

Assessment on a larger scale:

Measuring and evaluating the progress of children with autism through curricular sequences with precision

Michael A. Fabrizio  
Sara Pahl  
Kristin Schirmer

- Assessment should occur at 3 levels:
  - Micro level
    - Assessment conducted on an on-going basis related to specific instructional objectives
  - Meta level
    - Assessment conducted on a regular basis related to broad skill clusters within curriculum areas
  - Macro level
    - Large-scale assessment to determine overall impact of educational intervention

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- 2 options:
  - Curriculum-Based Assessment
  - Precision Teaching

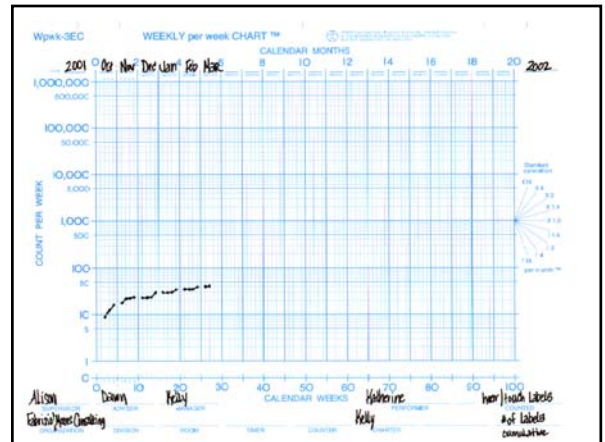
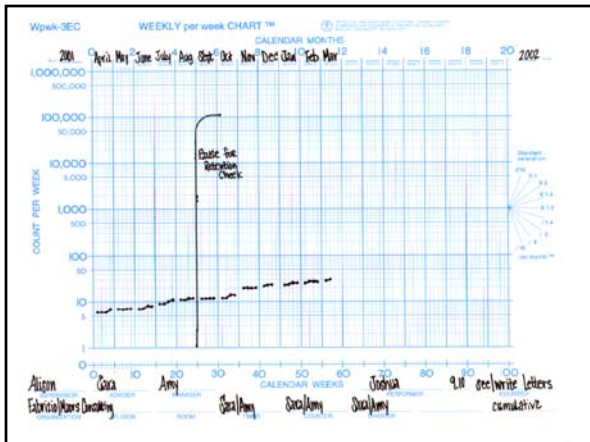
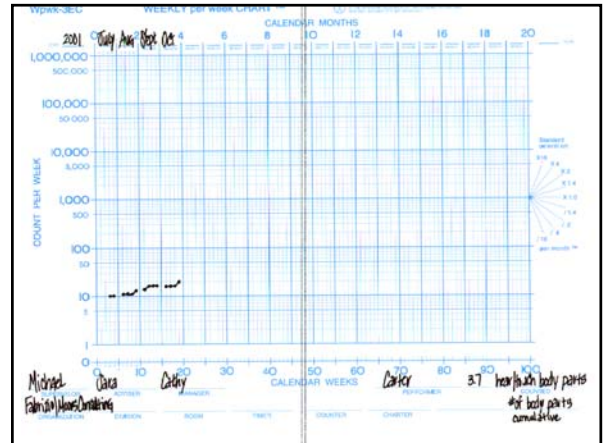
- Similarities
  - Short, time-based assessment of progress (Binder, 1990)
  - Frequent assessment (Binder, 1990; Marston, 1989)
  - Visual data displays based on real time (Binder, 1990)
  - Data-based decisions regarding instructional changes (Binder, 1990)
  - “Fluency” as targeted outcome of instruction (Binder, 1990)
  - Emphasis on measurement of observable skills (Marston, 1989)

