Assessing Present Levels, Progress, and Regression during COVID

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Save the Date for Part II!

- August 26, 2020 at 7:30 pm
  - Armed with the ability to better understand your child's skill level and some time to collect data…
  - Part II will focus on what to do with this data
    - We will:
      - help you evaluate your child's needs and
      - discuss how best to advocate for your student during this school year.


WE SEE YOU!
WE ARE WITH YOU!

Questions?

- We will take questions at the end. You can ask live or leave your question in the chat box.
- No “I” questions
  - Please frame your questions as hypotheticals.
  - If you have particular questions about your child, we can talk more after the webinar.
  - You can email Allie at arosenblatt@markmartinlaw.com
  - You can email Annie at Annie@SpecialEdGuidance.com

ACADEMIC Math Calculation

Document student's academic achievement and functional performance levels in academic areas, as appropriate

Source(s): Other (

Curriculum-based measurements, informal assessments, informal observation, general education progress report

)

Instructional Grade Level Performance: Beginning of First Grade

(Consider private, state, local school system, and classroom based assessments, as applicable.)

Summary of Assessment Findings (including dates of administration):

[redacted] is an end of first grade student enrolled in Mr. [redacted]' classroom. [redacted] is receiving special education services in the areas of Reading [redacted], Writing, and Speech & Language with the primary [redacted]lity of Other [redacted]lth Impairment. Based on informal assessments/classwork data, [redacted] was able to identify the number that comes before a given number within 20 with 60-80% accuracy. She was able to identify the number that comes [redacted]er a given number within 20 with 100% accuracy. [redacted] was able to count forward starting from any number with 80-100% accuracy. She was able to count to tell the number of objects within 20 with [redacted]o 100% accuracy. She experienced more difficulty with writing the corresponding numbers. When given objects or pictures to add, [redacted] was able to independently add numbers within 10 with 100% accuracy and within 20 with 60% accuracy. [redacted] was able to subtract within 10 with [redacted]% accuracy.

Based on aNet Data; [redacted]'s scores are the following: Quarter 1- 80% and Quarter 2- 93%. Based on Math Unit assessments data, [redacted]'s scores are the following: Unit 1-([redacted] Difference to 10)-74%, Unit 2 (Place value to 20)- 74%, Unit 3- (Length -Measurements), 78%.

4/28/20- Based on general educator progress report, [redacted] can add/subtract within 10 using manipulatives, measuring using cubes, and counting-on using a number line.

4/29/2020- Based on data before COVID 19 school closure, [redacted] can identify the number that comes before a given number within 20 with 80% accuracy. She can identify the number that comes after a given number within 20 with 100% accuracy. [redacted] was able to count forward starting from any number with 100% accuracy. She can count to tell the number of objects within 20 with 90% to 100% accuracy. When given objects or pictures to add, [redacted] can independently add numbers within 10 with 100% accuracy and within 20 with 60%accuracy. [redacted] can subtract within 10 with 60% accuracy.

Since her last IEP meeting, [redacted] has made progress but is still performing below grade expectancy. In order to make this progress, we have moved at a slower pace than her non-disabled grade level peers. She participates in daily small group math instruction. During whole group, general education curriculum instruction, [redacted] is able to access the general education curriculum through the use of visual/picture support, extended time, use of graphic organizers, highlighters, and use of manipulatives. She benefits from small group math instruction. Based on the first math content standards, [redacted] should be able to understand that the two digits of a two-digit number represent amounts of tens and ones and compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. At this point in kindergarten, [redacted] is solving math problems with guidance and support. In order to narrow the gap, [redacted] will work on adding and subtracting two-digit numbers.

Does this area impact the student's academic achievement and/or functional performance? Yes

Frequent and/or immediate feedback	Weekly		Duration: 36 Weeks	• (P) General Education Teacher • (O) Special Education Classroom Teacher

Clarify location and manner:

[redacted] should be given frequent and/or immediate feedback to increase her motivation when answering questions or completing classroom tasks.

Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
Instructional Support(s) - Repetition of directions	Anticipated Frequency Weekly	05/09/2020	05/08/2021 Duration: 36 Weeks	• (P) General Education Teacher • (O) Special Education Classroom Teacher

Clarify location and manner:

[redacted] should be provided with repeated directions throughout the day to ensure comprehension.

Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
Instructional Support(s) - Check for understanding	Anticipated Frequency Weekly	05/09/2020	05/08/2021 Duration: 36 Weeks	• (P) General Education Teacher • (O) Special Education Classroom Teacher

Clarify location and manner:

[redacted] should be provided with checks for understanding before being given directions.

Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
Instructional Support(s) - Other: Phonemic Prompts	Anticipated Frequency Weekly	05/09/2020	05/08/2021 Duration: 36 Weeks	• (P) General Education Teacher • (O) Special Education Classroom Teacher

Clarify location and manner:

[redacted] would benefit from phonemic prompts (first sound of targeted vocabulary word (p-p-p (to help her say: pizza) to assist in word retrieval as needed.

