

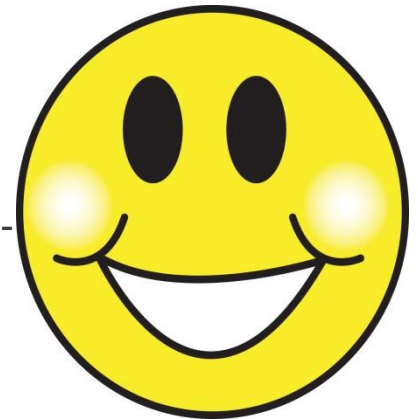
Assessment for Learning

Climbing trees – reaching for high hanging fruit

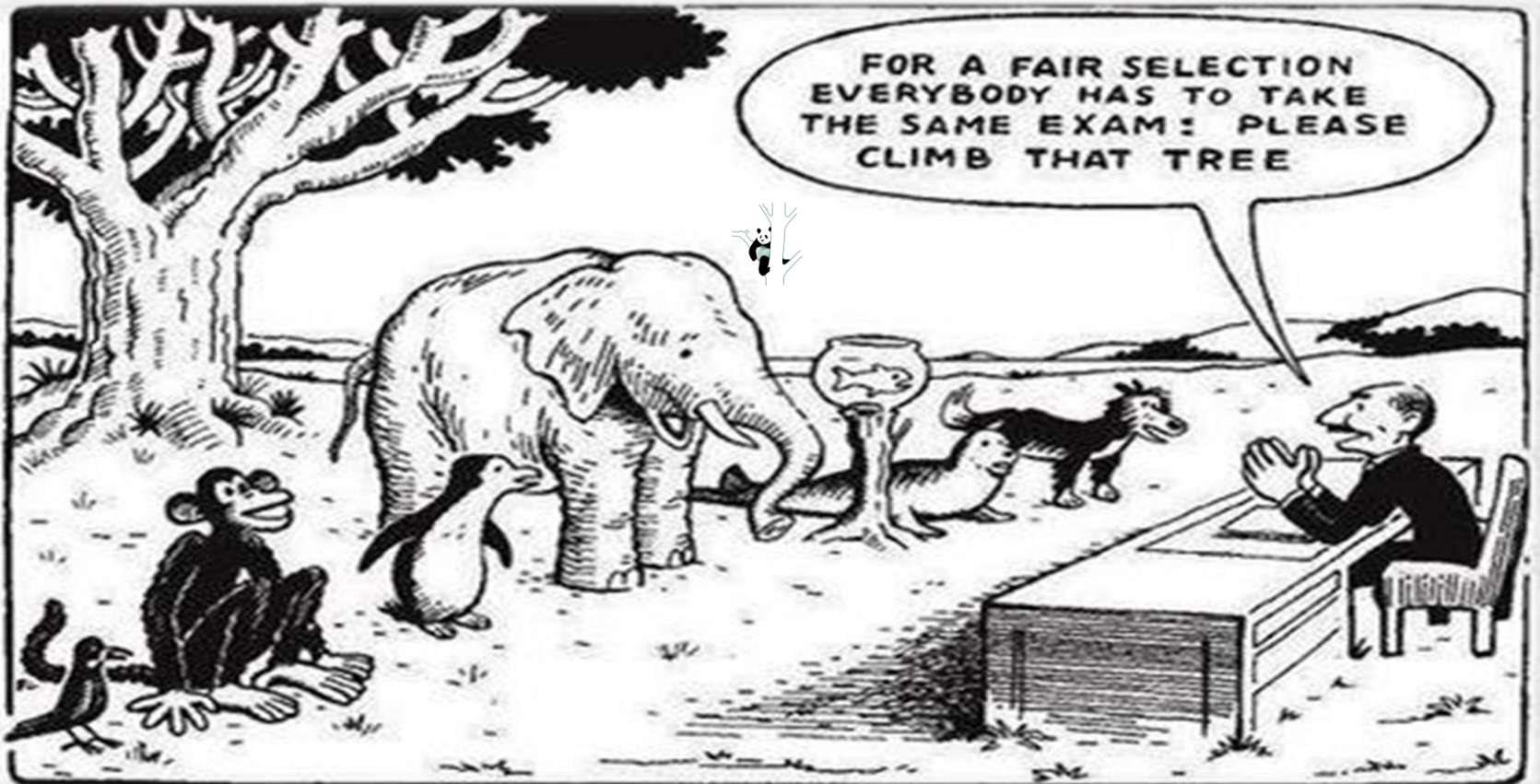
Phil Dexter, Teacher Development Adviser, British Council, UK



What state are you in for learning? Where will you place yourself?

