

Special Educational Needs – Assessment for Learning

Phil Dexter, British Council, Teacher Development Adviser



Working towards achievement for all

Inclusive practices



SEN Interventions

Assessment for learning

Assessment Issues



How can we assess learners who are not making the same progress as their peers?

How can we keep these learners motivated?



Issues for learners

‘The psychologist said I had dyspraxia, that was ok, then I had to go to the disability unit in college for help – that upset me, I don’t want to have a disability. I am OK’

‘I’ve got ADHD so I can’t sit still and do this work.’

I’m too slow, everyone thinks I’m stupid or lazy.



Issues for parents/carers

‘ My son has just started school. The headteacher told me after 3 days that my son might be autistic because he didn’t make eye contact and couldn’t play with others. She’s wrong, I’m going to complain about her’

‘My daughter has not got a special need, she’s not disabled, the teachers don’t know how to do their job properly’



What does the child do ?



Inclusive and integrated education – approaches that meet the needs of all learners

Integrated education tends to focus more on children with disabilities attending school

whereas

Inclusive education focuses more on ensuring all children are learning *whatever the disability and the learning needs*

**appropriate learning strategies in
achieving full potential**



Inclusion means promoting...



Children attending school...

Needs met when at school

ACCESS



ENGAGEMENT



- health/
medical
- cost
- gender/
mobility

- Choice
- Methodology
- Resources
- Multi-
Sensory
- Scaffolding

What is assessment **of** learning (AoL)



Assessment of learning is the traditional way of testing a learner's knowledge. It involves an assessment, usually by the teacher, of what the student has learned so far. The teacher then gives a number or letter grade to the student. It compares the learner's achievements with the standard expected at that age and stage of the course. The results can easily be communicated to the learner and the parent. It usually occurs at the end of the learning unit and often involves a test or exam. AoL is summative, which means the learner's mark is taken as evaluation of their learning.

What is assessment **for** learning (AfL)

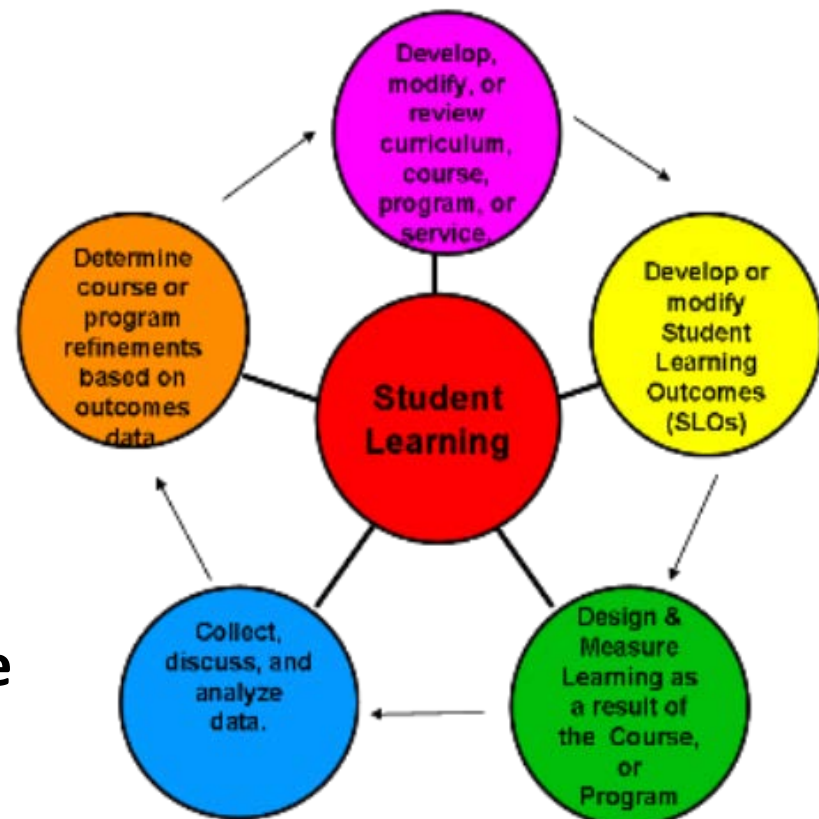


Assessment for learning is a collaborative process between the teacher and the learner. The priority in the design of any task or practice activity is to promote the students' learning. It involves the learner in assessing and managing their own learning. At the beginning the teacher will work with the learner to identify what they already know and then encourage them to take an active part in assessing their progress, what they still need to do and how they can improve. Assessment for learning occurs at all stages of the learning process and should be an integral part of each lesson. Learners measure themselves against their own goals and not against the results of other people. No grades or scores are given. AfL is formative, which means it guides learners to set their own goals .

