

Charted Student Learning and Performance as a Psycho-educational Component at M-Team Deliberations

David Keller, Larry Fildes and Nancy Vad

Traditionally, psycho-educational assessment of students suspected of having an educationally handicapping condition, is based on standardized IQ and achievement testing. Standardized IQ and achievement testing have traditionally been used as an attempt to describe and predict student skills and ability. The presenters suggested that a direct measure of student performance in the classroom is a more sensitive and valid assessment procedure. A classroom measure of performance using an existing curriculum has greater criterion validity than standardized tests of achievement.

The audience viewed charted data which had been collected for the purpose of identifying student strengths and deficits within the context of classroom performance in a given curriculum area. Classroom summary charts compared learning disabled students with other students in a world history class and in a second grade class. The Charts are significant because they compare students referred for their learning differences with students they must compete against in their classes.

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"DON'T THINK -- JUST DO IT!"

CALENDAR WEEKS

READS WORDS
(Science text)

SPELLS WORDS
(Spelling text)

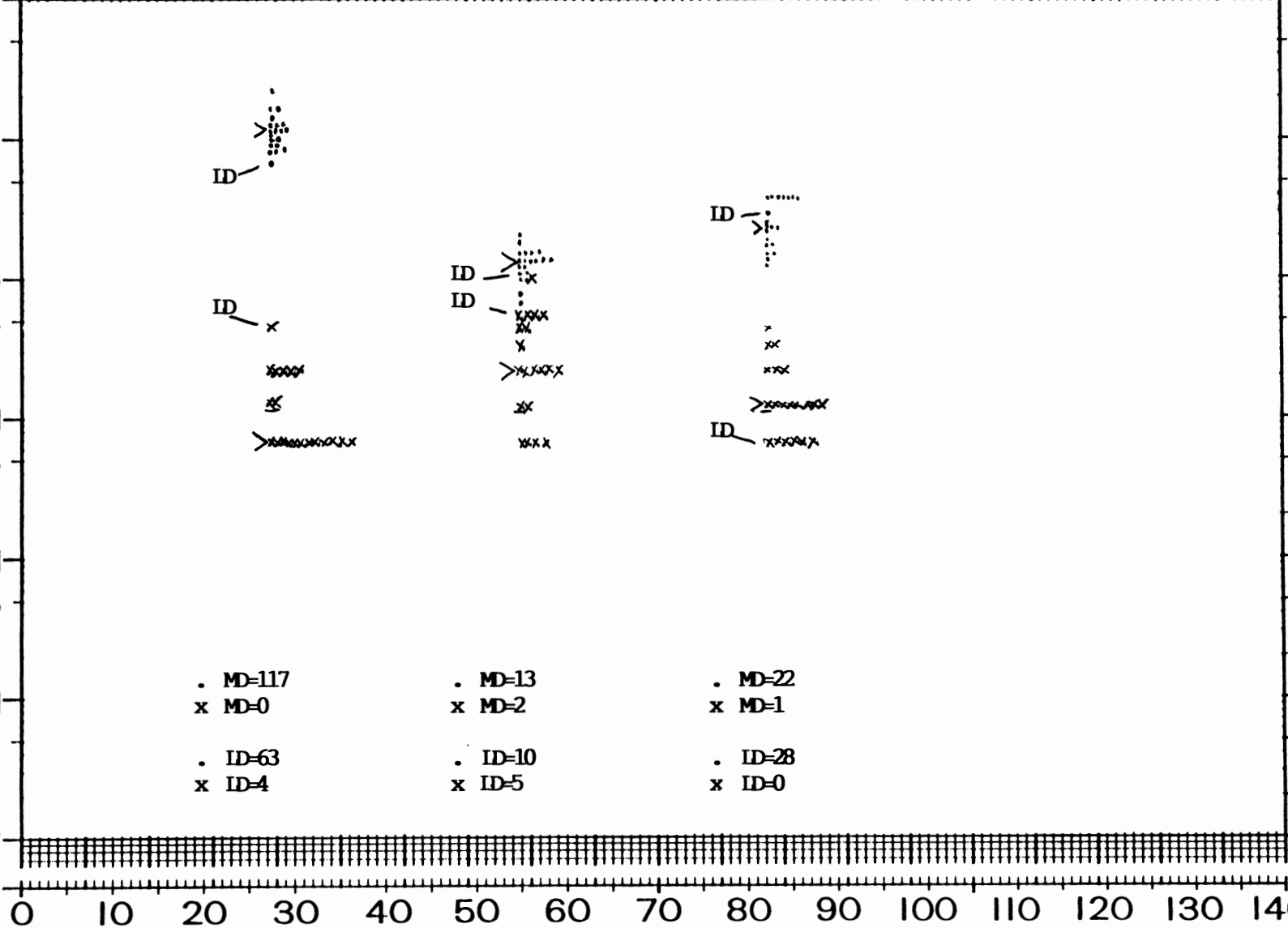
MATH FACTS
(+/- worksheet)

