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AUTHOR Campbell, Patti C.; Campbell, Charles Robert
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ABSTRACT

This manual presents the trainee's workbook and the trainer's guidelines for the third of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for student with diverse learning abilities and disabilities. Module 3 is on skills for planning instruction in instructional teams. The trainee workbook is in the form of 44 transparency masters and 4 activities which address performance assessment, steps in designing performance assessments, examples of real-life performances and products, the Individualized Education Program as a performance assessment, establishing performance objectives, task analysis, determining performance benchmarks, performance evaluation, and discrepancy analysis in designing instruction. The manual for trainers offers specific objectives and suggested comments keyed to each of the transparencies, covering restructuring of assessment and designing of performance assessment. A pre/posttest is also included. (DB)

An Instructional Series

Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools

Building Inclusive Schools

MODULE 3 Instructional Teaming
Part A: Designing Instruction

University of Kansas
Schiefelbusch Institute
for Life Span Studies

Kansas University
Affiliated Program

Module 3

Instructional Teaming Part A Skills for Planning Instruction

Trainee Workbook

Developed by:

Patti C. Campbell, Ed.D.
Charles Robert Campbell, Ed.D.

Contributors
Kristi Dulek, M.S.
Kelly Spellman
Kristen Forbes, M.S.
Margaret M. Denny, M.S.

Developed by the

Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

University of Kansas
Schiefelbusch Institute for Life Span Studies
Kansas University Affiliated Program
2601 Gabriel
Parsons, Kansas 67357

Project Co-Directors
Charles Robert Campbell, Ed.D.
Patti C. Campbell, Ed.D.

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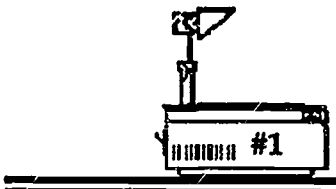
Contents

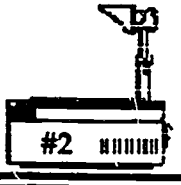


Instructional Teaming Part A: Designing Instructional Objectives

The trainee will . . .

identify curriculum content that leads to instruction in real-life, functional performances and/or products.

use the IEP process to design a performance assessment that promotes the inclusion of one student with diverse learning abilities in the general education environment.



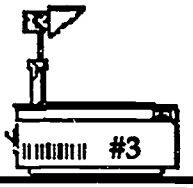
Performance assessment . . .

is a vehicle for designing assessment and instruction.

measures a student's ability to perform a real-life/functional task.

allows teachers to systematically plan and deliver real-life, functional instruction.

provides opportunities for students to perform tasks and produce products in real world applications.



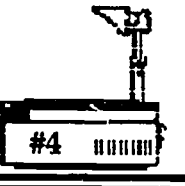
Reasons for Using Performance Assessment

Increased emphasis on problem solving

Diverse school population

Prepare students for real-life

Restrictive interpretation of existing curriculum



Six Steps to Designing Performance Assessments

Rethink

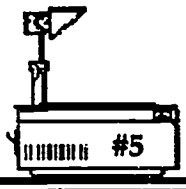
Reorganize

Rewrite

Redefine

Redetermine

Restructure



Step 1: Rethink the Curriculum

What does the student's current curriculum (IEP goals) look like in terms of real-life, functional performances and/or products?

Examples of IEP Goals

Counts change from $5.00

Better:

Makes a purchase with $5.00

12

Step 2: Reorganize the Curriculum

What does the team want the student to do by the end of the school year?

Examples of Whole Performances/Products

David will make pruchases from a grocery store independently.

NOT: David will learn to make change.

David will make a pizza.

NOT: David will measure dry ingredients.

David will write a letter.

NOT: David will learn the parts of a letter.

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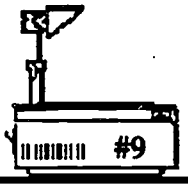


Step 3: Rewrite the Goals

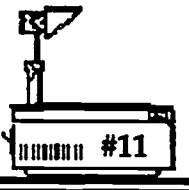
How can current goals be rewritten to reflect real-life, functional and/or age-appropriate performances and/or products?

Example of a Rewritten Goal

David will dial his home phone number.

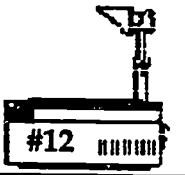
BETTER: David will use the public telephone to call home for assistance.

EXPLANATION: the ability to dial his home number is a smaller part of the "BIG picture," calling home for assistance.



Step 4: Redefine theComponents

How can current instructional objectives be rewritten as components of the "BIG picture" performances and products identified as IEP goals?

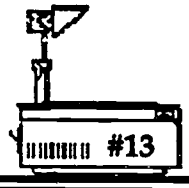


Example of a Redefined Component

GOAL:
David will make purchases from a grocery store independently.

POSSIBLE COMPONENT:
1) locate items

"Given a picture of an item, David will find the isle that the item is located on 8/10 trials for 3 consecutive days."



Step 5: Redetermine the Criterion for Acceptable Performance

What are the parameters of a successful performance or an acceptable product?

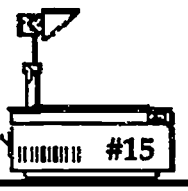
Rating Scale for Criterion of Acceptable Performance

Component With Benchmarks

An example of a component with benchmarks could look like this:

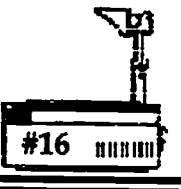
1) ...locates correct isle 8/10 trials for 3 consecutive days independently.

Independently	Verbal Prompt	Gestural Prompt	Physical Prompt
I	VP	GP	PP
4	3	2	1
No help - verbal or physical given	Can only perform after verbal prompt	Must have gesture (hand or finger in direction of correct isle	Must be physically directed by teacher or designee to complete task



Step 6: Restructure the Conditions for Acceptable Performance

What are the conditions under which a successful performance or acceptable product typically occur?



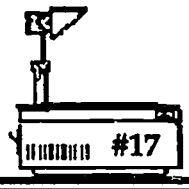
Examples of Different Goal Structures

David will make purchases from a grocery store, independently.

Naturally occuring conditions: with his mother on a routine shopping day.

Structured conditions: during community based training (as a baseline).

Simulated conditions: in the "classroom store."



Real-life performances and products are usually . . .

open ended with multiple solutions,

not simple/rote recall activities;

authentic, not contrived;

relevant;

feasible in terms of time and safety constraints;

engage the students in interactions with others; and

span the curriculum and age groups.

Source: From Collins, J. (1992). Using performance assessment to determine mathemati cal dispositions Aritmetic Teacher, p. 40-47.

Example of Real Life Performances and Products

taking an on road driving test

buidling a house

sewing a dress

cooking a meal

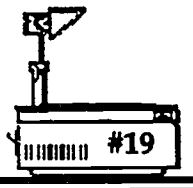
taking a trip

solving a complex problem

making a speech

cooperating in a group

thinking critically



The IEP as a Performance Assessment

Present performance =

strengths and gaps in current performance

Annual goals =

big picture performances and products

Instructional objectives =

components and/or steps

Evaluation =

rating acceptable performance

Services provided =

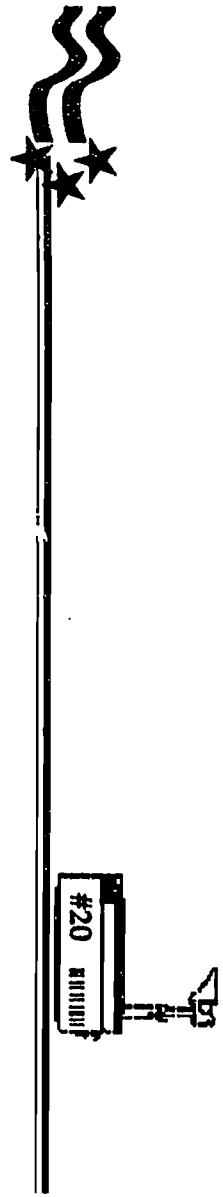
team of service providers

Individualized Education Program

Date

Student Information	Committee
Student:_____ School:_____ Grade:_____ Current Placement:_____ Date of Birth:_____ Age:____	Name Position Initials

Current Level of Functioning	Annual Goal Statements (Performance/Products)	Instructional Objectives (Dimensions) (Include Person Responsible & Time)	Objective Criteria and Evaluation (Benchmarks)
1.0 Community **Strengths** **David indicates when there is a need to buy groceries.** **Weaknesses** **Does not independently locate items that are verbally relayed to him. Sight vocabulary does not include more than 20-25 words. Does not make purchases independently.**	**1.0 David will make purchases from a grocery store independently.**		



Individualized Education Program

Student Information	Committee
Student:_____ School:_____ Grade:_____ Current Placement:_____ Date of Birth:_____ Age:____	Name Position Initials

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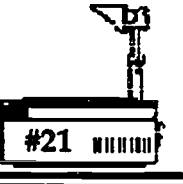


Defining Components

For the example:

<u>makes purchase from a grocery store independently.</u>

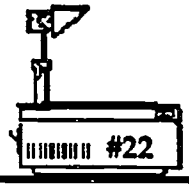
components could include:

locating the appropriate isles

obtaining items

going to the checkout counter

paying for items



Writing Performance Objectives

Performance objectives are measurable and include:

one observable behavior;

a specific set of antecedent conditions; and

the criterion for acceptable performance.

