

ASSESSMENT PROCESS PLANNING
(collecting information by reference to ICF)

ASSESSMENT ROADMAP

STUDENT'S IDENTIFICATION

Name: John

Date of Birth: 06/06/1998

School level: 5th

Kindergarten/School: _____

DESCRIPTION OF THE STUDENT'S SITUATION

John is on the 5th grade for the first time. Ever since he started primary school he has benefited from Special educational measures: personalised pedagogical support, curricular adaptations, assessment adaptations and support technologies. In the last two years it has been Speech therapy.

He belongs to a middle class family. The parents work in a private company. He has a younger sister.

John has revealed positive changes as far as word articulation is concerned. He has great difficulties in reading and writing. He can understand and express verbal messages; his discourse is not fluent and is poor in vocabulary.

John is shy, he talks, only, to close class mates. He has great difficulties in focusing his attention. He writes with orthographic and syntactic inaccuracies. His parents value his apprenticeship, being receptive and available to collaborate with the school.

According to the evaluation of the teacher, parents' information and the psychological evaluation, John has capabilities inferior to what is expected for his age group, with discrepancies between the verbal and non verbal exams showing better results at the later.

GROUP OF SCHOOLS OF _____

MULTIDISCIPLINARY TEAM	
Name	Service
	Special Education Teacher Class Director Speech Therapist Psychologist Doctor

WHAT TO ASSESS ?					
Functioning and disability					
	Chapters	Categories			
		Codes	Description	Existing Data	Information to be collected
Component: Body Functions	1	b140	Attention functions		X
		b144	Memory functions		X
		b167	Mental functions of language	X	X
	2	b230	Hearing functions		X
	3	b320	Articulation functions	X	

ROADMAP ASSESSMENT

<i>WHAT TO ASSESS?</i>					
Functioning and Disability					
	<i>Chapters</i>	<i>Categories</i>			
		<i>Codes</i>	<i>Description</i>	<i>Existing Data</i>	<i>Information to be collected</i>
Component: Activity and Participation	1	d134	Language development	X	X
		d166	Reading	X	X
		d170	Writing	X	X
		d160	Focusing attention	X	X
		d163	Thinking	X	X
	3	d310	Communicating with – receiving – spoken messages	X	X
		d325	Communicating with – receiving – written messages	X	X
		d330	Speaking	X	X
		d350	Conversation	X	X

ROADMAP ASSESSMENT

<i>WHAT TO ASSESS?</i>					
Contextual Factors					
	<i>Chapters</i>	<i>Categories</i>			
		<i>Codes</i>	<i>Description</i>	<i>Existing Data</i>	<i>Information to be collected</i>
Component: Environmental Factors	1	e130	Products and technology for education		X
	3	e310	Immediate family - parents		
		e325	Class colleagues	X	X
		e330	People in position of authority - teachers	X X	X
	4	e410	Individual attitudes of immediate family members - parents	X	
		e425	Individual attitudes of class colleagues	X	X
		e430	Teachers	X	X

GROUP OF SCHOOLS OF _____

Other relevant contextual factors, including personal factors		

ASSESSMENT ROADMAP

Person accountable for data collecting:

How to ASSESS?				
Components	Categories	Information source Tools	Person Accountable	Scheduled
Body Functions	Attention functions Memory functions Mental functions of language Hearing functions Articulation functions	Medical and psychological tests	Psychologist Doctor	20 days
Activity & Participation	Language development Reading Writing Focussing attention Thinking Communicating with – receiving – spoken messages Communicating with – receiving – written messages Speaking Conversation	Naturalist observation Questionnaires Checklist / Parents Student Teachers Student's portfolio Reports	Subject teachers Special Educational Teacher Parents Speech therapist	20 days
Environmental Factors	Products and technology for education Immediate family - parents Class colleagues People in position of authority - teachers Individual attitudes of immediate family members – parents Individual attitudes of class colleagues Teachers	Naturalist observation Questionnaires Interviews / Parents Student Teachers Peers and colleagues	Subject teachers Special Educational Teacher Parents Speech therapist	20 days

GROUP OF SCHOOLS OF _____