

# Access to Curriculum Inventory (ATCI)

The ATCI is an informal framework to help gather data about students' classroom performance. Responses to questions provide information that may be useful to describe the student, their school performance and their perceived access to the curriculum.

The form is for data-collection, as a means to identify some aspects of a students' academics and functional performance in the classroom, related to the world in which the student lives. The form is neither standardized nor normed, but information obtained from the inventory can help describe the student and their access to the curriculum of the classroom.

Within this inventory are suggested questions for the (1) Parent, (2) Speech Clinician, (3) Teacher of the Deaf and Hard of Hearing, (4) General Education Classroom Teacher, (5) Special Education Support, and (6) Student. The developers of this inventory find it a conversation starter toward obtaining information about how the student functions within the educational setting. Oftentimes the conversation that ensues with a student will bring to light important information to the student's educational team. Any or all of the forms may be utilized. The information obtained in this inventory is summarized, depending on the student, their curriculum, and their specific needs.

This inventory is only one informal indicator of a student's educational profile. The ATCI should be not be utilized as a sole measure of student competencies or as progress indicators. The ATCI is not a standardized assessment instrument, but it can be an effective data collection tool for team discussion. The ATCI, in conjunction with other formal and informal assessments, can lead the student's educational team to more complete information for educational planning purposes.



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