The performance . . .

describes what the student will do.

For example:

The student will

say

write

zip

point to

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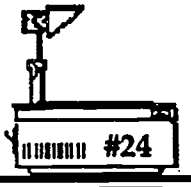


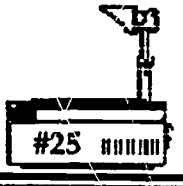
Conditions of the performance . . .

describe the circumstances surrounding the performance.

For example:

Given a shoping list . . .

Given a dollar and cents total for items purchased. . .



Criterion for acceptable performance . . .

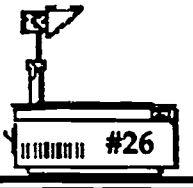
sets the standard for a minimally acceptable performance

For example:

8/10 trails independently, 3 consecutive days

80% accuracy within 10 minutes

within one minute after a verbal request



Set a CAP
Criterion for Acceptable Performance

Use the following procedure to set the CAP:

identify successful performers

observe successful performers

rank the performances

identify the lower half of the performances

average those performances

Examples of Performance Objectives

Given a picture list of 5 grocery items, David will locate each item independently for 5 consecutive trials.

When asked to print his first name, David will print it with no errors for 10 consecutive trials.

Given the prompt, "It's time to eat," David will go to the cafeteria within 2 minutes for 5 consecutive days.

Individualized Education Program

Student Information

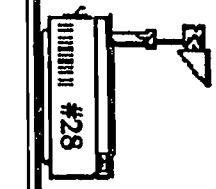
Student:_____
School:_____
Grade:_____
Current Placement:_____
Date of Birth:_____ Age:____

Committee

Name	Position	Initials
Mr. Mayes	Principal	
Mrs. Jones	5th Grade Teacher	
Mrs. Saylor	Special Ed Teacher	
Mr. Shores	Counselor	
Mrs. Thompson	Parent	

IEP from 9/1/93 to 8/30/94

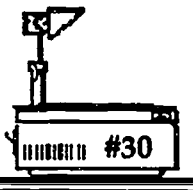
Current Level of Functioning	Annual Goal Statements (Performance/Products)	Instructional Objectives (Dimensions) (Include Person Responsible & Time)	Objective Criteria and Evaluation (Benchmarks)
1.0 Community **Strengths** **David indicates when there is a need to buy groceries.** **Weaknesses** **Does not independently locate items that are verbally relayed to him. Sight vocabulary does noit include more than 20-25 words. Hedoes not make purchases independently.**	**1.0 David will make purchases from a grocery store independently.**	**1.1 When verbally given an item (David, find the isle the toilet paper is on), David will locate the isle independently (Saylor, Community, 1-1:30, M W F)** **1.2 When given a picture of item, David will locate item in grocery store independently (Saylor, Community, 1-1:30, M W F)** **1.3 When all the items on David's list have been obtained David will indicate it is time to checkout, independently,.** **1.4 When given total cost of purchase(s), David will use "dollar up" technique to pay for groceries, independently.**	**8//10 trials for 3 cons. training days** **8/10 trials for 3 cons. days** **5 cons. trials** **5 cons. trials**



How to Analyze a Task

Identify the task or performance

Break the task or performance into logical steps



Task Analysis: Identify the task

Identify the task or performance/product.

Example:

"makes purchases independently in the grocery store"

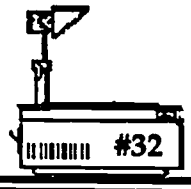
Task Analysis: Isolate the Components

Observe a competent performer.

List the steps or components of the performance.

For example:

8. Pay for purchases
7. Locate appropriate checkout lane
6. Repeat steps 2, 3, and 4 for each item on list
5. Put item in cart
4. Locate/select item
3. Find isle first item is on
2. Look at list
1. Get cart



Define the Components

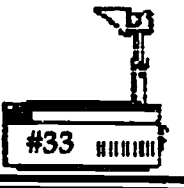
For example:

Locates isle independently.

Operationally defined:

Given a picture of an item, (loaf of bread) from grocery list, student will push cart (using outside perimeter) to the isle that contains the item.

Not considered correct if student pushes cart up and down all isles (i.e., trial and error).



Examples of Component Definitions

1.1 Locates isle independently.
Student goes to correct isle by pushing cart (outside perimeter) and locating isle that contains item.

Incorrect if student pushes cart up and down all isles.

1.2 Locate item independently.
Student locates correct item (according to category or brand name) by rolling cart down correct isle as he scans merchandise on both sides or isle.

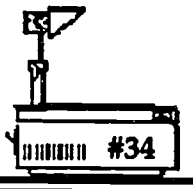
Incorrect if he goes down more than one isle to find merchandise.

1.3 Indicates time to checkout independently.
Student moves cart to the checkout counter.

Incorrect if any item on list has not placed in cart.

1.4 Pays for groceries independently
Student counts out correct number of dollars plus one based on price quoted to him by cashier. For example, $5.41 would require student to count out next higher dollar amount, $6.00, without assistance.

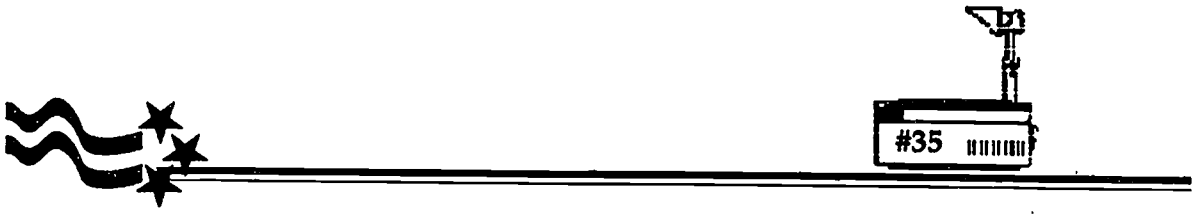
Any assistance given to student by cashier or teacher/designee requires rater to score according to level of assistance.



Determine Benchmarks

Benchmarks are written descriptions of levels of performance.

Benchmarks are used to rate student performance on each component of the Annual Goal.



Example of a Component with Benchmarks

For example :

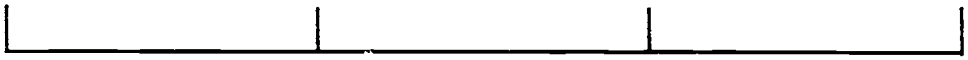
1) . . . locates correct isle 8/10 trials for 3 consecutive days independently.

Independently	Verbal Prompt	Gestural Prompt	Physical Prompt
I	VP	GP	PP
4	3	2	1
No help - verbal or physical given	Can only perform after verbal prompt	Must have gesture (hand or finger in direction of correct isle	Must be physically directed by teacher or designee to complete task

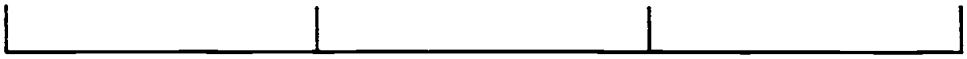
Defining Benchmarks

Annual Goal:

(1)



(2)



(3)

(4)

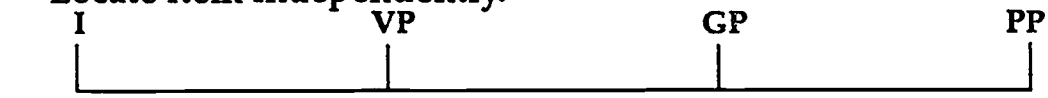
Example of Performance Assessment

Annual Goal: Student will make purchases from a grocery store independently.

(1) Locate isle independently.

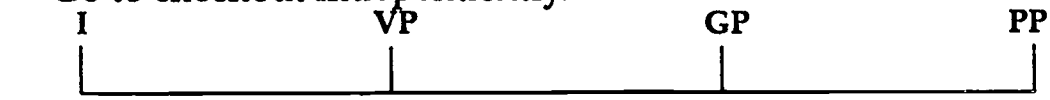
I	VP	GP	PP
Independent no help-verbal or physical	Verbal prompt verbal directive given by teacher	Gesture movement by teacher (hand finger, arm, point) to indicate action to be performed	Physical prompt body manipulations by teacher to assist student through action to be performed

(2) Locate item independently.



