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## Texas School for the Blind & Visually Impaired Outreach Programs

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## Texas Focus: Learning From Near to Far Learn About the Power of Authentic Assessment Rubrics to Improve Instructional Practice

**Time: 1:00-2:30 PM**

**Date: June 9, 2010**

Presented by

**Mary Ann Siller, National Consultant for Vision  
Impairment and Blindness Services**

Developed for

# Texas School for the Blind & Visually Impaired Outreach Programs

# **New Look on Essential Assessments: Partnership Between Families and Professionals**

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## **KWL**

K what do you know about a balanced assessment process that includes the essential assessments with the Expanded Core Curriculum (ECC)?

W what do you want to know about the essential assessments your child receives?

## **QUALITY PROGRAMMING FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED**

- Assessments
- Educational Programming
- Research-based Instruction
- On-going Evaluation

A research-based effective instructional continuum always begins with quality assessment data that drives both educational programming and instruction for all students with varying acuity and ability levels.

## **ASSESSMENTS**

Essential Assessments for eligibility, programming, instruction, and on-going evaluation

- Functional vision assessment
- Learning media assessment
- Expanded Core Curriculum (ECC) assessments

## FUNCTIONAL VISION ASSESSMENT

- Observe how a student uses vision to complete daily activities with a variety of materials
- Determine the degree to which the visual impairment interferes with learning
- Identify ways to increase the efficiency of visual functioning

## LEARNING MEDIA ASSESSMENT

Process of systematically gathering objective information to provide a basis for selecting appropriate learning and literacy media for students who are blind and visually impaired

(Koenig & Holbrook-TSBVI)

## ESSENTIAL ASSESSMENT RUBRIC

A rubric is an authentic assessment tool used to measure professional's work. It is a scoring guide that seeks to evaluate a professional's performance based on the sum of a full range of criteria rather than a single numerical score.

- Content
- Quality
- Professional growth
- Peer critiques
- Administrative evaluation

[Essential Assessment Rubric](#)

(DVD will be shown at the workshop)

## VIDEO SNIPPETS TO SUPPORT THE ASSESSMENT RUBRIC

Near Acuity and Discrimination refers to a functional measure of a student's visual acuity within 16 inches.

- Queue video (Essential Assessments Video that defines three broad areas of the FVA)



**Figure 1 Joy's mom explains in audio clip why ECC is important**



**Figure 2 Jack's mom explains the importance of assessing his needs.**



**Figure 3 Chris' mom explains in audio clip why ECC is important**

## ECC CONTENT AREAS

- Accessing Technology & Assistive Technology
- Career Education
- Compensatory Skills or Access Skills, including braille, functional academics , communication , and tactile graphics
- Independent Living
- Orientation & Mobility
- Recreation and Leisure
- Self-determination
- Social Interaction
- Sensory Efficiency
- Auditory
- Visual
- Tactual
- Olfactory
- Gustatory
- Kinesthetic

## LOWENFIELD'S PRINCIPLES OF SPECIAL METHODS

- Provide concrete experiences
- Offer opportunities for learning by doing
- Provide unifying experience

## ECC ---THE WHY AND HOW



**Figure 4 Chris explains in audio clip what is important for his achievement**

### NEW FRAMEWORK FOR THE ESSENTIAL ASSESSMENTS

- How do teachers and families partner to obtain this information?
- How can teachers and families use this information?
- What does it mean for my child or student?

[Parent Checklist for Effective Instruction in the Expanded Core Curriculum Content Areas.doc](#)

## Parent Checklist for Effective Instruction in the Expanded Core Curriculum Content Areas

	Question	Yes/ No	Concerns
1.	Did the teacher share the results of the Functional Vision/Learning Media Assessment?		
2.	Did you complete the Expanded Core (ECC) Needs Assessment and develop priorities?		
3.	Did the teacher share the results of the ECC assessments?		
4.	Do you know what assessment tools were used?		
5.	Were IFSP/IEP goals developed based on the assessment results?		
6.	Were you asked to provide some instruction at home?		
7.	Did the teacher share reports on your child's progress in the areas of instruction?		
8.	Do you know which curriculum your teacher using?		



	<b>Question</b>	<b>Yes/ No</b>	<b>Concerns</b>
9.	If no progress was made did the teacher reconvene the IFSP/IEP team to change the goal?		
10.	Have you noticed a change in skill level of your child at home?		
11.	Does the administrator in your child's school building understand and support instruction in the ECC content areas?		
12.	Do you think the amount of instruction is sufficient to assure proficiency by your child?		

## **PROGRAMMING**

- ECC Needs Assessment
- ECC Assessment Protocol
- ECC Action Plan
- Measurable goals documented on the IEP
- Type and amount of Service-
- Flow Chart on Effective Services

# EXPANDED CORE CURRICULUM NEEDS SCREENING TOOL

(To be completed Yearly)

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Age: \_\_\_\_\_ TVI: \_\_\_\_\_

Date of Needs Assessment: \_\_\_\_\_

## CHECK ALL WHO CONTRIBUTED TO THIS NEEDS ASSESSMENT:

	Parents		General Education Teacher		COMS
	Student		Special Education Teacher		Other related service providers
	Other Family Members		TVI		Administrators

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Justification Statement
COMPENSATORY/ACCESS		
Communication & Type		
Handwriting		
Tactual Readiness		
Braille reading, including fluency		

