

# Assessing Academic Performance

Data collection tools for students with ASD

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# Definitions of Assessments by “Edglossary.org”

Different assessments look at different skills, needs and are used for different reasons. Here are two progress monitoring tools.

- 1. CRT or Criterion-referenced tests and assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. (2014, April 30).**
- 2. Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.**

# Monitoring Academic progress of students with ASD

## ABLLS-R (CRT) Research

**(Assessment of Basic Language and Learning Revised):**  
According to Usry et al., “The ABLLS-R is a criterion-referenced assessment comprised of 544 items and provides a comprehensive review of 25 skill areas (i.e., repertoires) including language, social interaction, academic, self-help, and motor skills. Its international recognition and widespread use by parents and professionals demonstrate its strong clinical significance while recent research found that the ABLLS-R yields reliable scores and contains evidence of validity.” (2018)  
This assessment is similar in nature to the Vineland-II.

## ABLLS-R (CRT) Benefits

### Benefits of this assessment

- **Helps you analyze data**
- **Your able to chose the next skill in the level of typical progression**
- **Progress Monitoring to observe the rate of learning**
- **Plan appropriate SMART goals for the IEP.**

# Monitoring Academic progress of students with ASD

## ABLLS-R (CRT) Assessment Process

- Examiner/observer determines reinforcer with student (something student would like).
- Next, gathers all materials to begin the baseline assessment (what the student knows). No accommodations/modifications are given to create the baseline.
- Examiner begins the assessment in chunks (depending on age and student ability).
- Examiner scores student responses to determine baseline and analyze typical progression and SMART goals.
- Examiner will progress monitor with the assessment after teaching missing skills.

## ABLLS-R (CRT) Accommodation/Modifications

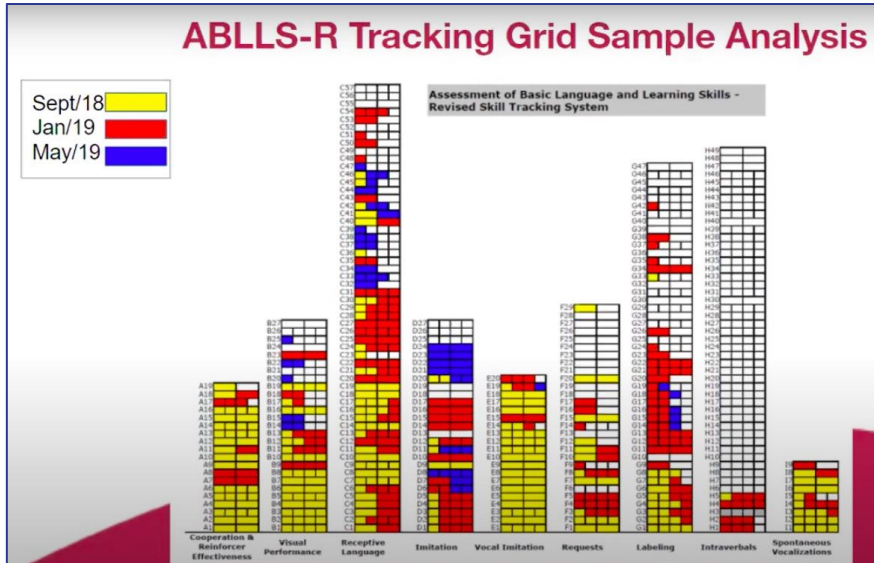
- Accommodations:**
- Examiner gets to know the student and determine appropriate reinforcer.  
(FLEXIBLE Environment) - minimal distractions
  - Student's primary language if needed.
  - Assessment broken down into chunks and segments  
(Provide a Schedule)
  - ACC device for non-verbal students
  - Visual Supports (lighting)
  - Scribe for academics and orthography disability or poor motor coordination
  - Modifications depend on comorbid symptoms of the student and could include assessing only one or two specific skills (out of the 9 sections and shortening the assessment to meet student needs).

