











ASSESSMENT

The Moderate to Severe Teaching and Learning Framework **Assessment**

Best Practices to Equip Special Educators & Drive Student Outcomes



HOW TO USE THE ASSESSMENT

Classroom Observation Flowchart	Action Steps	Section Score by Observation		
		OPI	OP2	OP3
<p>Observation Point #1 If classroom does not meet OP #1, complete action steps before continuing assessment at later date</p> <p>YES NO  </p>	2-3 action steps that should be taken BEFORE continuing the assessment at a later date	Y/N	Y/N	Y/N
<p>Observation Point #2 This observation point builds on OP #1</p> <p>YES NO  </p>	2-3 action steps that should be taken BEFORE continuing the assessment at a later date	Y/N	Y/N	Y/N
<p>Observation Point #3 This observation point builds on OP #2</p> <p>YES NO  </p>	2-3 action steps that should be taken BEFORE continuing the assessment at a later date	Y/N	Y/N	Y/N
<p>Observation Point #4 This observation point builds on OP #3</p> <p>YES NO  </p>	2-3 action steps that should be taken BEFORE continuing the assessment at a later date	Y/N	Y/N	Y/N
<ul style="list-style-type: none"> • This section in gray will outline additional content/supports for teachers and administrators. • Use the columns to the right for up to three different observation points (“OP”) throughout the school year. 				









Scoring Rubric  on Final Page!

SECTION I

Instructional Methodology



SECTION I: INSTRUCTIONAL METHODOLOGIES

Classroom Observation Flowchart	Action Steps	Section Score by Observation		
		OP1	OP2	OP3
<p>Is there evidence of Gradual Release of Responsibility? (e.g., direct instruction, small groups, independent stations)</p> <p>YES  NO </p>	<ul style="list-style-type: none"> Identify when each modality of instruction should take place during the day Identify a physical space within the classroom where each component should take place Identify who is leading each component of instruction 	Y/N	Y/N	Y/N
<p>Is there evidence of modifications for all learners throughout instruction? (e.g., visual supports, programmed AAC devices, use of manipulatives, other)</p> <p>YES  NO </p>	<ul style="list-style-type: none"> Determine what form of modifications are needed Determine when each modification should be used Demonstrate an example of a modification for a specific student 	Y/N	Y/N	Y/N
<p>Instruction is age appropriate and aligned to state standards and/or IEPs</p> <p>YES  NO </p>	<ul style="list-style-type: none"> Evaluate if the content during instruction is age-appropriate for the learners in the classroom Identify what state standards are being covered during each instructional period 	Y/N	Y/N	Y/N
<p>Instruction is vertically aligned (skills taught in whole group are covered in small group and independent practice)</p> <p>YES  NO </p>	<ul style="list-style-type: none"> Review what skills are covered in whole group instruction Verify those skills are being taught in small group / independent practice Determine how this instruction will look different from whole group 	Y/N	Y/N	Y/N
<p>For additional resources on the instructional methodologies, see here.</p>				

SECTION 2

Physical Environment



SECTION 2: PHYSICAL ENVIRONMENT









Classroom Observation Flowchart	Action Steps	Section Score by Observation		
		OPI	OP2	OP3
<p>Furniture is appropriate and accessible for all learners and provides ample space for limited mobility (if applicable)</p> <p>YES ↓</p> <p>NO →</p>	<ul style="list-style-type: none"> Acquire appropriate furniture that can be accessed by all students Ensure the space can be navigated using any mobility device (e.g., wheelchair, walker) 	Y/N	Y/N	Y/N
<p>Schedules are clearly visible and are updated daily, and can be accessed by students if appropriate</p> <p>YES ↓</p> <p>NO →</p>	<ul style="list-style-type: none"> Create a daily schedule that incorporates key events (instructional time, lunch, transitions, etc.) Identify what staff members will be where during different parts of the schedule Ensure the schedule includes visuals and is accessible to students (e.g., individual schedule, <i>If-then</i>, desk-based schedule) 	Y/N	Y/N	Y/N
<p>Classroom areas are specifically designated for different forms of instruction and activity</p> <p>YES ↓</p> <p>NO →</p>	<ul style="list-style-type: none"> Determine what areas of the classroom will be utilized at different parts of the schedule Label the areas of the classroom so they are distinguishable to students/staff 	Y/N	Y/N	Y/N
<p>Adapted materials are accessible for all students and aligned with instruction in the classroom</p> <p>YES ↓</p> <p>NO →</p>	<ul style="list-style-type: none"> Review upcoming instruction and determine what materials may be utilized most often Ensure that materials that are utilized are accessible to all students (e.g., mobile, useful for students with limited motor skills) 	Y/N	Y/N	Y/N
<p>For additional resources on the physical environment, see here.</p>				