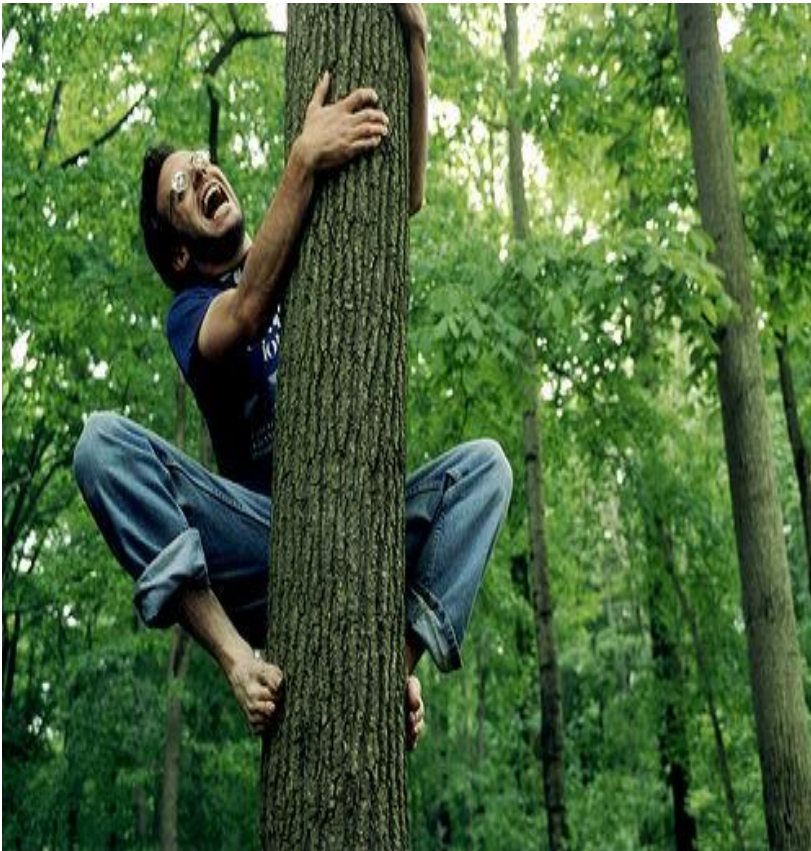


Assessment a key issue at the heart of inclusive education

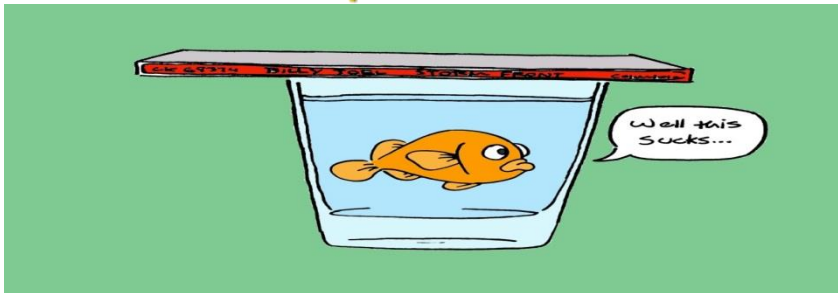


Assessment

How can we reach the ‘high hanging fruit?’



Classrooms – a great fit for some BUT alien planet for others





Our special educational needs labels



[illegible]

Medical and social model of inclusion – name the experience(s)



The more you know about your learners the more you can understand their learning needs



Start from the positive contributions that all learners can make and then noticing and understanding any difficulties that need to be worked on.

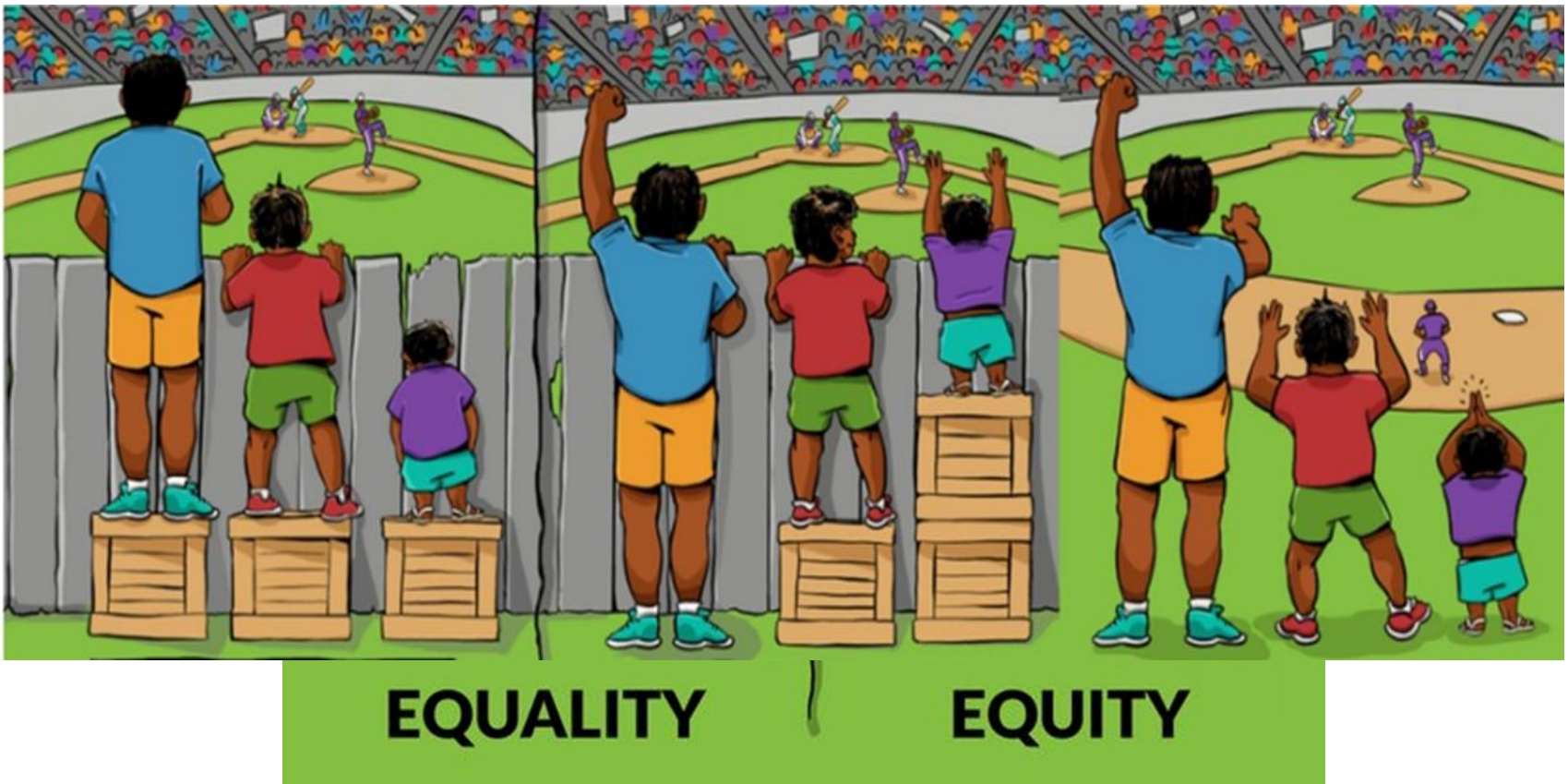


Diagnosis of special educational needs (SENs) can be useful but is for clinical professionals to make – not teachers



An over focus on a diagnosis identifies individuals as 'the problem' to be 'fixed'. It's the system that needs fixing – not the learners.