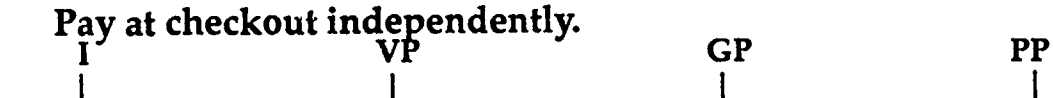
I	VP	GP	PP
Independent no help-verbal or physical	Verbal prompt verbal directive given by teacher	Gesture movement by teacher (hand finger, arm, point) to indicate action to be performed	Physical prompt body manipulations by teacher to assist student through action to be performed

(3) Go to checkout independently.

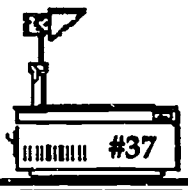


I	VP	GP	PP
Independent no help-verbal or physical	Verbal prompt verbal directive given by teacher	Gesture movement by teacher (hand finger, arm, point) to indicate action to be performed	Physical prompt body manipulations by teacher to assist student through action to be performed

(4) Pay at checkout independently.



I	VP	GP	PP
Independent no help-verbal or physical	Verbal prompt verbal directive given by teacher	Gesture movement by teacher (hand finger, arm, point) to indicate action to be performed	Physical prompt body manipulations by teacher to assist student through action to be performed



Evaluating the performance/product

as a whole performance or product?

For example:

reading a book
giving a speech
preparing a dessert

Or is each part of the performance/product evaluated independently?

For example:

reading one chapter
great delivery of speech
baking the bread

Evaluating the Whole Performance/Product

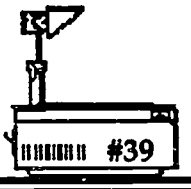
Each component has a point value assigned to it. All points are added together for a *total score.*

For example:

1) locating items	=	1 - 4 points
2) choosing items	=	1 - 4 points
3) going to checkout counter	=	1 - 4 points
4) paying at checkout counter	=	1 - 4 points
	Total =	16 possible points

Total Score:

15-16 points = Superior
13-14 points = Above Average
11-12 points = Average
11 & below = Below Average



Evaluating a Performance/Product Components Independently

Each component has a point value assigned to it. Points are NOT added together for a *total score*.

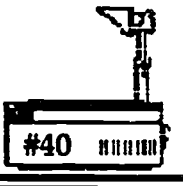
For example:

1) locating items - must reach CAP

2) choosing items - must reach CAP

3) going to checkout - must reach CAP

4) paying at checkout - must reach CAP



Structuring the Performance

Will the performance be natural or contrived?

Will assessment be announced or unannounced?

How many times will the performance occur?

Is this performance/product representative?

Is this generalizable behavior?

How long will it take?

Who will assess/teach?

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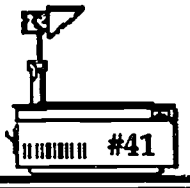


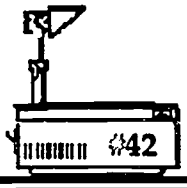
Performance Assessment Checklist

1) Is exercise natural or structured? (Indicate by N or S)
2) Is exercise one that will be announced or unannounced? (Indicate by A or Un)
3) How many times will exercise occur? (ex. 1/wk = 1 time a week; d = daily)
4) Is performance/product representative of the purpose of the assessment? (Indicate by Y [yes] or N [no])
5) Is behavior generalizable? (Indicate by Y [yes] or N [no])
6) How long will assessment take? Indicate amount of time (ex., 20 min,.)

	Grocery Shopping	Cooking a Meal	Walking to Park	Getting Dressed
1)	N			
2)	A			
3)	3/wk			
4)	Y			
5)	Y			
6)	30 min			

Performance Assessment Checklist

	Grocery Shopping	Cooking A Meal	Walking to Park	Getting Dressed
1) Is exercise natural or structured? (Indicate by N or S)				
2) Is exercise one that will be announced or unannounced? (Indicate by A or Un)				
3) How many times will exercise occur? (ex. 1/wk = 1 time a week; d = daily)				
4) Is performance/product representative of the purpose of the assessment? (Indicate by Y [yes] or N [no])				
5) Is behavior generalizable? (Indicate by Y [yes] or N [no])				
6) How long will assessment take? Indicate amount of time (ex., 20 min,.)				



Designing Instruction: Discrepancy Analysis

Observe the student while he/she performs the skill unaided.

Indicate any steps the student cannot perform to criterion.

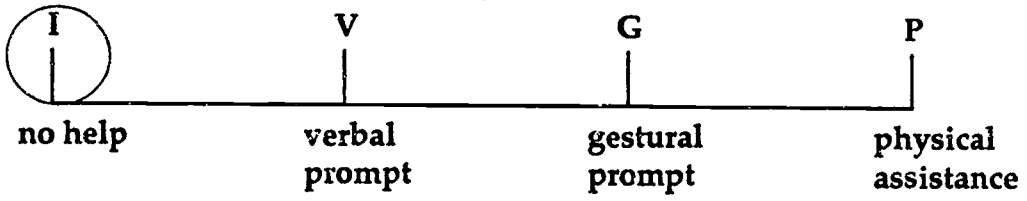
Design instruction for unmastered components.

Discrepancy Analysis Form

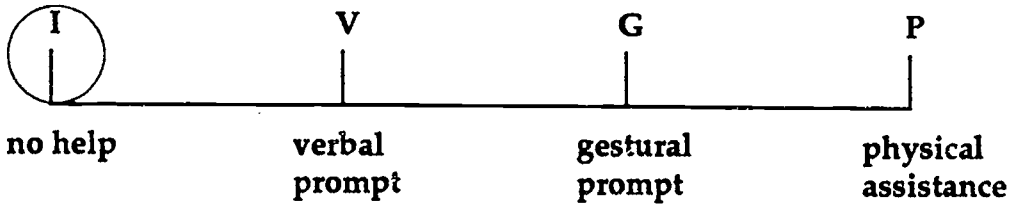
Performance/Product (Annual Goal): David will make purchases in the grocery store independently.

Components

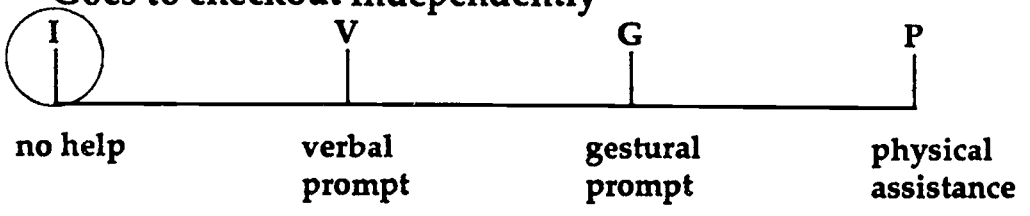
1) Locates isle independently



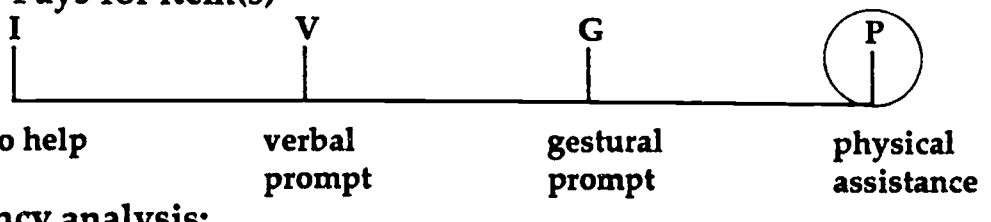
2) Locates item(s) independently



3) Goes to checkout independently



4) Pays for item(s)



Discrepancy analysis:
Student was not able to independently pay for purchase. The teacher's observation stated that David was not able to "read" the dollar and cent amount ($5.28).

Develop a Task Analysis

10. Put wallet away.
9. Put change in wallet.
8. Take change from cashier.
7. Add one dollar (if there are numbers after the decimal).
6. Count out number of "dollars" that match that amount.
5. Look at the first number (dollar amount).
4. Look on register for total amount.
3. Put money in hand.
2. Open to dollar section.
1. Take out wallet.

Optional Activity

(1) Using the performance assessment your team designed, observe your target student's performance of this task or product.

(2) Document any discrepancies that occur. (discrepancy analysis).

(3) Task analyze the components that the student cannot perform to criterion.

(4) Bring the task analysis to the next workshop session.

