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# Inclusive Assessment



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## Inclusive Assessment

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### 1. Working definition

In this work we assumed the working definition of assessment proposed by the *European Agency for Development in Special Needs Education* (Watkins, 2007, 14): Assessment refers to the ways teachers and other people involved in a pupil's education systematically collect and then use information about that pupil's level of achievement and/or development in different areas of their educational experience (academic, behaviour and social).

Such definition covers all possible forms of initial and on-going assessment methods and procedures. It also highlights the fact that there are different people involved in assessment. Teachers, other school staff, external support staff, but parents and also pupils themselves can potentially be involved in assessment procedures. All people can use the assessment information in different ways, and that assessment information is not only concerned with the pupil, but also the learning environment (and sometimes even the home environment).

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These presuppose a new theoretical approach to assessment and considerable changes in teacher education and training. Given that, it is a challenge to us to think, rethink and renew the practice of identifying and assessing pupils with disabilities based on the new assumptions about inclusive assessment.

In pursuing this goal we present a description of the evaluation procedures applied in several European countries.

## 2. Inclusive Assessment and educational policies

Since the Declaration of Salamanca a significant group of countries in Europe (Lloyd, 2006; Shevlin & Rose, 2007; Watkins, 2007) and America (Elliot, Braden & White, 2001; Luke et al., 2004; Paula & Enumo, 2007) seem to have similar education policies that can be considered as having a potential impact upon assessment in inclusive education. For instance there are national level educational goals with standards that pupils are expected to reach, and assessment evidence regarding pupil performance is used as a measure of school performance. There are also departments for controlling performance of pupils, programmes and schools and pupil assessment information is made available in the public domain. But, and this is, in our opinion the most important factor, there are no separate assessment systems for pupils with specific educational needs apart from measures related to initial assessment and individual needs identification (Watkins, 2007). **This means that pupils with disabilities are entitled to access national assessments in a way that is appropriate for them i.e. assessments that are appropriately modified.**

Important issues for questioning or investigation, for instance:

- What sort of pressure is being imposed by public speeches on the quality of education, in raising standards and in education providing value for money?
- countries are focusing upon accountability in education and pupil assessment information which is used as one accountability tool measure;
- raising the standards of achievement of pupils, seen as being 'disadvantaged', (as opposed to having identified special educational needs) is a priority;
- Increasing the quantity and or quality of information on pupil achievements is seen by many countries as an ongoing priority;

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- Teacher training in assessment techniques and methods generally and SEN focused teacher training specifically is seen as a priority area in many countries;
- There is a move away from the use of standardised tests and/or norm referenced assessments to the use of performance measures for providing assessment evidence on the progress of all pupils;
- There is a recognition that formative, ongoing assessment linked to individualised teaching programmes is the most useful assessment information for pupils with educational needs.

A very important and often referred to issue, relates to the need for assessment research to make things 'work'. Practices that include pupils with disabilities in large-scale assessments as required by government departments instead of appropriate accommodations, alternative assessments which can make the difference between success or failure (Watkins, 2007). However there are few directions, which clearly outline how this may actually happen.

### 3. Inclusive assessment at school

As seen before, assessment policy and assessment practices do not seem to be synchronised (Candeias et al., 2008). Goodwin (1997) argues that "assessment and inclusion are naturally connected" and that "equity in schooling relies on appropriate assessment". However, based on the assumption that standardised tests focus on low level, de-contextualised facts, they provide a fragmented view of a learner and are frequently, incorrectly used to present a whole picture of a pupil. They are often used to drive and direct the curriculum and instruction, particularly with low achieving pupils, who need the most enriched and not narrowly focussed, instruction.

Synchronisation between assessment policy and assessment practices implies a continuum that must include: instruction in classes and schools, and home instructions. Setting decisions must be made by an IEP team that includes parents, teachers, psychologists, and other persons knowledgeable about the pupil (Salvia, Ysseldyke & Bolt 2007). So, as these authors propose, inclusive assessment information should be used «to make decisions about the extent to which educational programs in school systems are working for all pupils, including pupils with disabilities» (2007, p. 17).

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To improve inclusive assessment as practice in schools it will be necessary to change assessment practices as well as the role of parents and teachers within assessment, as we explain in the next points.

### *3.1. Assessment practices – from diagnosis to assessment as learning*

**Assessment of pupils in inclusive settings** is often concerned with diagnosis, as well as associated with informing learning programmes. Psychologists have developed standardised objective tests but usually they are not available to the classroom teacher and are carried out in a 'clinic type' situation away from the classroom. Bickel and Hatrup (1995) argue that there is a growing recognition that knowledge production is a responsibility shared jointly by practitioners of different research communities and useful collaborative work could be undertaken to develop diagnostic assessment tools for use in formative assessment.

