Course: Instruction in Self-Advocacy

Self-Assessment Selection and Accommodation Tool

Providers should do the following prior to delivering an assessment:

* Determine what information you and the student want from the assessment
* Take the assessment before giving it to students to identify if it is a good fit for the student
* Use the questions below to consider what accommodations and supports will be needed to ensure student engagement and accurate results

Providers should consider the student’s reading needs using the following questions:

* What is the student’s independent reading level?
	+ Consider Fluency and Comprehension
	+ Suggestions for Administering Assessment: show the student’s teacher the assessment and get their input on if student can complete it independently
* Does the student need the assessment read out loud?
	+ Suggestions for Administering Assessment: provider reads it out loud to a small group of students, read aloud in a one-to-one setting, and utilize a school aide to help deliver the assessment with read aloud
* Does the student need picture or visual supports to understand the questions and answer choices?
	+ Suggestions for Administering Assessment: print pictures that represent the questions and/or answers, select an assessment that is picture-based
* Is there vocabulary used in the assessment that may need to be explained?
	+ Suggestions for Administering Assessment: create a list of possible words that may need to be explained to the student, and review challenging vocabulary before giving the assessment

Providers should consider the best time to assess a student using the following questions:

* What time of day works best for the student? Does the morning or afternoon work better?
	+ Suggestions for Administering Assessment: try to schedule the assessment at a time where the student is most focused, and do not pull students from a fun activity or class that they will not want to miss
* Does the student need extended time to complete the assessment?
	+ Suggestions for Administering Assessment: plan so that the student will not have to be interrupted while taking the assessment
* Will the assessment need to be chunked and given at separate sessions?
	+ Suggestions for Administering Assessment: separate the assessment into 2-3 separate actions and complete it over 2-3 days

Providers should also consider the setting and method they use to assess students using the following questions:

* Does the student need one-to-one assistance or can it be done in a small group?
	+ Suggestions for Administering Assessment: use paraprofessionals or ask teachers to assist with giving students individual assessments if needed
* If it is a computer-based assessment, can the student access the computer independently (mouse skills, typing, reading on the screen)?
	+ Suggestions for Administering Assessment: Make choice cards using note-cards that students can use to answer. The provider can operate the computer, if needed. Also, consider providing a printed out copy of the assessment.
* Does the student need a scribe to record their answers?
	+ Suggestions for Administering Assessment: provider can write and/or type answers for the student
* Would an individual interview type assessment give more accurate results?
	+ Suggestions for Administering Assessment: do not present student with paper/pencil or computer. Ask them questions in a conversational format
* Is there a need for manipulatives? (ex: choice cards)
	+ Suggestions for Administering Assessment: Make cards with A, B, C, D the students can point to for multiple choice assessments, and allow students to hold “fidgets” to help them focus while they take the assessment

Example Accommodations for Self-Assessments:

* Alternate Format - Rearrange assessment so that there are fewer items on one page
* Alternate setting - Allow student to take assessment in a setting they are most comfortable in
* Allow breaks - Some students need frequent breaks in order to maintain focus
* Extended time - Give student as much time as they need to complete the assessments
* Transcription - If a student has trouble writing or operating a computer, they can dictate their answers as you fill out the assessment for them
* Read Aloud - Provide audio recordings of the assessment or read the assessment out loud to the student
* Large print - print materials in enlarged print for students who have visual impairments
* Visual Aides - Create picture cards that help the student to better understand the questions on the assessment (ex: picture or eyes, ears, and hands to represent the different learning styles on a Learning Style Inventory)
* Assistive Technology - Student may use a communication device to communicate. Communicate with teacher to get appropriate words/phrases needed to participate in the assessment uploaded to the device