

5 Star Method for Monitoring, Measuring and Reporting on Student Progress

PURPOSE We evaluate students with special needs for some very important reasons; we must measure their learning so that we can see whether the student is making progress, we can then use that information to assess the effectiveness of our programs, and finally we must evaluate the student's learning so as to provide a report to their family. To not measure a student's learning implies that they have no goals or objectives which of course would not be true.

5 Stars

Measuring Accomplishments

- What Do You Measure?
- How Do You Gather Data?

Summary of Data Collection

Providing Anecdotal Comments

Summary of Reporting Progress

How Do We Measure Progress For The Student When The Skills Appear To Remain The Same Over Time?

Sample Report Card

5 Stars

Supporting the Student to Achieve Meaningful, Integrated Life Outcomes

Special Education leaders agree that desirable outcomes for all students with

special needs include these five elements:

- Participation
- Connections
- Accomplishment
- Contribution
- Satisfaction (Happiness Is...)

(Ysseldyke & Thurlow, 1994).

When composing a Report Card for a student, consider adding comments on each of the 5 Star Areas.

Teachers can report on student's involvement in each of the 5 areas. However, classroom teachers often feel that they don't have adequate information to complete a report card for the special needs student. So teacher assistants and even the student peers can provide information on the Star Areas - just use caution with the Accomplishments section, which is related to IEP Objectives.

Ask Teacher Assistants and Peers to contribute information on the student's Connections, Participation, Contributions and Satisfaction.

Accomplishment Section

In addition to the previously named areas, teachers must evaluate the student's specific progress towards IEP Goals and Objectives. While this is the responsibility of the teacher, teacher assistants can be asked to record information on student progress toward the specific Objectives. Those information-gathering forms are provided later in this module. Once information has been collected the classroom teacher and the Resource Teacher can evaluate the student's progress.

That evaluation (is the student making progress, staying the same or losing ground?) would be a significant part of the report card and would come under the section called Accomplishments. Or, information on the student's accomplishments could be woven into any of the other sections (Contributions, Participation, Connections, Satisfaction).

More information how to gather data on a student progress will be shared in future sections in this Module.

Details on the 5 Stars - What Do You Write in the Report Card?

Connections:

Who has the student Connected with this term?

Think about any Social Connections that the student has had with peers, older and younger buddies and school staff.

Example:

John has 4 wonderful Recess Buddies this term that he really connected with; Tyler, Michael, Rachel and Amanda. Here's what they shared about spending recess with John: "We like to play with John cause we have fun at recess. We ask him "Do you want to play' Go, Go, Stop' or 'Run around the school'?"

Note: Teacher could indicate what specific skills that John is working on (using his BIGmack for Go, Go Stop) and his progress in these skills - this would be called Weaving Accomplishments into Social Connections.

Participation:

What has the student Participated in this term?

Share information on both regular activities as well as any special events such as assemblies, field trips, school or classroom themes, etc.

Example:

John has participated in some wonderful activities this term. In music, the class worked on percussion instruments and John really enjoyed getting hold of the drumstick and playing along with the students.

John also participated in all our typical class activities; reading, spelling, math, science and social studies while working on his special skills.

(Note: teacher could indicate what specific skills that John is working on and his progress in these skills - this would be called Weaving Accomplishments into Participation)

John was also involved in some wonderful special activities this term. The school celebrated two big themes: Multicultural Days and Adventures under the Sea. John participated in all the activities music, assemblies, listening to stories, art projects, and eating interesting food.

As a class we worked on our Life on the Farm Unit. John attended both our field trips to the Apple Farm and the Pumpkin Patch.

Contributions:

What are the student's Contributions this term?

How does the student contribute to the class, to the school and the community? You can address specific jobs the student does as well as contributing by their presence, attitude etc.