Assessment for Learning



- Is on-going
- Involves the learner in setting targets
- Involves the learner measuring own progress not in relation to others
- Can be more motivating
- Allows learner to progress at own pace
- Measures progress not results

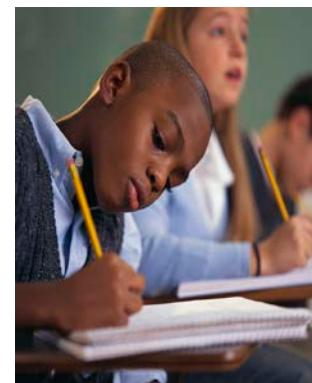


Assessment for learning

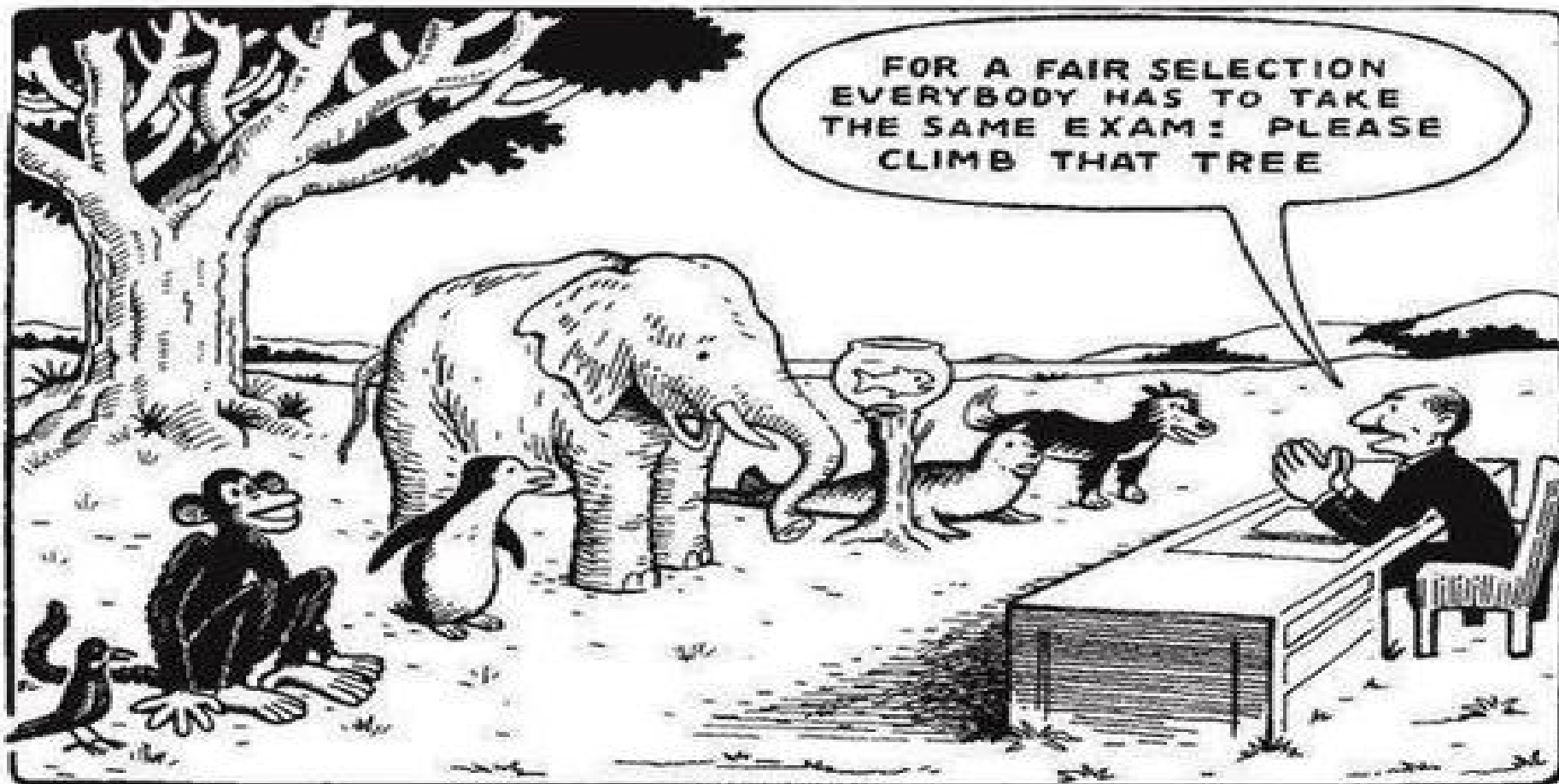


Assess **for** learning as well as assessment
of learning

- ✓ Collaborative and continuous
- ✓ Involves learner in setting own targets and measuring progress
- ✓ Credit for what someone can do!
- ✓ Positive and achievable
- ✓ Self and peer assessment



Standardised tests and testing?