Goodrum, Hackling and Rennie (2001) suggest that diagnostic evidence is rarely employed for informing teachers how to plan learning. In most of the countries assessment technology hasn't even begun to grasp laws and regulations that rule assessment of pupils with disabilities.

As Kleinert *et al* (2002) suggest, a whole set of key questions that remain unanswered in relation to **inclusive assessment**:

- How do teachers meet the responsibilities of assessing pupils with specific needs in programmes aligned with 'standards' and the assessment requirements of official legislation?
- How do teachers ensure that all pupils with disabilities achieve in the general education curriculum to the best extent possible?
- How do teachers decide which pupils need alternate assessments?
- How do teachers design effective alternate assessments?

Earl and LeMahieu (1997) had already called for more emphasis upon the concept of **assessment as learning** if the desired educational reforms and improvements are to be realised. Assessment for learning allows teachers to use their judgment about a pupil's understanding to inform the teaching process and to determine what to do for individual pupils. These aims and purposes of assessment are exactly what can be identified as being best practice assessment within primary inclusive settings. Stanford and Reeves

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(2005) also state that a fundamental truth in effective teaching is that assessment strategies must help the teacher determine the most appropriate instruction, in addition to assessing progress,

Pugach and Warger (2001) suggest attention should be focused on the performance and progress of all pupils and that assessment linked to programmes of instruction can enhance teaching as, this way, teachers are better informed about the learning progress and difficulties of their pupils and, therefore, they can make better decisions about what a pupil needs to learn next and how to teach that material in a manner that will maximise pupils learning.

### *3.2. The whole concept of inclusive assessment – the role of parents*

Falvey, (1995) provides various edited inputs that support the role of parents and pupils themselves in all aspects of their education – but most particularly, assessment procedures. Hammeken, (1995) uses case studies from teachers, parents and pupils themselves to illustrate how instruction and the assessment process can be effectively enriched in inclusive settings by taking full account of all these entities views and inputs. The role of parents within assessment of their children's learning needs contains some pros and cons: parents can be a rich and valuable source of information for children assessment but they may have pre-conceived ideas about what assessment is or should be. This can result in a conflicting situation.

Wehmeyer et al. (2004) present the topic of '**self determination**' for **pupils with learning disabilities**. They argue that developing self determination involves pupils being supported to play a central role in their own assessment. For that, teachers and parents need to be concerned in teaching pupils how to be involved in self assessment – not just as a means of improving the assessment but also for the development of pupils learning independence.

So, as Darling-Hammond and Faulk (1997) proposes it seems clear the kinds of assessment policies needed to support **teaching and learning for all pupils**.

These are some of their **key principles** that must underpin assessment policies:

- Assessment should be based upon standards for learning;

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- Performance of understanding to be assessed should be represented in 'authentic' and appropriate ways;
- Assessment should be embedded within the curriculum and teaching;
- Assessment should aim to provide multiple forms of evidence about pupils' learning;
- Educational standards should be evaluated, but not by imposing standardisation;
- The people who carry out assessments (i.e. teachers) should be the people who design, judge and then report on assessment outcomes;
- 'Innovators' and best practice should be used to inform the policy and lead the assessment system.

Recently the European Agency for Development in Special Needs Education – EADSE - (Watkins, 2007), developed one of the crucial debates within inclusive settings deals with modifying or 'accommodating' **high stakes assessments** that are used for pupil, class or school evaluation as Madaus proposes in 1988: High stakes assessment consists of tests and procedures that provides information perceived by pupils, parents, teachers, policy makers, or the general public as being useful to make important decisions that immediately and directly impact upon pupils' educational experiences and futures (apud Watkins, 2007, 26). EADSE proposes that initial assessment of pupils who are thought to have disabilities can have two possible purposes:

1. Identification linked to an official decision to 'recognise' a pupil as having educational needs that require additional resources to support their learning;
2. Informing learning programmes, where assessment is focused upon highlighting strengths and weaknesses the pupil may have in different areas of their educational experience. Such information is often used in a formative way – perhaps as the starting point for Individual Education Plans (IEPs) or other target-setting approaches – rather than as a one off, baseline assessment.

Nowadays assessment evidence is very much placed within the public domain for purposes of comparisons and this, linked to the national level pressures for greater accountability in education, leads to an increasing emphasis on pupil performance as a factor in directing educational policy making. Educators are calling for new assessment

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practices to be used to support pupil learning, guide educational improvement and enhance equity for all pupils, a social inclusion as Lloyd proposes (2006).

### 3.3. *The whole concept of inclusive assessment – the role of teachers*

With reference to **teachers**, their **training**, both in specific needs teaching and in specialist assessment techniques, appears to be a crucial aspect for developing teacher attitudes and skills that support successful inclusion (Kemp & Carter, 2005).