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Pre/Post Test

1.	T	F	Performance assessment allows teachers to create group testing techniques that are relevant to students with diverse learning abilities.
2.	T	F	When reforming assessment, it is first necessary to "rethink" the curriculum in terms of real-life, functional performances or products.
3.	T	F	Functional skills are defined as those that "someone else would have to do for the student if the student did not learn to do it himself".
4.	T	F	The components of an performance assessment are also the short-term objectives necessary to attain a larger goal.
5.	T	F	When setting a criterion for acceptable performance, it is important to test students who have little experience doing the task or performance.
6.	T	F	Benchmarks indicate to the teacher the point where instruction should begin.
7.	T	F	Mopping a floor is a performance that must be analyzed as a whole.
8.	T	F	A task analysis should contain as few steps as possible so as not to cause confusion for the student.
9.	T	F	A complete performance objective includes the condition under which the behavior is to occur and the criterion used to judge whether or not there has been successful performance.
10.	T	F	When completing a discrepancy analysis, the steps the student can perform to criteria are indicated.

References

Collins, J. (1992). Using performance assessment to determine mathematical dispositions. Arithmetic Teacher, p. 40-47.

Strickland, B.B., Turnbull, A.P. (1990). *Individualized Education Programs (3rd ed). Ohio: Merrill.*

Trainee Notes

Module 3

Instructional Teaming Part A

Building Inclusive Schools

Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools

Developed by the

Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

University of Kansas
Schiefelbusch Institute for Life Span Studies
Kansas University Affiliated Program
2601 Gabriel
Parsons, Kansas 67357

Project Co-Directors
Charles Robert Campbell, Ed.D.
Patti C. Campbell, Ed.D.

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Module 3

Instructional Teaming Part A Skills for Planning Instruction

Trainer Guidelines

Developed by:

Patti C. Campbell, Ed.D.
Charles Robert Campbell, Ed.D.

Contributors
Kristi Dulek, M.S.
Kelly Spellman
Kristen Forbes, M.S.
Margaret M. Denny, M.S.

Contents

1.0 Overview

1.1 Objectives

Instructional Teaming Part A: Designing Instructional Objectives
Page 1 - Trainee Workbook

- *The trainee will...*

  identify curriculum content that leads to instruction in real-life, functional performances and/or products.

  use the IEP process to design a performance assessment that promotes the inclusion of one student with diverse learning abilities in the general education environment.

T#1

Instructional Teaming Part A: Designing Instructional Objectives

The trainee will. . .

identify curriculum content that leads to instruction in real -life, functional performances and/or products.

use the IEP process to design a performance assessment that promotes the inclusion of one student with diverse learning abilities in the general education environment.

1.2 Pretest

Optional - see Pre/Posttest Section

T#2

Performance assessment . . .

is a vehicle for designing assessment and instruction.

measures a student's ability to perform a real-life/functional task.

allows teachers to systematically plan and deliver real-life, functional instruction.

provides opportunities for students to perform tasks and produce products in real world applications.

2.0 Restructuring Assessment

2.1 Performance Assessment

Performance Assessment
Page 2 - Trainee Workbook

- ❑ *Performance assessment is a vehicle for designing assessment and instruction.*
- ❑ *Performance assessment measures a student's ability to perform a real life/functional task.*
- ❑ *Performance assessment allows teachers to systematically plan and deliver real-life, functional instruction.*
- ❑ *Performance assessment provides opportunities for students to perform tasks and produce products in real world applications.*
- ❑ *Many successful inclusive schools use a performance assessement format for planning appropriate instruction for students with diverse learning needs.*
- ❑ *Using a performance assessment format as the basis for planning instruction results in effective, appropriate instruction for students with diverse learning needs.*

Reasons for Using Performance Assessment
Page 3 - Trainee Workbook

The following are some reasons successful inclusive schools use peformance assessment to design appropprite curriculum and instuction.

- ❑ *Increasing emphasis on student outcomes stressing problem solving skills and cooperation with others underscores the need to restructure the contents of the traditional curriculum.*

- ❑ *In inclusive school's the student population is often more diverse; including students of many cultures, ethnic origins, religions, and diverse learning needs.*

  Schools today offer challenges and opportunities to students and teachers alike.

- ❑ *If students are to be prepared to live, work, and play in a diverse and dynamic society upon exiting school, then educators must design curricula that assures that students will be prepared.*

- ❑ *Restrictive interpretation of existing curriculum.*

  Increasingly, educators are realizing that rigid interpretation of existing curriculum is often too restrictive to include students with diverse learning needs.

T#3

Reasons for Using Performance Assessment

Increased emphasis on problem solving

Diverse school population

Prepare students for real-life

Restrictive interpretation of existing curriculum

T#4

Six Steps to Designing Performance Assessments

Rethink

Reorganize

Rewrite

Redefine

Redetermine

Restructure

3.0 Designing Performance Assessment

3.1 DesigningPerformance Assessments

Six Steps to Designing Performance Assessments
Page 4 - Trainee Workbook

- ❑ *Providing students with diverse learning needs with appropriate real-life skills begins with planning appropriate real-life assessement and instruction.*

- ❑ *The following six steps describe a process for designing one such assessment process.*

***Rethink** the student's current curriculum (IEP goals and objectives)*

***Reorganize** IEP goals into real-life, functional performances and/or products.*

***Rewrite** (or possibly discard) all goals that do not lead to functional and/or age appropriate performances and/or products.*

***Redefine** the components (short term objectives) of each real-life performance or product.*

***Redetermine** the criterion for acceptable performance (CAP) of the successful performance (or acceptable product).*

***Restructure** conditions that typically evoke the performance.*

3.2 Rethinking the Curriculum

Step 1: Rethink the Curriculum
Page 5 - Trainee Workbook

- ❑ *First, rethink the student's current curriculum in terms of real-life, functional performances and/or products.*

  What does the student's current curriculum (IEP goals) look like in terms of real-life, functional, and/or age appropriate performances and/or products.

- ❑ *Are IEP goals written as isolated and disjointed skills or behaviors that are not a component or part of a real life function or skill?*

- ❑ *Are goals written as whole products or complete performances?*

Examples of IEP Goals
Page 6 - Trainee Workbook

- ❑ *For example: "Counts change from $5.00 purchase," is an isolated skill.*

  Competent adults in our society, typically, do not simply count change unless it is a part of a larger skill or function.

- ❑ *For example: "Makes a purchase with $5.00" is a "whole" performance. Counting change may be a part of the total performance.*

  Competent adults in our society, typically, make $5.00 purchases.

T#5

Step 1: Rethink the Curriculum

What does the student's current curriculum (IEP goals) look like in terms of real-life, functional performances and/or products?

T#6

Examples of IEP Goals

Counts Change from $5.00

Better:

Makes a purchase with $5.00

69

T#7

Step 2: Reorganize IEP Goals

What does the team want the student to do by the end of the school year?

T#8

Examples of Whole Performances/Products

David will make purchases from a grocery store indepently.
NOT: David will learn to make change.

David will make a pizza.
NOT: David will measure dry ingredients.

David will write a letter.
NOT: David will learn the parts of a letter.

- *In order to develop performance assessments, goals need to be written in terms of whole performances and complete products.*

3.3 Reorganizing IEP Goals

Step 2: Reorganize IEP Goals
Page 7 - Trainee Workbook

- *Second, organize the student's current curricular goals into real-life, functional and/or age appropri ate performances and/or products.*

  What does the team want the student to do by the end of the school year in terms of whole performances and whole products?

Examples of Whole Performances/Products
Page 8 - Trainee Workbook

- *For example: David will make purchases from a grocery store independently.*
  NOT: David will learn to make change.

  For example: David will make a pizza.
  NOT: David will measure dry ingredients.

  For example: David will write a letter.
  NOT: David will learn the parts of a letter.

- *Typically, complete performance and and whole products can be thought of as "BIG picture" goals not "little step" objectives.*

3.4 Rewriting the Goals

Step 3: Rewrite the Goals
Page 9 - Trainee Workbook

- ❑ *Third, rewrite and possibly discard all goals that do not reflect real-life, functional, and/or age-appropriate performances and/or products.*
- ❑ *How can current goals be rewritten to reflect real-life, functional and/or age-appropriate performances and/or products?*

Example of a Rewritten Goal
Page 10 - Trainee Workbook

- ❑ *Are goals actually instructional objectives that lead to aquistation of the larger performance or product?*

  For example: "David will dial his home phone number."

- ❑ *Could they be rewritten to reflect the "BIG pricture?"*

  For example: "David will use the public telephone to call home for assistance."

- ❑ *Explanation: David's ability to dial his home phone number is a smaller part of the "BIG picture."*

  Why David needs to know how to dial his home phone number.

T#9

Step 3: Rewrite the Goals

How can current goals be rewritten to reflect real-life, functional and/or age-appropriate performances and/or products?

