

## Quality Indicators for Evaluation of the Effectiveness of Assistive Technology

Quality Indicator	Variations				
	UNACCEPTABLE  PROMISING PRACTICES				
<b>1. Team members share <u>clearly defined responsibilities</u> to ensure that data are collected, evaluated, and interpreted by capable and credible team members.</b>	<b>1</b> Responsibilities for data collection, evaluation, or interpretation are not defined.	<b>2</b> Responsibilities for data collection, evaluation, or interpretation of data are assigned to one team member.	<b>3</b> Responsibilities for collection, evaluation and interpretation of data are shared by some team members.	<b>4</b> Responsibilities for collection, evaluation and interpretation of data are shared by most team members.	<b>5</b> Responsibilities for collection, evaluation and interpretation of data are consistently shared by team members.
<b>2. Data are collected on <u>specific student achievement that has been identified by the team and is related to one or more goals.</u></b>	<b>1</b> Team neither identifies specific changes in student behaviors expected from AT use nor collects data.	<b>2</b> Team identifies student behaviors and collects data, but the behaviors are either not specific or not related to IEP goal(s).	<b>3</b> Team identifies specific student behaviors related to IEP goals, but inconsistently collects data.	<b>4</b> Team identifies specific student behaviors related to IEP goals, and generally collects data.	<b>5</b> Team identifies specific student behaviors related to IEP goals, and consistently collects data on changes in those behaviors.
<b>3. Evaluation of effectiveness includes the <u>quantitative and qualitative</u> measurement of changes in the student's performance and achievement.</b>	<b>1</b> Effectiveness is not evaluated.	<b>2</b> Evaluation of effectiveness is not based on student performance, but rather on subjective opinion.	<b>3</b> Evaluation of effectiveness is not consistent or is based on limited data about student performance.	<b>4</b> Evaluation of effectiveness is generally based on quantitative and qualitative data about student performance from a few sources.	<b>5</b> Effectiveness is consistently evaluated using both quantitative and qualitative data about student's performance obtained from a variety of sources.

<p><b>4. Effectiveness is evaluated across environments including during naturally occurring opportunities as well as structured activities.</b></p>	<p><b>1</b> Effectiveness is not evaluated in any environment.</p>	<p><b>2</b> Effectiveness is evaluated only during structured opportunities in controlled environments (e.g. massed trials data).</p>	<p><b>3</b> Effectiveness is evaluated during structured activities across environments and a few naturally occurring opportunities.</p>	<p><b>4</b> Effectiveness is generally evaluated during naturally occurring opportunities and structured activities in multiple environments.</p>	<p><b>5</b> Effectiveness is consistently evaluated during naturally occurring opportunities and structured activities in multiple environments.</p>
<p><b>5. Data are collected to provide teams with a means for <u>analyzing student achievement and identifying supports and barriers that influence AT use to determine what changes, if any, are needed.</u></b></p>	<p><b>1</b> No data are collected or analyzed.</p>	<p><b>2</b> Data are collected but are not analyzed.</p>	<p><b>3</b> Data are superficially analyzed.</p>	<p><b>4</b> Data are sufficiently analyzed most of the time.</p>	<p><b>5</b> Data are sufficiently analyzed all of the time.</p>
<p><b>6. <u>Changes are made in the student's AT services and educational program when evaluation data indicate that such changes are needed to improve student achievement.</u></b></p>	<p><b>1</b> Program changes are never made.</p>	<p><b>2</b> Program changes are made in the absence of data.</p>	<p><b>3</b> Program changes are loosely linked to student performance data.</p>	<p><b>4</b> Program changes are generally linked to student performance data.</p>	<p><b>5</b> Program changes are consistently linked to student performance data.</p>
<p><b>7. Evaluation of effectiveness is a <u>dynamic, responsive, ongoing process that is reviewed periodically.</u></b></p>	<p><b>1</b> No process is used to evaluate effectiveness.</p>	<p><b>2</b> Evaluation of effectiveness only takes place annually, but the team does not make program changes based on data.</p>	<p><b>3</b> Evaluation of effectiveness only takes place annually and the team uses the data to make annual program changes.</p>	<p><b>4</b> Evaluation of effectiveness takes place on an on-going basis and team generally uses the data to make program changes.</p>	<p><b>5</b> Evaluation of effectiveness takes place on an on-going basis and the team consistently uses the data to make program changes.</p>