# ABLLS-R Sample Tracking Grid

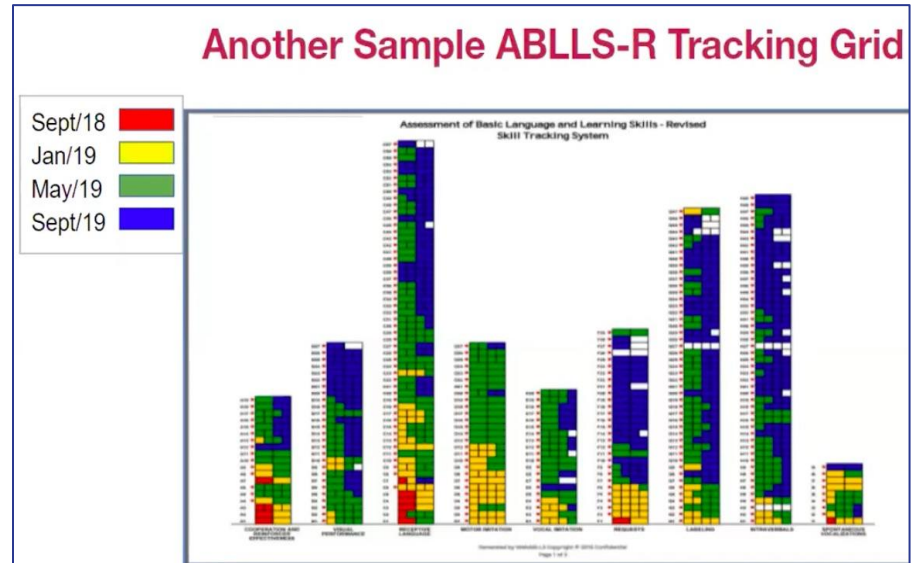
## Ottawa Catholic School Board (ABLLS Training Day 1, 2020)

This is a thorough, criterion-based evaluation that covers a wide range of topics (motivation, reading, motor skills, self-care). It includes all of the abilities that a typical scholar would learn up to the age of 12.. It's simple to understand and interpret, and it breaks down skills to support with assisting in identifying gaps that are common among students with ASD.

### ABLLS-R Tracking Grid Sample Analysis



### Another Sample ABLLS-R Tracking Grid



# Monitoring Academic progress of students with ASD

## AimsWeb (Formative Assessment) Research

**AIMSweb is a screening and progress monitoring tool that can help identify underperforming students early and track their progress in learning academic skills.**

**AimsWeb provides strength and weakness analysis by Common Core (or NCTM) domain, Lexile® reporting, but is not a diagnostic tool. According to Ardoin & Christ, Research suggests that students are likely to make greater academic gains if their teachers use CBM-R in conducting systematic formative evaluations to determine when and if instructional modifications are needed (2009).**

## AimsWeb (Formative Assessment) Benefits

### Benefits of this assessment

- **Data Driven - curriculum/standards-based assessments to screen and monitor student performance**
- **(set a baseline and set benchmarks based off of ROI (rate of Improvement))**
- **Comparative norm tables to adjust intervention strategies**
- **observe the rate of learning**

# Monitoring Academic progress of students with ASD

## AimsWeb (Formative Assessment) Process

- **Administer Screening Probes at Grade Level**
- **Determine Percentile rank (student scores below 10%ile) - step back one grade level at a time to administer screening until the student achieves above the 10th percentile - this is where PM will begin.**
- **Determine ROI based on number of weeks and goal for improvement**
- **Collect data - adjust intervention as needed**
- **Track student growth**

## AimsWeb (Formative Assessment) Accommodation/Modifications

**Accommodations: Do not change the assessment**

- **Sentence Starters**
- **Alternate Response**
- **Extended time**
- **Flexible seating**
- **Multiplication and/or 100 chart**
- **Chunking and/or segmenting**
- **Text to Speech for Math and/or Reading Comprehension**

**Modifications: Change the curriculum.**

- **Adjusted Lexile Level and/or grade level for reading, writing and math and/or select fewer questions**

# AimsWeb Norm

## Pearson Assessments (*AimswebPlus* | *About*, 2022)

Aimsweb™ is a formative assessment tool that enables educators to quickly and accurately: • Screen and monitor skills in the areas of reading and math for students PreK–12, identify students at risk, support early intervention, and measure, monitor and document the impacts of intervention efforts

### Formula:

$$\text{Rate of Improvement} \times \text{Weeks of Instruction} = \text{Baseline} + \text{Goal}$$

The ambitious ROI below is the 25th percentile ROI doubled from the AIMSweb National Norms.