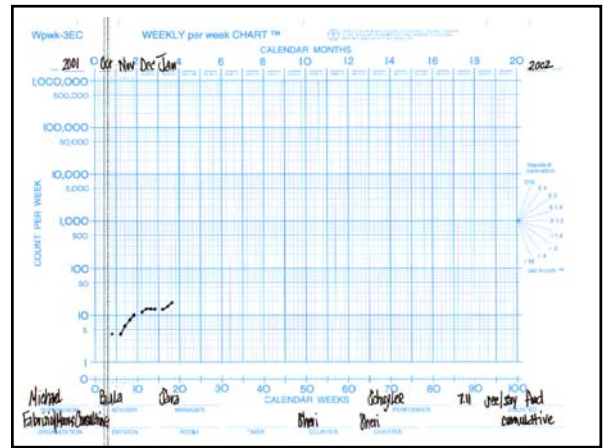
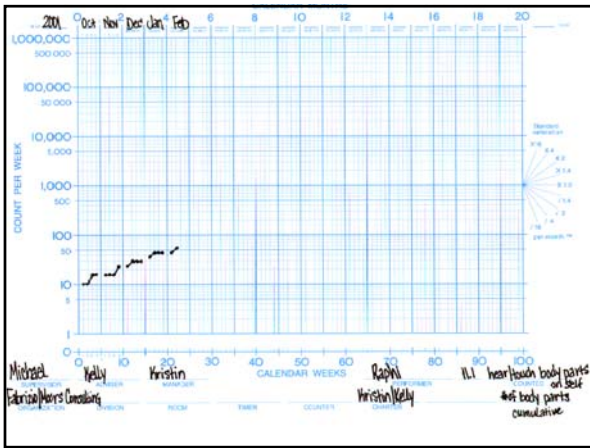
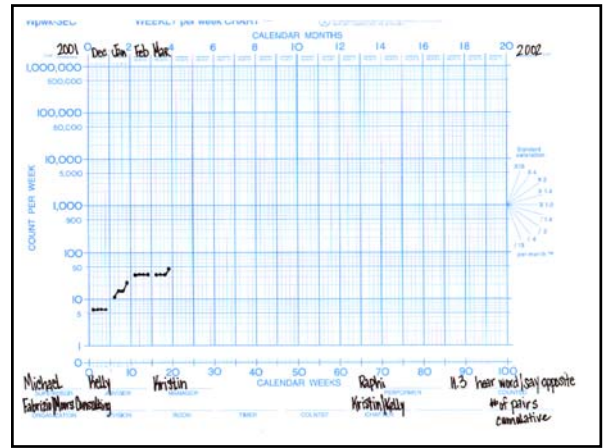
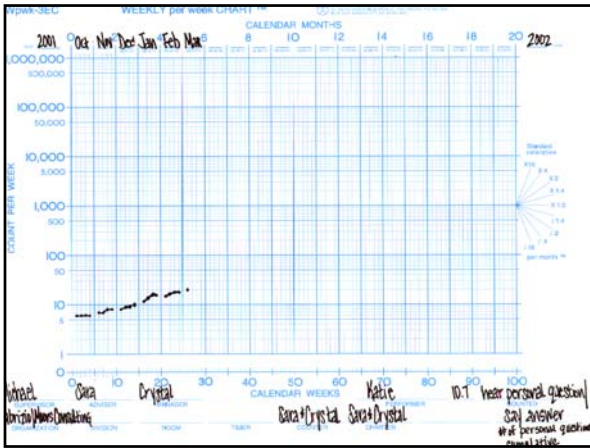
- Differences
  - Standardized visual display
  - Establishment of performance criteria
    - Normative vs. predictive (Binder, 1990; Marston, 1989)
    - Difficulties with normative assessment for children with special needs
      - Few children
      - Large range of skills within diagnostic category (White, 1984)

- Use of the SCC
  - Decreases analysis time (Lindsey, 1990)
  - Allows for valid analysis
    - Maintains homogeneity of variance (Koenig, 1972)
    - Multiply/Divide scale increases analytic power (McGreevy, 1984)
  - Allows consumers to easily evaluate intervention effectiveness
  - Allows consultants/teachers/program directors to monitor skill progress from a wider vantage point

- Across a large time scale
- Across providers
- Across changes in programming
- Across a cluster of skills within a program

