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

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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!"