



Assessment Application Activity

Description

The assessment application activity asks you to complete the five-step assessment process with one learner. You will identify a learner who you are concerned about, follow the five-step process of learning about, assessing, analyzing, and creating a plan for support and progress monitoring.

Materials

1. [Learner Assessment Report Template](#)
2. Assessment data from learner (review of records, observations, interviews, results from [Resources for Screening](#) and regional assessments)

Objectives

By the end of the module, you will be able to:

1. Learn about a learner from multiple people
2. Learn about a learner from multiple assessment sources
3. Use data collected about a learner to develop a learning plan with measurable goals
4. Create a progress monitoring plan to continue to collect data on learner's progress

Purpose

The purpose of this activity is to practice assessing a learner's academic, social, emotional, and/or behavioral strengths and needs. This activity aims to support learners who are struggling in school due to differing languages, abilities, and access to resources. Students, families/caregivers, and educators will benefit from knowing how to learn about, assess, and support learners' growth in a collaborative manner.

Steps

For this activity, you will complete the following steps:

1. Learn about the learner strengths, interests, preferences, and needs to support development of academics and social, emotional, and behavioral skills
 - a. From the learner
 - b. From the family/caregiver
 - c. From other teachers/school personnel
2. Administer assessments and collect data
 - d. Formal: academic, behavioral
 - e. Informal - classroom assignments, anecdotal notes, self-reflection
 - f. Observations: social, emotional, behavioral

3. Analyzing data and write a report that is accessible to learners (when appropriate), families, educators, and support providers
4. Create a [Learner Assessment Report \(template\)](#) with measurable goals that involves the learner and family/caregiver in planning with a team
5. Collaborative progress monitoring with regular check-ins

Context

Please include ways to contextualize the activity for different audiences, regions, and policies.

- Learn about goals, preferences, and needs of the learner and their family
- Provide documents in the language of the learner and family (e.g., Spanish support activities and resources)
- In some countries, the psychologist assess learners and the teacher monitors academic progress, find out what the process is for the school
- Test out the assessment and document and make changes as needed
- Adapt assessments and resources for the population you are serving
- Examine any biases or misconceptions you may have about the learners, family, and community members

[Link to Resources for Screening](#): Math, Reading, Writing, Speech and language, Social, Autism, Behavior, Executive Functioning

Rubric

Expectations of the Practice

Rubric Area	Developing	Beginner	Proficient
Learn about the learner's strengths, interests, preferences, and needs to support development of academics and social, emotional, and behavioral skills from the learner, family/caregiver, and other teachers/school personnel. (Objective 1)	I learned about the learner's strengths, interests, preferences, and needs to support development of academics and social, emotional, and behavioral skills from the learner and two adults in their life.	I learned about the learner's strengths, interests, preferences, and needs to support development of academics and social, emotional, and behavioral skills from the learner, family/caregiver, and one other teacher/school personnel.	I learned about the learner's strengths, interests, preferences, and needs to support development of academics and social, emotional, and behavioral skills from the learner, family/caregiver, and two other teachers/school personnel.
Administer assessments and	I administered assessments and	I administered assessments and	I administered assessments and

collect data: Formal, Informal, and Observations. (Objective 2)	collected data: Formal, Informal, and Observations from more than three sources (people and assessment tools.	collected data: Formal, Informal, and Observations from more than four sources (people and assessment tools.	collected data: Formal, Informal, and Observations from more than five sources (people and assessment tools.
Analyzing data and writing a report that is accessible to learners, families, educators, and support providers. (Objective 3)	I analyzed data and wrote a report that is accessible to family/caregiver and educators.	I analyzed data and wrote a report that is accessible to family/caregiver, educators, and support providers.	I analyzed data and wrote a report that is accessible to learners, family/caregiver, educators, and support providers.
Create a plan with measurable goals that involves the learner and family/caregiver in planning (Objective 4)	I created a plan with at least one measurable goal that involves the learner and family/caregiver in planning.	I created a plan with at least two measurable goals that involves the learner and family/caregiver in planning.	I created a plan with at least three measurable goals that involves the learner and family/caregiver in planning.
Collaborative progress monitoring with regular check-ins (Objective 4)	I created a collaborative progress monitoring plan for one goal with regular check-ins that included the learner, family/caregiver, and educator in monitoring and communicating progress.	I created a collaborative progress monitoring plan for two goals with regular check-ins that included the learner, family/caregiver, and educator in monitoring and communicating progress.	I created a collaborative progress monitoring plan for each goal with regular check-ins that included the learner, family/caregiver, and educator in monitoring and communicating progress.