Assessment Means Form: Following Directions

Assessment Overview: Teachers should aim to assess students in the most naturalistic environment first (i.e., observation) before moving on to more intentionally structured activities (i.e., the Situation).

What Teachers Need to Know and Observe: The purpose of this progression is to determine a child's receptive language abilities, not the child's compliance. Thus, when determining a child's placement on this progression relevant to the understanding, consider only how the child responds to directions that are not objectionable to the child. That is, when assessing these skills, avoid giving directions that are related to a task the child does not like, directions that take the child away from a preferred task, and directions that are given when the child is experiencing negative emotions.

Observation Instructions: All directions should be provided to the child orally (or in sign language, if applicable). The directions need to be familiar (e.g., vocabulary, action, location) to the child and be related to the activity in which the child is currently engaged (e.g., in art center, teacher says, "Put your smock on and pick a color," OR, during the morning routine, the teacher says, "Put your book bag in the cubby, sign in, and pick a center." Each step contained in the directions should be an action or verbalization that the child is able to demonstrate when presented in isolation from other steps (e.g., the teacher should not ask a child to count to five if the child does not know how to count). When collecting evidence, the teacher should not provide supports to the child (e.g., modeling, visuals, gestures, repeating the directions) until after the direction has been given and the child has had the opportunity to respond independently.

Observation Instructions:

Potential Opportunities for Observation	Potential Materials
Any setting where a child is provided a direction and is expected to understand and complete the direction (e.g., Classroom, Cafeteria, Playground, Hallways)	Any materials that may be used to complete the direction (e.g., objects in the classroom or other settings).

Placing a Child on this Progression: With all progressions, the goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when they are learning a new skill, the correct placement is at a lower level. The teacher needs to collect enough evidence to be confident that the child is correctly placed on the progression. This will include multiple pieces of evidence where the child demonstrates the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate his/her skills/behavior at the next highest level. It will be difficult to place some children on a progression. Children who are not yet at Skill A should be marked as "Emerging" for that progression. Children who have reached the highest level of a progression should be marked at that highest level.

Assessment Means Form: Following Directions

Observation Examples

Skill Progression	Observation Examples
A. Completes one-step directions when support is provided in the form of visuals, gestures, or modeling.	*When directed by the teacher to pick up a pencil off the table, Angie looks around the room but does not pick up the pencil. The teacher then points to the table while repeating the directions. Angie then picks up the pencil.*
B. Completes one-step directions (without support provided).	*As the children are lining up for lunch, the teacher signs to Alicia to wash her hands. Alicia goes to the sink and washes her hands.*
C. PARTIALLY completes two-step directions (without support provided) by completing only one step or completing the steps out of order.	*The teacher says, "Fold your paper in half and then cut it into two pieces." April cuts her paper into two pieces without folding it [completing only one step], and Daniel cuts his paper into two pieces and then folds each of them [completing the steps out of order].*
D. Completes two-step directions in the correct order (without support provided).	*The teacher says to Vanessa, "Tell me one thing you want to do today at recess and then go line up at the door." Vanessa says in her home language, "I want to play soccer," and then lines up at the door.*
E. PARTIALLY completes three-step directions (without support provided) by completing two steps, or completing the steps out of order.	*A teacher says to a small group of students, "Put a long, red block down first, then put a short, blue block on top, and then roll the ball to knock down the blocks." Leela puts down a long, red block and then rolls the ball [completing only two steps]. Mackenzie puts down a short, blue block, then puts a long, red block down, and then rolls the ball [completing the steps out of order].*
F. Completes three-step directions in the correct order (without support provided).	*Using ASL, the teacher signs to Shannon, "Please unpack your book bag, bring your lunch money to me, and then sharpen your pencil." Shannon unpacks her book bag, brings her lunch money to the teacher, and then sharpens her pencil [completing each step in the correct order.]*

Following Directions Situation

Drawing Animals

Purpose: **To assess a child's receptive language skills through following directions**

Suggested Group Size: Small groups of 3-5 children (may be done with whole class, but, if so, choose a smaller number of children for which to collect evidence)

Situation Instructions: The teacher explains to the class that they will be doing an art project about animals and orients the children to the materials (e.g.., the teacher says, "We are going to draw a picture of an animal we like. We will take a book from the book basket on each table [teacher holds up an animal book]. We will use the blank paper in front of you [teacher holds up the paper] and a marker from the basket on the table [teacher points to the basket] to draw an animal you like [teacher holds up a completed picture of an animal]. Okay, let's start."

Situation Prompts:

1. Teacher prompt: "*First, take an animal book from the book basket.*"
   o Teacher collects evidence on those children who were able to complete a one-step direction and those who needed additional support to complete the direction.
2. Teacher prompt: *"Now, open your book to a page that shows a picture of an animal that you want to draw and then take a marker from the basket."*
   o Teacher collects evidence on those children who were able to complete a two-step direction, those who were partially able to complete a two-step direction, and those who needed additional support because they were not able to complete any steps of the directions.
3. Teacher prompt: *"Now, write your name on the paper in front of you, turn the paper over, and then draw a picture of the animal you picked."*
   o Teacher collects evidence on those children who were able to complete a three-step direction, those who were partially able to complete a three-step direction, and those who needed additional support because they were not able to complete any steps of the directions.

Materials

✓ Book baskets filled with animal picture books (one basket of at least 5 books per table); each book should contain numerous photographs or drawings of animals
✓ One blank piece of paper placed on the table in front of each child prior to beginning the activity
✓ Containers with markers or other writing utensils (one container of at least 5 markers per table)

Things to Avoid

✓ Providing support to a child before giving him/her the opportunity to respond independently

Following Directions Situation Examples

	Skill Progression	Situation Examples
A.	Completes one-step directions when support is provided in the form of visuals, gestures, or modeling.	*After presented with the direction, "First, take an animal book from the basket," Geneva sits at her desk without reaching for a book even through the other children have already selected their books. After the teacher points to the basket and says, "Geneva, take a book from the basket," Geneva takes a book from the basket.*
B.	Completes one-step directions (without support provided).	*After presented with the direction, "First, take an animal book from the basket," Chris takes a book from the basket.*
C.	PARTIALLY completes two-step directions (without support provided) by completing only one step or completing the steps out of order.	*After presented with the direction, "Now, open your book to a page that shows a picture of an animal you want to draw and then take a marker from the basket," Jessica takes a marker from the basket but does not open the book.*
D.	Completes two-step directions in the correct order (without support provided).	*After presented with the direction, "Now, open your book to a page that shows a picture of an animal you want to draw and then take a marker from the basket," Megan opens her book to a page displaying an animal and then takes a marker from the basket.*
E.	PARTIALLY completes three-step directions (without support provided) by completing two steps, or completing the steps out of order.	*After presented with the direction, "Now, write your name on the paper in front of you, turn the paper over, and then draw a picture of the animal you picked," Angel writes his name on the paper, draws a picture of the animal from the book, and then turns over the paper.*
F.	Completes three-step directions in the correct order (without support provided).	*After presented with the direction, "Now, write your name on the paper in front of you, turn the paper over, and then draw a picture of the animal you picked," Suzanne writes her name on the paper, turns the paper over, and then draws a picture of the animal from the book.*

NOTE: There is no Task for this Construct