

Assessment of Student Participation in General Education Classes

Student _____ Grade, Subject, & Class Period: _____
 Classroom Teacher: _____ Prep Periods: _____ Rm. # : _____ # of Students in Class: _____
 Assessment Completed by: _____ Relation to student: _____ Date: _____

Instructions: After the student attends the 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 the student never or rarely performs; and
 NA for items that are not appropriate for the student/class

Circle about 5 items that the team identifies as priorities for instructional emphasis for the student.

Write objectives for each of the circled items, then design related instructional programs.

Review student progress on all items at least 2 more times during the school year. Revise as needed.

I. CLASSROOM ROUTINES AND ACTIVITIES

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 activity)				13. Puts materials away after use.			
4. Begins task				14. Uses classroom materials 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 task.				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 the quality of own work. Given a model.			
10. Locates/brings materials to class as needed.				20. Copes with criticism/correction and tries an alternate behavior.			
Comments:				Comments:			

II. SOCIAL AND COMMUNICATION SKILLS

Interacts with peers: a. responds to others b. initiates					30. States or indicates: a. don't know/don't understand b. when finished with an activity				
22. Interacts with the classroom teacher a. responds to the teacher b. initiates					31. Orients toward the speaker or other source of input				
23. Uses social greetings: a. responds to others b. initiates					32. Secures listener attention before communicating.				
24. Uses farewells: a. responds to others b. initiates					33. Maintains eye contact with the listener when speaking (consider disability and culture).				
25. Uses expressions of politeness: (e.g., Please, Thank You, Excuse Me) a. responds to others b. initiates					34. Takes turns communicating in conversation with others.				
26. Participates in joking or teasing: a. responds to others b. initiates					35. Gives feedback.				
27. Makes choices and indicates preferences a. responds to others (cue or questions) b. initiates					36. Uses appropriate gestures and body movements when interacting with others.				
28. Asks questions: a. asks for help b. asks for information (feedback)					37. Uses appropriate language/vocabulary/topic of conversation.				
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					38. Uses intelligible speech (volume, rate, articulation, etc.)				
Comments:					Comments:				

Classroom assessment tool. (from Macdonald, C., & York, J. (1989). Regular class integration: 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.