

# Assessment Tool

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The following assessment tool is based on the learning objectives covered in **Special Education: Secondary FLASH**. This assessment is designed to cover specific skills and topics presented in the lesson plans outlined. The questions are intended for use as part of a final assessment. If you wish to use them as a pretest, substitute the questions provided in parentheses when they occur.

- The questions are offered for your use, in creating your own individualized assessment tool to cover content you have chosen to teach in your class. Feel free to pick and choose from the questions presented, in order to cover the topics you have taught/plan to teach. Reword them if you like, to address specific aspects of the material you covered/plan to cover. Then combine them to meet your individual needs, retyping and leaving room for your students to respond, or use them as a verbal assessment tool, asking the questions and noting responses.
- In order for both the student and the interviewer to use this tool effectively, both must be as relaxed as possible. Since the subject matter is often private, it is advisable that the assessment be administered in a quiet, private location with few distractions. Spend some time “warming up” prior to beginning the assessment, and allow as much time as is necessary (usually 30-45 minutes) for the student to be sure they understand the questions and have as much time as they need to respond to the best of their ability. It is also important for both student and interviewer to be conscious that this is NOT a test, or something to get nervous or upset about - it’s more like a measuring stick, or a prompter for a discussion about something that’s not always easy to talk about. So be casual in presentation.
- Prior to administering this assessment for the first time, the interviewer should familiarize him/ herself with all of the questions, consider the range of appropriate answers, and plan ahead for any changes in language or method of administration that may be necessary to adapt this tool to meet individual student needs.
- When used as a PRETEST, it is important that the interviewer not supply answers or try to educate during administration. Answers can only be partial given the limited time available and may simply confuse the student. Explain that these questions are about information that will be discussed in a class coming soon. Answers to the questions should be recorded verbatim as much as possible, and the interviewer should not use facial gestures or body language to prompt or cue the student about the correctness of answers. The exceptions to this general rule come in the section on abuse, rape and signs of STDs. If the interviewer suspects from the answer that any of these issues are present in the student’s life now or in the past, they should respond with the appropriate referral.
- When used as a POSTTEST, it is important again to not supply answers for a student’s first attempt to answer the question - after all, we are trying to measure the knowledge they have gained through participating in the class. It is, however, appropriate to correct confusion and direct a student to resources about any incorrect answers after they have finished their answer. Be sure to note that you have done this on the form, and summarize your

## ***Special Education FLASH***

help/support/educational efforts/ thoughts for further education, at the end of the Posttest. Because time may be spent in education during the Posttest, try to allow for a longer block of time for administration.

## Special Education Assessment

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*(For pretest, substitute the questions in parentheses)*

1. Ground rules are important for a unit about social skills and sexuality because they make the classroom a safe and comfortable place to discuss hard topics. One of our class ground rules is: (A possible ground rule might be...)
2. The main difference between public and private is:
3. Label the following places as public or private:
  - A. bathroom
  - B. living room
  - C. on the bus
  - D. classroom
  - E. bedroom
4. Label the following parts of the body as private or not private:
  - A. eyes
  - B. arm
  - C. breast
  - D. knee
  - E. penis
5. Label the following behaviors as public or private:
  - A. picking your nose
  - B. riding the bus
  - C. adjusting your underwear
  - D. brushing your teeth
  - E. watching TV
6. If you do a private thing (behavior) in a public place, people who see you may think:
7. Families are important because:
8. For each of the following restroom signs tell which one a male would use, which one a female would use:
  - A. Ladies
  - B. M
  - C. W
  - D. Family
  - E. Boys
9. There are three different sets of feelings associated with self-esteem. They are:
  - A. I belong
  - B. I can do things
  - C. People appreciate meChoose one of these sets of feelings and describe something that recently happened to you that made you feel this way.

## **Special Education FLASH**

10. What is a friend?
11. List three things you might do with a friend.
12. Name four different types of relationships.
13. What type(s) of touching is appropriate/OK for each of the above types of relationships?
14. List three different types of decisions.  
(Some types of decisions are easy, others are harder and require more thought. Can you give me an example of a choice that's easy to make? Can you give me an example of a decision that might be harder - require more thought?)
15. What are the four steps of decision-making for decisions that need more thought?  
(What might you want to think about if you were making an important decision that required a lot of thought?)
16. There are three different types of touch - Always fair, sometimes fair, never fair. Label each of the examples.
  - A. tickling
  - B. hitting
  - C. pinching
  - D. hugging
  - E. touching private parts without permission
17. If you are touched in a way that makes you feel uncomfortable or scared, you should:
18. Name two different types of communication.
19. Paraphrase means: \_\_\_\_\_. Give an example of a paraphrase.
20. The two steps involved in asking honestly for what you want are:  
(What's a good way to ask for something that you want?)
21. The two steps involved in taking "No" for an answer are:  
(What could you do if someone says "No" to you?)
22. The three steps involved in saying "No" are:  
(What words could you use to say "No" to someone else?)
23. List three body changes that occur during puberty as girls become women.
24. List three body changes that occur during puberty as boys become men.
25. List two feelings that may change or emerge during puberty.
26. What is hygiene and why is it important?

## ***Special Education FLASH***

27. List five hygiene tools which should be used daily.
28. What parts of the body are involved in human reproduction?
29. Would it be appropriate/okay to discuss birth control or reproduction at the dinner table when guests are present?
30. Using words you have learned, define fertilization.  
(What is fertilization?)
31. List three different methods of birth control and explain a little about how they work.
32. Number the following terms in the order in which they occur.  
fertilization  
parenthood  
pregnancy  
sexual intercourse  
birth
33. Pregnancy lasts for \_\_\_\_\_ months.
34. List two ways that babies are born.
35. List five responsibilities of parenthood.
36. Label the following as STDs or NOT STDs:
  - A. cold
  - B. measles
  - C. AIDS
  - D. flu
  - E. herpes
  - F. diarrhea
  - G. syphilis
37. How do you get STDs?
38. How can you tell if you have an STD?
39. What should you do if you are worried about STDs?
40. Name three community resources you could call if you had a question about sexuality.
41. Name two people you could ask questions about sexuality.
42. Name three topics you would like to learn more about.