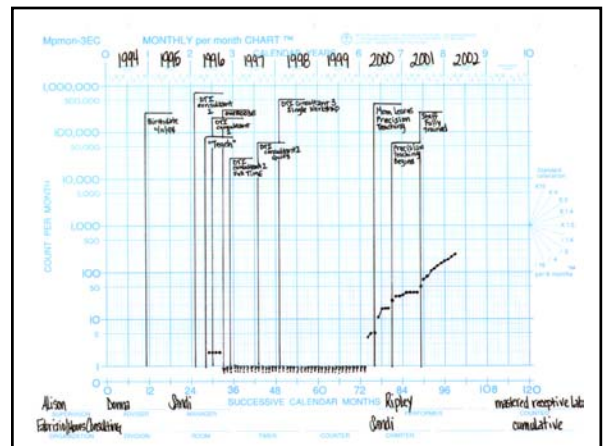
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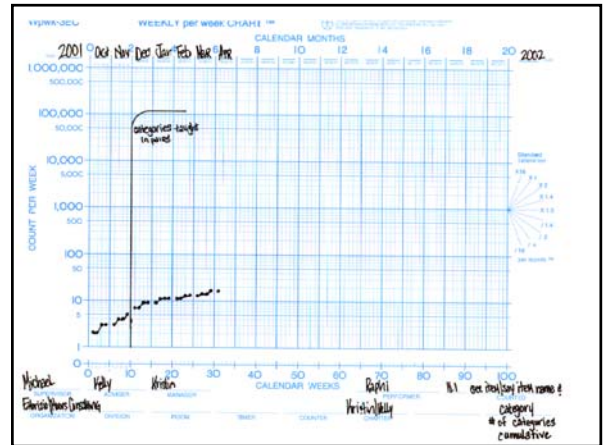
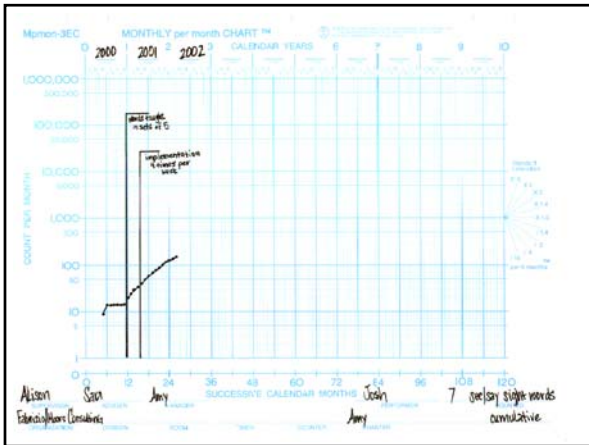
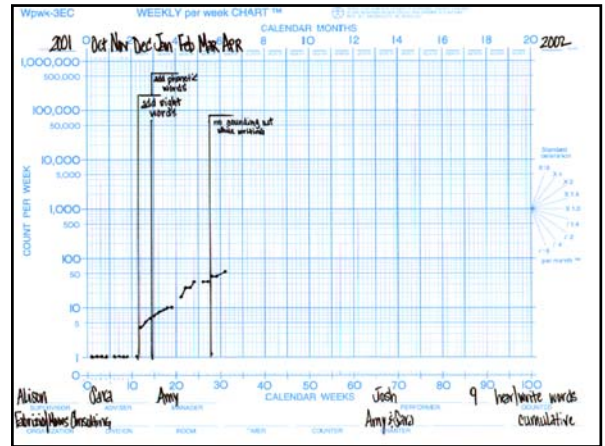


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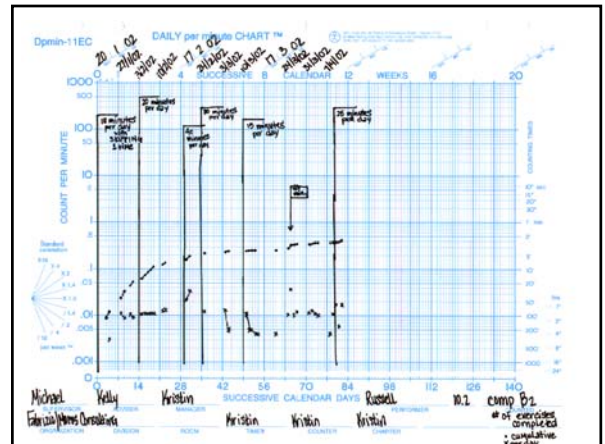
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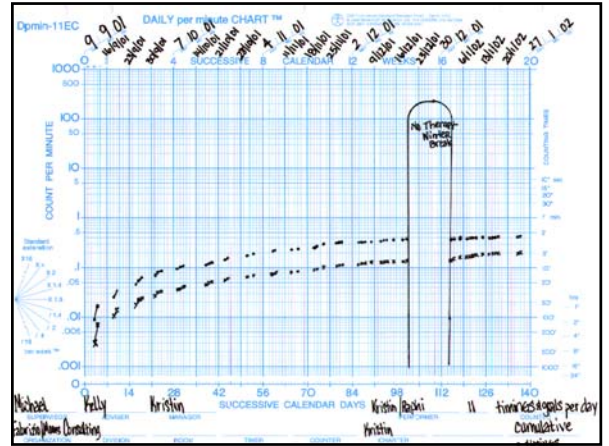
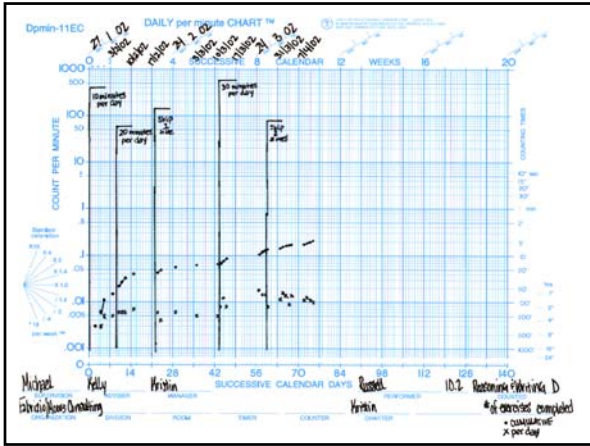


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