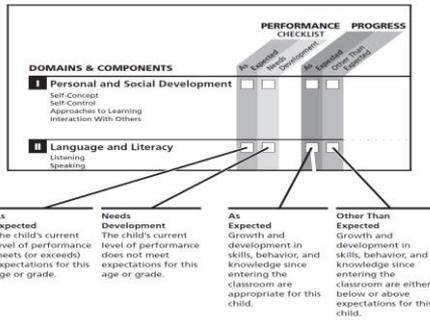
Proficient

- English language learners proficient at following directions can understand, respond, and restate directions.
- After being given a set of directions, children can also explain the directions to a classmate, although sometimes they use their native language to do so.
- They can listen to instructions for making a product and then restate the directions for themselves and others (e.g., "First, we collect the pieces. Then we put them in order. Then we glue them together.>").
- At this point, they can easily complete classroom tasks given only verbal directions.

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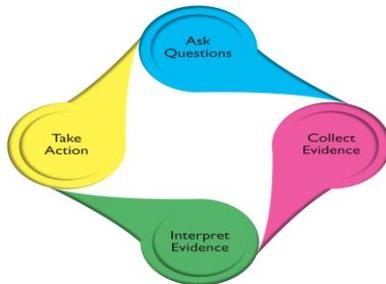
Summary Report



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Assessment Cycle



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Using The WSS for Children with Special Needs

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Guidelines and Checklists: Making Modifications



1. Interpreting performance indicators in a more inclusive way;
2. Deleting certain performance indicators or functional components; and
3. Supplementing the WSS with other, more specialized assessments.

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Interpreting Performance Indicators



- In many places, it is possible to change the language of the performance indicators to encompass varied expressions of the indicator and the use of adaptive equipment.
- For example, speaking may be changed to communicating to reflect that children with disabilities may communicate with gestures, signs, facial expressions, communication boards.

B	Speaking	F	W	S
1	Speaks clearly and conveys ideas effectively.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>
		In Process	<input type="checkbox"/>	<input type="checkbox"/>
		Proficient	<input type="checkbox"/>	<input type="checkbox"/>

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Interpreting Performance Indicators

- Sometimes particular indicators, components, or domains will assume greater importance for children with disabilities.
- For example, the Personal and Social Development domain assumes increased emphasis for children with behavioral or emotional disabilities.

B Self-Control		F	W	S
1	Follows classroom rules and routines.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Manages transitions and adapts to new places and events.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Deleting Performance Indicators

These performance indicators may not be appropriate for a child with cerebral palsy.

VII Physical Development, Health, and Safety		F	W	S
A Gross Motor Development				
1	Moves consistently with balance and control.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Coordinates and adjusts movement patterns to perform tasks.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Fine Motor Development				
1	Uses strength and control to perform tasks.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses eye-hand coordination consistently to perform tasks.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Uses writing and drawing tools with increasing control.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E Data Analysis		F	W	S
1	Collects, classifies, represents, and interprets data.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This indicator may not be appropriate for a child with a moderate to severe mental impairment.

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Supplementing WSS

- Children with special needs may require additional assessment in some areas.
- For example, a child with motoric involvement may require intervention to improve oral-motor ability in order to help the child speak more clearly. In that case, a performance indicator could be added to encompass the area of oral-motor control.
- Similarly, a severe visual impairment warrants the assessment of mobility.

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Supplementing WSS



- When development in a given domain is very different or delayed, a specialized instrument administered by a psychologist or special education teacher may be necessary to supplement information obtained through the WSS.
- When a student's functioning is below that of a 3-year-old, other assessments are more effective and informative than the WSS.

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Which Grade Level to Use?



- Does district mandate use of checklist that corresponds to child's age/grade level?
- If no district mandate, make decision in conjunction with family members and special education consultants.
- Consider whether the child has a general developmental delay and is performing at a consistent level across the seven WSS domains, or whether the child's performance varies widely from one domain to another.

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Observations and Work Samples



- Teacher observations and student work samples provide evidence of how the child demonstrates performance on a performance indicator and about how a child learns and works.
- The evidence provides a focus for discussion between a classroom teacher and other team members (e.g., consultants, therapists, and psychologists).
- By documenting how the work was completed (noting adaptations, amount of help required), the teacher collects valuable information to share with other team members who may have less contact with the child.

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Summary Reports



- Teachers complete Summary Reports the same way for children with and without special needs.
- Some children with special needs will have a particularly uneven developmental profile and may show frequent discrepancies between performance and progress.
- A child with a moderate degree of mental impairment may be delayed according to the Guidelines, but his or her progress may still be remarkable.

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Summary Reports



PERFORMANCE	PROGRESS
Checklist Needs Development	Other Than Expected
COMMENTS At the beginning of the year, Latoya was unable to communicate with children or adults in the classroom. Now she is regularly communicating with us using facial expressions, gestures, and single words. She understands a great deal more than she can currently express. Her progress in this area has been exceptional.	

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Summary Reports



PERFORMANCE	PROGRESS
Checklist Needs Development	As Expected
COMMENTS Allison continues to receive speech/language and reading services. Her vocabulary and expressive skills have grown rapidly. Just recently, she has begun to ask questions of her peers during group settings. This is exciting! Books hold Allison's interest. Although her recall of details is improving, predicting and interpreting information is still difficult. During group discussions, Allison can attend for only a few minutes. To support her in this, I will tell her the topic of the discussion and ask her some questions to aid her thinking.	

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Summary Reports



- When a child needs support in order to perform at a certain level, that information can be indicated on the Summary Report.
- For example, one might note “after brainstorming and discussing a story with a peer tutor, Susie is able to write a three-part story.”

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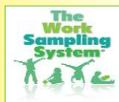
Working on a Team



- By using the child’s work samples and Checklist, the classroom teacher can communicate clearly with specialists and family members about how the child performs in the classroom.
- Because the classroom teacher spends more time with the child, he or she has a wealth of specific knowledge about how the child approaches learning.
- The WSS provides rich, detailed, individualized portraits of children with special needs.

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Using The WSS for English Language Learners

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Assessing ELL

- Characteristics of bilingual and multilingual children.
- Common patterns in second language acquisition – silent period; code mixing.
- Assess performance on WSS Functional Components and Performance Indicators for ELL and on other domains.

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Developmental Checklists

<p>P3</p> <p>Language and Literacy for English Language Learners</p> <p>A Listening for English Language Learners F W S</p> <p>1 Follows directions. Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/></p> <p>B Phonological Awareness for English Language Learners F W S</p> <p>1 Develops awareness of the sounds of English. Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/></p> <p>C Speaking for English Language Learners F W S</p> <p>1 Speaks in social situations. Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/></p>	<p>G3</p> <p>Language and Literacy for English Language Learners</p> <p>A Listening for English Language Learners F W S</p> <p>1 Follows directions. Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/></p> <p>B Phonological Awareness for English Language Learners F W S</p> <p>1 Develops awareness of the sounds of English. Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/></p> <p>C Speaking for English Language Learners F W S</p> <p>1 Speaks in social situations. Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/></p> <p>2 Communicates for a variety of purposes, using expanded vocabulary. Not Yet <input type="checkbox"/> <input type="checkbox"/> In Process <input type="checkbox"/> <input type="checkbox"/> Proficient <input type="checkbox"/> <input type="checkbox"/></p>
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Ratings and Developmental Guidelines

- There are no grade-level expectations of mastery for English language learners since each child comes to school at different ages with varying levels of English language acquisition.
- Marking an English language learner's rating (Not Yet, In Process, Proficient) on the Checklist and explaining the rating on the Summary Report will help parents better understand their children's mastery of the English language.
- Additionally, these ratings can help teachers understand what additional activities and areas of learning might be needed for these children.

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Ratings – L&L for ELL C2



Not Yet

- Students at this level communicate using “chunks” of language, formulaic language, or phrases and short sentences.
- They may not speak to classmates unless they share their native language.
- When answering questions, they may respond very briefly, without offering details.
- Their vocabulary includes words important for social language (e.g., “hello,” “please,” “thank you”), but has not expanded beyond that.

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Ratings – L&L for ELL C2



In Process

- After attending school and experiencing language-rich environments, students begin to use social language more smoothly but have not yet acquired the academic vocabulary to function well in school.
- They begin to speak in order to convey emotional states (e.g., “I tired,” or “He happy today.”).
- At this level, students will occasionally initiate conversations, but only on topics of great interest, and may avoid talking about other topics.

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Ratings – L&L for ELL C2



In Process

- They often require context clues, such as pictures and pointing or gestures to make a point.
- They begin to integrate words heard in class or on the playground into their speech.
- They can be difficult to understand and may be asked to repeat words because of poor pronunciation or because they stress syllables differently than native English speakers. In these situations, they may self-correct after the teacher models the correct pronunciation.

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Ratings – L&L for ELL C2



Proficient

- Proficient English language learners speak for a variety of purposes and continue to expand their vocabularies.
- They participate in class discussions on a variety of topics and respond to questions on topics covered in class.
- They will engage in group work and begin to respond to more difficult questions, such as “How?” and “Why?”

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Ratings – L&L for ELL C2



Proficient

- They can retell events while integrating new words and show increasingly more complex sentence structure, although their sentences are not always error-free.
- Overall, they can comprehend and frequently use most grade-level vocabulary, although pronunciation may not be accurate (e.g., using “pin” for “pen”).

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Other Domains



- Use child’s preferred language to document the skills of an English language Learner on all seven domains.
- For the Language and Literacy domain, many teachers rate the child based on his or her performance when using the English language.
- It is up to the district or school’s policies in terms of how teachers should best use the WSS for these learners, and what additional assessments might be necessary for these children.

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Communicating – Grade 2



Building Shapes with Barrier – Cindy and Marvin



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Communicating – Grade 2



- What skills did you observe for Cindy?
- What skills did you observe for Marvin?



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Summary



- Assessments used with diverse learners should provide information teachers can use to individualize instruction.
- The assessments should tell us if a child was able to complete a task correctly and how the child solved the problem.
- When working with children with diverse needs, it is important to assess performance as well as progress.

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References



US Department of Education (2013). *The condition of education 2013*. National Center for Education Statistics.

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Webinar-Specific Questions

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