Example:

*John has been a great contributor this term. He uses his **switch** and the PowerLink to help us make popcorn for the class. The class earns a Popcorn Party once a week for reaching their Math Goals. So far they haven't missed a Popcorn Party so John's been busy! John uses the **switch on a request from either Mrs. Edison or from one of his buddies**. This is wonderful progress from last term when John also needed a helping hand from Mrs. E.*

*John also asks the Vocabulary Question of the Day on his **Bigmack**. The kids really look forward to his asking them a 'hard one.' John **usually hits his BIGmack on the request of Mrs. E or a student, but sometimes he needs a helping hand**.*

*And as the Special Helper (everyone has a turn) John's job is to sharpen all the pencils. He is using **his switch and PowerLink to run the Pencil Sharpener**. He and a buddy sharpen all the pencils on Fridays.*

This is a new activity for John so we know he'll need lots of practice. Right now

***he needs a helping hand and a request to hit the switch most of the time.
We're aiming for a bit more independence with this next term.***

(Note: Teacher has indicated what specific skills that John is working on (using a switch and using the BIGmack) and what level of independence he is achieving. This would be called Weaving Accomplishments into Contributions)

Satisfaction or Happiness Is:

What has the student done this term that he or she has found particularly satisfying and enjoyable?

For John Happiness is ...

Recess Buddies: Tyler, Michael, Rachel and Amanda

Reading Buddies

Going over bumpy ground in his wheelchair

Going on the Field Trips with the Class

Eating fabulous lunches sent by mom

Music Class - banging on the drum, playing the jingle bells

Listening to Cowboy Music

Relaxing after lunch

Playing Go, Go Stop with his BIGmack at recess

And last but not least:

Accomplishments:

The Accomplishments refers to the student's progress towards IEP Objectives/Skills and Long Term Goals. Teachers focus on students' specific skills or short-term objectives and comment on those.

Example:

This term, John has been continuing his skill of using the switch for recreation and leisure (running the tape recorder to listen to taped music) and providing a service for others (making popcorn and running the electric pencil sharpener).

*Our objective was that John would demonstrate **more independence in using the switch**. We wanted him to progress from needing a helping hand and a request to hit the switch to just needing a request. We've seen some very nice progress with this. John is able to make popcorn by hitting his switch on the request of Mrs. Edison and/ or a buddy. He doesn't need the physical prompt anymore.*

John also is becoming more independent in using his switch to run the tape recorder. He still occasionally needs a bit of a helping hand to hit the switch when the tape stops but this is much better than last term when he need hand over hand support almost every time. Way to go John!

Running the electric pencil sharpener is a new task for John. He certainly shows that he enjoys this activity (big smile) and we know that he'll need lots of practice to become more independent. Right now John needs lots of helping hand support and requests to activate the switch when we need him to, but we'd like to see more independence next term.

Measuring student progress and then reporting it to parents is not an easy job. The next section, Measuring Accomplishments, provides lots of strategies and supports for teachers to help them with these tasks.

Measuring Accomplishments: Monitoring Student Progress

The student, staff and parents all need to recognize improvement. When evaluating long range and even short-term objectives for students with severe/multiple disabilities, areas of growth are sometimes difficult to see. Sometimes due to increasing health or physical challenges, just maintaining the student's level of ability may be considered a valid short term objective. By monitoring progress on short-term objectives through specific tasks, we can note achievement in the accomplishment of that skill in that situation and through the generalization of that skill.

What Do You Measure?

The quick answer is that you measure what you teach. Teachers and therapists generally record progress and concerns through 'running records'. Anecdotal evidence like this is always useful but you would still want objective data in order to evaluate student change and intervention effectiveness.

Specifically you are assessing the student's achievement in acquiring the Skills (Objectives) as identified in the IEP. The entire team needs to have input in developing and reviewing the skills or objectives as they relate to the student's long term goals. These skills are the basis of the student's curriculum.

Typical Skills

Using a Switch

Using a BIGmack or other Communication Device

Using Hands for Functional Purposes:

- Holding onto a spoon....
- Washing hands
- Reaching for offered objects

Making Choices between Two Objects

Using the Standing Frame Daily

How Do We Measure Progress For The Student When The Skills Appear To Remain The Same Over Time?

We can anticipate that the student will most likely be working on similar skills throughout his school career. It is important to be able to recognize for the

student, ourselves as educators and caregivers and for the student's family, where he is making progress. This will likely occur in very small increments.

How Do You Gather Information on the Student's Skills ?

