

Learning Outcomes Assessment

by  
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## Proposal

This project will be completed in a high school Life Skills 2 Autistic classroom. These students typically function on a 1<sup>st</sup>-3<sup>rd</sup> grade level academically and K-1<sup>st</sup> grade level socially. Many of the students also have limited communication ability including verbal and written. The overall goal of this program is to increase the student's independent living skills.

Schools are required by Individuals with Disabilities Education Act 2004 (IDEA) to teach students independent living and community skills when there are deficits. The standards the students work toward are dictated by the student's Individualized Education Plan (IEP). Some of the components that students work toward are independent living skills, community skills, recreation and leisure, and academics.

This project will focus on improving the students' independent skills in an academic and community setting. The students will focus on independently maneuvering through a grocery store to find items on a given list and making a purchase. They will be required to learn and recognize words and their corresponding items along with learning guide words to navigate through a grocery store. By learning these skills, the students continue to gain skills required to live independently.

An assessment will be conducted to evaluate whether the progress has been made towards the goals and objectives set forth by the IEP team. The overall goal for the students in this class is to increase independent and community skills at the grocery store.

The purpose of the assessment is to evaluate whether the students have generalized the ability to navigate through an actual grocery store and purchase items on a given list. Because the learning content is specific to the individual students, the assessment given will be a criterion reference. In order to provide accountability, a formative assessment will be conducted to create progress reports every 4 ½ weeks of the school year until the goal has been met. The desired amount of time is one year but the goal could be attained in a shorter or longer duration depending on the student. The IEP team members will also be involved in the assessment process. This includes the student, parents, teachers, and other outside agencies. By involving all of the team members, data will be gathered in which future goals and objectives will be derived.

## Learning Outcomes and Assessment Techniques

By the end of the year, students should be able to complete the following:

<b>Learning Outcome</b>	<b>Taxonomy</b>	<b>Instructional Techniques</b>	<b>Assessment</b>	<b>Technique</b>	<b>Rationale</b>
Identify grocery items words on a shopping list	Intellectual – concrete concept	Direct Instruction (Model- Learn- Teach)	<b>Direct/ Criterion</b>	<b>Objective</b> – Verbal answers with teacher using a checklist	The students will be evaluated verbally due to their low cognitive ability. The students are able to recognize words and state words but due to both achievement levels in writing and dexterity problems students in this class have severe writing deficiencies. The teacher and student will have a list of the words. The teacher will point to the word and ask the student to state the word. If the student states the word correctly then the teacher will put a check beside the word to indicate a correct answer. The teacher will

					also state the word and ask the student to identify the word by pointing to it. This will ensure that the data collected is reliable and the students can identify the words verbally and in a group physically.
Demonstrate locating items in a grocery store from a list	Intellectual – Rule	<b>Direct Instruction</b> (Model- Learn-Teach) <b>Simulation –</b> (Virtual Reality using the Wii – game will be developed in flash for the students) <b>Community Based Instruction –</b> (at the grocery store)	<b>Direct/ Criterion</b>	<b>Objective – Matching exam</b> <b>Performance-</b> student locate the item in a simulation and in the actual grocery store with the teacher using a checklist for documentation	<b>Objective –</b> The student would have to be evaluated to be sure they have an understanding of what words correspond with the grocery items. The students would be given 10 words and the pictures of the words. The students would draw a line matching the word with the picture. Because of their writing deficiencies, they are limited with what they can write. Also, the students are not being assessed on whether they are able to correctly spell but whether they are able to match a word with its corresponding item. <b>Performance-</b> The students will use a simulation prior to going to the grocery store because of the nature of their disability. Since the students are all autistic, dealing with change is very difficult. The students will have the opportunity to perform in a controlled environment. The students would use the controller to match the items on the list with the products found in the grocery store. They will need to be proficient prior to going to the actual grocery store for another performance assessment in an uncontrolled environment.
Identify guide words in a grocery store	Intellectual – concrete concept	<b>Direct Instruction</b> (Model- Learn-Teach) <b>Simulation –</b> (Virtual Reality using the Wii– game will be developed in flash for the students)	<b>Direct/ Criterion</b>	<b>Objective – Verbal answers with the teacher using a checklist</b> <b>Performance-</b> verbally identify key guide words in	<b>Objective –</b> The student would have to be evaluated to be sure they have an understanding of what words correspond with the grocery items. The students would be given 10 words and the pictures of the words. The students would draw a line matching the word with the picture. Because of their writing deficiencies, they are limited with what they can write. Also, the students are not being assessed on whether they are able to