Perlman (1996) states that the demands placed upon 'assessment professionals' far exceed their ability to comply with the official requirements. Browder *et al.* identify key areas for further development in the use of inclusive assessment:

- improved teacher training in conducting assessments;
- linking alternative assessment to curricula and teaching programmes
- linking assessment to Individual Education Plans.

Hattie (2005) argues that if assessment evidence is going to be used to effectively support teaching and learning there is a need to move teachers' thinking away from data towards interpretations, from pupil outcomes to teaching successes and improvements, and from accountability models based on schools to those based first and foremost in the classroom. This means that training must address both teachers' attitudes and their skills.

Perhaps one of the strongest arguments for teacher training in assessment techniques comes from the work of Browder *et al.* (2005) who investigated if specific, intensive teacher training on differentiated teaching and assessment had any impact on pupils' scores. They found that pupils' alternate assessment scores improved when teachers received training on instructional practices.

## 4. Inclusive assessment practices in some European countries

Based in the work group of IRIS project we collected narrative descriptions about school and classroom implementation of assessment in different regions from different countries of Europe (Portugal: Alentejo; Spain: Cataloña; Belgium: Bussels; Austria: Graz; United Kingdom: Tiverton) (Candeias et al., 2009). To facilitate the organisation of information we organised tables (1-5) where we describe the main concept, the practical strategies

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to evaluate and the process of assessment in each of the regions that integrates the project.

#### 4.1. Portugal

Table 1: Assessment in Portugal

<b>Concept and Process of Assessment</b>	<b>Approach to assessment</b>	<b>Process, stages and strategies</b>	<b>Legislation</b>
<p>The current legislation (3 / 2008) determines the subjects of special education, based on distinction between pupils with temporary SEN and permanent SEN. For the first ones, schools are available and must mobilize, school and educational means, towards more flexible teaching and differentiation, associated with measures such as recovery plans, individualized</p>	<p>1) Students with learning difficulties or any other problem along their educational process are guided to the Department of Psychology and Guidance (SPO), by Professor / Director of Class and / or parents, who have to complete a "Report on Routing."</p> <p>2) When a student presents special needs that justify the adoption of</p>	<p>Collect Information</p> <p>1) In SPO, psychologists collect information by means of: "Analysis of Individual Student Process; interviews with teacher and parents; observation of the child / youth in classroom or recreational context and / or analyzing products made by students, the application of questionnaires or scales for parents and teachers.</p> <p>2) When a student is referred for special education, the Team meets with SPO, to define the need of evaluation. If so it is a multidisciplinary team which is always constituted by an Special Education Teacher, a psychologist (SPO or another), the teacher, Parents and other specialist who belong to the group (eg, speech therapist) or external (e.g. health services). In a team meeting is completed the "Roadmap for Evaluation" which decides what will be evaluate and who will assess and evaluate.</p> <p>Assessment of a Student</p> <p>1) The SPO, after the aforementioned collection of information has to be direct assessment of the child / young person. Starts with the individual interviews (semi-structured according to the children / young people and their problems) and following the application of formal tools for evaluation (psychological tests, questionnaires ...) or informal (implementation of some tasks).</p> <p>2) In teams of Special Education, shall evaluate</p>	<p>Law: 46/86 14 of October Law: 3/2008</p>

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<p>monitoring, alternative routes, training courses and others. For pupils with permanent SEN (high-intensity and low-frequency), that need specific support throughout their educational background, law defines the expert supposed to provide them support from pre-school to secondary education (public, private and cooperative). With reference to FIC functionality concept and is based on a bio psychosocial approach.</p>	<p>educational action in the context of Special Education, that is referred to the School, Authority Management by completing the a "Referral form". This reference may be made by parents, teachers, early intervention services or others.</p>	<p>each technical category of its jurisdiction and which were previously set in a team meeting ("Roadmap for Evaluation"). This evaluation is performed by reference to the CIF, using instruments of formal and informal assessment (including medical examinations, evidence of psychological assessment and psycho pedagogic, scales of observation, products made by students, among others). Returns Information</p> <p>1) With SPO, the evaluation process is concluded by drawing up a report which is presented information about the areas assessed, the main conclusions and suggestions for solving the problems. This report is presented and discussed with the Professor / Class Council and the parent / responsible for education. The data are also discussed with the student, explaining what is believed to do to help and hear their suggestions.</p> <p>2) In the team of Special Education, it meets to consider together the data collected by each technician, and with the help of the checklist prepares the Pedagogical-Technical Report, which identifies the functionality of the student profile, and environmental factors that influence this feature. This report explains the reasons that determine the special needs and their types, as well as the responses and educational measures to be adopted, which will underpin the development of Individual Educational Program (IEP).</p>	
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#### 4.2. Spain