Social model – removing barriers



Rhetoric of inclusion.....practice of exclusion

Diagnostic – prescriptive approach – SEN labels?



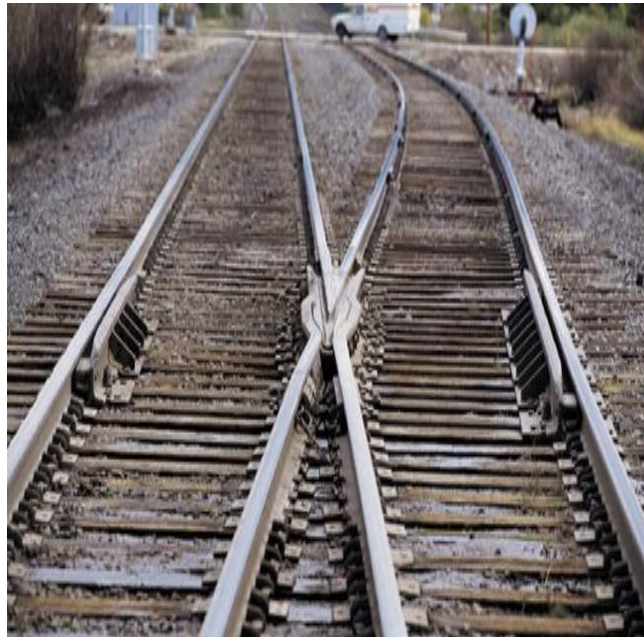
Replacing the term 'special' with 'inclusive' may not change practice.....

Single, dual and multi-track approaches

Single track



dual track



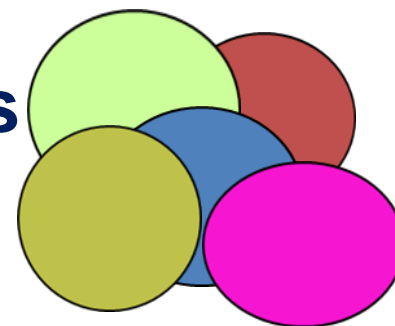
multi-track



Language learning – a helping hand, foot and anything else!

Co-occurring needs

- ❖ Expressive and receptive language
 - text based approaches
- ❖ Concentration/Focus
- ❖ Communication
- ❖ Organisation of work/tasking
- ❖ Fast and slow thinking
- ❖ Working memory
- ❖ Sequencing and organisation



Access, Engagement continual professional development

Access is related to removing barriers ensuring young people can attend education regardless of their age, gender, ethnicity, disability or health needs. Access therefore focuses mainly on policies and structures



Engagement is about ensuring that what they experience when they do access education is relevant, meaningful, empowering and beneficial. Engagement is therefore focused on quality of the learning experience

Disability, special educational needs: Inclusive education

The focus of inclusive education (today) is on ensuring that everyone has access to a good quality education in systems that do not marginalise some through organisational and curricular structures that **sift and sort learners on the basis of pre-determined judgements about what they can and should learn**

Florian, L and Walton, D “Inclusive pedagogy within the Southern African context”

What teachers can notice: learning needs.



- ✚ Does the work involve a lot of writing and text work?
- ✚ Are there difficulties with attention and focus?
- ✚ Are there difficulties with sitting still
- ✚ Is copying from the board a difficulty?
- ✚ Does the learner have trouble following instructions?
- ✚ Are there problems in certain class groupings and different times of the day?
- ✚ What kind of remembering difficulties does the child have?
- ✚ Is there a difficulty with specific language – expressive and receptive?
- ✚ Are there difficulties starting, staying on and in completion of tasks?



What teachers can notice?: learning needs....

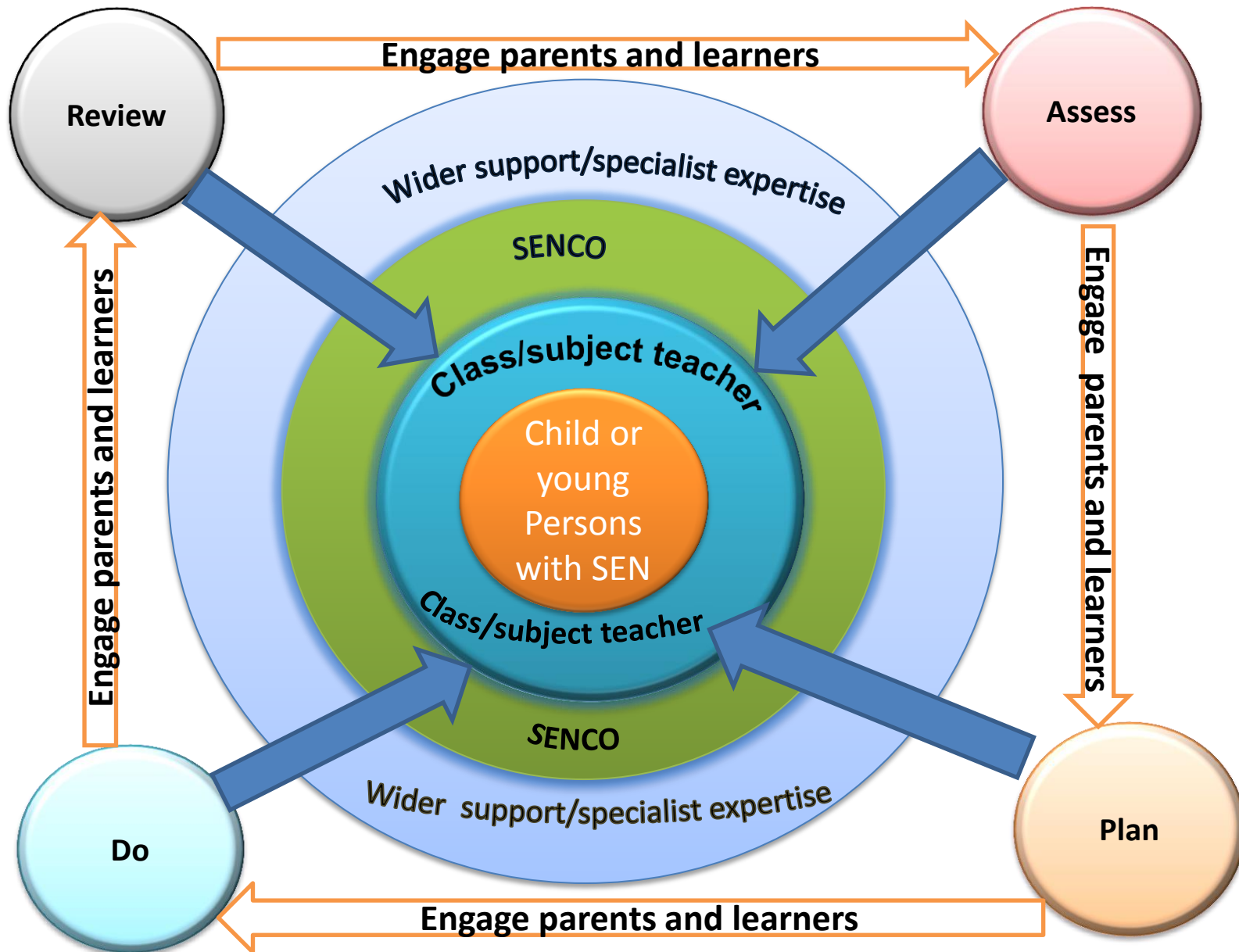
What is working well? Embrace learning differences

