



### ICEL Assessment Information

Student Name \_\_\_\_\_ DOB \_\_\_\_\_  
Date(s) \_\_\_\_\_

Assessment Area	Record Relevant Information and Data Source (RIOT)
<b>Instruction</b> [Consider teaching style, methods, feedback, and groupings]	
<b>Curriculum</b> [Consider instructional materials and relate to standards and benchmarks]	
<b>Environment</b> [Consider management systems, physical arrangement of rooms, rules, and routines]	
<b>Learner</b> [Consider hearing, vision, health, speech/language, physical, motor, learning, and behavioral needs]	

**Note:** Use of the **Instruction, Curriculum, Environment, and Learner (ICEL)** assessment areas is a means to understand the multi-dimensional educational needs of an individual student. **RIOT** is a systematic procedure to gather assessment data through **Reviews, Interviews, Observations, and Tests**. It is important to remember that a single source of data is not sufficient for making educational decisions; decisions should be based on convergence of data.



## **Instruction**

- What are the expectations for the class? How are expectations stated? How does a student know if they are meeting the expectations?
- What types of instructional strategies appear to work best with this student? What evidence is there to support this judgment?
- What is the teacher's instructional style? Preferred style of presenting? Provide some examples:
- Does the teacher's instructional style match with this student's learning style?
- What percentage of time is spent in direct instruction in the area of concern?
- What choices are available to students for completing work?
- What choices are available to students for demonstrating understanding (alternatives to traditional tests)?
- What types of groupings are used in the classroom?
- How is student progress monitored?
- How is new information presented?
- How are directions given in the classroom?
- What types of practice are provided for the students? How frequently are students given practice time?
- How does the teacher gain/maintain the attention of students in the classroom?
- What instructional modifications or accommodations have been made for this student?
- Has assistive technology been used with this student? If yes, how effective was it?

## **Curriculum**

- ❖ What are the benchmarks this class is working on?
- ❖ Are the students given specific information about the benchmarks for their class?
- ❖ What is the content of the classes?
- ❖ What modifications have been made to the benchmarks for this student?
- ❖ Is the pacing appropriate for the learning needs of this student?
- ❖ What is the readability of the textbooks used in the classroom?
- ❖ Does the student have the prerequisite skills / prior understandings to be successful in the current curriculum?
- ❖ Is basic, important content taught with adequate repetition and understanding for mastery?
- ❖ Has technology application been integrated into the content areas?

## **Environment**

- ✓ What is the classroom's physical arrangement?
- ✓ Where is the student when you are presenting information?
- ✓ What are the classroom rules?
- ✓ How are the rules developed? Are they posted?
- ✓ Are there any individualized management plans?
- ✓ What are the established routines?
- ✓ What is the make-up of peers in the classroom? (age range; male/female)
- ✓ Is the student encountering any difficulties in social and interpersonal relationships with peers?
- ✓ Are there any cultural factors that could be influencing the child?
- ✓ What are the social expectations in the classroom? At home?
- ✓ How do you make transitions in your classroom from one activity to another?
- ✓ Is there a daily schedule that is posted?
- ✓ Are there barriers which affect the student's access and/or participation within the classroom?

## **Learner**

- ☒ Does this student have any health related concerns?
- ☒ Are there known vision concerns? Hearing concerns?
- ☒ Are there any known or suspected orthopedic or neurological problem interfering with development or performance in the classroom?
- ☒ Does the student show erratic performance from subject area to subject area or day to day?
- ☒ What coping strategies does this student use to deal with learning situations?
- ☒ Does this student demonstrate evidence of good thinking and ideas during class discussions?
- ☒ Does this student demonstrate adequate work-study skills? (including note-taking and task completion)
- ☒ Is this student able to learn and remember facts, sequences, or routines?
- ☒ Is the student slow to process information in comparison to peers?
- ☒ Does the student have problems in the areas of articulation, voice or fluency?
- ☒ Does the student express his/her ideas in an appropriate manner (vocabulary, grammar) in large and small group settings in the classroom?
- ☒ Does the student follow established routines? If not, describe what occurs: