

## Examples of Skill-Based Assessment Data

The following examples may be only a portion of a child's skill-based assessment. Skill-based assessment is necessary in all areas of suspected disability. These examples represent individual segments of a student's comprehensive evaluation report. Specific skills identified in the examples may be appropriate to be included in the Present Levels of Academic and Functional Performance of a student's IEP.

### **Example 1: A three-year old child with concerns in communication (language), social behavior, and cognitive skills**

#### ***Brigance Diagnostic Inventory and Informal Checklist:***

#### **Areas of Strength:**

##### GENERAL KNOWLEDGE (Cognitive)/PREACADEMIC SKILLS:

- Is able to point to eyes, nose, hair, head
- Is able to identify nose, eyes, ears, feet
- Understands directional/positional concepts-close/open, front/back, in/out, on/off
- Turns individual pages in a book
- Is able to randomly point to objects in a book

##### PERSONAL-SOCIAL:

- Plays cooperatively with others
- Allows others to play with him
- Imitates the play of others
- Is proud of himself

##### COMMUNICATION (Language):

- Answers "who, what, where" questions
- Asks "where" questions
- Uses the pronouns "he", "me", and "my"
- Uses some three-word utterances

#### **Areas of Need:**

##### GENERAL KNOWLEDGE (Cognitive)/PREACADEMIC SKILLS:

- Is unable to identify mouth, legs, arms, fingers, thumb, neck
- Is unable to match or point to basic colors-red, orange, green, blue, yellow, purple
- Is unable to match or point to basic shapes-circle, square, triangle
- Is unable to identify use of objects-chair, cars, beds, house, pencil
- Is unable to classify objects-animals, toys, things you ride in
- Is unable to count past 2
- Is unable to give objects upon request
- Is unable to identify any letters of his name
- Is unable to attend to story being read
- Does not know any of the alphabet song or other nursery rhymes

#### PERSONAL-SOCIAL:

- Is unwilling to take turns or share
- Is unable to engage in one activity for more than a couple minutes
- Is unable to initiate social contact with other children and adults

#### COMMUNICATION (Language):

- Does not use “s” on the ends of words to mark possession and plurals
- Does not use “ing” on words such as “crying” in daily speech
- Does not ask “why” questions, or simple questions such as, “can he come?”
- Does not use pronouns “she/her, they/them”

### **Example 2: An eight-year-old student with concerns in all areas of reading and listening comprehension**

**Benchmark Level:** Meets grade level expectations and occasionally may need differentiated instruction

**Strategic Level:** Below grade-level expectations and requires targeted assistance for progress

**Intensive Level:** Significantly below grade level expectation and requires substantial intensive instruction

#### **Basic Reading Skills**

##### ***CORE Phoneme Deletion Test:***

For this portion of the assessment, the student is asked to identify and delete the initial sound in a word (ex., (c)old, old; (c)at., at), identify and delete the final sound in a word (ex., droo(p), drew sea(t), sea), identify and delete the first sound in a consonant blend (ex, (f)reight, (p)layer), and identify and delete an embedded sound of a consonant blend (ex., b(l)end, t(w)in). This assessment helps determine whether there are deficits in phonemic (sound) awareness.

##### ***CORE Phonological Segmentation Test:***

For this portion of the assessment, the student is asked to break sentences into words, break words into syllables, and break words into phonemes. This assessment helps determine whether there are deficits in phonemic (sound) awareness.

##### ***CORE Phonics Survey:***

Students are asked to identify letters, sounds, and read words and nonsense words to assess the student’s ability to use phonics to decode words. This assessment points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction.

#### **Strengths in Basic Reading:**

- Phoneme Deletion: Deleting final sound – 5/5 (Benchmark)
- Phonological Segmentation: Breaking Sentences into Words – 5/5 (Benchmark)
- Phonological Segmentation: Breaking Words into Syllables – 8/8 (Benchmark)
- Phonological Segmentation: Breaking Words into Phonemes –9/10 (Benchmark)

- Reading short vowels in consonant-vowel-consonant words (ex., sip, let, cat) – 14/15 (Benchmark)
- Reading Consonant blends with short vowels words (ex., stop, trap, quit) – 15/15 (Benchmark)
- Reading Short vowels, digraphs and –tch trigraphs words (ex., when, chop, rich) – 14/15 (Benchmark)

#### **Needs in Basic Reading:**

- Phoneme Deletion: Deleting first sound of a consonant blend (ex, sport becomes port; black becomes lack)– 2/5 (Intensive)
- Phoneme Deletion: Deleting embedded sound of a consonant blend (ex, sport becomes sort; black becomes back) – 3/5 (Intensive)
- Phoneme Deletion: Deleting the initial sound in a word (ex, pan becomes an; cup becomes up) 4/5 (Strategic)
- Reading R-controlled vowel words (ex, harm, dirt, form) – 6/15 (Intensive)
- Reading Variant vowels words (ex., few, down, toy) – 9/15 (Intensive)
- Reading Long vowel words (ex., tape, key, lute) – 12/15 (Strategic)

### **Reading Fluency**

#### ***Informal Reading Inventory, 6<sup>th</sup> Edition:***

The student reads passages at various grade levels while word accuracy and rate are calculated.

#### **Strengths in Reading Fluency:**

- Reading rate (words per minute) – Pre-Primer level - 78 wpm (Below Benchmark);
- Word Recognition – PrePrimer Level 91%

#### **Needs in Reading Fluency:**

- Reading rate (words per minute) – Primer-level 68 wpm (Below Benchmark); 1<sup>st</sup>-grade level 49 wpm (Below Benchmark) .
- Word Recognition – Primer 79%; 1<sup>st</sup>-grade level 74%

### **Reading Comprehension**

#### ***Informal Reading Inventory, 6<sup>th</sup> Edition:***

**Oral Reading Comprehension:** The student reads passages aloud and then answers comprehension questions asked by the teacher.

**Silent Reading Comprehension:** The student reads passages silently, and then answers comprehension questions asked by the teacher.

#### **Strengths in Reading Comprehension:**

##### **Oral Reading Comprehension:**

- Pre-Primer Level Passage – Overall Oral Reading Comprehension- 100%
  - o Oral Reading Detail Comprehension Questions – 88%
  - o Oral Reading Sequence Comprehension Questions – 100%

- Oral Reading Vocabulary Comprehension Questions – 100%

**Silent Reading Comprehension:**

- Pre-Primer Level Passage – Overall Silent Reading Comprehension- 100%
- Primer Level Passage – Overall Silent Reading Comprehension- 90%
- 1<sup>st</sup> Grade Level Passage – Overall Silent Reading Comprehension- 88%
  - Silent Reading Main Idea Comprehension Questions– 100%
  - Silent Reading Detail Comprehension Questions – 100%
  - Silent Reading Vocabulary Comprehension Questions – 100%
  - Silent Reading Inference Comprehension Questions – 88%

**Needs in Reading Comprehension:**

**Oral Reading Comprehension:**

- Primer Level Passage – Overall Oral Reading Comprehension- 77%
- 1<sup>st</sup>-grade Level Passage – Overall Oral Reading Comprehension- 44%
  - Oral Reading Main Idea Comprehension Questions– 66%
  - Oral Reading Cause and Effect Comprehension Questions – 66%
  - Oral Reading Inference Comprehension Questions – 33%

**Silent Reading Comprehension:**

- Silent Reading Sequence Comprehension Questions – 66%
- Silent Reading Cause and Effect Comprehension Questions – 75%

**Listening Comprehension**

***Informal Reading Inventory, 6<sup>th</sup> Edition:***

**Listening Comprehension:** The teacher reads passages aloud to the student, who then answers comprehension questions.

**Strengths in Listening Comprehension:**

- Pre-Primer Grade Level Passage – Listening Comprehension- 80%
  - Listening Main Idea Comprehension Questions– 100%
  - Listening Sequence Comprehension Questions – 100%

**Needs in Listening Comprehension:**

- Primer Level Passage – Listening Comprehension- 44%
- 1<sup>st</sup> Grade Level Passage – Listening Comprehension- 33%
  - Listening Detail Comprehension Questions – 33%
  - Listening Cause and Effect Comprehension Questions – 25%
  - Listening Vocabulary Comprehension Questions – 0%
  - Listening Inference Comprehension Questions – 33%