- ✚ What is the learner doing particularly well?
- ✚ How is s/he doing it?
- ✚ Does s/he have particularly preferences in ways to work?
- ✚ What skills, activities or processes seem to be working?
- ✚ Can we do more of these in supporting learning?



Assess, Plan, Do, Review,.....

National Association for Special Educational needs <http://www.nasen.org.uk/>



Assessment?

**What is
assessment
of learning
and assessment
for learning?**



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, and stage of the course. Occurs at the end of the learning module, week, term, year...
- ❑ It is **summative**, which means the learner's mark is taken as an evaluation of their learning.

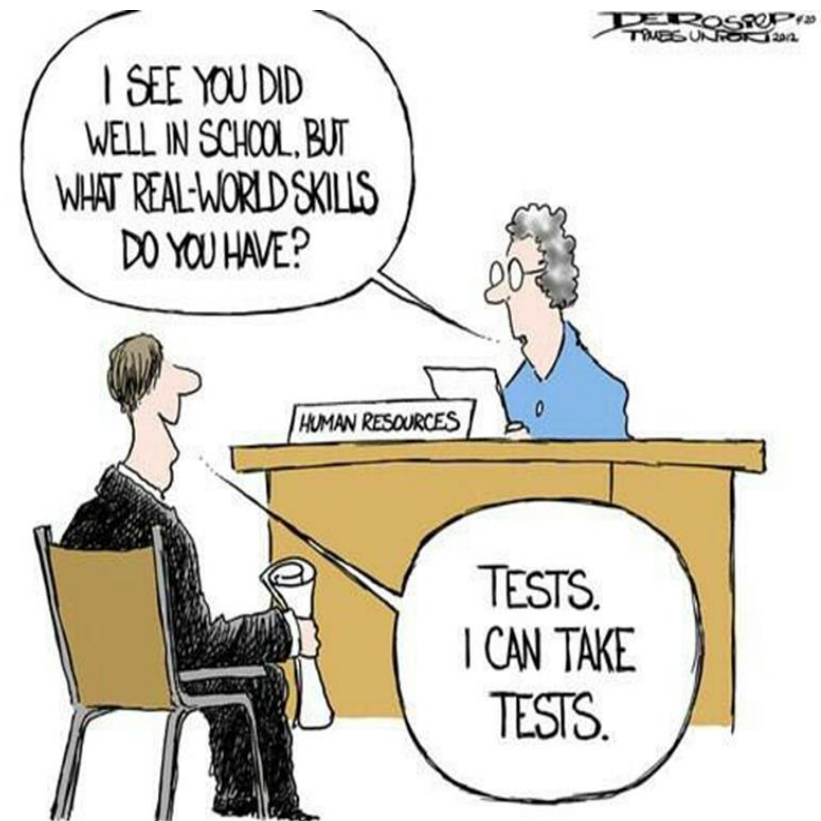


What is assessment for learning (AfL) ?

