

TRANSLATING ASSESSMENT DATA

Translating Assessment Data about Self-determination and Reading: Selene

- Selene is a tenth grade student with a learning disability in reading, with specific deficits in comprehension. She is fully included in the general education curriculum with supports that include co-teaching in American History as well as Biology. Her goal is to attend community college, and she has acceptable grades (all B's, some A's, and a few C's) due to coordinated support from her learning support teacher as well as her diligent work ethic.
- Teachers report that she is most successful when provided with graphic organizers and study guides, and word banks for tests.

Translating Assessment Data about Self-determination and Reading: Selene

- Selene has scored at low Basic on her last three 4Sight Reading Assessments. Item analysis shows lowest scores in skills with summarization, and inferences and conclusions.
- As part of her English class, she uses Study Island Reading for one period every other week. Current data shows that she has mastered multiple meaning words, context clues, characterization, setting, plot, and theme. She still needs work on inferences and conclusions, point of view, fact and opinion, bias and propaganda, and genre and purpose.
- Teachers report that this information is consistent with class performance, and that she struggles especially with expository texts.

Translating Assessment Data about Self-determination and Reading: Selene

- In college, Selene will have to disclose and request support, but she is apprehensive about asking for assistance except from the LS teacher in the co-teaching classes. Currently, she relies completely on her on teachers to provide accommodations. She needs to develop skills and habits that allow her to disclose her disability, tell instructors/professors what she needs, and find effective ways to seek help from others (Disability Student Services, tutors, Writing Center).

Translating assessment data into Goals

<p align="center">MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)</p>	<p align="center">Describe HOW the student's progress toward meeting this goal will be measured</p>	<p align="center">Describe WHEN periodic reports on progress will be provided to parents</p>	<p align="center">Report of Progress</p>
<p>Given an expository reading passage, Selene will respond correctly to 80% of questions related to summarization, inferences, and conclusions for 3 of 4 consecutive opportunities.</p>	<p>Biweekly probes and practice activities.</p> <p>Note: Teachers will also share relevant classroom assessments, and 4Sight data will be reported after administration.</p>	<p>Every nine weeks.</p>	

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<p>Given classroom assignments or assessments, Selene will <i>independently</i> approach the general education instructor to request assistance or clarification, at least one time per week for four out of five weeks. (Baseline is approximately two times per semester with prompting)</p>	<p>Logging contacts in her assignment book, with weekly review.</p>	<p>Two times per quarter.</p>	

Translating assessment data into activities on the transition grid: 10th gr.

Selene needs to become more comfortable with disclosing her disability and requesting accommodations in H.S. Possible activities might include:

- Make a list of accommodations that are most helpful for her this year.
- Watch video clips of post-secondary students disclosing to instructors (*ChoiceMaker*)
- Practice requesting assistance/ accommodations with general education teachers as per her Measurable Annual Goal.
- Practice different ways of making requests until she is confident doing so.
- Practice disclosing her disability in her IEP meeting.
- Research the resources available at the community college with help, if necessary, from her counselor, LS teacher, and family.

Translating assessment data into activities on the transition grid: Gr. 11

Selene needs to learn ways to routinely disclose her disability and request specific accommodations in preparation for post-secondary education. Possible activities might include:

- Write out sample scripts of how to disclose her disability with support from her LS teacher.
- Review *The 411 on Disability Disclosure: A Workbook for Youth with Disabilities* [http://www.ncwd-youth.info/resources & Publications/411.html](http://www.ncwd-youth.info/resources&Publications/411.html)
- Review the 411 on Disability Disclosure: Maine Choices CEO Project (By YOUTH for YOUTH) <http://choices.muskie.usm.maine.edu/new/disclosure-sessions.html>
- Develop a list of effective accommodations that she can eventually share with college instructors/professors.