**Example 3: A five-year-old student with articulation concerns.**

***Speech Sample***

Strengths:

August 2013

IEP -A Technical Assistance Guide

- Produces the following age appropriate sounds: /p, m, n w, h, b, d, g, k, ing, y/ in conversation.
- Student is able to produce /s, z, ch, sh, l, j/ in isolation

Weaknesses:

- Student tends to distort the sounds by lateralizing the sounds (airflow through the sides of the mouth as opposed to the middle).
- Difficulty producing the, /t, j, f/ sounds in words, sentences and in conversation.
- Even though, the sounds /sh, ch/, and blend sounds in words are developmental in nature, Student is making progress with these sounds so they will be addressed.

**Example 4: 12-year-old student with Asperger's Syndrome with concerns in language**

***CELF-4 Pragmatics Profile***

***Language Observation***

Strengths

- Student can understand and use age-appropriate spoken language vocabulary in day-to-day speech.
- He/she is able to form simple, compound, and complex sentences with correct grammar usage in his/her conversational speech.
- He/she is able to understand and recall information presented in order to participate in discussions in the classroom.
- Student demonstrates turn-taking skills by initiating, responding, maintaining, and terminating a conversation appropriately.
- He/she utilizes relevant and appropriate language for the situation with the use of eye contact.

Needs

- Student struggles with communication rituals and communication skills, such as asking for, giving, and responding to information; and making and responding to greetings and farewells in social situations.
- Does not have age-appropriate skills in interpreting and demonstrating nonverbal communication, such as facial cues, body language, and the tone of voice pertaining to social situations and school rules.
- He/she has difficulty reading social situations (scripts) and showing appropriate sense of humor during communication situations.

**Example 5: A thirteen-year-old student with social behavior concerns.**

***Behavior Checklist***

Student's teachers completed a checklist regarding behaviors he/she displays in class. The following behavior **strengths** were noted:

- Likes to share joke book and coin collection (Teacher B)
- Like to help with little jobs (Teacher B)
- He/she uses humor appropriately and can tell all kinds of interesting stories (Teacher C)
- Student seems to be a very kind student who can make good choices when he/she wants to earn a reward (Teacher C)

The following behaviors were noted as being observed *frequently*:

Hyperactive:

- Constant movement in desk (Teacher B)
- Constant verbal behavior (Teacher B, Teacher C)
- Has nervous muscle twitches, eye-blinking, nail-biting, etc.(Teacher B)

Withdrawn

- Seems generally unhappy (Teacher A, Teacher B)
- Stares blankly into space (Teacher A)
- Rarely asks for assistance even when work is too difficult (Teacher A, Teacher B, Teacher C)
- Does not attempt work (Teacher B, Teacher C)
- Apprehensive about committing self to a response (Teacher A, Teacher B)

Poor Attention/Concentration

- Does not follow oral lessons (Teacher B)
- Does not follow lessons on board or visual materials (Teacher B)
- Rarely completes any assignments (Teacher B)
- Easily distracted from task by ordinary classroom stimuli (minor movement, noises) (Teacher C)

Aggressive

- Verbally attacks and provokes other children (Teacher B, Teacher C)
- Steals (Teacher B, Teacher C)
- Explosive or angry when things do not go own way (Teacher B, Teacher C)
- Argues with the teacher over behavior (Teacher B, Teacher C)
- Destructive of others' belongings and schoolwork (Teacher B)

Disruptive

- Doesn't follow class or school rules (quiet, on time, etc.) (Teacher B)
- Interrupts lessons by antics (verbal or physical) (Teacher B)
- Does not conform to limits on own without control from others (Teacher B)

Uncooperative

- Blames other for own mistakes (Teacher A, Teacher B)
- Defiant of teacher's requests (Teacher B)
- Argues with peers over minor situations (Teacher B)
- Must have last word in arguments (Teacher A, Teacher B, Teacher C)

Manipulative

- Wants excessive visits to the bathroom (Teacher A)
- Works only when given individual help (Teacher A, Teacher B)
- Blames mistakes on anything but self (size of book, your directions, etc) (Teacher B)

Inappropriate Social Behavior

August 2013

IEP -A Technical Assistance Guide

- Has no friends at school (Teacher B)
- Does not initiate play or talk with peers (Teacher B)
- Is avoided by peers at school (Teacher B)
- Does not function in group or class discussions (Teacher A, Teacher B)
- Ridicules peers, torments younger or smaller students (Teacher B)
- Teacher B further notes that Student is very disrespectful and defiant towards authority. He/she mumbles to himself/herself and makes rude comments to classmates under his/her breath.