T#10

Example of a Rewritten Goal

David will dial his home phone number.

BETTER: David will use the public telephone to call home for assistance.

EXPLANATION: the ability to dial his home number is a smaller part of the "BIG picture"--calling home for assistance.

71

T#11

Step 4: Redefine the Components

How can instructional objectives be rewritten as components of the "BIG picture" performances and products identified as IEP goals?

T#12

Example of a Redefined Component

GOAL:
David will make purchases from a grocery store independently.

POSSIBLE COMPONENT:
1) locate items

"Given a picture of an item, David will find the isle that the item is located on 8/10 trials for 3 consecutive days."

- ❑ *The smaller step then could be included as an instructional objective.*

3.5 Redefining the Components

T#11 **Step 4: Redefine the Components**
Page 11 - Trainee Workbook

- ❑ *Fourth, redefine the components (or instructional objective) of each real-life, functional performance and/or product.*
- ❑ *How can the instructional objective be rewritten as components of the "BIG picture" performance or product identified as IEP goals?*
- ❑ *Will acquistion of these components lead to a typical performance or product?*

  Are components written in a performance format clearly describing the behavior to be performed, conditions under which behavior will occur, and criteria for successful completion?

T#12 **Example of a Redefined**
Page 12 - Trainee Workbook

- ❑ *GOAL: David will make purchases from a grocery store independently.*

  POSSIBLE COMPONENT:

  1) locate items

"Given a picture of an item, David will find the isle that the item is located on 8/10 trials for 3 consecutive days."

3.6 Redetermining the Criterion for Acceptable Performance

Step 5: Redetermine the Criterion for Acceptable Performance
Page 13 - Trainee Workbook

- *Fifth, define the criterion for acceptable performance (or acceptable product).*
- *Typically, a rating scale is used to describe a range of possible performances or products.*
- *Each point (sometimes referred to as a benchmark) on the rating scale provides a clear description of the student's performance for each component.*

Rating Scale for Criterion of Acceptable Performance
Page 14 - Trainee Workbook

- *For example: On the "locating isle" component of the "grocery shopping" goal for David, the anticipated performances range from an independent performance to one requiring physical assistance.*
- *The rating scale provides a clear description of student performance on each of the essential components*

T#13

Step 5: Redetermine the Criterion for Acceptable Performance

What are the parameters of a successful performance or an acceptable product?

T#14

Rating Scale for Criterion of Acceptable Performance

Component With Benchmarks

An example of a component with benchmarks could look like this:

1) ...locates correct isle 8/10 trials for 3 consecutive days independently.

Independently	Verbal Prompt	Gestural Prompt	Physical Prompt
I	VP	GP	PP
4	3	2	1
No help - verbal or physical given	Can only perform after verbal prompt	Must have gesture (hand or finger in direction of correct isle	Must be physically directed by teacher or designee to complete task

T#15

Step 6: Restructure the Conditions for Acceptable Performance

What are the conditions under which a successful performance or acceptable product typically occur?

T#16

Examples of Different Goal Structures

David will make purchases from a grocery store, independently.

Naturally occuring conditions: with his mother on a routine shopping day

Structured Conditions: during comunity-based training (as a baseline)

Stimulated Conditions: in the "classroom store"

- ❑ *The team decides at what level the student meets criterion.*

  David's goal requires "independent" performance, so David would have to score "4" to meet criterion on this component.

3.7 Restructuring the Conditions for Acceptable Performance

Step 6: Restructure the Conditions for Acceptable Performance
Page 15 - Trainee Workbook

- ❑ *Sixth, restructure the conditions for an acceptable performance or product.*

  What are the conditions under which a successful performance or acceptable product typically occur?

- ❑ *Decisions concerning where, when, how, and how many times the performance will be assessed is the final step in assessing the student's performance.*

- ❑ *This can be a important step, especially for students with diverse learning abilities, because successful performance under one set of conditions does not necessaily generalize to other conditions.*

Examples of Different Goal Structures
Page 16 - Trainee Workbook

- ❑ *For example: Possible conditions of performance for David's "grocery shopping" goal include:*

  naturally occuring conditions, structured conditions, and simulated conditions.

The goal, as stated, does not provide specific conditions.

3.8 Identifying Performances and Products

T#17

Real-life performances and products are usually...
Page 17 - Trainee Workbook

- *Real-life performances and products are usually...*

  open ended and have multiple solutions;

  are not typically not arrived at by simple or rote recall activities;

  authentic (real), not contrived (made-up);

  relevant, engaging, and/or thought provoking;

  feasible in terms of time and safety constraints;

  are active and engage students in interactions with others; and finally,

  cut across the curricular domains and age groups.

T#18

Examples of Real-life Performances and Products
Page 18 - Trainee Workbook

- *There are many examples of real-life, functional and or age-appropriate performances and products that competent adults typically do.*

T#17

Real-life performances and products are usually...

- open ended with multiple solutions;
- not simple/rote recall activities;
- authentic, not contrived;
- relevant;
- feasible in terms of time and safety constraints;
- engage the students in interactions with others; and
- span the curriculum and age groups.

Source: From Collins, J. (1992). Using performance assessment to determine mathematical dispositions. Arithmetic Teacher, p. 40-47.

T#18

Examples of Real-life Performances and Products

- taking an on road driving test
- building a house
- sewing a dress
- cooking a meal
- taking a trip
- solving a complex problem
- making a speech
- cooperating in a group
- thinking critically

T#19

The IEP as a Performance Assessment

Present Performance =
strengths and gaps in current performance

Annual Goals =
big picture performances and products

Instructional Objectives =
components and/or steps

Evaluation =
rating acceptable performance

Services Provided =
team of service providers

- *The following are some examples of that may be appropriate for students' with diverse leaning needs:*

  taking an on road driving test
  building a house
  sewing a dress
  cooking a meal
  taking a trip
  solving a complex problem
  making a speech
  cooperating in a group, and
  thinking critically

3.9 The IEP and Performance Assessment

The IEP as a Performance Assessement
Page 19 - Trainee Workbook

- *While it may seem that performance assessement is somthing new on the educational horizon, special educators have been using them for a long time.*

  The IEP (individualized educational program) can be an excellent example of a performance/product assessment tool.

- *The IEP can be used as a management document that broadly addresses the curriculm of a student with diverse learning needs.*

  It can also be a valuable instructional 'ool used on a day to day basis (Strickland & Turnbull, 1990).

- *The following sections of this module outline a process for writing and using the IEP as a perfomance assessment.*

  Present Performance = strengths and gaps in current performance

  Annual Goals = big picture performances and products

  Instructional Objectives = components and/or steps

  Evaluation = rating acceptable performance

  Services Provided = team of service providers (in real-life and naturally occuring settings)

3.10 Writing the IEP as a Performance Assessment

T#20

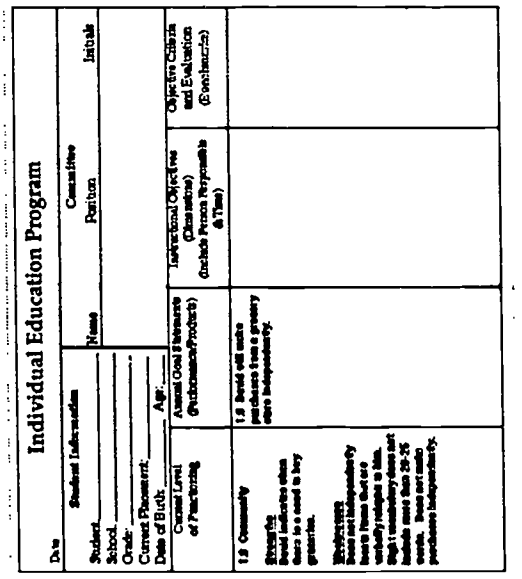
Individualized Education Program Example
Page 20 - Trainee Workbook

- *In the example provided, David's annual goal reflects a real-life functional performance,*

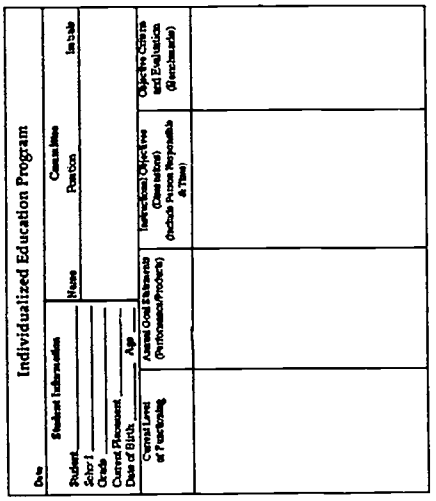
  "David will make a purchase from the grocery store independently."

