



10 Tips for Planning Successful Assessment Sessions

It is important to plan ahead for assessment sessions. Proper planning can save time and make the assessment process more effective, valid, and enjoyable.



Practice.

Practicing beforehand can ensure a smooth flow to the assessment process when working with a student. Become familiar with the directions and scoring procedures so you can focus your full attention on the student as you administer assessments.



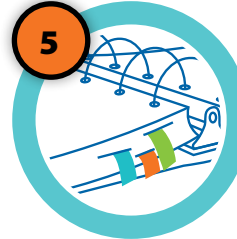
Assess in the morning.

Assessment that occurs earlier in the day typically yields more accurate results.



Choose the proper environment.

Use your discretion to decide if the student would feel comfortable in the classroom or if a more private setting would be preferable. If the rest of the class is engaged in highly exciting or noisy activities, it is best to find a separate, quiet space for conducting the assessment.



Select assessments in advance.

Before the assessment session, choose which assessments you will be administering and mark the pages so you can find them easily during the session. Select assessments that are most appropriate and relevant to skill areas that support the student's goals. Some assessments include student pages for the student's written responses. If administering any of these assessments, remember to make copies of the student pages.



Communicate with parents.

Parental support can help make the assessment process much smoother. Inform parents of testing dates and times so they can ensure the student gets a good night's sleep and comes to school prepared on testing day.



Decide assessment method in advance.

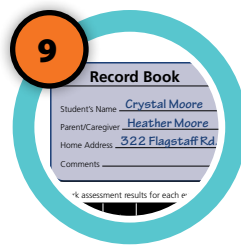
Many assessments can be administered in different ways. For each assessment you plan to administer, be sure to determine the method that will best accommodate the student or your particular situation before you get started.





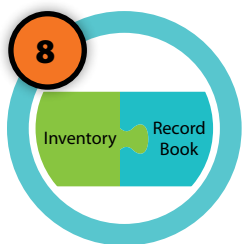
7 Anticipate length and timing of sessions.

Anticipate how long it will take to administer the assessments you have selected. If a comprehensive assessment is needed, consider scheduling multiple sessions. If the time needed for testing requires the student to miss a favorite class or activity, consider rescheduling for a different time. And, remember that factors such as illness and mood contribute to a student's performance. If the student is not feeling well or is having an "off" day, consider rescheduling for another day.



9 Record the student's personal data before the assessment.

Write the student's name on the front of the Record Book and complete the student's data on the first page before actually sitting down with the student to conduct the assessment.



8 Organize materials.

Gathering all materials before the assessment session will allow you to focus your full attention on the student during the session. Review the list of necessary materials on the first page of each assessment you will administer. Also, remember that each student you assess will need their own Record Book, so make sure you have enough. Use the chart below to help determine the Record Books you will need.



10 Identify necessary accommodations.

Criterion-referenced assessments are designed to be flexible, allowing for individual differences. Consider accommodations if you feel the student will not perform well due to difficulty in understanding directions, speech problems, language differences or difficulties, visual problems, or other exceptionalities. Remember, however, that when administering norm-referenced assessments, you must strictly adhere to the procedures as given.

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