

## ACTIVITY: Types of Assessment

**Instructions:** For each of the case examples below, identify one or more types of assessments that might be useful for the purpose of assessment described and why (explain what you would assess with each). The purpose from Purposes of Assessment topic is listed below each case as a reminder.

1. Your client, Tómas, with Broca's aphasia has been making steady progress toward their goals in therapy. You are thinking that Tómas is getting close to dismissal, but there are a few things that you want to check before dismissal to check that outcomes in the real-world are being achieved.

à Purpose: Outcome Measurement

Type? (circle each)	Why?
Norm-referenced	A norm-referenced measure may be used because the examiner wants to document that Tómas falls within the average range on the area, or areas, being addressed in therapy.
Criterion-referenced	A criterion-referenced measure may be used to document that Tómas is above criterion on the area, or areas, being address in therapy.
Dynamic	A dynamic measure may be used to examine generalization to untrained targets and/or communication contexts.
Other	

2. Your principal comes to you, the school-based speech-language pathologist, to see if you have any ideas for how to identify children who are struggling with reading earlier than they are currently being identified. You suggest that doing a quick assessment with everyone to identify students who are falling below the expected reading benchmark.

à Purpose: Screening

Type? (circle each)	Why?
Norm-referenced	
Criterion-referenced	A criterion-referenced measure is useful for determining which children fall below criterion on reading skills. Children below the criterion should then be followed-up

with a norm-referenced assessment to determine how far below their peers they are.

Dynamic

Other

3. Your private clinic has been operating a social skills clinic for the last 10 years, but in the last 2 years, you (the owner) have noticed a decrease in enrollment. You want to know more about what is possibly driving this decrease in enrollment to evaluate how to improve your services.

à Purpose: Program Evaluation

Type? (circle each)

Why?

Norm-referenced

Criterion-referenced

Dynamic

Other

Satisfaction measures and qualitative interviews with clients may be needed to assess what is driving the decrease in attendance.

4. A patient, Liza, has come to the clinic because she has been experiencing difficulty with writing and word finding and was referred by her general physician. Liza, who is a lawyer, is concerned with the prognosis of these symptoms and whether she can continue to work.

à Purpose: Eligibility/ Diagnosis

Type? (circle each)

Why?

Norm-referenced

A norm-referenced assessment such as an aphasia battery would be appropriate given Liza's symptoms.

Criterion-referenced

A criterion-referenced assessment that is sensitive to changes word finding issues like a timed verbal fluency assessment or pause duration during picture description.

Dynamic

A dynamic assessment could be writing practice work-related emails with and without different supports.

Other

Keep a notebook of the things that are happening at work.

5. A student, Declan, was recently diagnosed with a developmental language disorder (DLD) by the district assessment team. You are seeing Declan for the first time and need to determine what the focus and intensity of intervention should be.

à Purpose: Intervention Planning

Type? (circle each)

Why?

Norm-referenced

Criterion-referenced (maybe)

A criterion-referenced assessment could be appropriate for identifying which skills a child meets criterion compared to skills a child does not meet criterion and this could be used to inform the focus of an intervention approach.

Dynamic

A dynamic assessment is great for intervention planning because an examiner can probe how responsive a child is. A child who needs little support on the probes will likely need less intensity whereas a child who needs more support may need more intensity. Similarly, a child who needs less support on few areas will likely need less intensity and limited focus on those area compared to a child who needs more support on a dynamic assessment.

Other

6. In therapy, your patient, Susil, who has early onset dementia, has been working on remembering to take her pills at the prescribed times using a timer and pillbox system. She has been practicing using this system at home on her own and you want to determine how she is doing.

à Purpose: Progress Monitoring

Type? (circle each)

Why?

Norm-referenced

Criterion-referenced

Compare performance of filling and taking of pills against a criterion.

Dynamic

Complete a functional pill-box activity in a practice scenario or the patient calling for her medications at a specific time.

Other

7. Your 16-year-old patient, Angela, has been cleared by her physician to return to school following a concussion sustained during a cheerleading accident. Her pure-tone thresholds were reported to be within normal limits. Angela reports experiencing more difficulty understanding the teacher and students in class especially during noisy activities.  
à Purpose: Eligibility/ Diagnosis

Type? (circle each)

Why?

Norm-referenced

A norm-referenced test like a speech recognition in noise test to determine if she is eligible for assistance like an FM system.

Criterion-referenced

A criterion-referenced comparison of aided and unaided speech recognition in a noisy environment to assess if there is benefit.

Dynamic

Other