  This goal reflects the performance based strengths and weaknesses listed as Present Level of Performance.

T#20



A#1



T#21

Defining Components

For the example:

makes purchase from a grocery store independently.

components could include:

locating the appropriate isles

obtaining items

going to the checkout counter

paying for items

A#1

Annual Goals
Page 21 - Trainee Workbook

- ❑ *Review the current IEP of a student with diverse learning abilities team's target student.*

  Compare the annual goals set for the student with the criteria for performance/product listed on T#17.

- ❑ *Identify a Performance/Product based (functional) real-life task (an annual goal) for a student with diverse learning abilities.*

  Write a real lilfe performance/product (annual goal) on the IEP form provided.

  Include the student's strengths and weakness (present level of performance) that led to choosing the goal.

  Discuss this activity as a large group activity.

T#21

Defining Components
Page 22 - Trainee Workbook

- ❑ *Once the annual goal (performance/product) is determined, the next step is to define components or steps necessary to achieve the performance or product.*

- ❑ *The components are the parts of a performance and/or product that are to be assessed.*

Those that are not added to the Present Level of Performance as strengths are scheduled for instruction (instructional objectives).

- ❑ *For example, for the performance make purchases from a grocery store independently, the components could include:*

  locating appropriate isles

  obtaining items

  going to the checkout counter

  paying for items

- ❑ *These instructional objectives (components) are measurable and serve as milestones toward attaining the annual performance goal.*

- ❑ *After the student's performance is assessed, components that the student could do are listed as strengths and the remaining ones as weaknesses.*

- ❑ *Instructional objectives are written for all components identified as weaknesses.*

T#22 Writing Performance Objectives
Page 23 - Trainee Workbook

- ❑ *Instructional objectives are stated in observable and meaurable terms.*

T#22

Writing Performance Objectives

Performances objectives are measurable and include:

one observable behavior;

a specific set of antecedent conditions; and

the criterion of acceptable performance.

T#23

The performance . . .

describes what the student will do.

For example:

The student will

say

write

zip

point to

T#24

Conditions of the performance. . .

describe the circumstances surrounding the performance.

For example:

Given a shopping list. . .

Given a dollar and cents total for items to purchase. . .

- *Performances objectives are measurable and include:*

  one observable behavior,

  a specific set of antecedent conditions and

  the criterion for acceptable performance.

The performance . . .
Page 24 - Trainee Workbook

- *Instructional objectives include:*

  One behavior to be changed/ acquired as the result of instruction.

  Behaviors must be observable, measurable, and repeatable.

  The behavior describes what the student will do.

  For example: The student will say, write, zip, point to.

Conditions of the performance.
Page 25 - Trainee Workbook

- *Describe the circumstances surrounding the performance.*

  For example: Given a list of grocery items. . .

  Given a dollar and cents total for items to purchase...

Criterion for acceptable performance . . .
Page 26 - Trainee Workbook

- *The criterion used to judge a successful performance.*

  For example: 8/10 trial independently, 3 consecutive days,

  80% accuracy within 10 minutes.

Set a CAP
Page 27 - Trainee Workbook

- *The following process is useful for determining the criterion for acceptable performance (CAP):*
- *Identify successful performers*

  Select a group of students who know or can successfully perform the task or performance.
- *Observer successful performers*

  Have this group of students perform the task.
- *Rank the performances*

  Rank their performance from highest to lowest.
- *Identify the the lower half of the performances.*

T#25

Criterion for acceptable performance. . .

sets the standard for a minimally acceptable performance.

For example:

8/10 trails independently, 3 consecutive days

80% accuracy within 10 minutes

within one minute after a verbal request

T#26

Set a CAP

Criterion for Acceptable Performance

Use the following procedure to set the CAP:

identify sucessful performers

observe successful performers

rank the performances

identify the *lower* half of the performances

average those performances

T#27

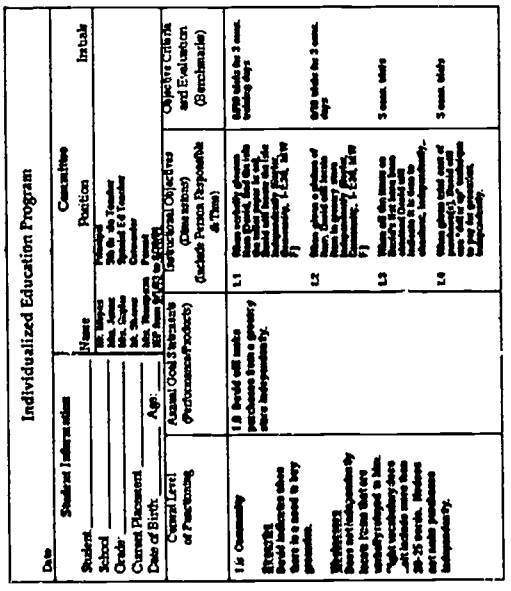
Examples of Performance Objectives

Given a picture list of 5 grocery items, David will locate each item independently for 5 consecutive trials.

When asked to print his first name, David will print it with no errors for 10 consecutive trials.

Given the prompt, "It's time to eat", David will go to the cafeteria within 2 minutes for 5 consecutive days.

T#28



- *Average those performances*

  Average the scores of the lower half of the performances.

- *This average performance is considered the "minimum criterion ofacceptable performance.*

- *This performance is the standard used to compare other performances.*

T#27 **Examples of Performance Objectives**
Page 28 - Trainee Workbook

- *Some examples of instructional objectives include:*

  Given a picture list of 5 grocery items, David will locate each item independently for 5 consecutive trails.

  When asked to print his first name, David will print it with no errors for 10 consecutive trials.

  Given prompt, "It's time to eat", David will go to the cafeteria within 2 minutes for 5 consecutive days.

T#28 **Individualized Education Program (Example)**
Page 29 - Trainee Workbook

- *This is an example of an IEP written with performance/product (annual goal) and instructional objectives that contain the expected behavior, conditions under which the*

behavior will be performed, and the criterion for acceptable performance.

- *To successfully "make purchases from a grocery store independently," the following behaviors must occur:*

  1.1 *Given a picture of an item (David find the isle the toilet paper is on), independently 8/10 trials for 3 consecutive. training days.*

  1.2 *Given a picture of an item, David will locate the item on the shelf (freezer compartment) for 8/10 trials for 3 consecutive days.*

  1.3 *When all items on David's list have been obtained, David will move to the checkoutcounter independently for 5 consecutive trials.*

  1.4 *Given total cost of purchase(s), David will use a "dollar up" technique to pay for groceries independently for 5 consecutive trials.*

- *These instructional objectives (components) are the foundation for designing instruction.*

- *Each of these objectives can be further analyzed for essential parts through the task analysis process.*

How to Analyze a Task
Page 30 - Trainee Workbook

T#29

How to Analyze a Task

Identify the task or performance

Break the task or performance into logical steps

T#30

Task Analysis: Identify the task

Identify the task or performance/ product.

Example:

"makes purchases independently in the grocery store"

- ❑ *Task analysis is a process that breaks a task into sequential essential components.*

  These subtasks are isolated, described, and sequenced to enable a student to perform the desired task.

Task Analysis: Identify the Task
Page 31 - Trainee Workbook

- ❑ *The first step in analyzing a task analysis is to identify the task or performance/product.*

  For example: David "makes purchases independently in the grocery store."

T#31

Task Analysis: Isolate the Components

Observe a competent performer

List the steps or components of the performance

Example:

8. **Pay for purchases**
7. **Locate appropriate checkout lane**
6. **Repeat steps 2, 3, and 4 for each item on list**
5. **Put item in cart**
4. **Locate/select item**
3. **Find isle first item is on**
2. **Look at list**
1. **Get cart**

Task Analysis: Isolate the Components
Page 32 - Trainee Workbook

- ❑ *Next, break the performance/ product into steps or components.*

  Observe a student or group of students who are considered competent performers of the task.

  Competence can be determined by teacher nomination or a specified criterion level.

  For example: (Steps or components are listed in a reverse hierarchy):

8. *Pay for purchases*
7. *Locate appropriate checkout lane*
6. *Repeat steps 2,3, and 4 for each item on list*
5. *Put item in cart*
4. *Locate/select item*
3. *Find isle first item is on*
2. *Look at list*
1. *Get cart*

- ❑ *A task analysis should consist of at least 8 steps and have no more than 20 steps. (Browder, 1991).*

- ❑ *Begin all steps with an action verb.*

  Steps are then useful as verbal prompts (Take out your wallet).

- ❑ *Write the task sequence exactly as it is to be performed by the student.*

- ❑ *Steps involving partial participation can be written in capital letters.*

  Partial participation means that the student will perform some part of the step rather than the entire step.