Nature of Service	Frequency	Begin Date	End Date	Provider(s):

Supplementary aids, Services, Program Modifications & Supports

Goals & Objectives

- Goals are overarching umbrella skills
  - Can be hard to test the goal if it's new because foundational skills may not have been taught yet especially if this is a new skill
- Objectives should lead to the goal and breaks the goal down into skills (usually and hopefully)
  - Objectives may need to be learned before skills on the goal can be demonstrated
- Both should be measurable
- Common issues:
  - Hard to measure
  - Hard to understand exactly what the child should be working on
  - May be vague
  - May involve multiple skills in one objective

What to do if you don’t understand?

- Google is your friend!
- Email or call the teachers to ask questions.
- Get examples from the teachers.
- Ask for parent training outside of the time you are with your child.

Example Goal Page

By May 2021, with modeling, support, and given manipulatives, [redacted] will be able to add and subtract within 100 with 80% accuracy as measured by informal assessments.

By: 05/08/2021
Evaluation Method: Informal Procedures
With: 80 % Accuracy
ESY goal? Yes

Objective 1 :

[redacted] will count to 100 by ones and by tens.

Objective 2 :

[redacted] will count to tell and write the number of objects within 100.

Objective 3 :

[redacted] will add within 100 using manipulatives.

Objective 4 :

[redacted] will subtract within 100 using manipulatives.

Conditions: What you give your child to do the skill

- "Given sound cards and word cards, Lara will be able to know and apply grade-level phonics and word analysis skills in decoding words with 80% accuracy as measured by informal assessments."
- "With modeling, support, and given manipulatives, Lara will be able to add and subtract within 100 with 80% accuracy as measured by informal assessments."

Common Conditions

- Model
- Verbal prompt
- Visuals
- Fading prompts
- Adult support
- Picture cues
- “field size”
- Instructional level text
- Grade level text

- Manipulatives
- Scissors
- Hand-over-hand support
- Process guide
- During independent math time
- Using a self-monitoring checklist
- Passages from a content area class
- A writing prompt
- During lectures in social studies

SKILL: What you see your child DO or SAY

- “Given sound cards and word cards, Lara will be able to know and apply grade-level phonics and word analysis skills in decoding words with 80% accuracy as measured by informal assessments.”
- “With modeling, support, and given manipulatives, Lara will be able to add and subtract within 100 with 80% accuracy as measured by informal assessments.”

Performance Criteria: the level the child must do the skill

- “Given sound cards and word cards, Lara will be able to know and apply grade-level phonics and word analysis skills in decoding words with 80% accuracy as measured by informal assessments.”
- “With modeling, support, and given manipulatives, Lara will be able to add and subtract within 100 with 80% accuracy as measured by informal assessments.”

Performance Criteria Examples

- **Criterion level** – the performance level
  - Examples: percent of time, number of times out of number of trials, with percent accurate on work sample, with __ or fewer errors, words correct per minute, with no more than ____ occurrences of ____, independently
- **Number** – the number of times the skill must be performed at the criterion level to reach mastery
  - Examples: the child must complete: five out of six consecutive trials, three consecutive data points, either consecutive days, four out of five consecutive weeks, two times per week
- **Evaluation schedule/method** - how frequently the child will be assessed and the method of the assessment
  - Examples: the child will be assessed daily, weekly work samples, teacher-developed scoring rubrics

Clarifying Goals

"Given sound cards and word cards, Lara will be able to know and apply grade-level phonics and word analysis skills in decoding words with 80% accuracy as measured by informal assessments."

Given sound cards and word cards, Lara will read words with 1) digraphs, 2) final –e convention, 3) vowel teams that represent long vowel sounds, 4) regularly spelled one-syllable words with 95% accuracy on four out of five consecutive weeks as measured with a weekly probe

Clarifying Goals

With modeling, support, and given manipulatives, Lara will be able to add and subtract within 100 with 80% accuracy as measured by informal assessments.”

Given manipulatives, Lara add and subtract within 100 with **80% accuracy** (with at least 5 problem per test) on 5/6 probes as measured by weekly tests .

Now You Know…What to do!

- When collecting data,
  - Let your child have breaks
  - Think about the time of day that works best for your child
  - Do at least five different samples of the same skill. This can be done over a couple different times.
  - When in doubt take more notes than less
  - Take data on the first response even if it’s wrong.

Skills on the IEP Seem too Hard…what to do…

- Go back to the last IEP and read the goals and objectives to see if your child can do those.
- Review the objectives within the goal and try to teach/test those skills.
- Ask for additional support from the teacher. This may be the general education teacher or the special education teacher.
  - You may need additional behavior support, additional visuals, clarification on teaching the skill
- Review the supplementary aids/services (including the clarification sections) to see what behavioral and teaching supports the teachers were using for your child.