

## Self-Assessment Questions: INDICATOR 3 – ASSESSMENT

**Please review these questions prior to completing the online survey. The last page of this document includes a list of your team members. You will be asked to upload the page to the survey.**

- 1) Are accommodations provided to students for instruction the same as those provided for assessments? (answer type - yes/no/unsure)
- 2) Are accommodations reviewed by the IEP team on an annual basis and based on individual need? (answer type - yes/no/unsure)
- 3) Do both general education and special education teachers receive training for accommodations? (answer type - yes/no)
- 4) Do teachers provide input on accommodations prior to IEP meetings? (answer type - yes/no/unsure)
- 5) Do students provide input on their accommodations? (answer type - yes/no/unsure)
- 6) What process does the district use to ensure that accommodations are followed as stated in the IEP? (answer type - open text)
- 7) Are statewide and district-wide assessment data used to drive program changes? (answer type - yes/no/unsure)
  - a. If Yes – What is the process your district uses for analyzing assessment data? (answer type – open text)
  - b. If Yes – What staff members are involved in the process? (answer type – open text)
  - c. If No/Unsure – What barriers prevent your district from using data to drive program changes? (answer type - open next)
- 8) Looking at your assessment data, what areas of concern do you see? (answer type - open text)
- 9) Do teachers use formative assessments to identify areas of weakness? (answer type - yes/no/unsure)
  - a. If Yes – What are some examples of formative assessments used in the district? (answer type - open text)
  - b. If Yes – Is the data used to prescribe interventions and instructional strategies? (answer type - yes/no)
- 10) Is academic progress and achievement monitored and reported separately from formative assessments, district wide assessments, and summative assessments? (answer type - yes/no/unsure)
  - a. If Yes - How is academic progress achievement monitored and reported? (answer type - open text)

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- 11) Is curriculum aligned to grade-level academic content standards for all students, including students assessed through the OAAP? (answer type - yes/no/unsure)
- 12) Are students given multiple opportunities to improve their work when they fail to meet expected standards? (answer type - yes/no/unsure)
  - a. If Yes - Describe how students are given multiple opportunities to improve their work. (answer type - open text)
- 13) Are students given opportunities to review their academic progress and growth? (answer type - yes/no/unsure)
  - a. If Yes - Describe the process used for students to review their academic progress and growth. (answer type - open text)
- 14) Are Assistive Technology needs addressed and reviewed for all students on an annual basis? (answer type - yes/no/unsure)
- 15) Is Assistive Technology provided as required by the IEP? (answer type - yes/no/unsure)
- 16) Is information provided to parents regarding the requirements and purpose of assessing all students on an annual basis? (answer type - yes/no/unsure)
  - a. If Yes - How often is information provided to parents? (answer type – open text)
- 17) Does your district participate in district-wide pre-assessments, such as the PSAT or Pre ACT? (answer type - yes/no)
- 18) Does the district provide preparation for students in test-taking techniques prior to the administration of testing? (answer type - yes/no/unsure)
  - a. If Yes – What does test-taking preparation for students in your district look like? (answer type - open text)
- 19) Does the district provide training for teachers on assessments? (answer type - yes/no)
  - a. If Yes - Does the training include blueprints and item specifications? (answer type - yes/no/unsure)
- 20) Based on the information you entered, what steps will your district take to improve in the area of assessment? (answer type - open text)

**Team Members for Self-Assessment: Indicator 3 – Assessment**

The self-assessment team should include at least 5 relevant members of your staff, such as: Special Education district staff, principals, teachers, and counselors. Please include additional pages if necessary.

Name	Title	Signature