- ❑ *Steps that need additional clarification can be placed in parentheses and are not given as part of the prompt; (Pick up the item with two hands).*

T# 32

Define the Components

Example:

Locates isle independently.

Operationally defined:

Given a picture of an item, (loaf of bread) from grocery list, student will push cart (using outside perimeter) to the isle containing the item.

Not considered correct if student pushes cart up and down all isles (i.e., trial and error).

- ❑ *Identify the components (instructional term objectives) for the annual goal identified in Activity#1.*

  Be sure to include a behavior, condition and CAP. Write these as components (instructional objectives) on the IEP from (Workbook page 21.)

3.11 Defining Components and Benchmarks

Define the Components
Page 33 -Trainee Workbook

- ❑ *The next step after determining the components is to define each component in terms acceptable performance.*

  For example: David locates the correct isle independently.

- ❑ *A possible operational definition could be: Given a picture of an iteam, (loaf of bread) from grocery list, student will push the cart (using outside perimeter) to the isle that contains item.*

  Performance is not considered correct if student pushes cart up and down all isles (trial and error).

- ❑ *Each component is operationally defined so that ratings will be reliable from one observer to the next.*

T#33

Examples of Component Definitions

1.1 Locates isle independently.
Student goes to correct isle by pushing cart (outside perimeter) and locating isle that contains item .

Incorrect if student pushes cart up and down all isles .

1.2 Locate item independently.
Student locates correct item (according to category or brand name) by rolling cart down correct isle as he scans merchandise on both sides or isle.

Incorrect if he goes down more than one isle to find merchandise.

1.3 Indicates time to checkout independently.
Student moves cart to the checkout counter.

Incorrect if any item on list has not placed in cart.

1.4 Pays for groceries independently
Student counts out correct number of dollars plus one based on price quoted to him by cashier. For example, $5.41 would require student to count out next higher dollar amount - $6.00, without assistance.

Any assistance given to student by cashier or teacher/designee would require rater to score according to level of assistance.

T#33 Examples of ComponentDefinitions Pages 34 - Trainee Workbook

- ❑ *A definition of each component for the example is provided.*
- ❑ *It is useful to also provide at least one negative exaple of each behavior.*

1.1 *Locate isle independently. Student goes to correct isle by pushing cart (outside perimeter and locating isle containing iten.*

Incorrect if student pushes cart up and down all isles.

1.2 *Locate item independently. Student locates correct item (according to category or brand name) by rolling cart down correct isle as he scans merchandise on both sides or isle.*

Incorrect if he goes down more than one isle to find merchandise.

1.3 *Indicates time to checkout independently. Student moves cart to the checkout counter.*

Incorrect if any item on list has not placed in cart.

87

T#34

Determine Benchmarks

Benchmarks are written descriptions of levels of performance.

Benchmarks are used to rate student performance on each component of the Annual Goal.

1.4 *Pays for groceries independenly. Student counts out correct number of dollars plus one based on price quoted to him by cashier. For example, $5.41 would require student to count out next higher dollar amount - $6.00, without assistance.*

Any assistance given to student by cashier or teacher/designee would require rater to score according to level of assistance.

T#34 Determine the Benchmarks
Page 35 - Trainee Workbook

- *The next step is to determine benchmarks of the performance/product.*
- *Benchmarks are written descriptions of levels of performance.*
- *Benchmarks are used to rate student performance on each component of the Annual Goal.*
- *Possible benchmarks for this component are: independently (I), verbal prompt (VP), gestural prompt (GP), and physical prompt (PP).*

T#35

Example of a Component with Benchmarks

An example of a component with benchmarks could look like this:

1) ...locates correct isle 8/10 trials for 3 consecutive days independently.

Independently	Verbal Prompt	Gestural Prompt	Physical Prompt
I	VP	GP	PP
4	3	2	1
No help - verbal or physical given	Can only perform after verbal prompt	Must have gesture (hand or finger in direction of correct isle	Must be physically directed by teacher or designee to complete task

T#35 Example of a Component with Benchmarks
Page 36 - Trainee Workbook

- *An example of a component with benchmarks follows: locates correct isle 8/10 trials for 3 consecutive days independently.*

- ❑ *Possible benchmarks for this component are independently (I), verbal prompt (VP), gestural prompt (GP), and physical prompt (PP).*

  Independently is defined as no assistance, either verbal or physical, given.

  Verbal prompt means the student is told what or how to do something ("the bread is at the front of the store").

  Gestural prompt means the student is given gesture (hand or finger pointed in the direction of correct isle).

  Physical prompt means the student is given physical assistance to complete task (the teacher pushes the cart (with student) to the appropriate isle).

A#2

Defining Benchmarks
Page 37 - Trainee Workbook

- ❑ *For each of the instructional objectives listed on the IEP, Activity #2 determine appropriate benchmarks.*
- ❑ *Use the form provided.*
- ❑ *The example four benchmarks are used for each component, however, two or more can be appropriate depending on the component.*
- ❑ *Benchmarks can be different for each component.*

A#2

Defining Benchmarks

Annual Goal:

(1)

(2)

(3)

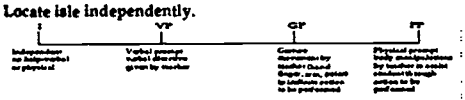
(4)

T#36

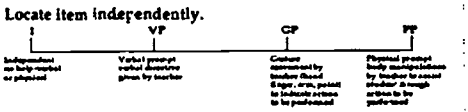
Example of Performance Assessment

Annual Goal: Student will make purchases from a grocery store independently.

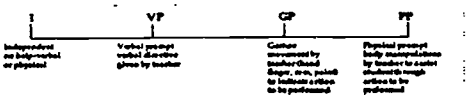
(1) **Locate isle independently.**



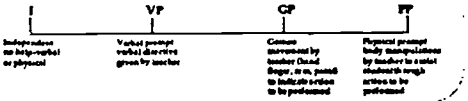
(2) **Locate item independently.**



(3) **Go to checkout independently.**



(4) **Pay at checkout independently**



T#36

Example of Performance Assessment
Page 38 - Trainee Workbook

- *This example of a performance assessment includes an Annual Goal statement (performance/ product), Instructional Objectives (components with benchmarks) and Evaluation (definitions of benchmarks).*

- *Annual Goal (performance): "Student will make purchases from a grocery store independently."*

- *Instructional Objectives (components):*

  1) locate the correct isle(s),
  2) locate the item(s) on the shelf/ counter/frozen food case,
  3) go to checkout counter,
  4) pay for items,

- *Criterion (benchmarks): independently (on all components) for 3 consecutive days.*

- *The criterion reflects the level necessary for acceptable performance, all possible levels of performance or benchmarks are listed along a continuum and are found on a rating scale or data collection sheet.*

- *Typically, the continuum of benchmarks is found on a rating scale or data sheet and only the criterion for acceptable performance is recorded on the IEP.*

3.12 Analyzing the performance/ product

- *Once benchmarks are defined, the next step is evaluating the performance/product.*

Evaluating the Performance/ Product
Page 39 - Trainee Workbook

- *Is the performance/product one that is to be evaluated as a whole performance or product?*

  If so, then less than satisfactory performance on one part could be compensated for by successful performances on the other parts.

  For example: One could get the general idea of a book if some chapters were more carefully read than others;

  a great delivery could compensate for a less than interesting topic;

  and preparing a great dessert could compensate for burning the bread.

T#37

Evaluating the performance/product

as a whole performance or product?

Example:

reading a book
giving a speech
preparing a dessert

Or is each part of the performance /product evaluated independently?

Example:

reading one chapter
great delivery of speech
baking the bread

T#38

Evaluating a Whole Performance/Product

Each dimension of a performance has a point value assigned to it. All points are added together for a *total score.*

For example:

1) locating items	**= 1-4 points**
2) choosing items	**= 1-4 points**
3) going the checkout counter	**= 1-4 points**
4) paying at checkout counter	**= 1-4 points**
Total =	**- 16 possible points**

Total Score:
15-16 points = Superior
13-14 points = Above Average
11-12 points = Average
11 & below = Below Average

- ❑ *Or is each part of the performance or product evaluated independently?*

  In this case, each part of the performance must be performed to criterion.

  For example: Each chapter of the book would be assessed separately;

  a successful speech would require a specific performance of each of the components;

  well respearched, interesting topic, and appropriate delivery would be required; and

  finally, all courses of the meal would have to m: 'et specified criterion.

Evaluating a Whole Performance/ Product
Pages 40 - Trainee Workbook

- ❑ *This example demonstrates the use of point values on the rating scale to evaluate performance.*

- ❑ *Evaluating a performance or product as a whole means each dimension of a performance has a point value assigned to it.*

  The points are added together for a total score.