Some considerations for assessment?

- Is there extra time to do tasks?
- Can a scribe be available?
- Can technology be used – computers/tablets?
- Can responses be recorded in a different formats e.g audio/via technology?
- Can there be similar alternatives for test?
- How can everyone *engage* with a test?



Can we do things in ways that reach our 'neuro-diverse' learners and support their achievement?

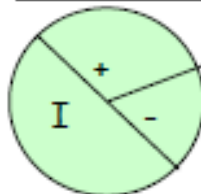
Ways to involve learners in assessment

- KWL Grids

- PMI

- Smiley faces

PMI diagram



Pie graph for plus, minus and interesting elements of the work
Developed by Edward de Bono

- Encourages pupils to identify what has worked and not worked for their learning
- It can also be drawn as a table



KWL Chart – animals in cold parts of the world

What I know	What I need to know?	How I will find out?	What I have learnt?
<p>1. Polar bears and penguins live in very cold parts of the world.</p> <p>2. Penguins can't fly.</p> <p>3. Emperor penguins are the biggest penguins</p>	<p>1. What other animals live there?</p> <p>2. Do they all fight or do they get on?</p> <p>3. Are there different sorts of polar bears?</p> <p>4. Can they all swim?</p>	<p>1. Class project</p> <p>2. Do my own internet search</p> <p>3. Find out what others in the class/school know</p> <p>4. TV programme scheduled</p>	<p>1. Sea lions, seals and birds live there, too</p> <p>2. Penguins only live at the South pole and polar bears only live at the North Pole</p> <p>3. There is only one main type of polar bear but lots of different penguins</p>

AF1 Reading levels - reading for meaning

Level 3

In most of my reading

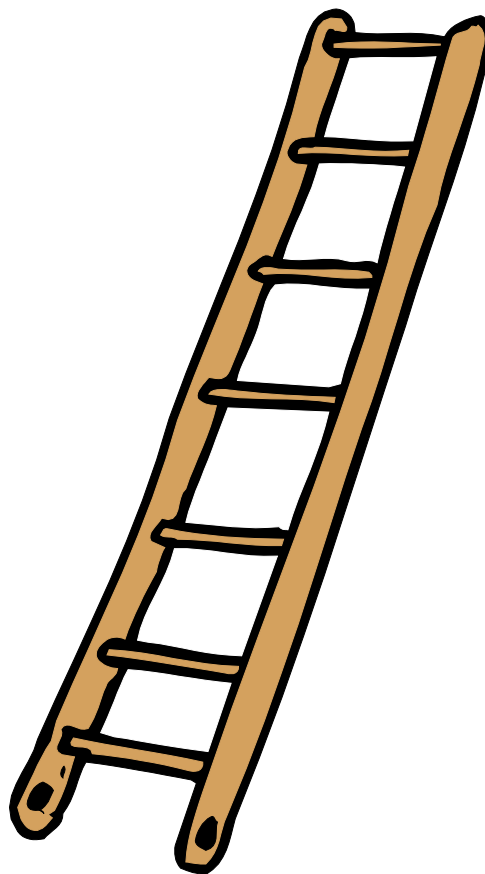
- I can use a range of strategies to read new texts with fluency, understanding and expression.



Level 2

In some of my reading

- I know and can read my key words.
- When I get stuck on a word I work it out e.g. by reading on, reading back, blending phonemes.
- I can read aloud in an interesting and lively way taking note of punctuation.