0 4 8 12 16 20

COUNT PER MINUTE

COUNTING PERIOD FLOORS
MIN HRS

4.4



SUCCESSIVE CALENDAR DAYS

GLEN FLORA ELEM. 2nd GRADE (N=20): READS, SPELLS, MD & SUBTRACT

SUPERVISOR ADVISER MANAGER

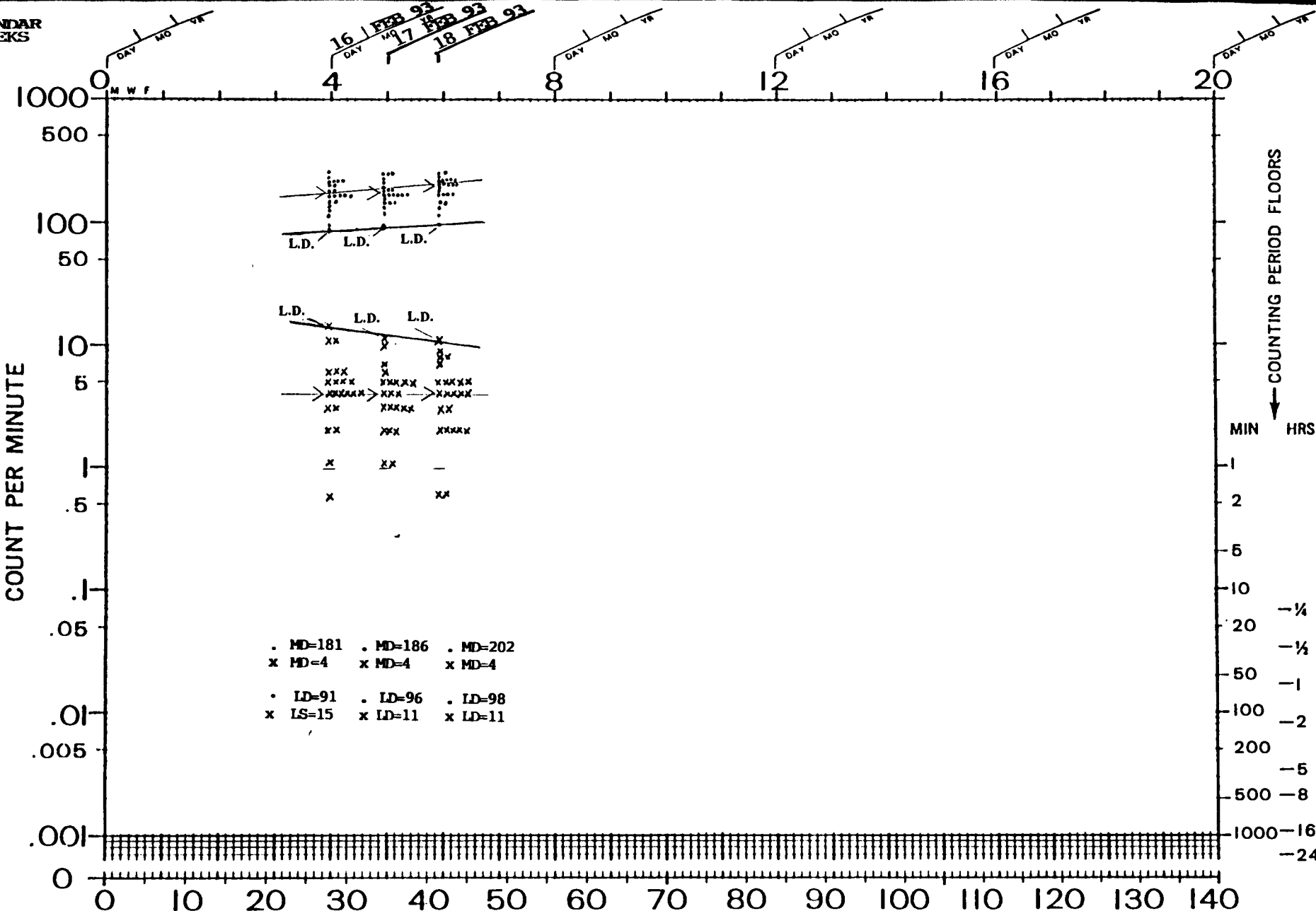
BEHAVIOR AGE LABEL COUNTED

DEPOSITOR AGENCY

TIMER COUNTER CHARTER

21 SEPT 1990

CALENDAR WEEKS



KELLER, FILDES, VAD
SUPERVISOR ADVISER MANAGER

L.D. REFERRAL: WORLD HISTORY CLASS
BEHAVIOR AGE LABEL COUNTED

DEPOSITOR

AGENCY

TIMER

COUNTER

KELLER, FILDES, VAD
CHARTER