Translating assessment data into activities on the transition grid: Gr. 12

- Selene needs to learn effective ways to seek help from others at the post-secondary program (Disability Student Services, tutors, Writing Clinic). Possible activities might include:
 - Visit the campus after she applies and prior to graduation from high school to meet with the Disability Support Services director and staff and with the Writing Center director.
 - Share her disability, accommodation needs and useful strategies, and learn the process for using DSS and accessing the Writing Center.
 - Write out scripts (for different types of classes, such as math, biology lab, distance learning courses, etc.) to describe what specific accommodations she needs to succeed.

TRANSLATING ASSESSMENT DATA

What Information Do You Have Already? Information from Career and Technology Education (CTE)

Considering the domains of transition assessment, let's focus on “vocational and employment” contexts—information CTE instructors can provide:

- Work habits: attendance, punctuality, attention to details, initiative, thoroughness, team playing, conscientiousness, work rate, problem solving;
- Academic Skills: ability to perform necessary math (converting fractions to decimals), reading (understanding and following building codes), writing;
- Vocational Skills: dealing with customers, appropriate use of tools, following diagrams, ability to create high quality products
- Needs: reading a micrometer, operating and translating computer diagnostic equipment.

Translating CTE assessment data

- Troy is an 11th grader in the first year of the LPN program. He is highly motivated and his work habits are excellent. He wants to do well in his chosen profession, but needs to improve the following:
 - Pronunciation and spelling of multisyllabic words, especially anatomical and medical terms
 - Accurately using the sphygmomanometer (baseline is 66% accuracy).
 - Accurately recording vital signs in the COWs (Computers on Wheels) (baseline is 71% for all three vital signs).

Troy's Measurable Annual Goal for LPN Skills

<p align="center">MEASURABLE ANNUAL GOAL</p> <p align="center">Include:</p> <p align="center">Condition, Name, Behavior, and Criteria</p> <p align="center">(Refer to annotated IEP for description of these components.)</p>	<p align="center">Describe HOW the student's progress toward meeting this goal will be measured</p>	<p align="center">Describe WHEN periodic reports on progress will be provided to parents</p>	<p align="center">Report of Progress</p>
<p>When taking vital signs (temperature, blood pressure, and pulse) from patients or in simulated situations, Troy will independently complete and then enter each measure in the C.O.W, with 100% accuracy within the four minute time frame for 8 consecutive opportunities.</p>	<p>Teacher data form.</p>	<p>Twice per quarter</p>	

