



## Checklist for Completing Dynamic Assessment as Part of a Comprehensive Assessment of a Speech or Language Impairment

The purpose of this document is to support practitioners in ensuring that a dynamic assessment is planned, conducted, and utilized in an evidence-based manner within the context of a comprehensive special education evaluation. Practitioners wanting additional background and information about dynamic assessment can visit the [Speech or Language Impairment Assessment Tools website](#) and review resources under the “Dynamic Assessment” tab.

### Process for Completing Dynamic Assessment

- Administer an assessment to:
  - ✓ gain information on strengths and weaknesses
  - ✓ select targets for dynamic assessment
  - ✓ collect pre-test baseline data.
- Plan dynamic assessment tasks and select tools to collect data.  
Note: Tasks may come from a purchased tool or developed by the evaluator “on the spot” to address the need identified.
- Follow a published protocol or develop your own plan for the MLE (see the [Dynamic Assessment Guidance Tool](#) on the DPI website).
- Consider utilizing the following guiding principles:
  - ✓ Be dynamic, interactive, and responsive to the student’s needs.
  - ✓ Stay student-focused, using scaffolding to help the student learn while recording your level of effort.
  - ✓ Make observations and note the student’s responses to teaching and their transfer of skills to new tasks.
- Determine the post-test plan:
  - Will the post-test be given during the same session or during a future session?
  - Will the post-test include the original missed items as well as new items or only all new items?

## Clinical Decision-Making Using Dynamic Assessment

Document modifiability ([Dynamic Assessment Guidance Tool](#))

✓ Rate examiner effort, student responsiveness, and skill transfer

Consider results from dynamic assessment along with information from other assessment data: (Refer to [Converging Evidence Framework, Castillo-Earls et al. 2020](#))

- Information from the parent or family
- Student's language history: exposure, background
- Information from teachers regarding student's age or grade level academic performance and functional communication skills
- Information from SLP observations regarding student's functional communication
- Other sources of data: observations during testing, performance on other testing tasks
- Use clinical judgment in considering the following:
  1. What were referral concerns?
  2. Will improving the skill addressed during dynamic assessment affect the educational performance?
  3. How independent is the student without supports?
  4. Can the student generalize learning independently?
  5. Can the student's needs be supported by general education?