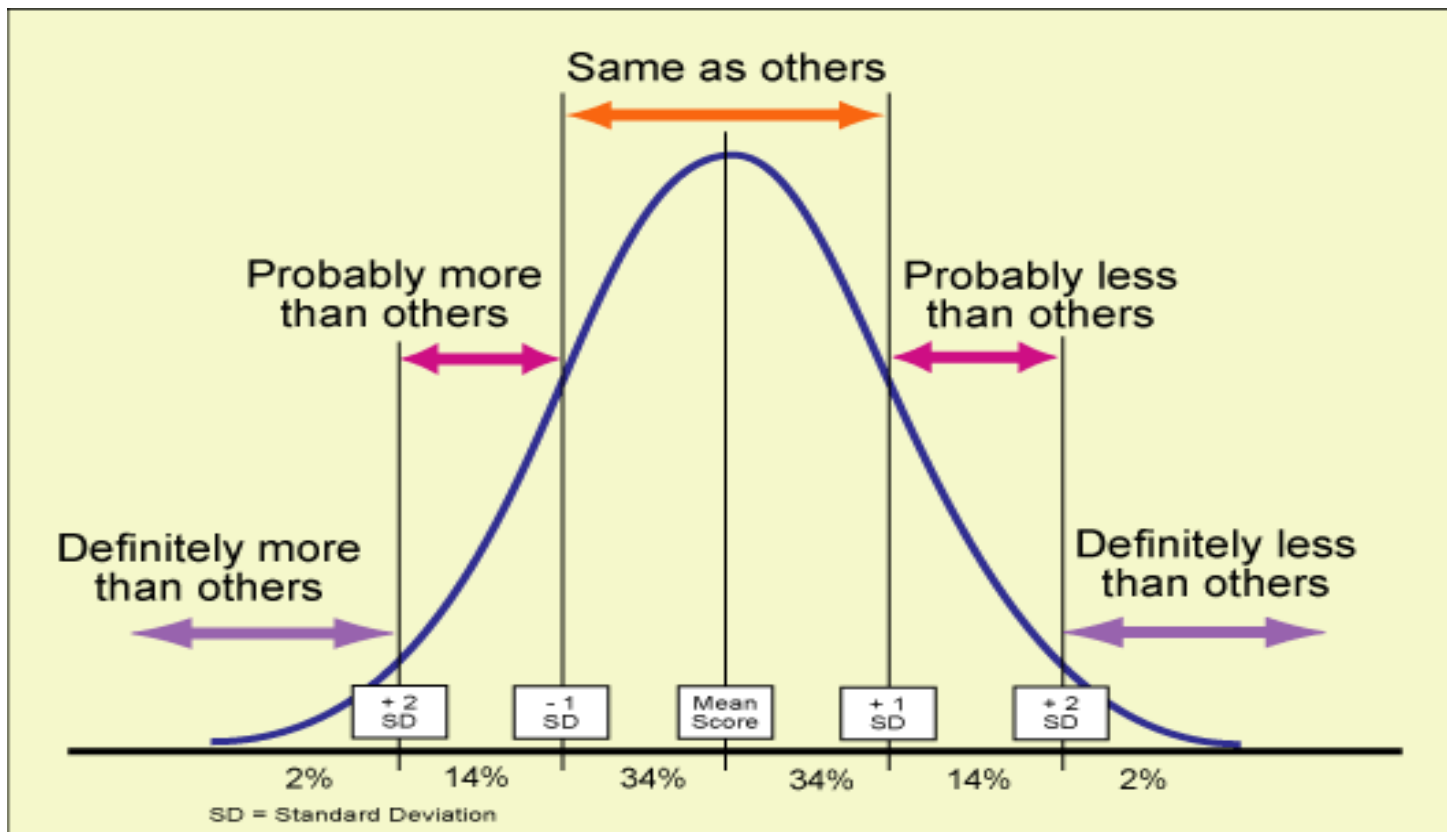
- ❑ Assessment **for** learning is a collaborative process between the teacher and the learner
- ❑ Involves the learner in identifying what the learner already knows, and encouraging the learner to take an active part in assessing their progress, what they still need to do and how they can improve against their own goals and not against the results of other people.
- ❑ AfL is **formative** and guide learners to set their own goals.



Assessing for the 'normal'



The Bell Curve - intelligence and ability is fixed, measurable and normally distributed?!

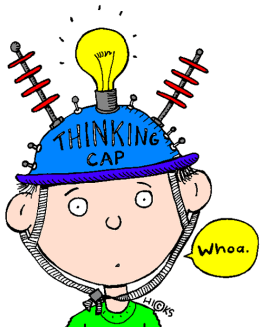


The Bell curve

why is it problematic?



- Assumes ability is fixed (in a range) with probability that most learners are same or similar with the ‘different’ outside the bell curve based on a **social construct** of ‘success and achievement’
- Leads to assumption that most learning occurs around the middle and sorting learners by ability based on norm referencing and marginalisation of those outside the middle – at both ends of the scale
- Different expectations for those outside the ‘bell curve’ – the ‘different’ very likely to be in a category we call ‘special educational needs’