		Community Based Instruction – (at the grocery store)		the virtual reality game and in the grocery store with the teacher using a checklist	correctly spell but whether they are able to match a word with its corresponding item. <b>Performance-</b> The students will use a simulation prior to going to the grocery store because of the nature of their disability. Since the students are all autistic, dealing with change is very difficult. The students will have the opportunity to perform in a controlled environment, which is a pre-requisite to actually going to the grocery store. The students would use the controller to match the items on the list with the products found in the grocery store. They will need to be proficient prior to going to the actual grocery store for another performance assessment in an uncontrolled environment.
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**Part 4**

**Assessment Tools Link**

Validity

The instruments used are teacher checklists to assess whether the student has achieved the learning outcome. The process can be repeated until the student is able to master the task. A rubric was designed from a task analysis of the learning outcome. For the learning outcome to be met, the student must be proficient in all areas and cannot skip steps. This assessment has a high degree of validity for adolescent students with severe disabilities. The directions are clear and simple for the adults to follow. The students are not exposed to ambiguous question items yet the assessment is appropriate for this type of student.

Content was also a consideration when developing the assessment tool. The students are given a selection of 10 words from a word bank of 20. This ensures that the students will have a representative sample of the 20 words. Also, careful consideration was taken when choosing the “grocery list.” Common items were taken into consideration but also items that would give the students the opportunity to navigate throughout the entire store.

This assessment also has high validity in construct consideration. It represents the intended behavior that is to be assessed. The students’ skills are not a factor in the construct since the assessment was designed to accommodate students with severe disabilities.

Threats

The students have the potential to guess at the answers and therefore may not truly be proficient but it is highly unlikely for the students to guess 80% of the correct responses. Teacher perception on an action in the grocery store could also be a threat to the validity. The teacher’s perception on what exactly a verbal prompt entails. A teacher could whisper the correct guide word to the students, who will then be able to navigate to the product. This would reduce the validity. The teachers must follow the directions and not give the students any physical prompts, such as pointing in the correct direction. This can be avoided by having more than one teacher on site.

## Reliability

This assessment is reliable since the assessment will be given at least twice, once in the simulation mode and once on-site. Each time the assessment is given, the items will be in a random order. The simulation mode is necessary to help the students adjust to the change of environment. This will also help with the reliability since it is a test-retest model. Each time the test is given, the order will be changed so the students do not memorize the answers. This will also increase the reliability. This test is able to be repeated in multiple settings and still have consistent results.

## Threat

There is a possibility that the assessment could be scored by the same person. Achieving interrater consistency can decrease this. Achieving interrater consistency is likely since there are multiple adults in a low-functioning autistic classroom. Another threat to reliability is the low number of assessment items. The numbers of items range from 5-10. This number could be increased but it would not be feasible for this group of students. A large number of items could overwhelm the student, which in turn would cause them to shut down.

Low reliability can be tolerated in this situation since decision making is reversible and can have temporary effects depending on what the IEP team deems important.

## Data Collection

<b>Learning Outcome</b>	<b>Assessment</b>	<b>Data Source</b>	<b>Collection /Justification</b>
Demonstrate locating items in a grocery store from a list	Objective – matching  Performance assessment/observation  Teacher checklist	Students (matching exam)  Teachers (checklists) (through observation)	This assessment will be a formative assessment. Because the students may take a year to achieve one learning outcome. The learning outcome is broken into parts and the student's progress will be stated in % achievement made toward the learning outcome. This is also done on an individual basis. This will be visually shown using a globe chart.  This progress will be stated qualitatively every 4 ½ weeks with the parents/guardians.  For example, if the student has completed the first 2 items on the <a href="#">rubric</a> with 100% accuracy, then the student has made 40% progress towards the learning outcome. This is because the student still has 3 other sections that they need to be proficient in before they have reached their learning outcome.  Annually, this data will be reviewed with the teachers, parents, and other

			agencies. This data will be used to determine whether the student is ready to move on to a new learning outcome, continue working on the learning outcome, or determine that the student is unable to complete this learning outcome.
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