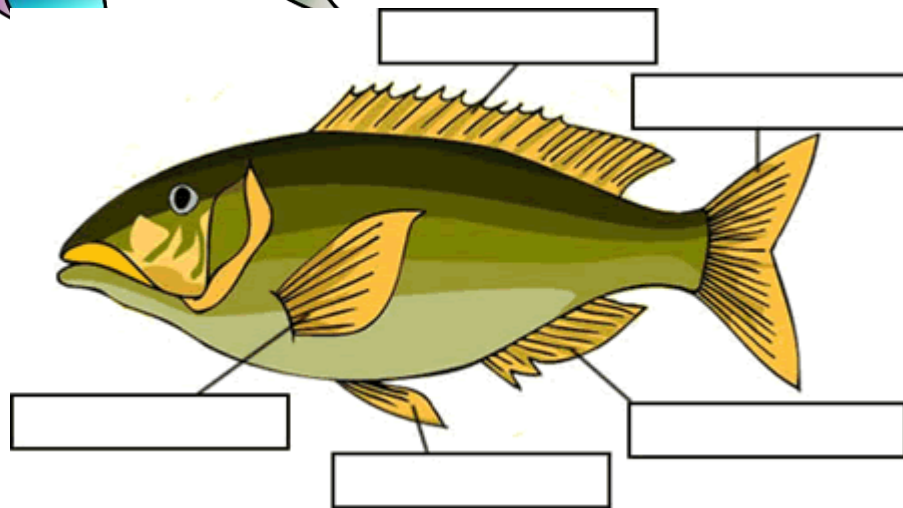
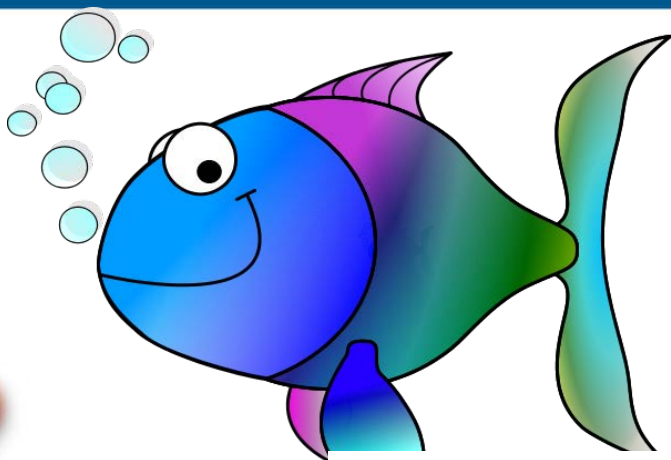


2 stars and a wish

- For peer assessment, ask students to give two stars and a wish.
- Two stars = 2 things that are good about the piece of work
- A wish = something they can improve to make it even better
- *The learners could give the teacher 2 stars and a wish+ assessment of what was learnt



Fishing for Compliments....

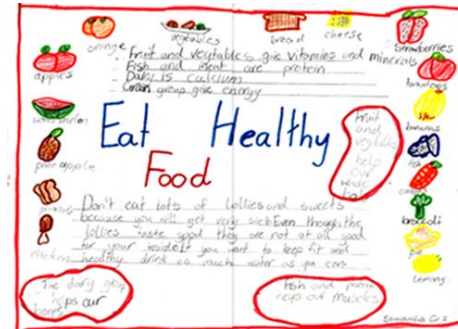
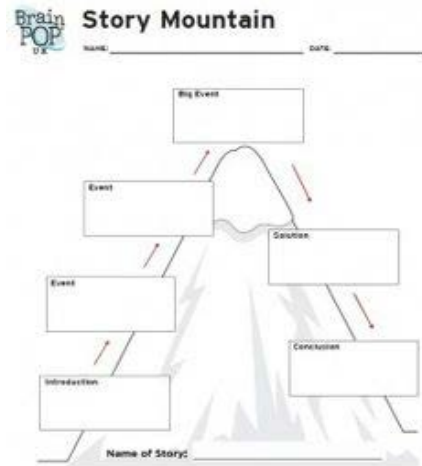
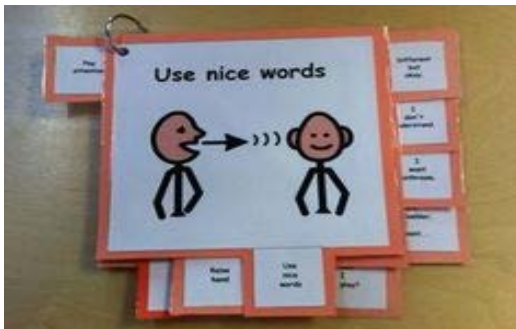


Self, peer and teacher assessment



My self-assessment 10/40	My mark (10)	Teacher assessment	Teacher's mark (10/40)
Knowledge, subject content	6	Knowledge, subject content	5
Participation	4	Participation	6
Behaviour	7	Behaviour	5
What I learnt	8	What I learnt	8
Total:	25	Total:	24

Supporting learners in assessment for learning



Reflect and consolidate

3.....2.....1



3 things I remember



2 things I can use in other classes

1 thing that surprised me

And finally.....



- **A teacher assessment of a student**
- **‘He is mentally slow and unstable’**
- **Who was he???**



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Thank you