

Helping Kids Ask Assessment Questions

Engaging children in assessment by identifying the problem they want to solve



Prompts

- Brain Questions
 - Is there anything you'd like to learn about the brain? Is there anything you'd like to learn about your brain?
- Compare/Contrast Questions
 - You said you love to read but hate to write. Maybe a good question is: Why do I love to read but hate to write?
- The Next Construction Project
 - Your parents said your reading has really taken off. What's the next thing you want to work on?
- Reframing "Boring" or "Bad At"
 - You said reading is really boring. I wonder if there's a way we could make it not so boring?
 - You said you're just really bad at science. I wonder if we could figure out what's making it so challenging?
- Wish/Change Questions
 - If you had a magic wand, what's one thing you would change about your life right now? I wonder if there's a question we could ask that help with that.
 - What really frustrates you? I wonder if we could find a way to change that.
- Observation Questions
 - You said the picture memory task seemed way easier than the number memory task.. I wonder if one of our assessment questions should be, "Why is it easier to remember what I see?"

Tips

- ☐ Children may not know the question they want to ask right away.
- ☐ Some questions may seem very unrelated to the adults' assessment questions - this is ok! Any question is a good question.
- ☐ These prompts are most effective when they are integrated throughout the testing process, as children become more comfortable - and more curious!
- ☐ If a child is unsure of their question, write it on a post-it to make it less "permanent." Keep it in their file and review it at the end of testing to see if they'd like to change their question(s) at all.

Collaborative Reflection Questions

Building a shared language by helping children articulate their experiences



Prompts

- Tell me when something feels easy, fun, challenging, tiring, or frustrating.
- What made that fun for you?
- I can see you're really struggling with this one. I'm not saying you have to do it, but can you tell me what's getting in your way?
- Does that remind you of anything from school or home?
- Which of those tasks were hardest and which were easiest? Why do you think that is?
- Did you use any strategies for that one?
- I noticed you started talking yourself through the last few items. Was that helpful to you? Why?
- You said you liked trying to remember the pictures but didn't like trying to remember the numbers. Why do you think that is?
- You were telling me that you hate math but you just said you love to bake. Baking has a lot of math in it. What's the difference?
- How would you describe what was hard about that task?
- What could we change that would make that task easier or less frustrating for you? What if...?
- I thought I noticed...tell me if you agree, disagree, or would say it differently. %
- What do other people do that helps you when you have a task like this?

Tips

- ☐ Ask these questions during transitions, such as taking out new testing materials, or during break times, such as while playing a card game.
- ☐ The goal of asking these questions is to understand the *child's way of explaining* their experience. There are no wrong answers.
- ☐ Do not give feedback/observations in the middle of a subtest
- ☐ Do not tell the child their scores
- ☐ Do not share a diagnosis based on incomplete data or without parent consultation