- *For example, each of these four components are worth four points.*

  Together, they have a point value of 16 points.

  15-16 points are required for superior performance,

  13-14 points are required for above average performance, and

  11-12 points are required for an average performance

- *In this example one part of the performance can compensate for poor performance on another part.*

Evaluating a Performance/Product Components Independently
Page 41 - Trainee Workbook

- *Evaluating each component of a performance or product means that each component is seen as independent of the others.*

  In this example, each of the four components must be performed to criterion to be considered an acceptable performance.

- *Failing to meet criterion on any one part requires the student continue to recieve instruction on that component.*

T#39

Evaluating a Performance/Product Components Independently

Each component of a performance or product has a point value assigned to it. Points are NOT added together for a total score.

Example:

1)	**locating items**	**- must reach CAP**
2)	**choosing items**	**- must reach CAP**
3)	**going to checkout**	**- must reach CAP**
4)	**paying at checkout**	**- must reach CAP**

T#40

Structuring the Performance

Will the performance be natural or contrived?

Will assessment be announced or unannounced?

How many times will the performance occur?

Is this performance/product representative?

Is this generalizable behavior?

How long will it take?

Who will assess/teach?

3.13 Planning the Structure to Evoke a Performance

- *Once the type of evaluation is decided, the next step is to decide how the assessment and subsequent instruction will be structured.*

Structuring the Performance
Page 42 - Trainee Workbook

- *There are several considerations when structuring a performance assessment.*
- *Will the performance be natural or contrived?*

  Does it fit in as a logical way to assess information that has been learned or do you have to plan a specific opportunity for which to give the assessment?

  Is David shopping with his father for dinner? or

  Is David pretending to buy items, soley for the purpose of seeing if he is able?
- *Will assessement be announced or unannounced?*

  Do students know when to expect their performances to be assessed?
- *How many times will the performance occur?*

Will students only get one opportunity to perform the assessment or will multiple opportunities be provided?

- ❑ *Is this performance/product representative?*

  If information on a student's ability to grocery shop independently is grocery shopping being observed?

- ❑ *Is the performance/product generalizable?*

  Will students be able to recognize the performance and transfer it to similar situations or in different content areas?

- ❑ *How long will it take?*

  Will enough useful information from the assessment be obtained to justify the amount of time it will take the students to complete it?

- ❑ *Who will assess/teach?*

  The classroom teacher may not always be the person who is rating the student.

  Always indicate who is responsible for this.

T#41

Performance Assessment Checklist

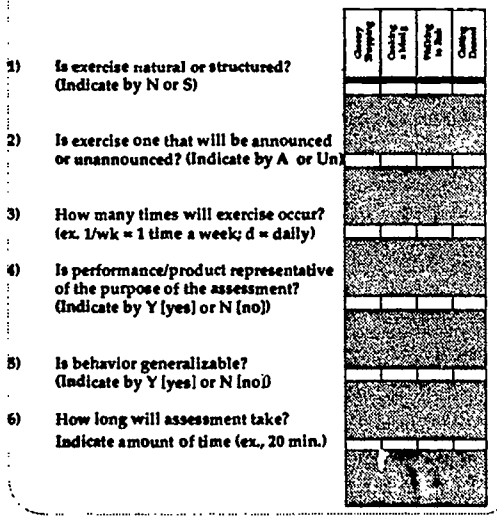
1)	Is exercise natural or structured? (Indicate by N or S)	N
2)	Is exercise one that will be announced or unannounced? (Indicate by A or Un)	A
3)	How many times will exercise occur? (ex. 1/wk = 1 time a week; d = daily)	3/wk
4)	Is performance/product representative of the purpose of the assessment? (Indicate by Y [yes] or N [no])	Y
5)	Is behavior generalizable? (Indicate by Y [yes] or N [no])	Y
6)	How long will assessment take? Indicate amount of time (ex., 20 min.)	30 min

T#41 **Performance Assessment Checklist**
Page 43 - Trainee Workbook

A#3

Performance Assessment Checklist

Review the authentic assessment you have designed and complete the checklist provided.



1) Is exercise natural or structured? (Indicate by N or S)

2) Is exercise one that will be announced or unannounced? (Indicate by A or Un)

3) How many times will exercise occur? (ex. 1/wk = 1 time a week; d = daily)

4) Is performance/product representative of the purpose of the assessment? (Indicate by Y [yes] or N [no])

5) Is behavior generalizable? (Indicate by Y [yes] or N [no])

6) How long will assessment take? Indicate amount of time (ex., 20 min.)

- ❑ *This is an example of a checklist that can be used to answer the above questions.*

  More than one performance (annual goal) can be listed at a time.

A#3

Performance Assessment Checklist
Pages 44 -Trainee Workbook

- ❑ *With your team members, use the performance assessment completed in Activity #2-3 to answer the questions on the Performance Assessment Checklist.*

  Use the form provided.

- ❑ *Have each team choose a representative to present the performance assessment designed during the activity sessions.*

- ❑ *Allow time to discuss each assessment with the entire group.*

T#42

Designing Instruction: Discrepancy Analysis

Observe the student while he/she performs the skill unaided.

Indicate any steps the student cannot perform to criterion.

Design instruction for unmastered components

3.14 Using Performance Assessment to Design Instruction

T#42

Designing Instruction: Discrepancy Analysis
Page 45 - Trainee Workbook

- ❑ *A discrepancy analysis is useful in identifying the parts of a performance or product where instruction is necessary.*

- *The following three activities comprise a descrepancy analysis:*

  Observe the student while he/she performs the task or produces the desired product unaided

  This activity is like a pretest.

  Indicate any steps the student cannot perform to criterion.

  As the performance or product has been broken into essential components or steps it is easy to identify deficts.

  Design instruction for unmastered components.

Discrepancy Analysis Form
Pages 46 - Trainee Workbook

- *This discrepancy analysis was completed for David.*

  The performance assessed was: David will make purchases in the grocery store independently.

- *The components (instructional objectives) are listed along with benchmarks on the rating scale.*

- *The student's observed performance is circled.*

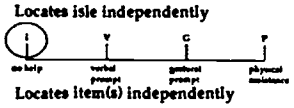
- *The analysis indicates that the student performs each of the behaviors to criterion (independently) with the exception of "pays for purchase."*

T#43

Discrepancy Analysis Form

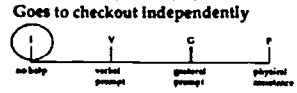
Performance/Product (Annual Goal): David will make purchases in the grocery store independently.
Components

1) **Locates isle independently**

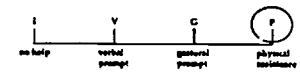


2) **Locates item(s) independently**

3) **Goes to checkout independently**



4) **Pays for item(s)**



Discrepancy Analysis:
Student was not able to independently pay for purchase. The observation of the teacher stated that he was not able to read the dollar and cent amount ($5.28).

T#44

Develop a Task Analysis

10. Put wallet away.
9. Put change in wallet.
8. Take change from cashier.
7. Add one dollar (if there are numbers after the decimal).
6. Count out number of "dollars" that match that amount.
5. Look at the first number (dollar amount).
4. Look on register for total amount.
3. Put money in hand.
2. Open to dollar section.
1. Take out wallet.

A#4

Optional Activity

(1) Using the performance assessment your team designed, observe your target student's performance of this task or product.

(2) Document any discrepancies that occur. (discrepancy analysis).

(3) Task analyze the components that the student cannot perform to criterion.

(4) Bring the task analysis to the next workshop session.

The student requires physical assistance to complete this behavior.

- ❑ *The observer indicated that David did not read the dollar and cent amount ($5.28).*

T#45 **Develop a Task Analysis**
Page 47 - Trainee Workbook

- ❑ *The next step is to develop a task analysis to teach this skill.*

- ❑ *The following task analysis was developed:*

10. *Put wallet away.*
9. *Put change in wallet.*
8. *Take change from cashier.*
7. *Add one dollar (if there are numbers after the decimal).*
6. *Count out number of "dollars" that match that amount.*
5. *Look at the first number (dolar amount).*
4. *Look on register for total amount.*
3. *Put money in hand.*
2. *Open to dollar section.*
1. *Take out wallet.*

- ❑ *As discussed above, the task analysis written in reverse order for the data collection procedures covered in the module Instructional Teaming Part B, Delivering Instruction.*

A#4 **Optional Activity**
Page 48 - Trainee Workbook

- ❑ *Using the performance assessment your team designed , observe your target student's performance of this task or product.*
- ❑ *Document any discrepancies that occur. This is the discrepancy analysis.*
- ❑ *Task analyze the components that the student cannot perform to criterion.*

3.15 Postest

Optional - see Pre/Posttest Section

Trainer Notes