**Example 6: A fifteen-year-old student with a cognitive disability:**

***Adaptive Behavior - Parent and Teacher Input and Interview:***

**Strengths:**

**Daily Living**

Domestic Skills:

- Cleans up work area at the end of an activity (teacher)
- Puts away personal belongings, such as coat and books (teacher)

**Social Skills**

Coping Skills:

- Responds appropriately to correction (teacher)
- Understands good-natured teasing (teacher)

**Needs:**

**Daily Living**

Personal Skills:

- Using utensils to feed self (parent, teacher)
- Putting on clothing with zippers (parent, teacher)

Domestic Skills:

- Using caution around dangerous items, such as a stove or knives (parent, teacher)
- Assisting in daily chores, such as dusting or picking up his room (parent, teacher)

Community:

- Using a telephone (parent, teacher)
- Counting individual items one-by-one (parent, teacher)

**Social Skills**

Interpersonal Relationships:

- Sharing personal belongings with others (parent)
- Using language to express feelings (parent, teacher)

Play and Leisure Time:

- Playing simple games with peers (parent)
- Relating to peers with minimal supervision (parent, teacher)

Coping Skills:

- Transitioning appropriately from one activity to another (parent)
- Using manners, such as saying “please” and “thank you” (parent, teacher)

**Example 7: A sixteen-year-old student with a transition evaluation**

## **Employment:**

### **Strengths:**

- Demonstrates good attendance
- Is punctual
- Recognizes the need to eventually support self
- Responds appropriately to authority figures
- Understands different jobs require varying levels of training
- Demonstrates necessary interpersonal skills to work with others
- Has had community-based work experience

### **Needs:**

- Does not demonstrate proper hygiene and grooming
- Does not understand the factors that influence job retention, promotion and dismissal
- Is unable to access various resources for assistance in job searching
- Does not demonstrate the skills necessary to perform successfully in a job interview
- Does not demonstrate the skills necessary to accurately complete a job application
- Does not have a realistic expectation of vocational potential

## **Education:**

### **Strengths:**

- Identifies a variety of post secondary options
- Demonstrates self awareness
- Demonstrates self confidence

### **Needs:**

- Relevant supports have not been identified and included in the student's transition plan
- Has not undergone vocational assessment
- No plans have been made for post secondary housing
- Application for post secondary training/learning has not been made
- Application has not been made for financial assistance to access post secondary training/learning

## **Independent Living:**

### **Strengths:**

- Chooses appropriate free-time activities
- Acts appropriately in public
- Initiates and participates in a variety of recreational activities with friends outside the home
- Effectively communicates with others

### **Needs:**

- None noted

## **Home Living:**

### **Strengths:**

- Demonstrates the ability to use the telephone
- Dresses appropriately for specific situations
- Performs household cleaning/laundry

August 2013

IEP -A Technical Assistance Guide

- Is able to safely perform light household maintenance
- Treats minor medical problems, performs basic first aid, and knows when to seek medical assistance
- Practices preventative health care
- Knows how to respond to household emergencies
- Understands nutrition and is able to plan balanced meals
- Manages own money responsibly
- Demonstrates an understanding of basic parenting skills
- Is able to prepare and serve foods that require a variety of cooking procedures

**Needs:**

- Does not demonstrate the qualities of a good citizen
- Does not have an acceptable understanding of concepts related to sexual awareness
- Does not understand checking and savings accounts
- Does not have the skills necessary to perform written correspondence

**Community Participation:**

**Strengths:**

- Can use relevant community resources
- Can get around in the community
- Demonstrates an understanding of basic insurance needs

**Needs:**

- Does not demonstrate appropriate social behavior in the community
- Does not understand cost saving techniques
- Does not have a realistic plan to address post secondary housing needs
- Is unable to understanding purchasing options and pay for large purchases