

Quality Indicators for Evaluation of the Effectiveness of Assistive Technology

Quality Indicator	Variations				
	UNACCEPTABLE PROMISING PRACTICES				
1. Team members share <u>clearly defined responsibilities</u> to ensure that data are collected, evaluated, and interpreted by capable and credible team members.	1 Responsibilities for data collection, evaluation, or interpretation are not defined.	2 Responsibilities for data collection, evaluation, or interpretation of data are assigned to one team member.	3 Responsibilities for collection, evaluation and interpretation of data are shared by some team members.	4 Responsibilities for collection, evaluation and interpretation of data are shared by most team members.	5 Responsibilities for collection, evaluation and interpretation of data are consistently shared by team members.
2. Data are collected on <u>specific student achievement that has been identified by the team and is related to one or more goals.</u>	1 Team neither identifies specific changes in student behaviors expected from AT use nor collects data.	2 Team identifies student behaviors and collects data, but the behaviors are either not specific or not related to IEP goal(s).	3 Team identifies specific student behaviors related to IEP goals, but inconsistently collects data.	4 Team identifies specific student behaviors related to IEP goals, and generally collects data.	5 Team identifies specific student behaviors related to IEP goals, and consistently collects data on changes in those behaviors.
3. Evaluation of effectiveness includes the <u>quantitative and qualitative measurement of changes in the student's performance and achievement.</u>	1 Effectiveness is not evaluated.	2 Evaluation of effectiveness is not based on student performance, but rather on subjective opinion.	3 Evaluation of effectiveness is not consistent or is based on limited data about student performance.	4 Evaluation of effectiveness is generally based on quantitative and qualitative data about student performance from a few sources.	5 Effectiveness is consistently evaluated using both quantitative and qualitative data about student's performance obtained from a variety of sources.

<p>4. Effectiveness is evaluated across environments including during naturally occurring opportunities as well as structured activities.</p>	<p>1 Effectiveness is not evaluated in any environment.</p>	<p>2 Effectiveness is evaluated only during structured opportunities in controlled environments (e.g. massed trials data).</p>	<p>3 Effectiveness is evaluated during structured activities across environments and a few naturally occurring opportunities.</p>	<p>4 Effectiveness is generally evaluated during naturally occurring opportunities and structured activities in multiple environments.</p>	<p>5 Effectiveness is consistently evaluated during naturally occurring opportunities and structured activities in multiple environments.</p>
<p>5. Data are collected to provide teams with a means for <u>analyzing student achievement and identifying supports and barriers that influence AT use to determine what changes, if any, are needed.</u></p>	<p>1 No data are collected or analyzed.</p>	<p>2 Data are collected but are not analyzed.</p>	<p>3 Data are superficially analyzed.</p>	<p>4 Data are sufficiently analyzed most of the time.</p>	<p>5 Data are sufficiently analyzed all of the time.</p>
<p>6. Changes are made in the student's AT services and educational program when evaluation data indicate that such changes are needed to improve student achievement.</p>	<p>1 Program changes are never made.</p>	<p>2 Program changes are made in the absence of data.</p>	<p>3 Program changes are loosely linked to student performance data.</p>	<p>4 Program changes are generally linked to student performance data.</p>	<p>5 Program changes are consistently linked to student performance data.</p>
<p>7. Evaluation of effectiveness is a dynamic, responsive, <u>ongoing process</u> that is reviewed periodically.</p>	<p>1 No process is used to evaluate effectiveness.</p>	<p>2 Evaluation of effectiveness only takes place annually, but the team does not make program changes based on data.</p>	<p>3 Evaluation of effectiveness only takes place annually and the team uses the data to make annual program changes.</p>	<p>4 Evaluation of effectiveness takes place on an on-going basis and team generally uses the data to make program changes.</p>	<p>5 Evaluation of effectiveness takes place on an on-going basis and the team consistently uses the data to make program changes.</p>