You will want to collect data on the student periodically throughout the term. The measurement of progress needs to occur within the meaningful routines in which the student's skills are learned. It can be challenging sometimes to sort out subjective versus objective observations regarding behaviours. First, the team will need to decide what information to gather on the student. To do this the team needs to have decided what skills the student is working on and how they want the student to improve.

What We Want the Student To Do Determines How We Collect Data

There are usually 5 areas in which Skill development occurs:

1. We Want to Increase the Student's Level of Independence with the Skill or We Want to Decrease the Amount of Prompting the Student Requires.

- You would measure the student's Degree of Active Participation.
- How much assistance or prompting (physical and/or verbal) does the student require overall? Has the prompt level changed? (e.g., physical cue paired with verbal cue, to just the visual cue)

2. We Want to Increase the Number of Times the Student Performs the Skill now that they can do it Successfully.

- You would measure the Frequency of the Skill. How often does the student perform the activity as desired? (e.g., How many times does the student request "more" for an interrupted favorite activity?)

3. We Want the Student to Perform the Skill more Accurately or Appropriately

- You would measure the Student's Accuracy of the Skill/Behaviour. How precisely does the student perform the behaviour? e.g., during switch work, how many "false hits" (hitting the switch involuntarily) occurred? Did the student point/gaze accurately at the picture choice?

or

- You would measure the Appropriateness of the Skill/Behaviour. Does the student demonstrate the desired behaviour in appropriate situations? (e.g., the student vocalizes when requesting attention, but is quiet during designated times within the classroom.)

4. We Want the Student to Perform the Skill for a Longer Time.

- You would measure the Duration of the Skill.
- How long does the student engage appropriately in the desired behaviour? (e.g., Does the student hold onto the spoon during mealtime for the desired length of time?).

5. We Want the Student to Generalize their Skills to New People and with New Tasks.

You would measure the Generalization of the Skill. For example:

- Generalizing the same skill, like Choice Making, to new people (e.g., from assistant, to peers)
- Generalizing the same skill to new situations (e.g., from using a switch and PowerLink to sharpen pencils with an electric pencil sharpener, to accessing a blender).

Summary of Measurement or Data Collection Options

- **Measurement - Data Collection**
- **Application**
- **Degree of Active Participation - Is the student becoming less dependent on an adult or peer for assistance with the skill or task?**
- **How Much Help Does the Student Need to Perform the Task/Skill?**

	<p>You can rate the <u>Level of Support</u> needed by the student on an A B C D E Scale. A+ = <i>The student is Independent. They can perform the task all by themselves - no prompting needed.</i> B = <i>The student needs a Verbal Prompt or Reminder to initiate the task or to keep going.</i> C = <i>The student needs a Physical Prompt (Helping Hand) to initiate the task or to keep going.</i> D = <i>The student needs a Verbal and Physical Prompt to initiate the task or keep going.</i> E = <i>The student needs full support (e.g. Hand over Hand as well as Verbal Cues.</i> This is an effective way to measure the student's move towards independence. Our goal is to help the student move towards the A+ level. Example: Switch Use - How much support does the student require to activate their switch? <i>The Student used a switch 6 times today. Twice at "E" and four times at "D".</i></p>
<p>Frequency of Performing the Skill or Task. How many times did the Student Perform the Task or Engage in the Requested Behaviour? You also want to record the opportunities the student had to engage in the behaviour compared to the number of times they actually performed the task.</p>	<p>How Many Times? Example: How many times did the student ...Request HelpHit the Switch to turn on Tape RecorderRequest 'More' Make a Choice <i>Student Requested Help 11 times this morning. Student was asked to Hit his Switch 10 times today and responded 5 times. Student was offered 8 Opportunities to make Choices today, she made a Choice 5 times.</i></p>
<p>Accuracy of Behaviour or Skill -</p>	<p>How Precisely Does the Student Perform the Behaviour or Skill? Example: Switch Use - How many accidental hits versus correct hits does the student make? <i>Student hit the switch 14 times today - 11 times on request and 4 times accidentally.</i> Choice Making: How many times did the student make a clear choice the <u>first time</u> objects were presented?</p>