Kindergarten	
LNF	1.8
LSF	1.6
PSF	1.8
NWF	1.4
OCM	2.2
NIM	2.0
QDM	1.0
MNM	0.6

Grade 1	
LNF	0.8
LSF	1.2
PSF	0.8
NWF	1.6
OCM	1.2
NIM	1.4
QDM	0.8
MNM	0.6
RCBM	2.0
MCOMP	1.4

Grade 2	
PSF	0.4
NWF	0.8
RCBM	2.6
MAZE	0.4
MCAP	0.6
MCOMP	1.2

Grade 3	
RCBM	2.2
MAZE	0.2
MCAP	0.4
MCOMP	1.4

Grade 4	
RCBM	1.6
MAZE	0.2
MCAP	0.2
MCOMP	1.4

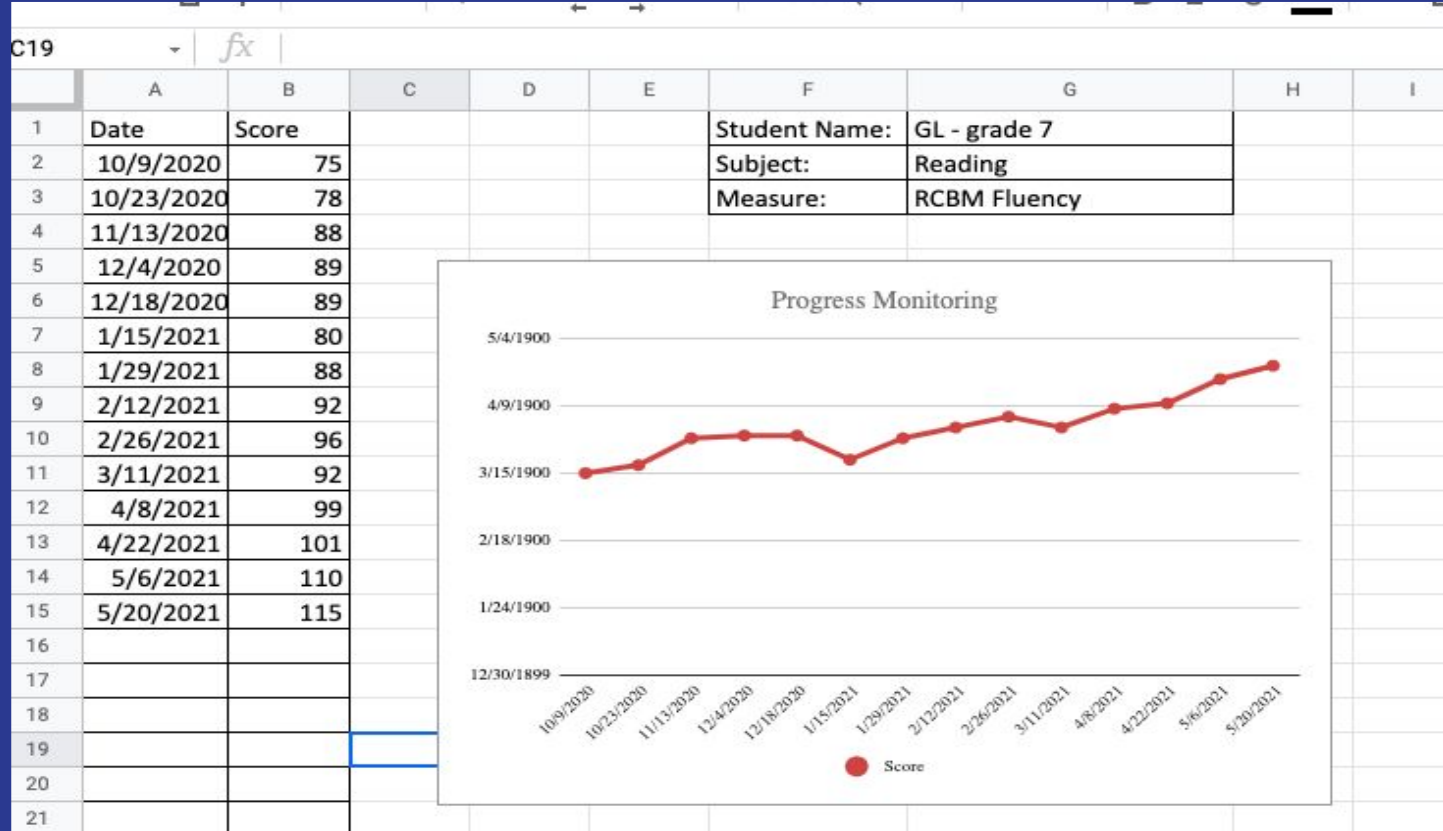
Grade 5	
RCBM	1.6
MAZE	0.4
MCAP	0.1
MCOMP	0.8

AIMSweb® National Norms Table  
Math Computation

Grade	%ile	Fall		Winter		Spring		Group ROI
		Num	pts	Num	pts	Num	pts	
1	90	6563	25	6563	44	6563	48	0.64
	75		16		37		45	0.81
	50		9		28		39	0.83
	25		4		18		30	0.72
	10		2		11		21	0.53
	Mean		11		27		36	0.69
	StdDev		10		12		10	0.00
2	90	14194	33	14194	44	14194	50	0.47
	75		24		39		46	0.61
	50		16		32		40	0.67
	25		10		23		32	0.61
	10		6		14		22	0.44
	Mean		18		30		37	0.53
	StdDev		10		11		11	0.03
3	90	15269	46	15269	63	15269	68	0.61
	75		33		55		64	0.86
	50		22		42		56	0.94
	25		14		29		40	0.72
	10		8		19		26	0.50
	Mean		24		41		50	0.72
	StdDev		14		16		16	0.06
4	90	18953	49	18953	65	18953	70	0.58
	75		36		56		66	0.83
	50		24		44		57	0.92
	25		17		32		43	0.72
	10		10		22		29	0.53
	Mean		27		43		53	0.72
	StdDev		15		16		16	0.03



# AimsWeb Progress Monitoring Data collection graph



# References

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