

# Types of Assessments

## Academic Information

measures of student performance as demonstrated on formative and summative assessments.

- **Achievement** – individually administered standardized tests that measure a student's skills in a variety of academic areas. Examples: mathematics, reading, science and social studies
- **Classroom Performance** – information collected on the student's learning and progress in the classroom. Examples: end of the chapter tests, portfolio assessment, classroom-based assessment, progress-monitoring data, interim assessments, benchmark assessments
- **Teacher Report** – information provided by any or all of the student's current teachers. Examples: information pertaining to a student's organizational skills, attention to task, work/study habits, grades

## Adaptive Skills

measures to determine skills necessary to function adequately within a person's home, school or community environment. Examples: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work

## Assistive Technology

procedures to determine if a student requires devices or services to increase, maintain or improve functional capabilities. Examples: functional environmental evaluation to determine the need for devices including, but not limited to, a communication board, adapted equipment or computer software

## Behavioral Performance

measures to determine a student's behavioral, social and/or affective status. Examples: conduct in the classroom, ability to attend or focus, self-concept, emotional functioning, relationships with others

- **Functional Behavioral Assessment (FBA)** – structured process to determine the possible functions of a student's behavior so interventions and modifications can be developed. Examples: systematic observations, data collection, interviews

## Communication

measures to determine skills necessary to understand and express information. Examples: speech sounds, oral language, phonemic awareness, facial expressions, body movements, gestures, touch

## Developmental Skills

procedures to determine the student's early learning and school readiness. Examples: developmental milestones in communication, motor, cognitive, social emotional, self-help

## Health

acquisition of information to determine the effect of health concerns on educational performance. Examples: report of a medical diagnosis from a physician or health history

## Hearing/ Audiological

measures to determine the student's ability to hear or process language.

- **Functional Listening Evaluation** – assess how a student's listening abilities are affected by noise, distance and visual input in the student's natural listening environment

### **Information from the Parents**

acquisition of information from the parents to assist in evaluation and program planning. Examples: social/emotional, developmental history, student preferences, medical history, cultural influence, behavioral information

### **Intellectual Ability**

individualized, standardized measures to assess a student's ability or potential to learn. Examples: perception, cognition, memory, processing speed, verbal and non-verbal skills

### **Motor Skills**

measures to determine a student's gross and fine motor development. Examples: mobility, muscle tone, balance, coordination, accessibility

### **Observation(s)**

a purposeful study of the student in a variety of activities, situations and/or times at school, home or other settings. Examples: data collection of student behavior and/or performance in a variety of classes and/or unstructured settings

### **Perceptual-Motor**

measures to determine the student's ability to convert what is seen to written form. Example: reproducing a pattern from a sample

### **Social Skills**

measures to determine the student's ability to initiate and maintain positive relationships with others. Examples: making friends, problem-solving, cooperating with others, following rules, showing appreciation

### **Transition Assessments**

a planned, continuous process of obtaining, organizing and using selected formal and informal information to assist students in decision-making and preparation for successfully meeting their goals and expectations from school to post-school activities.

### **Functional Vocational Evaluation**

real and simulated measures to determine a student's ability to perform certain aspects of a work-related task and may include a purposeful study of the student in a variety of work-related activities. Examples: hands-on work samples, progress reports, job performance checklists

- **Vocational Aptitudes** -measures to determine prerequisite abilities pertaining to the world of work. Examples: manual dexterity, proof reading words and numbers, color discrimination
- **Interests/Preferences** – measures to assist with post-secondary planning, including schooling, employment and adult living. Example: career assessment inventory

### **Vision**

measures to determine the student's functional vision and/or physical eye conditions. Examples: ophthalmological, optometrist report

- **Orientation and Mobility** – assesses the ability of the student who is low vision, blind, or deafblind in the use of his/her remaining senses to determine his/her position in the environment and in techniques for safe movement from one place to another. Examples: concept development, pedestrian safety, cane skills, route planning