

## Assessment Methods and Sources Matrix

| <b>Assessment Domains/Data Sources</b>   |  |   |  |
|--|--|---|--|
| <b>Domain: Instruction</b>   |  |   |  |
| <b>R</b> Review  | <b>I</b> Interview   | <b>O</b> Observe  | <b>T</b> Test  |
| <p>Lesson plans</p> <p>Permanent products (e.g. written pieces, worksheets, projects) for skill/degree of difficulty requirements</p> <p>Benchmarks/ standards</p> | <p>Teachers about:</p> <ul style="list-style-type: none"> <li>• effective teaching practices</li> <li>• instructional decision making regarding choice of materials, placement of students</li> <li>• sequencing/pacing of instruction</li> <li>• choice of screening, diagnostic and formative assessments</li> <li>• product methods<br/>(e.g. dictation, oral retell, paper pencil, projects)</li> <li>• groupings used</li> <li>• decision making regarding instructional change</li> <li>• accommodations/ modifications used</li> <li>• reinforcement strategies</li> <li>• allowable repetition or direct instruction</li> <li>• who is providing the supplemental/intensive instruction</li> <li>• what supportive technology is used</li> </ul> | <p>Teacher’s instructional style/preferred style of presenting</p> <p>Clarity of instructions/ directions</p> <p>Effective teaching practices</p> <p>Communication of benchmarks/expectations and criteria for success</p> <p>How new information is presented</p> <p>Percent of time with direct instruction, whole group instruction, practice time, etc.</p> <p>How the teacher gains/ maintains student attention</p> | <p>Instructional Placement Tests (diagnostic assessments)</p> <p>Assessment alternatives (e.g. projects, portfolios, retell)</p> <p>Progress data (formative evaluation)</p> |

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

[Manual TOC](#)

[Appendix TOC](#)

## Domain: Environment

| <b>R</b> Review   | <b>I</b> Interview   | <b>O</b> Observe  | <b>T</b> Test   |
|---|--|---|---|
| <p>School/ classroom rules</p> <p>Physical layouts of school, classrooms, property, and busses as appropriate</p> | <p>Teacher(s)</p> <ul style="list-style-type: none"> <li>classroom routines, rules, behavior management plans, situational expectations (e.g. classroom vs. hallway, phy ed, recess) and how rules were developed</li> <li>make-up of peers</li> <li>(re)organization of room’s layout (e.g. desk location selection, changes)</li> <li>limited distractions area</li> </ul> <p>Principal</p> <ul style="list-style-type: none"> <li>school wide discipline</li> </ul> <p>Parents</p> <ul style="list-style-type: none"> <li>discipline used at home</li> <li>what does study area look like</li> </ul> <p>Student</p> <ul style="list-style-type: none"> <li>impact of environment</li> <li>impact of peers</li> </ul> <p>Other school staff as appropriate</p> | <p>Classroom’s physical layout/arrangement</p> <p>Lighting/sound sources, temperature, noise levels</p> <p>Environmental/other student distractions</p> <p>Posting of classroom rules and/or daily schedule</p> <p>Signal for transitions</p> <p>Social expectations</p> <p>Established routines versus new/novel expectations</p> <p>Peer makeup</p> <p>Interaction patterns</p> | <p>Classroom mapping</p> <p>Setting analysis</p> <p>Systematic Observation</p> <p>Sociogram</p> |

## Domain: Learner

| <b>R</b> Review   | <b>I</b> Interview   | <b>O</b> Observe  | <b>T</b> Test  |
|---|--|---|--|
| <p>Product vs. peer product</p> <p>Cumulative file/ records</p> <p>Health records, including vision and hearing</p> <p>Teacher’s grade book</p> <p>Assignment notebook</p> <p>Previous interventions if available</p> <p>Patterns of performance, including attendance, retention, and moves</p> <p>Error analysis of permanent product</p> <p>Response to interventions as reflected by systematic progress monitoring</p> | <p>Teacher</p> <ul style="list-style-type: none"> <li>instructional strategies working best for the student</li> <li>student performance compared to peers</li> <li>patterns of performance errors/ behavior</li> <li>setting(s) where behavior is problematic</li> <li>significance of academic, speech, social, task or motor difficulties</li> <li>onset and duration of problem</li> <li>consistency from day to day, subject to subject</li> <li>interference with personal, interpersonal, and academic adjustment</li> <li>performance using different modes of expression (e.g. verbal, written, kinesthetic)</li> </ul> <p>Parents</p> <ul style="list-style-type: none"> <li>health issues impacting learning</li> <li>orthopedic or neurological issues</li> <li>hearing/vision checks</li> <li>perceptions on learning, behavior, speech or motor difficulties</li> <li>interference of identified difficulty on outside of school activities</li> <li>social expectations at home</li> <li>cultural factors influencing child</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>interests/strengths</li> <li>perception of difficulties</li> <li>ideas about what s/he needs</li> <li>personal adjustment</li> </ul> | <p>Student’s learning style match for instruction</p> <p>Use of supportive technology</p> <p>Setting analysis including:</p> <ul style="list-style-type: none"> <li>target behavior, antecedents, conditions, consequences</li> <li>dimensions and nature of the problem</li> <li>transitions</li> <li>large group instruction</li> <li>small group instruction</li> <li>independent work time</li> <li>groups work time</li> </ul> <p>Processing directions</p> <p>Cultural factors</p> <p>Access barriers</p> <p>Interactions</p> | <p>ITBS/ITED and other academic assessments</p> <p>Cognitive assessments</p> <p>Preference/ interest inventories</p> <p>Motivation scales</p> <p>Personal adjustment and behavior rating scales</p> <p>CBM/CBA/CBE</p> <p>Progress monitoring</p> <p>Response to interventions</p> <p>FBA - nature and dimensions of behavior (frequency, duration, latency, intensity), including anecdotal notes</p> |