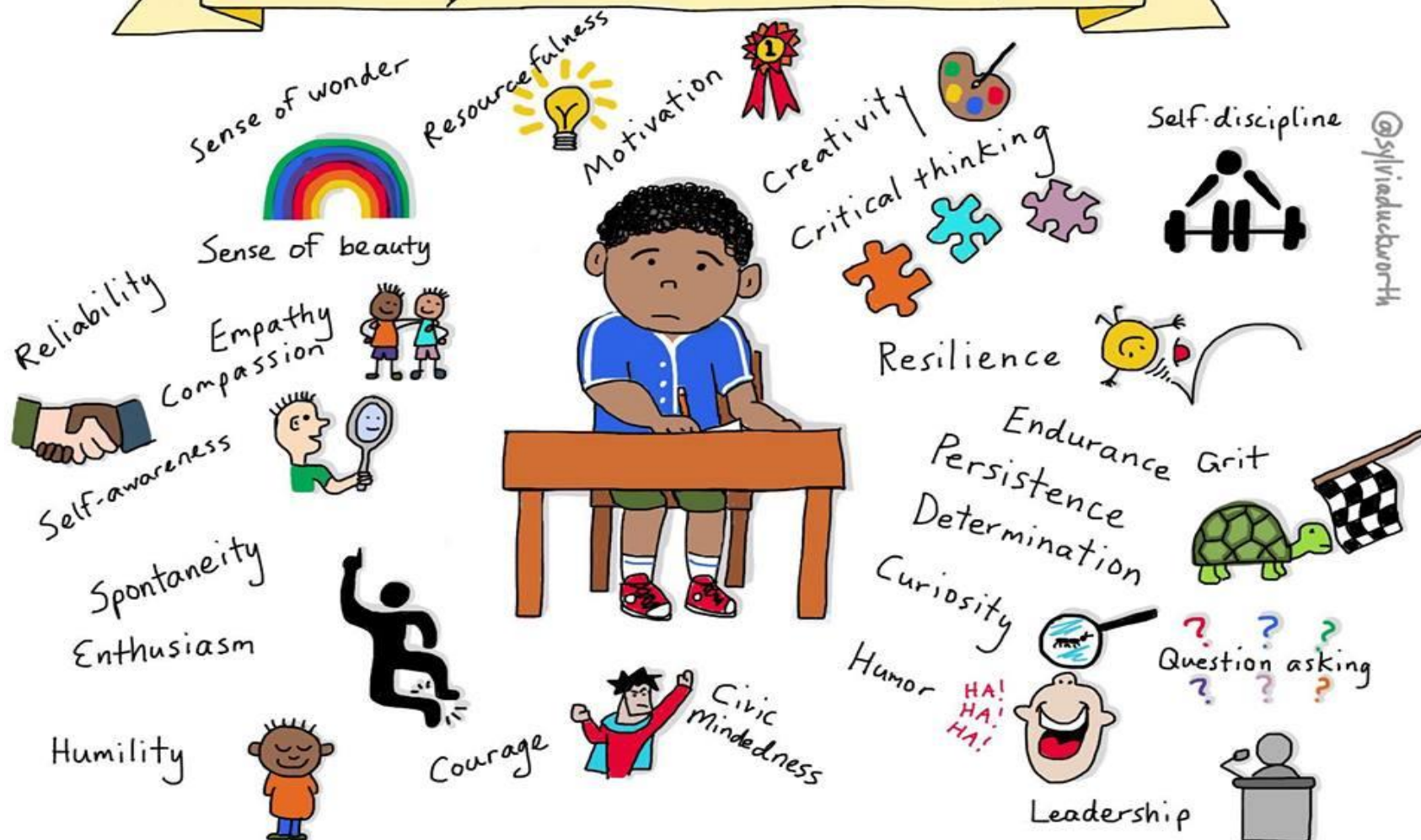


smart and non - smart



Promote the Aesthetic NOT Anaesthetic

Personal qualities not measured by tests



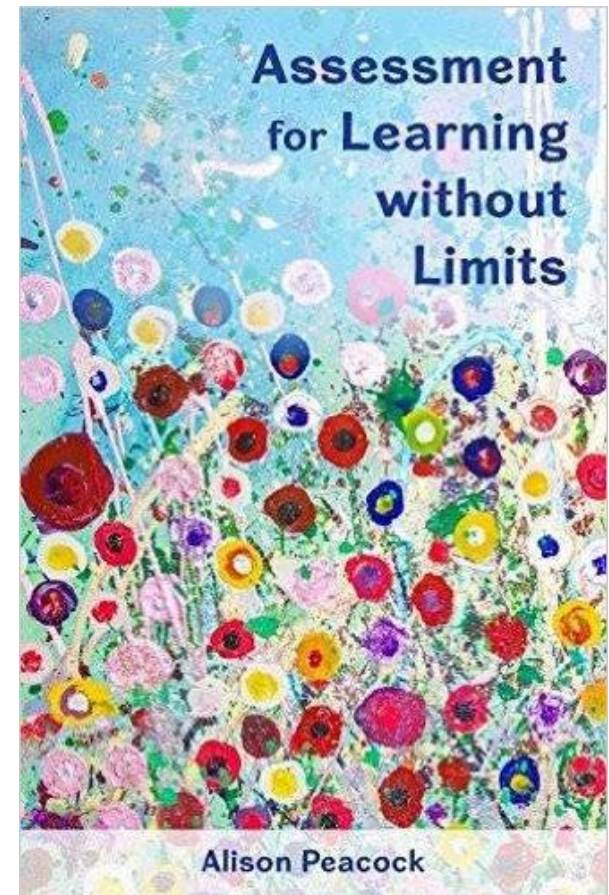
Assessment for learning: What are the issues for us to consider?



Bell curve thinking – some alternatives

Learning without limits and using difference to support learning for all.

- ❖ Transform-ability – what happens in practice during learning
- ❖ differences are ‘normal’
- ❖ differentiated variety and options as opposed to based on ability
- ❖ Teaching for all and reaching all
- ❖ Craft knowledge – evidence based on what teachers and learners do
- ❖ **AfL is inherently evidence based**



Differentiated approaches avoiding teacher judgement and ability grouping

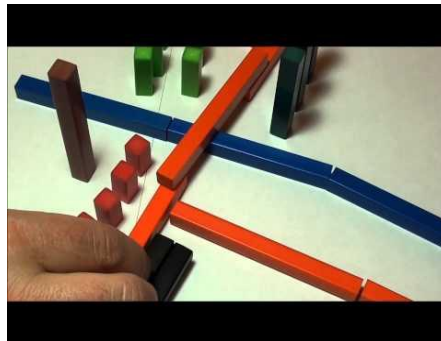
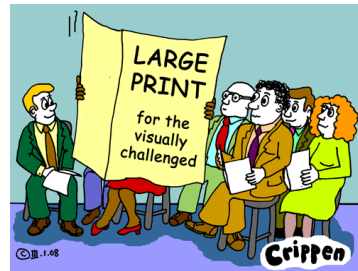
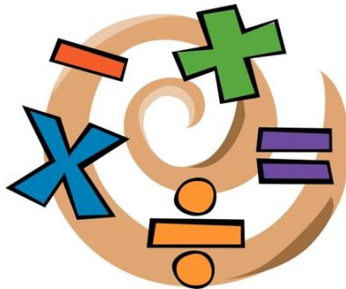
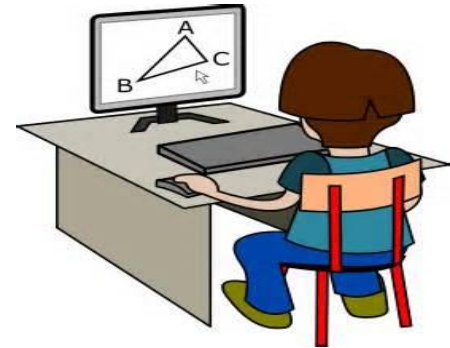
Group based on:

- ❖ Range of interests
- ❖ Previous experience
- ❖ Learner choice of options
- ❖ Similarities and differences
- ❖ Feelings at the moment
- ❖ Credit for 'Can do'
- ❖ Differentiate presentation options
- ❖ High expectations for everyone



Variety and options – a learning centred approach

Less what the teacher does – more what the learner does



Multisensory and multi-modal approaches



Assessment for learning – collaborative, measurable, differentiated options and the learner's voice



Where do I start in planning my learning?



