



Dynamic Assessment Guidance Tool

The purpose of the first tool is a self-check for evaluators when creating Mediated Learning Environments (MLE) during the dynamic assessment process. This self-check tool is not a checklist. Speech-language pathologists (SLPs) may use this self-check when describing the MLE in report writing. Pre-Test and Post-Test information should be a part of documentation, as well as the student's modifiability to the MLE. The second tool is a visual to guide SLPs in considering the student's modifiability during the MLE. The visual and corresponding questions are guides for SLPs during the dynamic assessment process.

MLE SELF Check

INTENTIONALITY

	Did I explain the goal of the task to the student?
	Did I explain the learning target to the student?

MEANING

	Did I explain to the student why we are performing the task?
	Did I explain to the student why it is important to know how to perform this task or to learn this target?
	Did I share with the student which parts of the task are important?

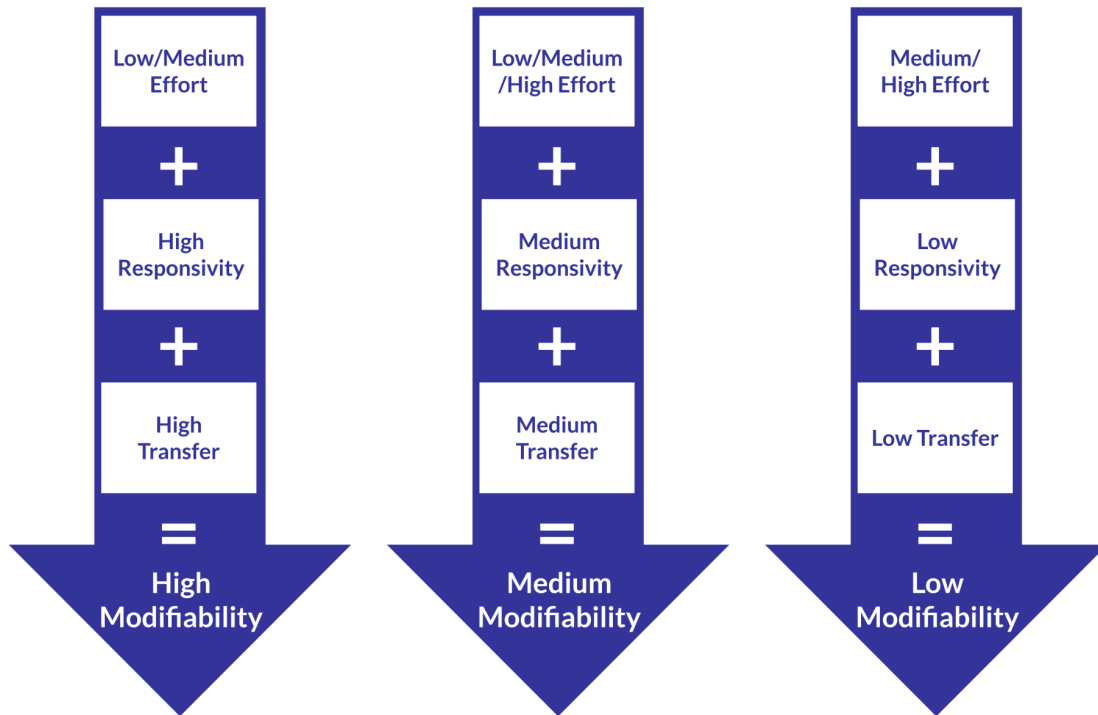
TRANSCENDENCE

	Did I give the student examples of when to use this skill or perform this type of task?
	Did I tell the student who (e.g., parents, teachers) values this skill and where it may be important to know (e.g., classroom)?
	Did I encourage the student to think of their own example for needing this skill and any consequences for not having this skill?

COMPETENCE

	Did I observe that the student understood the skill and its importance?
	Did I see the student come up with a strategy for performing the task independently?
	Did I observe that the student was attentive and engaged during the interaction?
	Did the student provide examples of successfully performing the skill?
	Did the student relate the skill to other environments in which it would be needed?

Based on your answers to the questions below, please circle your perceptions of the levels of examiner effort, the child's responsivity, and the transfer of skills to a new task:



Using these results, qualitatively describe Child Modifiability.

Student Modifiability:

1. Examiner Effort:

How much effort went into explaining the task and its importance to the student?

How much effort did it take to relate the skill to the student's prior knowledge and experiences?

How many examples did I have to give the student regarding the usefulness or relevance of the skill?

How much effort went into helping the student think of examples of when they may need the skill, who may want them to have the skill, and where they might use the skill?

How much effort was it to assist the student in developing a strategy for performing the skill on a subsequent task?

How much effort went into maintaining the student's attention?

2. Student Responsivity:

- How engaged was the student with me in terms of staying on topic and maintaining attention?
- How interested was the student in learning about the goal, meaning, and purpose of the task?
- How quickly did the student grasp the concepts and make connections to prior knowledge and previous experiences?
- How motivated was the student to develop a strategy for performing the skill?

3. Transfer of Skills:

- Did the student attempt to apply their learning to previously administered tasks or examples of their own?
- Did the student want to improve and demonstrate their ability to use their new strategy?
- Did the student apply their new strategy to items on a post-test of the skill?
- Did the student need support (e.g., cues, reminders, additional demonstrations or repetitions) in the form of scaffolding techniques to perform the skill on a post-test?
- Did the student exhibit learning by getting additional items correct on a post-test of the skill?