Table 2: Assessment in Spain

<b>Concept and Process of Inclusive Assessment</b>	<b>Approach to assessment</b>	<b>Process, stages and strategies</b>	<b>Legislation</b>
<p>Every school in the country has access to the services of assessment from an EAP - a comprehensive and professional special needs/learning support service for all primary, secondary and special schools. The EAPs includes psychologists, pedagogues, social workers and physio-therapists.</p> <p>There's also a specific service to provide assessment on foreign pupils (ELIC).</p> <p>These services</p>	<p>The evaluation process begins when a teacher, parent, or doctor is concerned that a child may be having trouble in the classroom, and the teacher notifies the school counsellor or psychologist. The first step is to gather specific data regarding the student's progress or academic problems. This may be done through:</p> <ul style="list-style-type: none"> <li>*a conference with parents or/and with the student</li> <li>*observation of the student and analysis of the student's performance</li> </ul> <p>With this information strategies specific to the student could be used. If this doesn't</p>	<p>A variety of methods are used for identifying the child as eligible for special services, planning instruction, and measuring progress.</p> <p><b>Stages:</b></p> <p>a) The <i>initial assessment</i> stage refers to procedures designed to locate those young children who might need early intervention services and programs.</p> <p>b) <i>Diagnosis:</i> information is obtained through observation, interviews, case history, and informal and standardized tests. The examiners strive to determine the nature of the child's difficulties, the severity of the problem, and becomes the basis for determining eligibility</p>	<p>RESOLUCIÓ de 30 de juny de 2008 per la qual s'aproven les instruccions per a l'organització i el funcionament dels centres educatius</p> <ul style="list-style-type: none"> <li>* públics d'educació infantil i primària i d'educació especial, d'educació secundària l'organització i el funcionament dels serveis educatius (CRP, EAP, ELIC, CREDA i CdA) i del Programa de mestres itinerants per a deficients visuals per al curs 2008-2009.</li> </ul> <p>Catalonia</p> <p><a href="http://www.xtec.cat/dnee">http://www.xtec.cat/dnee</a></p> <p><a href="http://www.xtec.cat/eap">http://www.xtec.cat/eap</a></p> <p><a href="http://www.xtec.cat/creda">http://www.xtec.cat/creda</a></p>

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<p>provide a follow through on assessment to meet the educational, emotional and behavioural needs of the child, sustained on a model of service which balances assessment, systemic work and preventative approaches.</p> <p>These services also provide assessment on difficulties experienced by teachers of children with emotional and behavioural difficulties -the most difficult to include in inclusive schools.</p>	<p>work, the child would be observed and tested (by a multidisciplinary team) to help determine qualification for special services. It's important to note, though, that the presence of a disability doesn't automatically guarantee a child will receive services. To be eligible, the disability must affect functioning at school.</p> <p>The professionals on the evaluation team can include: psychologist, physical therapist, a speech therapist, a special educator, a vision or hearing specialist, others.</p> <p>Once the team members complete their individual assessments, they develop a comprehensive evaluation report (Dictamen) that</p>	<p>for special education services. The diagnosis assists in planning intervention too.</p> <p>The diagnosis is conducted by members of a multidisciplinary team (EAP).</p> <p>c) <i>IEP, interventions:</i> If the diagnosis indicates there is a need for early intervention, the next stage involves assessment for the planning of programs and interventions.</p> <p>The areas considered in the planning process for pre school children include:</p> <ul style="list-style-type: none"> <li>*Sensory/physical development</li> <li>* Language and communication abilities</li> <li>* Fine and gross motor development</li> <li>* Cognitive abilities</li> <li>* Adaptive or self-help skills</li> <li>* Social-emotional development</li> </ul> <p>d)<i>Program</i></p>	
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	<p>compiles their findings and outlines the skills and support the child will need.</p>	<p><i>monitoring:</i> Multiple checks include observations, developmental checklists, and rating scales are done after the child is placed in an intervention program</p> <p>e) <i>Program evaluation:</i> is objective, systematic procedure for determining progress of children and the effectiveness of the total intervention program. It may be necessary to make needed changes and modifications.</p>	
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#### 4.3.Austria

