D.A.A.T.A.

Developing Alternate Assessment Technical Adequacy

Language Perception Assessment Survey (Mathematics)

Teacher name (first and last): _____

In which state do you teach? _____

Please enter the FULL name (first and last) of your DAATA Project student: *

First Name: _____ Last Name: _____

*Please complete one form for EACH student participating in the DAATA Project

(1) Expressive vocabulary: How many words does the student communicate expressively (via any of the following expressive methods: speaking, writing, signing, gesturing, pictures, symbols, or objects)?

- ❑ None (0 words)
- ❑ 1 – 3 words—*please list words below*
- ❑ At least 4 and no more than 8—*please list words below*
- ❑ At least 9 and no more than 15—*please provide an example*
- ❑ At least 16 and no more than 25—*please provide an example*
- ❑ At least 26 and no more than 50—*please provide an example*
- ❑ Between 50 and 200 words—*please provide an example*
- ❑ More than 200 words—*please provide an example*

(2) If eight (8) or fewer words, please list them here:

Receptive and Expressive Related Skills Inventory
This component of the survey provides a listing of communication skills commonly used during daily living and attendance at school. There are four skill levels:
Traditional – On a continuum within the same category, a traditional/ conventional skill is the traditional *language based* form of a skill used in practice (e.g., signs/verbalizes "hello").
Beginning – In a beginning/developing skill the student is starting to use a traditional *language based* form, but is not fully functioning within the specific skill (e.g., waves or gestures to greet).
Emerging – In emerging, the student uses a non-traditional or *non-language based* mode of expression, a very initial form of communication (e.g., eye contact for communication). It may be expressed inconsistently.
Pre-Emergent –Acts that are very undeveloped or primitive[i] forms of communication. They may not be considered skills yet but overtime the student may learn to enact them "on-purpose" or with some intention.
Mode: Do not base rating on the mode of communication used but rather on the mastery or function of the act, event, or concept. Rate students as they use their own common form of communication. Students may use verbalizations, sign language, picture systems, or they may use augmentative and alternative communication (AAC) systems to demonstrate each skill.

Student Name: _____

Expressive Communication: On the Expressive Communication listing a particular communication skill is identified and four levels *(from lowest to highest)* are given with a brief explanation: Pre-Emergent, Emerging, Beginning and Traditional levels. Rate each skill. **Circle the level that best describes the student's level for each skill category.**

Note: *When "verbal" appears in a statement, you may substitute alternate forms in its place, e.g. sign language, gesture, communication board, picture system, or other alternative mode of communication.*

(1) Labeling Objects	**Pre-Emergent**	**Emerging**	**Beginning**	**Traditional**
	Appears or may appear to distinguish between objects.	Gestures or signs for object.	Says or signs partial word – naming object.	Says or signs object name.
(2) Relaying Information	**Pre-Emergent**	**Emerging**	**Beginning**	**Traditional**
	Repeats or may repeat movement or action (e.g. eye blink, hand movement, or sound).	Gestures or points to person/object/situation	Relays notes/gives simple verbal message. Example: "John went to the office."	Relays information or gives details.
(3) Describing Action	**Pre-Emergent**	**Emerging**	**Beginning**	**Traditional**
	Repeats or may repeats movement or action, e.g. eye blink, hand movement, or sound.	Demonstrates action through gestures Example: Uses running gesture.	Uses approximation of verb to describe action, Example: "Play" for person swinging.	Verbalizes/signs Correct verb, Example: "He is swinging."
(4) Describing Events (past, present or future)	**Pre-Emergent**	**Emerging**	**Beginning**	**Traditional**
	Repeats or may repeat movement or action, e.g. eye blink, hand movement, or sound.	Shows picture/gestures to describe.	Uses one word approximation to describe Example: "Eating"	Uses sentence to describe Example: "I ate lunch today."

Receptive Communication: On the Receptive Communication listing a particular communication skill is identified and the four levels *(from lowest to highest)* are given with a brief explanation: Pre-Emergent, Emerging, Beginning, and Traditional levels. Rate each skill. **Circle the level that best describes the student's level for each skill category.**

(5) Attends to Others	**Pre-Emergent**	**Emerging**	**Beginning**	**Traditional**
	Appears or may appear to have preferences.	Attends to speaker/activity.	Maintains orientation and attends to speaker/activity.	Maintains orientation and attends to speaker/ activity in a variety of settings. Example: shifts attention between various speakers.
(6) Follows One Step Command	**Pre-Emergent**	**Emerging**	**Beginning**	**Traditional**
	Appears or may appear to react to presence of other.	Acknowledges command through gesture.	Initiates action to follow simple directive. Example: Attempts to stand when told to "Stand."	Initiates and follows through when given simple directive.
(7) Recognizes Objects	**Pre-Emergent**	**Emerging**	**Beginning**	**Traditional**
	Appears or may appear to close eyes or lips in avoidance.	Distinguishes a few basic objects. Example: ball, juice, banana	Discriminate multiple objects, both familiar and unfamiliar.	Distinguishes purpose for objects--Example: A ball is something people play with.
(8) Recognizes When Action is Needed	**Pre-Emergent**	**Emerging**	**Beginning**	**Traditional**
	Appears or may appear to distinguish objects or events.	Responds to natural cue to begin action.	Distinguishes when action is needed.	Distinguishes when action is needed and appropriate response in an unfamiliar situation.

(9) Recognizes Attributes	Pre-Emergent	Emerging	Beginning	Traditional
	Appears or may appear to react to differences in objects.	Reacts to differences in objects.	Identifies multiple sizes/shape/colors in combination.	Identifies comparative relationship: Example: bigger/heavier/shorter.
(10) Follows Complex Directions	Pre-Emergent	Emerging	Beginning	Traditional
	Repeats or may repeat movement or action, e.g. eye blink, hand movement, or sound.	Follows one (1) step directions.	Follows multi-step directions. Example: "Get broom and sweep floor."	Executes if/then directions. Example: responds to direction like "If the salt shaker is half empty then fill it."

i. The Receptive and Expressive Skills used in this student survey were developed by Joel Arick, Ph.D. and Tera Hoffman at Portland State University for the Oregon Department of Education. They are used here with the permission of the authors. For more information contact Tera Hoffman at Portland State University in Oregon, hoffmat@pdx.edu.

ii. The term primitive is used by Diane Browder and Kim Ware to describe very early forms of communication. Browder, D.M. (2001). *Curriculum and assessment for students with moderate and severe disabilities*. Guildford Press, New York, NY