Where do I start in planning my learning?



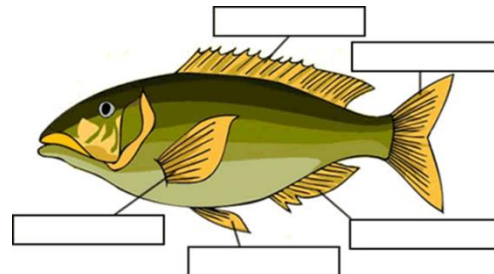
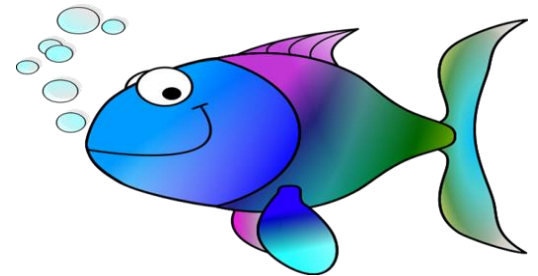
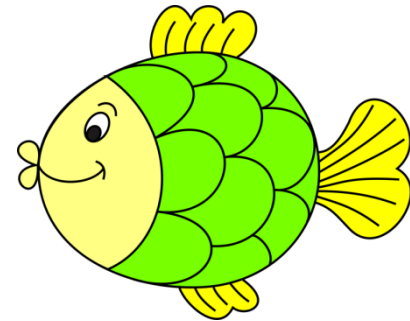
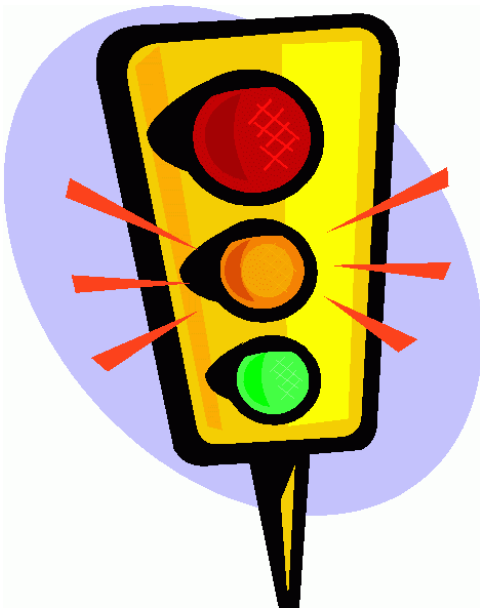
**important
and essential**

**not important
but essential**

**important but not
essential**

**not important and
not essential**

Some easy activities and 'fishing for compliments'



Reflect and consolidate 3.....2.....1.....

3 things I remember

2 things I can use in other classes

1 thing that surprised me

Think, pair, share



KWHL 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?
<ol style="list-style-type: none"> 1. Polar bears and penguins live in very cold parts of the world. 2. Penguins can't fly. 3. Emperor penguins are the biggest penguins 	<ol style="list-style-type: none"> 1. What other animals live there? 2. Do they all fight or do they get on? 3. Are there different sorts of polar bears? 4. Can they all swim? 	<ol style="list-style-type: none"> 1. Class project 2. Do my own internet search 3. Find out what others in the class/school know 4. TV programme scheduled 	<ol style="list-style-type: none"> 1. Sea lions, seals and birds live there, too 2. Penguins only live at the South pole and polar bears only live at the North Pole 3. There is only one main type of polar bear but lots of different penguins

PSQ5R

Purpose, Survey, Question

5R

Read – sections of texts

Recite answer questions aloud (to yourself)

Record answers one by one

Reflect – elaborate on previous answers

Review – assess understanding




Colour coding and visual supports







Individual and group education plans

Name: Irina DOB: Class / 8B Supported by: Ms Jones		Area of concern: Behaviour/concentration/interacting with others Assessments: observation Proposed support: Small group circle time/ catch me being good card/ lunchtime club		Start date: Now Review date: 6 weeks IEP number: 1	
Targets to be achieved:	Achievement criteria:	Possible resources and techniques:	Possible strategies for use in class:	Ideas for the teaching assistant:	Outcome/evaluation :
To focus on own work To put up hand and wait for teacher's attention when needing help To keep hands and feet to yourself	Work will be completed in class on time Irina will not be in detention for interrupting class Irina will have good report card at end of week . At least 70% achieved.	Teacher will keep a wall chart to record number of pieces of work completed Teacher will use visual icons to remind Irina and whole class to wait and listen. Irina will choose a reward at the end of the week when targets achieved Irina will choose a study buddy to sit next to in class to help focus on own work Social stories			Partially achieved – Irina has completed all work in English but needs to focus better in Science. Most teachers using strategies. Study buddy chosen and working well.
Parent will support by: Giving Irina reward for positive postcard and report cards. Praising Irina for waiting patiently and for showing kindness.			Irina will: tell Ms Jones if she is getting upset and arrange to go somewhere quiet before she gets too angry. Think of her positive self-talk to make herself focus.		
Parents comments: Signed:			Irena's comments:		

My individual learning plan

My teacher	My parents	Me
What I like and admire about	What I like and admire about	What I like and admire about myself
		

What I struggle with at school	How you can support me	How I can help myself
		

My dreams and aspirations


My individual learning plan

Aspiration	I would like to be able to do maths
Outcome 2	I will be able to count confidently to 20 and write the numbers
What do I need to know to reach my outcome?	
1. I will practice saying the counting words to 20	
2. I will count 20 objects, pointing at each object as I do so.	