Table 3: Assessment in Austria

<b>Concept and Process of Inclusive Assessment</b>	<b>Approach to assessment</b>	<b>Process, stages and strategies</b>	<b>Legislation</b>
<p>Every school has access to the services of assessment from school psychologists (provided by the county</p>	<p>The evaluation process begins, when a pre-school teacher, teacher, parent or doctor is concerned that a child may be having trouble in the classroom, and the teacher notifies the SPZ or psychologist. <i>(similar to Catalonia)</i></p>	<p>Inclusive Assessment -on 3 stages; school level, classroom level and child level 1) SCHOOL LEVEL * INDEX OF INCLUSION (The most suitable) promoted by the pedagogical high school and the SPZ 's in Austria, who are responsible for in-service training. *educational-feedback (Mag. Wilhelm Prainsack, 2007), recently and supported by</p>	<p>Schulpflichtgesetz §8 Pupils with specific need of support have the</p>

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<p>school administration), school doctors (provided by the city administration) and The Centre for Special needs Education (SPZ). The SPZ (Sonderpädagogisches Zentrum) is a special school which provides specific needs/learning support service for all primary, secondary and special schools. The staff of the SPZ consists of pedagogues for different fields in special needs education) These services are sustained on a model of service which balances assessment, systemic work</p>	<p>The child's performance on standardized and quantitative tests are tested by psychologists and daily work such as tests, class work, homework and qualitative tests on basic skills are done by special teachers. The professionals on the evaluation team always include: *a special teacher (observation, qualitative and quantitative tests, check lists, interviews...) *a doctor (interviews, observations..) *a psychologist (voluntary) – (standardized tests, quantitative tests, observations...) Psychological assessment can only be done with the agreement of the parents. If the parents don't agree with their signature, the assessment for special educational needs is only done by the teacher for special needs education and the doctor.  After finished individual assessments, the reports are sent to the school</p>	<p>the Austrian ministry * Pedagogical quality management” (Wolfgang Tietze, 2007). The level of school development – both in organisation and pedagogic - is assessed right now on a regular basis by the inspectorate.  Ad. 2) CLASSROOM LEVEL These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making. Comparison with others who have been more successful is unlikely to motivate learners. To assess the level of inclusive teaching and learning in the way of assessment for learning is a rather new field whereas there already exists a lot of assessment tools to assess the level of studies in the different subjects. They range from curricular check lists to quantitative tests for mathematic skills, reading and writing skills and so on. Those tests are designed to give a class profile and a profile for the individual child.  Ad 3) CHILD LEVEL A variety of methods are used to gather assessment information. Methods can be QUANTITATIVE or QUALITATIVE INTERVIEW <b>Stages:</b> a) The <i>initial assessment</i> stage refers to procedures designed to locate those young children who might need early intervention services and programs. At this stage in Austria we use resource oriented developmental assessments to get</p>	<p>right to attend either an integration class in a regular school or a class in a special school. Parents have the right to choose and the school administration has to give advice and support in order to provide the support needed. The specific needs of a child are stated in initial assessment</p>
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<p>and preventative approaches. These services also provide assessment on difficulties experienced by teachers of children with emotional and behavioural difficulties - the most difficult to include in inclusive schools. Therefore, a coherent assessment service to them is imperative. (similar to Catalonia)</p>	<p>administration and the inspector signs the legal paper which grants special educational needs to the child or denies it. Those assessments are always deficit orientated and not resource oriented.</p>	<p>an overview of the strengths and difficulties of a child in form of screenings. They can either be quantitative or qualitative.</p> <p>b) <i>Diagnosis:</i> Information is obtained through observation, interviews, case history, and informal and standardized tests.</p> <p>c) <i>IEP, interventions:</i> If the diagnosis indicates there is a need for early intervention, the next stage involves assessment for the planning of programs and interventions. Those assessments encompass the testing of</p> <ul style="list-style-type: none"> <li>*Motor skills – motion</li> <li>*Cognitive skills</li> <li>*Social-emotional skills</li> <li>* Language skills</li> <li>* Perception - Sensoric skills</li> </ul> <p>D )<i>Program monitoring:</i> similar to Catalonia E )<i>Program evaluation:</i> similar to Catalonia</p>	<p>ents describe d before.</p>
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#### 4.4. Belgium

Table 4: Assessment in Belgium

<b>Concept and Process of Inclusive Assessment</b>	<b>Approach to assessment</b>	<b>Process, stages and strategies</b>
<p><b>Formative assessment</b> The aim of formative assessment is to facilitate learning choosing which activities to prioritise. Contributes to enhancing learning, informing the teacher of the improvements that occur regarding the career, success</p>	<p>The evaluation process begins, when a pre-school teacher, teacher, parent or doctor is concerned that a child may be having trouble in the</p>	<p>Inclusive Assessment -on 3 stages; school level, classroom level and child level</p> <p>1) SCHOOL LEVEL</p> <p>* INDEX OF INCLUSION (The most suitable) promoted by the pedagogical high school and the</p>