Troy's Short Term Objectives for LPN Skills

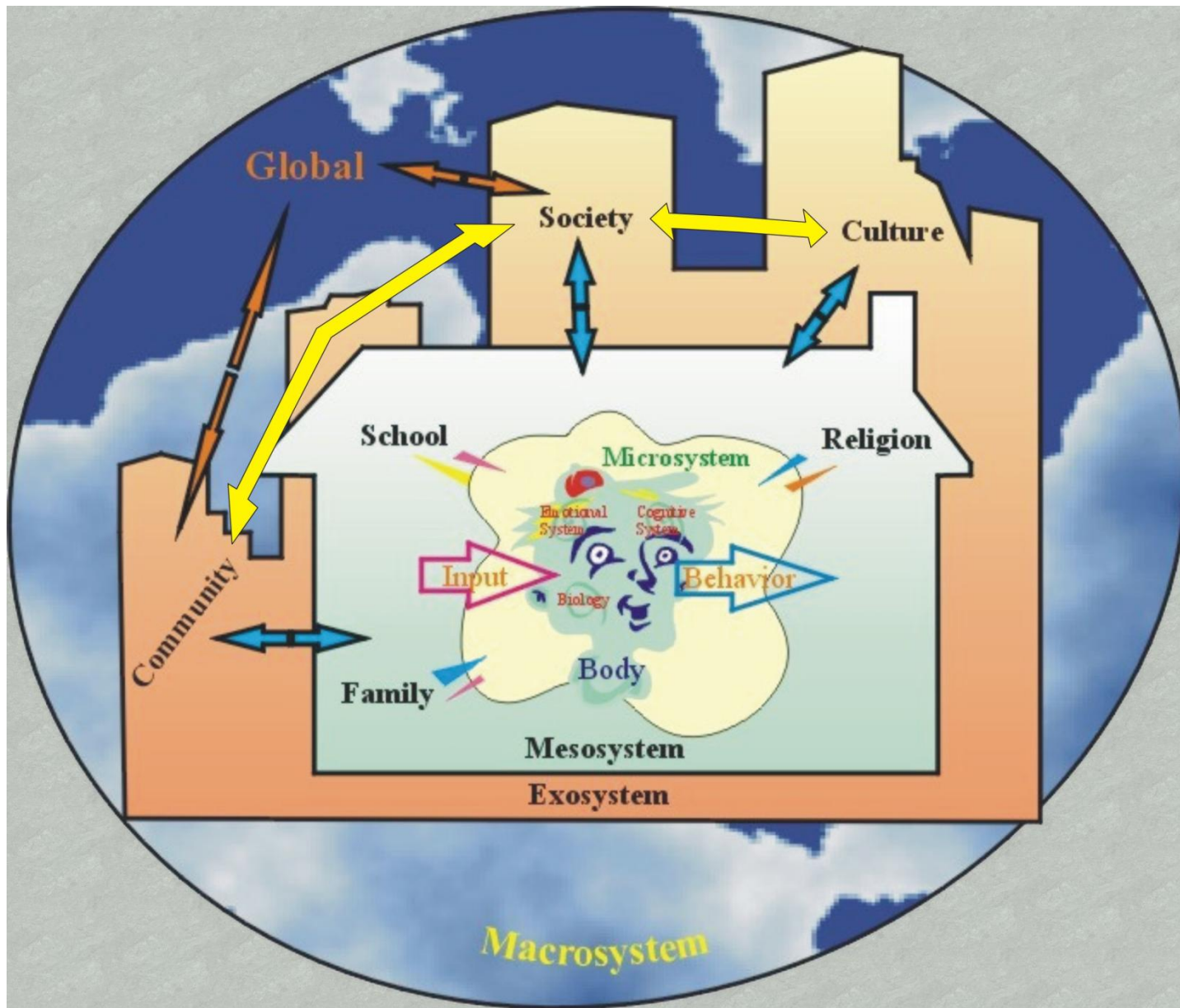
Using a sphygmomanometer with real or simulated patients, Troy will independently measure blood pressure with 100% accuracy for 8 consecutive trials.	Weekly
Using a sphygmomanometer with real or simulated patients, Troy will independently measure blood pressure and enter data into the C.O.W, with 100% accuracy for 8 consecutive trials.	Weekly
When taking vital signs (temperature, blood pressure, and pulse) from patients or in simulated situations, Troy will complete each measure and record in the C.O.W, with two or fewer verbal prompts and 100% accuracy, for 8 consecutive opportunities.	Weekly

Assessment data translated into Specially Designed Instruction

- Listen to audio tapes made by his support teacher and practice pronouncing medical terms (he will give his own tapes to his CTE instructor) until he can use them naturally in his CTE class work.
- Work with the support teacher to practice reading and spelling the terms in his textbook. (will have a M.A.G. for this)
- Practice inputting data in the C.O.W. with the support teacher after school until he is accurate 100% of the time.
- Practice taking blood pressure with his family, support teacher, and mentor student until he reads the sphygmomanometer with 100% accuracy.

What accommodations and resources will be needed for Selena or Troy to achieve success?

- Personnel?
- Materials?
- Collaboration? Between whom?
- Cooperation from whom?
- Relaxing policies?
- How will you make this happen for Troy or Selena?
- How will you ensure that he or she “owns” the information?



Bronfenbrenner's Ecosystem Theory <http://pt3.nl.edu/paquetteryanwebquest.pdf>