<b>Skills</b>	<b>Key</b>	<b>Justification Statement</b>
Braille writing		
Nemeth code		
Slate and stylus		
Effective use of optical devices for literacy (see visual efficiency)		
Calculator		
Abacus		
Listening Skills		
Organization		
Study & Reference Skills		
Use of live reader		
Use of charts, graphs, maps		
Scientific Notation		
Music Notation		
Additional Areas (identify)		
Needed Accommodations		
<b>CAREER EDUCATION</b>		
Knows function of community workers		
Follows simple/complex classroom & school rules		

<b>Skills</b>	<b>Key</b>	<b>Justification Statement</b>
Initiates & completes school assignments on time		
Demonstrates concern for quality of work		
Identify educational service options related to visual impairment		
Develop statement on eye condition & needed accommodations		
Assume responsibility for obtaining supplies, resources		
Explore realistic options for future education/career programming		
Additional Skills (identify)		
<b>INDEPENDENT LIVING SKILLS</b>		
Dressing/Clothing Management		
Personal Hygiene/Grooming		
Toileting and Feminine Hygiene		
Eating/Food Management		
Housekeeping & Home Maintenance		

<b>Skills</b>	<b>Key</b>	<b>Justification Statement</b>
Obtaining & Using Money		
Time Concepts		
Health & Safety		
Additional Skills (identify)		
<b>ORIENTATION AND MOBILITY</b>		
Concept Development		
Body Image		
Protective Techniques		
Sighted Guide		
Trailing		
Search Patterns		
Cane Skills		
Independent Travel in Familiar Environments		
Independent Travel in Unfamiliar Environments		
Public Transportation		
Requesting Assistance		
Use of Distance Optical Devices		
Additional Skills (identify)		
<b>RECREATION/LEISURE</b>		

<b>Skills</b>	<b>Key</b>	<b>Justification Statement</b>
Management of Leisure Time		
Solitary Play & Leisure Activities		
Physical Games & Sports		
Pets & Nature		
Music & Dance		
Arts & Crafts		
Drama		
Science & Technology		
Additional skills (identify)		
<b>SELF-DETERMINATION</b>		
Self-Awareness		
Decision Making		
Problem-Solving		
Goal Setting & Attainment		
Self-Observation, Evaluation, & Reinforcement		
Self-Instruction,		
Choice Making		
Positive Self-Efficacy and Outcome Expectancy		
Self-Advocacy, & Leadership		

<b>Skills</b>	<b>Key</b>	<b>Justification Statement</b>
Self-Understanding		
Facilitation of IEP & Team Meeting		
Able to describe and explain eye condition		
Additional skills (identify)		
<b>SENSORY EFFICIENCY</b>		
<b>VISUAL</b>		
Chooses a device appropriate for the visual task (near/distance)		
Communicates purpose & function of prescribed optical device		
Demonstrates daily maintenance of optical devices		
Initiates independent use of optical device		
Demonstrates knowledge of prescribed optical device		
Demonstrates proficiency with prescribed optical device		

<b>Skills</b>	<b>Key</b>	<b>Justification Statement</b>
Demonstrates fluency (reading/writing) with optical device commensurate w/ classroom peers (see ECC Resource Guide)		
<b>AUDITORY</b>		
Discrimination		
Association		
Short term memory		
Long term memory		
Listening for meaning		
Skills for using taped materials/listening experiences		
<b>TACTUAL</b>		
Explores tactually		
Recognizes tactile characteristics of objects		
Interprets tactile stimuli		
Interprets graphic information		
Additional Skills (identify)		
<b>SECONDARY LEARNING SKILLS</b>		
Olfactory		



<b>Skills</b>	<b>Key</b>	<b>Justification Statement</b>
Gustatory		
Kinesthetic		
Other Skills		
<b>SOCIAL INTERACTION SKILLS</b>		
Interaction with Family, Peers, & Others		
Non-verbal communication		
Courteous Behavior		
Personal & Civic Responsibility		
Recognition & Expression of Emotions		
Personal & Social Aspects of Sexuality		
Additional Skills (identify)		
<b>TECHNOLOGY</b>		
Computer		
Keyboarding		
Use of screen reader		
Braille technology		
Voice output technology		
Screen enlargement		

<b>Skills</b>	<b>Key</b>	<b>Justification Statement</b>
Managing/Securing Equipment		
Use/management of Electronic Texts		
Additional Skills (identify)		
<b>OTHER CONCERNS</b>		
Fine Motor		
Gross Motor		
Speech and language		
Hearing		
Behavior(s)		
Additional Skills (identify)		

2010 Essential Assessment Project  
(Blankenship, Coy, Prause, & Siller)  
Developed by Wendy Sapp & Iowa ECC  
Resource Team and revised by Karen  
Blankenship, 2009

\*\* Teacher discretion is required for skill sets identified within each content area

## Measurable Goal Matrix

\*Goals always begin with a valid and reliable assessment

Components	Examples	Non-Examples
<b>ECC Content Area</b>	Compensatory /Access	Blank
<b>Conditions:</b> 1. Time: (date which goal is to be achieved) 2. Situation: (description of the difficulty level of the curriculum) 3. Materials: (description of the materials to be used, permanent products or direct observational material)	In 36 weeks, when given a braille contraction probe, using his classroom text books	By the end of school John will be able to discriminate braille contractions
<b>Behavior:</b> (task described is observable)	Will read 150 braille contractions	
<b>Criterion:</b> (Sets the standard for evaluation, measures the effectiveness of intervention strategy using frequency, percentage, cumulation (event) or duration or latency recording)	with 100 % accuracy on 3 consecutive opportunities	
<b>Student:</b> the learner	John	

2010 Essential Assessment Project, Blankenship, Coy, Prause, & Sill