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<p>and/or the difficulties of the pupil.</p> <p>The formative assessment has a double aim:</p> <ul style="list-style-type: none"> <li>*encourages the pupil to take charge of his/her own achievements</li> <li>*helps the teacher to assess his/her own pedagogy and actions taken</li> </ul> <p>Is a <b>tool for education</b>, a tool for training and of regulation. Formative assessment compares the abilities of the pupil with the expected competence. It analyses the intermediate aims, the prerequisites, working methods and so on. Decisions are made strictly pedagogical where the teacher may modify his/her method and the pupil may modify his/her way of accomplishing the task. The formative assessment finds that pupils' errors can be instructive for them.</p> <p>Is a <b>tool for regulation</b> which:</p> <ul style="list-style-type: none"> <li>* follows each activity informs both teacher and pupil on the degree of ability achieved</li> <li>* allows to precisely point out where the individual difficulties lay</li> <li>*determine which pupils need support in order to progress</li> <li>*allows learning to be adapted to the pace and to the ability of the pupil</li> </ul> <p>The <b>strategies for formative assessment</b>:</p> <ul style="list-style-type: none"> <li>*the organisation of learning based around the competences</li> <li>*the formulation of the aim of learning</li> </ul>	<p>classroom, and the teacher notifies the SPZ or psychologist.</p> <p><i>(similar to catalunia)</i></p> <p>The child's performance on standardized and quantitative tests are tested by psychologists and daily work such as tests, classwork, homework and qualitative tests on basic skills are done by special teachers.</p> <p>The professionals on the evaluation team always include:</p> <ul style="list-style-type: none"> <li>*a special teacher (observation, qualitative and quantitative tests, check lists, interviews....)</li> <li>*a doctor (interviews, observations..)</li> <li>*a psychologist (voluntary) – (standardized tests, quantitative tests, observations....)</li> </ul> <p>Psychological assessment can only be done with the agreement of the parents. If the</p>	<p>SPZ 's in Austria, who are responsible for in-service training.</p> <ul style="list-style-type: none"> <li>*edu-feedback (Mag. Wilhelm Prainsack, 2007), recently and supported by the Austrian ministry</li> <li>* Pedagogical quality management" (Wolfgang Tietze, 2007).</li> </ul> <p>The level of school development – both in organisation and pedagogic – is assessed right now on a regular basis by the inspectorate.</p> <p>Ad. 2) CLASSROOM LEVEL</p> <p>These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.</p> <p>Comparison with others who have been more successful is unlikely to motivate learners.</p> <p>To assess the level of inclusive teaching and learning in the way of assessment for learning is a rather new field whereas there already exist a lot of assessment tools to assess the level of studies in the different subjects.</p> <p>They range from curricular check lists to quantitative tests for mathematic skills, reading and writing skills and so on. Those tests are designed to give a class profile and a profile for the individual child.</p> <p>Ad 3) CHILD LEVEL</p> <p>A variety of methods are used to gather assessment information. Methods can be QUANTITATIVE QUALITATIVE INTERVIEW</p>
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<p>*communication with the pupil about the aim and content of their education</p> <p>* the practice of differentiated pedagogy</p> <p>*the process of observation as indicator to measure results and progress</p> <p>*the construction of the assessment's criterion contributes to a successful outcome</p> <p>* use of various and appropriate techniques of questioning</p> <p>*Interdisciplinary procedures</p> <p>*promotion of self-assessment by the pupil - which encourages motivation and responsibility, requires self-analysis, Self-analysis scales and self-assessment scales can be used.</p> <p>The <b>strategies of remediation</b> are diversified, sometimes concerning the contents, sometimes in the way to learn, sometimes both. We do not teach to assess but we assess to teach.</p> <p><b>Certificate (or summative) assessment</b></p> <p>evaluates the abilities of the pupil and whether these abilities meet the basic requirements of the programme. Recognises social competences and is given at the end of the student's schooling including the formative assessment and remediation.</p> <p>Instead of referring to the normal or comparing the abilities of a pupil with those of others, it is more</p>	<p>parent's don't agree with their signature, the assessment for educational needs is only done by the teacher for special needs education and the doctor.</p> <p>After finished individual assessments, the reports are sent to the school administration and the inspector signs the legal paper which grants special educational needs to the child or denies it.</p> <p>Those assessments are always deficit orientated and not resource oriented.</p>	<p><b>Stages:</b></p> <p>a)The <i>initial assessment</i> stage refers to procedures designed to locate those young children who might need early intervention services and programs.</p> <p>At this stage in Austria we use resource oriented developmental assessments to get an overview of the strengths and difficulties of a child in form of screenings. They can either be quantitative or qualitative.</p> <p>b) <i>Diagnosis:</i> Information is obtained through observation, interviews, case history, and informal and standardized tests.</p> <p>c) <i>IEP, interventions:</i> If the diagnosis indicates there is a need for early intervention, the next stage involves assessment for the planning of programs and interventions. Those assessments encompass the testing of</p> <ul style="list-style-type: none"> <li>*Motor skills – motion</li> <li>*Cognitive skills</li> <li>*Social-emotional skills</li> <li>* Language skills</li> <li>* Perception - Sensoric skills</li> </ul> <p>d) <i>Program monitoring:</i> similar to Catalonia</p> <p>e) <i>Program evaluation:</i> similar to Catalonia</p>
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<p>appropriate to refer to the criterion and compare the result with the required standard.</p> <p>The certificate assessment is linked to the summative assessment. The summative assessment gives a general evaluation of the abilities achieved. It is an observation, a final assessment, an accumulative evaluation of what the pupil has learnt.</p>		
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#### 4.5. United Kingdom