SECTION 3

Classroom Management



SECTION 3: CLASSROOM MANAGEMENT

Classroom Observation Flowchart	Action Steps	Section Score by Observation		
		OPI	OP2	OP3
<p>Visual supports are evident and available for all students (e.g., visual schedule, behavioral expectations, etc.)</p> <p>YES  NO </p>	<ul style="list-style-type: none"> • Create visual supports for commonly used items/activities around the classroom • Identify behavior expectations for instructional times & create visual supports (e.g., sitting down, raise hand) 	Y/N	Y/N	Y/N
<p>Reinforcement strategies are utilized by all staff members, and evidence of reinforcement is available (e.g., token economies, <i>If-Then</i> charts, etc.)</p> <p>YES  NO </p>	<ul style="list-style-type: none"> • Review reinforcement strategies with all staff members, including when to use reinforcement • Identify appropriate reinforcers for all learners • Create visuals to support reinforcement (token boards, charts, etc.) 	Y/N	Y/N	Y/N
<p>Problem behavior is immediately addressed by all staff members according to the identified function</p> <p>YES  NO </p>	<ul style="list-style-type: none"> • Review any Behavior Intervention Plans (BIPs) with all staff to ensure compliance • Identify any behaviors that fall outside of BIPs to determine a function • If required, consult specialists for identifying behavioral function & appropriate interventions 	Y/N	Y/N	Y/N
<p>Students have multiple reinforcement options available simultaneously (e.g., individual reinforcement, group reinforcement)</p> <p>YES  NO </p>	<ul style="list-style-type: none"> • Create individual reinforcement systems (e.g., token boards, charts) and group reinforcement times (break times, group contingencies) • Ensure all staff are familiar with criteria to receive individual/group reinforcement 	Y/N	Y/N	Y/N
<p>For additional resources on classroom management, see here.</p>				

SECTION 4

Technology



SECTION 4: TECHNOLOGY









Classroom Observation Flowchart	Action Steps	Section Score by Observation		
		OPI	OP2	OP3
<p>Technology is available to all students at an appropriate student-device ratio</p> <p>YES ↓ NO →</p>	<ul style="list-style-type: none">Identify what technology is currently in use and what devices may be neededAcquire additional devices to support student instruction or determine how/when students will use the available devices	Y/N	Y/N	Y/N
<p>Students who access learning activities through AAC devices are actively engaged in lessons</p> <p>YES ↓ NO →</p>	<ul style="list-style-type: none">Assess student needs for AAC using specialist referral (SLP, OT, etc.)Utilize low-tech forms of AAC during appropriate instructional times (e.g., Picture Exchange Communication System or visuals)	Y/N	Y/N	Y/N
<p>Evidence of blended learning is available (e.g., using technology and print-based materials during instruction)</p> <p>YES ↓ NO →</p>	<ul style="list-style-type: none">Outline when technology will be used in the classroom via visual scheduleReview best practice for using technology in each modality of instruction (e.g., whole group, small group, etc.)	Y/N	Y/N	Y/N
<p>Blended learning includes data collection on student progress</p> <p>YES ↓ NO →</p>	<ul style="list-style-type: none">Determine a use for technology as a form of data collection (data input or instructional software with reporting)Review how data will be reported using technology (e.g., teacher-made or program specific reports)	Y/N	Y/N	Y/N
For additional resources on technology in the classroom, see here .				

SECTION 5

Data, Outcomes & Assessments



SECTION 5: DATA, OUTCOMES & ASSESSMENTS

Classroom Observation Flowchart	Action Steps	Section Score by Observation		
		OP1	OP2	OP3
<p>IEP Goals are observable, measurable, and correlated with state standards (See SMART IEP Goals)</p> <p>YES  NO </p>	<ul style="list-style-type: none"> Review criteria for observable & measurable IEP goals Create a plan on how to measure any IEP goals that do not meet this criteria Determine which standards align to the given IEP goal 	Y/N	Y/N	Y/N
<p>Progress monitoring is evident in the form of data sheets or technology-based data collection</p> <p>YES  NO </p>	<ul style="list-style-type: none"> Identify a form of data collection (paper-based, technology, etc.) Determine how the skill will be measured & reflected in data collection (e.g., percent correct, frequency) Delineate what activity/time period data will be collected 	Y/N	Y/N	Y/N
<p>Data is tied to state standards and/or IEP goal achievement</p> <p>YES  NO </p>	<ul style="list-style-type: none"> Review data collection procedures and determine which skills/activities/times will measure IEP goals Identify a means to align instruction to state standards (e.g., reverse design group instruction or standards alignment to current activities) 	Y/N	Y/N	Y/N
<p>Progress toward specific IEP goals for each student is easily accessible and can be used to inform future PLAAFP/PLOP statements</p> <p>YES  NO </p>	<ul style="list-style-type: none"> Determine how progress is reported for each method of data collection (e.g., technology, manual report) Review best practice for present levels statements and how to incorporate the collected data points 	Y/N	Y/N	Y/N
<p>For additional resources on data, outcomes & assessments, see here.</p>				

SCORING RUBRIC

0–5	Emerging	<ul style="list-style-type: none"> Teaching & learning may be taking place in this classroom, but there is significant room for improvement. Action steps should be implemented quickly and re-assessment should take place within 2 weeks.
6–15	Effective	<ul style="list-style-type: none"> Effective teaching & learning is taking place in this classroom, however there is room for more differentiation and support. Action steps should be implemented and re-assessment should take place within the given semester (if possible).
16–20	Model	<ul style="list-style-type: none"> Teaching & learning in this classroom is effective, and content is differentiated to meet learner needs. Mild improvement in targeted areas will further increase student outcomes. This classroom should serve as a model for current emerging and effective teachers & classrooms.
21–25	Master	<ul style="list-style-type: none"> Teaching & learning is effective and students are actively progressing on content being taught in this classroom. This classroom/teacher should be used to train/instruct other classrooms in using best practices.

Date	Classroom	Instructional Methodologies (# of Y's)	Physical Environment (# of Y's)	Classroom Management (# of Y's)	Technology (# of Y's)	Data, Outcomes & Assessment (# of Y's)	TOTAL
9/8/24	Ms. Johnson	3	4	1	3	2	13
AVERAGE							

*This scoring chart may be used to track progress for one or multiple teachers.