

# Assessment of Student Participation in General Education Classes

Student: \_\_\_\_\_  
 Classroom Teacher: \_\_\_\_\_  
 Assessment Completed by: \_\_\_\_\_

Grade, Subject, and Class Period: \_\_\_\_\_  
 Prep Periods: \_\_\_\_ Room Number: \_\_\_\_ # of Students in Class: \_\_\_\_  
 Date: \_\_\_\_\_

Instructions: 1. After the student attends the specific general education class for approximately one week, the team reviews all the skills identified in Sections I and II of this assessment tool.

Score. + for items that student consistently performs;  
 +/- for items that student does some of the time but not consistently;  
 - for items that student never or very rarely performs; and  
 NA for items that are not appropriate for the student/class

2. Circle about 5 items that the team identifies as priorities for instructional emphasis for the individual student.
3. Write objectives for each of the circled items, then design related instructional programs.
4. Review student progress on all items at least 2 more times during the school year. Revise as needed.

## I. CLASSROOM ROUTINES AND ACTIVITIES

Date: 

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Date: 

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1. Gets to class on time.						11. Shares materials with peers when appropriate.				
2. Gets seated in class on time.						12. Uses materials for their intended purpose.				
3. Performs transitional activities during class in response to situational cues (e.g., changes in seating, activity)						13. Puts materials away after use.				
4. Begins tasks.						14. Uses classroom materials and equipment safely.				
5. Stays on task.						15. Works cooperatively with a partner.				
6. Participates in some regular class activities without adaptations.						16. Works cooperatively with a small group.				
7. Terminates tasks.						17. Performs competitive learning tasks.				
8. Tolerates out-of-the-ordinary changes in classroom routine						18. Readily accepts assistance.				
9. Follows class rules.						19. Evaluates quality of own work (given a model).				
10. Locates/brings materials to class as needed.						20. Copes with criticism/correction without incident and tries an alternative behavior.				

II. SOCIAL AND COMMUNICATION SKILLS

Date:					Date:				
21. Interacts with peers: a. responds to others b. initiates.					29. Follows directions: a. for curricular tasks b. for helping tasks/errands c. given to the student individually d. given to students as a group				
22. Interacts with the classroom teacher: a. responds to the teacher b. initiates					30. States or indicates: a. don't know/don't understand b. when finished with an activity.				
23. Uses social greetings: a. responds to others b. initiates					31. Orients toward the speaker or other source of input..				
24. Uses farewells: a. responds to others b. initiates.					32. Secures listener attention before communicating..				
25. Uses expressions of politeness (e.g., please, thank you, excuse me): a. responds to others b. initiates					33. Maintains eye contact with the listener when speaking				
26. Participates in joking or teasing a. responds to others b. initiates					34. Takes turns communicating in conversation with others.				
27. Makes choices and indicates preferences: a. responds to others (cue or questions) b. initiates					35. Gives feedback. a. gives positive feedback b. gives negative feedback				
28. Asks questions a. asks for help b. asks for information (e.g., clarification, feedback)					36. Uses appropriate gestures and body movements when interacting with others.				
					37. Uses appropriate language/vocabulary/topic of conversation.				
					38. Uses intelligible speech (volume, rate, articulation, etc.)				
					Comments:				

Figure 5.2 Classroom assessment tool. (From Macdonald, C., & York, J. [1989]. Assessment, objectives, instructional programs. In J. York, T. Vandercook, C. Macdonald, & S. Wolff [Eds.], Strategies for full inclusion [pp. 83-116]. Minneapolis: University of Minnesota, Institute on Community Integration; reprinted by permission.)