	<i>Student was presented with 10 Choice Making Opportunities today. She made a clear choice on the first presentation 3 times.</i>
Appropriateness of the Behaviour or Skill.	Example: Asking for More (Vocalizing) - Does the student demonstrate this skill when he needs help? <i>Student has learned to pair vocalizing with getting MORE in a one-on-one situation with assistant during Mealtime.</i>
Duration of the Behaviour	How Long Does the Student Perform the Skill Consider this measurement if the team is wanting to increase the time a student needs to perform a skill or behaviour. Example: Holding on to a Spoon - How long does the student hold on to the spoon during mealtimes? <i>Typically the student holds on to the spoon independently for 5-10 seconds. With some physical prompting student is able to hold on to the spoon for up to 30 seconds.</i>

Evaluating the Information

Data Collection forms are usually available that school teams can use to collect information on the student's achievement.

Once the data has been collected, the teacher, therapists and Resource Teacher need to determine how the student is doing. They will want to know whether the student is making progress, holding his or her own or slipping. Changes or modifications to the student's program can be done at this time as well. This may mean increasing expectations if the student is making satisfactory progress. If the student has not made progress the team can revise expectations, or provide more support or enhance the motivators.

Ultimately the information on the student's progress will be shared with the family on the report card.

Measuring Accomplishments Form

Take data over numerous days because student performance can fluctuate.

Student _____ Dates Records Kept _____

Recorder _____

Degree of Active Participation

Levels: A+ = Student is Independent B = Needs a Verbal Prompt Only C = Needs a Physical Prompt Only (Helping Hand) D = Needs a Verbal and Physical Prompt E = Needs Verbal and Hand Over Hand (Full Support)
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What Skill is being Measured?		
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Day/Date/	During which Activity or Routine	Level?

Measuring Accomplishments Form

Take data over numerous days because student performance can fluctuate.

Student _____ Dates Records Kept _____

Recorder _____

Measuring Frequency of Behaviour or Skill

What Skill is Being Measured?		
Day/Date	During Which Activity or Routine	Count (How Many Times?):

Measuring Form

Take data over numerous days because student performance can fluctuate.

Student _____ Dates Records Kept _____

Recorder _____

Measuring Student's Accuracy

Measuring Accuracy: v Correct Response or Action X Incorrect Response or Action 0 No Response Δ Student Responded when they shouldn't have		
What Skill is being Measured?		
Day/Date	During Which Activity or Routine	Results
		____ Total Opportunities ____ Correct Responses ____ Incorrect Responses ____ No Response ____ Responded when ____ they shouldn't

		have
		____ Total Opportunities ____ Correct Responses ____ Incorrect Responses ____ No Response ____ Responded when they shouldn't have
		____ Total Opportunities ____ Correct Responses ____ Incorrect Responses ____ No Response ____ Responded when they shouldn't have

Measuring Accomplishment Forms

Take data over numerous days because student performance can fluctuate.

Student _____ Dates Records Kept _____

Recorder _____

Measuring Duration of Student Performance

What Skill is being Measured?		
Day/Date	During Which Activity or Routine	Length of Time

Observation Form

Student: _____ Date _____

Assessing Skill Generalization

What Skill is Being Considered?			
To New People? - assistants, teacher, peers, buddies-	In New Situations? (new locations for routines or activities)	Decreasing the Prompting Needed? (see Degree of Active Participation Form)	New Objects Involved in the Activity or Routine?

Report Card Template For Students on a Fully Modified Program

Student _____ Date: _____

Term: _____

Participation:

What activities (special and routine) did the student participate in this term?

Connections:

Who did the student make special connections with this term?

Accomplishments:

This is from the IEP - Short Term Objectives section.

Example:

This term _____ was working on the Skill (and short term objective) of _____.

So far _____ is able to _____

We plan to (keep going with this objective OR create a new objective) for next term.

_____ was also working on the Skill (and short term objective) of _____
So far _____ is able to _____

We plan to (keep going with this objective OR create a new objective) for next term.

Contributions:

What did the student do this term to help other students, the class, the school, and the community?

Happiness Is ... (Satisfaction):

What did the student especially enjoy doing this term?