Table 5: Assessment in United Kingdom

<b>Concept and Process of Inclusive Assessment</b>	<b>Approach to assessment</b>	<b>Process, stages and strategies</b>
<p>All schools have access to a team of Educational Psychologists, a team of advisors for the Hearing Impaired, Visually impaired, Physical difficulties, Speech and communication, a specialist team for Autism and services to support children where English is their second language and for children in the minority, especially immigrants and travellers.</p> <p>There is also outreach support from schools specialising in profound and moderate learning difficulties and emotional, behavioural and social</p>	<p>There is a greater focus on change over time in order to assess the impact of education and intervention on children's learning.</p> <p>Parents are involved at all stages as equal partners in the assessment process.</p>	<p>Children may be referred for Statutory Assessment when there are significant and sustained differences and minor adjustments do not meet the need of the child. All professionals working with the child contribute to the assessment. It requires a multi professional team to assess the child's functioning. This process may take up to 6 months to achieve and each stage has to be completed within a given period of time. Parents are able to challenge the decisions made once the full assessment is completed. The Common Assessment Form (CAF) has been introduced nationwide to link with educational processes and to prevent too much duplication for the family. A Key worker is responsible to oversee this.</p> <p>The conclusions of the assessment are monitored on an annual basis, 6 monthly for children under 5.</p> <p>The IEPs are regularly updated in conjunction</p>

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<p>difficulties.</p> <p>The Joint Agency Team (JAT) gives a multiagency approach to assessment linking education with medical and social professionals to access the holistic needs of the child.</p> <p><i>(Similar to Catalonia)</i></p>		<p>with the child, where appropriate.</p>
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#### 4.6. Comparison between countries

The analysis of the Dimensions of the tables (1-5): Concept and Process of Inclusive Assessment, Approach to assessment, Process, stages and strategies and Legislation in made by three judgements.

##### *Dimension 1 - Concept and Process of Inclusive Assessment*

All the countries point out the access to assessment services (provided by teachers from special education, psychologists and other staff). The procedures to improve the assessment process have specific characteristics', in accordance with the legislation and the administrative rules of the countries, but the intention to make inclusive assessment based in teamwork is eminent in the narratives, as well as the conception of process of inclusive assessment.

##### *Dimension 2 - Approach to assessment*

In all the narratives we could identify that when a pupil presents specific needs, teachers, family or other professionals could alert the assessment team, from the preschool level. We could conclude that in the countries involved in this work that there is a global network between schools – community – families to identify and raise awareness of children' specific needs. Once again, the type of procedures could have specific characteristics', in accordance with the legislation, the administrative rules and the cultural values of the countries, but the main idea of global network is to alert, identify and suggest an inclusive approach to assessment in such countries.

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### *Dimension 3 - Process, stages and strategies*

As we could see in the tables (1-5) a variety of stages, methods and strategies are used for identifying the pupil as eligible for specific services, planning instruction, and measuring progress. That presupposes an Initial assessment using procedures designed to identify those young children and the technical resources required to make the assessment. Diagnosis and a description of need are obtained through observation, interviews, case history, and informal and standardised tools. The examiner strives to determine the nature of the pupil's difficulties, the severity of the problem, and this becomes the basis for determining eligibility for special education services. The diagnosis assists in planning intervention too. The diagnosis is conducted by members of a multidisciplinary team in all the countries involved in the study. If the previous stage of assessment indicates there is a need for intervention, the next stage involves assessment for the planning of programs and interventions (IEP). IEP interventions consider the areas of difficulty and the potential of the pupil in accordance with the educational and developmental objectives. In all the countries involved program monitoring (multiple checks, multi-methods and different kinds of tools), and program evaluation with specific criteria (in accordance with national policies of evaluation). The information collected in Portugal, Spain, Austria, Belgium and United Kingdom is in accordance with the recent proposals from the European Agency for Development in Special Needs Education – EADSE - (Watkins, 2007). Inclusive Assessment, with all the national diversity in terms of resources, administration rules, legislation and cultural values, is an intention and a practice. The assessment of pupils who are thought to have disabilities can have two possible purposes according to EADSE:

1. Identification linked to an official decision to 'recognise' a pupil as having educational needs that require additional resources to support their learning, and
2. Informing learning programmes, where assessment is focussed upon highlighting strengths and weaknesses the pupil may have in different areas of their educational experience. Such information is often used in a formative way – perhaps as the starting point for Individual Education Plans (IEP's) or other target-setting approaches – rather than as a one off, baseline assessment.

Nowadays educators are calling for new assessment practices to be used to support pupil learning, to guide educational improvement and enhance equity for all pupils, a social inclusion as Lloyd proposes in 2006, and could argue that educators work on the

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improvement of such new practices in 2009. However, because inclusive assessment implies collaborative work, multidimensional assessment and an ecological approach to education based on family-school-community, we need to continue to work in key areas for further development in the use of inclusive assessment:

- improved teacher training in conducting assessments;
- linking alternative assessment to curricula and teaching programmes
- linking assessment to Individual Education Plans,
- improved teacher competences in team work.

This information about inclusive assessment in European countries (Austria, Belgium, Portugal, Spain, Sweden, and United Kingdom) could be completed with the tables of description of Technical Analysis of Tools used in such countries. We present in attachment the tables with Technical Analysis of Tools used by Teachers (Validated/not validated) and Technical Analysis of Tools used by Others Professionals (Validated/not validated).

## 5. A new proposal: IRIS Aide Memoir

Inclusion requires a deep understanding of all pupils irrespective of any perceived or actual differences.

Inclusive assessment implies:

- Establishing a coherent, mindful curriculum by giving the right/suitable/appropriate information.
- By making informed choices regarding instructional materials learning and assessment become relevant and useful.
- By linking assessment to instruction and vice versa. Assessment needs to be for detail and improvement. Only assess the areas of need within a holistic approach.

The Aide Memoir and Fit to Learn Bookmark are intended to help teachers to evaluate their level of practice regarding the suitable conditions for learning, learning community, learning environment and instruction.

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- How did it come about? The name, Aide Memoir, was suggested by a classroom assistant during the interviews, who said that there were some days when she simply needed an Aide memoir to remind her of what she had forgotten.
- And to increase the level of their inclusive practice in those areas. It therefore highlights the areas of need for the teacher and the teaching assistant etc.
- It raises awareness that good practice can meet the needs of ALL pupils, despite their individual needs. By preparing for individual needs, planning supports all pupils who may not have been identified but who will benefit from different approaches.
- It helps to identify the teacher's individual needs for in service training and enables the individual to request support without feeling a failure.
- It can be used as a checklist for assessing the quality of inclusion or assessment and can be used as a whole school assessment when individual staff needs are collated.

The bottom section of the Bookmark relates to Assessment. It is important that assessment is focussed and purposeful.

- What is the pupil's baseline for learning?'
- Each pupil is unique so a thorough knowledge of child development is essential
- The view on pupils' development has changed and old ideas have been substituted by new, often sociological.
- Pupils with disabilities do not develop in accordance with their age. Sometimes they exceed the standards, sometimes they are below. Different types of skills, for different activities will be required by the pupil.
- Disabilities affect pupils in different ways. Skills may be stronger in some areas to compensate for deficits. These should be used as strengths in class especially to raise the pupil's self esteem amongst his/her peers as appropriate.
- An initial assessment will assist the teacher to make some decisions to facilitate the pupil's learning.
- The assessment is a staged process initiated in the classroom leading to involvement of "outside" advice/services.

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From the book mark

There may be a need to assess at different levels so we need to find out,

- What needs are known? It is important to have a full understanding of child development and to realise that development is not linear. It depends on many other factors not least of which are social and emotional.
- We need to make Observations in many situations, different times of the day and for varying lengths of time.
- Assessments may be made, as appropriate, depending on the pupil's needs.
- The bullet points on the Bookmark are prompts to think about what is needed to help the pupil and these are developed as questions in the booklet. Look in the Booklet.
- Additional Assessment materials and the complete package from Aide Memoir could be found in the CD-Rom and on the website, <http://www.irisproject.eu>

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## 7 Glossary

Assessment - refers to the ways teachers and other people involved in a pupil's education systematically collect and then use information about that pupil's level of achievement and/or development in different areas of their educational experience (academic, behaviour and social) (Watkins, 2007).

EADSNE - European Agency for Development in Special Needs Education.

IEP - Individual Education Plans