Today I am working on:		I have got it!	Yes you have!
Date			

My individual learning plan

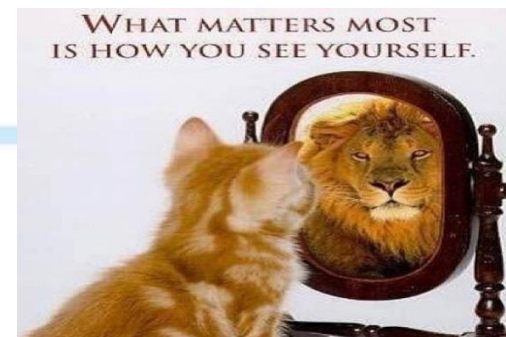
My 10 point scale



Aspiration	I would like to be able to write really good stories
Outcome 1	I will be able improve my handwriting
What do I need to know to reach my outcome?	
1. I will use ascenders and <u>descenders</u> correctly 50% of the time	
2. I will make sure there is a finger space in between my words 50% of the time.	

Today I am working on:		I have got it!	Yes you have!
Date			

Self, peer and cooperative 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



Some sources: Books and websites

- *What Really Works in Special and Inclusive Education – Using Evidence-Based Teaching Strategies* David Mitchell (2008) Routledge, Taylor and Francis Group
- *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners*, Diane Heacock (2002), Free Spirit Publishing
- *Working inside the black box: Assessment for learning in the classroom* Paul Black, et al. (1990), Letts Publishing
- *Responding to the challenges of inclusive education in South Africa*, Englebrecht P&L eds, Vab Schaik Publishers
- *Assessment for learning without limits*, Alison Peacock, OUP 2016

www.nasen.org.uk

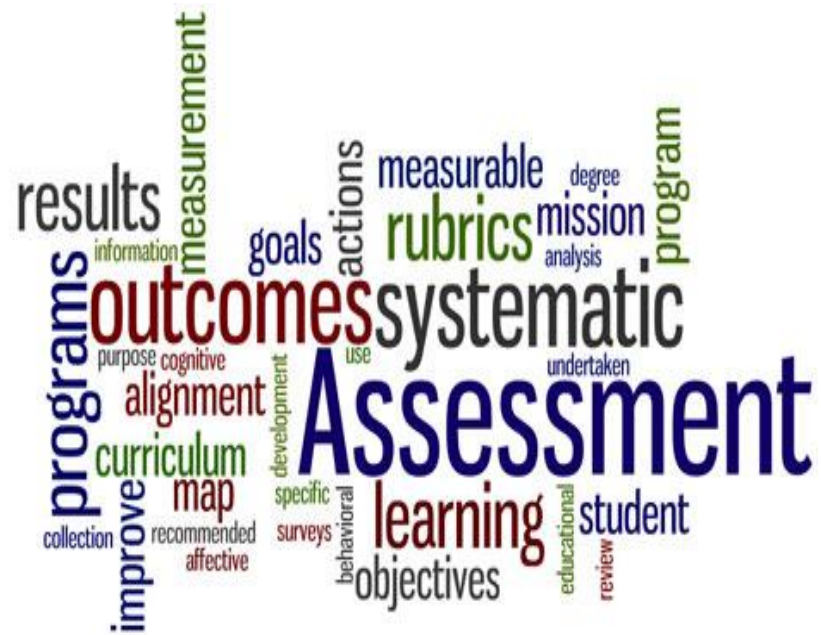
<http://www.teachingenglish.org.uk/teacher-development/continuing-professional-development/using-inclusive-practices>

<https://www.aaia.org.uk/content/uploads/2010/06/Assessment-for-Learning-10-principles.pdf>

<https://www.kent.ac.uk/studentsupport/accessibility/productivity/>

Assessment for Learning - for you!

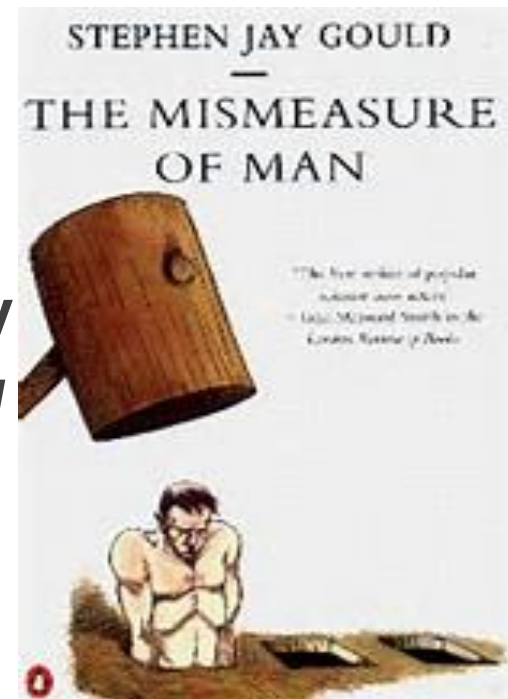
- Something that I have learned today
- Something that surprised me
- Something I'd like to think more about
- Something that I will use in my teaching/training context




The Mismeasure of man

We pass through this world but once.
Few tragedies can be more extensive
than the stunting of life, few injustices
deeper than the denial of an opportunity
to strive or even hope, by *a limit imposed
from without, but falsely identified as
lying within*

Stephen Jay Gould
“The Mismeasure of man” - 1981



A close-up photograph of a hand holding a small green seedling. A single drop of water is falling from the tip of a finger onto the leaves of the plant. The background is a soft, out-of-focus green, suggesting a garden or natural setting.

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

Alexander den Heijer



<http://www.teachingenglish.org.uk/teacher-development/continuing-professional-development/using-inclusive-practices>

Thank you
phil.dexter@britishcouncil.org