USAID/ IMPROVING THE QUALITY OF LEARNING IN ZANZIBAR (MKEZA)
Summary of Activities Conducted by the Joseph P. Kennedy, Jr. Foundation

EFFECTIVE LEARNING FOR ALL

MODULE 2: EDUCATIONAL ASSESSMENT
May 2006

Zanzibar Ministry of Education
and Vocational Training

Module Two
Educational Assessment

1.0 Educational Assessment and intervention measures for children with Special Needs

Aim

The aim of this Unit is to broaden your knowledge by giving you skills and techniques which you may use in carrying out educational assessment for learners with special needs in education.

Objectives

By the end of this unit you should be able to:

- Define terms used in educational assessment.
- Explain the purpose, conditions, social and ethical implications of assessment.
- Identify special educational needs in children.
- Explain how various assessment tools such as tests, observation and others are used.
- Explain how various difficulties can be intervened in an inclusive classroom.

1.1 Definitions used in Educational Assessment

The basic concepts used in educational assessment. The concepts you will study in this section include:

- Assessment
- Educational assessment
- Screening
- Diagnosis
- Observation
- Multi-disciplinary approach

Assessment

What is Assessment?

It is a general term that refers to a systematic process that is used to determine the quality and quantity or to check on any occurrence or existence of a condition for decision-making. Assessment uses different materials, techniques and tests and may be conducted in any field of operation. When assessment is conducted in the field of education to verify learning abilities, needs or to check on learners' educational progress, it is referred to as educational assessment.

Educational Assessment

Educational assessment is a systematic process of collecting information about learners for the purpose of identifying their learning problems, abilities or educational progress in order to make educational decisions about them, based on the assessment findings.

Screening

What is screening?

Screening is the initial stage of educational assessment during which, you identify and confirm suspected learning needs in children. If you confirm the presence of a learning need, you may do any of the following:

Provide specialized assessment.

- Provide appropriate support to cater for the learner's individual needs.
- Seek for further assessment that may involve diagnosis of the learner's problems.

Diagnosis

This refers to the process of determining the nature and severity of a difficulty a learner may have. The term diagnosis is therefore used when you have to provide a detailed evaluation of a learner's difficulties. Diagnosis is an advanced stage of educational assessment and is often carried out by other professionals to whom you will have to refer the learners. Such professionals may be drawn from the following fields:

- Education.
- Medical.
- Psychology.
- Social Service.
- Educational assessment.

A team of such professionals is referred to as a multi- disciplinary team.

The approach in assessment where such a team is used is referred to as multi-disciplinary approach.

Observation

It is a technique that is used to collect assessment data. It refers to the process of examining purposefully the learner's strengths and difficulties as he/she carries out normal activities in a natural setting. The close study of the learner provides information that may enable you to describe and understand him/her better for educational intervention or instructional purposes.

Tests

Assessment information can be collected through testing. A test is a commonly used tool of assessment. It is a device used to find out definite information about a learner. When you use a test in assessment, it is not enough for you to simply know the scores the learner has earned. It is equally important that you know how the learner earned those scores. In special needs education, you may also have to analyze the mistakes made by the learners in order to come up with specific strategies that will enable them to overcome those mistakes in future.

1.2 Purpose, Conditions and Implications of Educational Assessment

Purpose of Educational Assessment

The main goal when carrying out educational assessment is to find out what a learner can and cannot do and how the learner learns best, in order for appropriate intervention measures to be taken. Educational assessment therefore serves a variety of purposes in meeting the needs of learners in an inclusive setting. These include:

- Early identification
- Placement
- Educational intervention
- Referral for further assessment or intervention

Early Identification

Early identification refers to the practice of pinpointing a learning difficulty and other special needs a learner might be experiencing so as to intervene before it affects the learner's life further. With early identification, you should be able to establish the current level at which the learner is functioning. This will enable you to design appropriate educational intervention measures early enough. The earlier the action is taken, the better it is in providing support services for the learner before the problem gets out of hand.

Placement

Placement is the act of placing a learner in the most appropriate educational setting or position. It is a very important step taken after assessment and identification of the learner's needs and abilities. It is during placement that you refer the learners to the most appropriate educational programmes for early intervention. The choice of educational placement option depends on the type and degree of the difficulty a learner has. In this case you may place a learner in:

- An inclusive educational setting.
- Special educational programmes.
- Vocational training centres.
- Rehabilitation centres.

Placement may also be in an appropriate classroom position for a particular learner. For example, some learners may require that they be seated next to the chalkboard or teacher, while others may need a secluded place away from noise and other distracting stimuli.

Educational Intervention

After having assessed learners in your class and organized for proper educational placement, it would be important for you to make the necessary arrangement for the relevant support. This can come in the form of educational intervention which refers to the support services that you may use to assist learners with special needs in education. Intervention services may be provided to support the learner in the following skill areas among others:

- Interaction and communication
- Pre-academic.
- Academic.

Interaction and Communication

These are the basic skills that a learner with special needs in education may require so as to function effectively in an inclusive setting. We believe you are aware of the fact that children learn the initial skills of interaction and communication when they are between ages 0 – 7 years. The child's communication skills develop at this stage as he/she interacts with parents, caregivers, pre-school teachers and other persons close to him/her. This need demands that an effort be made to ensure the development of close attachment of the child to the caregivers, parents, teachers, peers and siblings.

The development of communication abilities in children is not only the aim of their education but is also an important fact that will influence their participation in activities within the society. You should aim at having the child develop firm foundation of communication earlier on in his/her life. It is therefore very important that you should provide classroom activities that will encourage interaction, when teaching children of this age.

Apart from involving the learners in group activities, you may also encourage classroom interaction and language development using the following activities:

- Singing and using rhymes.
- Playing together.
- Telling stories.

You should note too that some learners with special needs in education sometimes might require further support from you in order to develop communication abilities that should enable them to interact freely in the classroom and with their peers and other members of the society.

Pre-academic Skills:

Pre-academic skills are provided at pre-school levels. They include basic reading, writing and number work. Intervention for these skills should emphasize and focus on the activities aimed at developing the whole child, especially, in the following areas:

- **Language** - including both understanding and self-expression. This can be encouraged through story telling, role play, telling stories from pictures, singing and other related activities
- **Cognitive** – you may encourage this through activities such as matching objects and colours, sorting: engaging in creative activities such as building with blocks, painting, using puzzles and other activities which require thinking.
- **Motor co-ordination** – such as fine and gross motor skills. These can be developed through balancing, using a pen, drawing, throwing, catching and other related activities.
- **Perceptual-motor** - such as visual and auditory discrimination skills where a learner discriminates between different visual symbols, sounds and engages in eye-hand coordination activities such as shoe lacing, threading a needle, peg-board and other related activities.
- **Memory** – this can be developed by encouraging the learners to rehearse information such as numbers and facts, organizing information to be presented to learners, involving learners in their learning, making learning meaningful to the learners and training them to remember sequence of objects presented in series.

Academic Skills

Academic skills are given to older learners of ages eight years and above. We believe, you are aware of the fact that one of the goals of education is to ensure that all learners acquire basic literacy and numeracy skills. Subsequently, all learners including those with special needs in education require equal opportunities to acquire academic skills such as knowledge in reading, writing, and arithmetic. Acquisition of academic skills enables the learners to increase their

opportunities to participate in many activities in the society. Once learners with special needs in education have acquired the academic skills, they will be able to:

- Manage family-life
- Earn a living
- Operate effectively in their environment and be able to read sign posts and other instructions.

Most of the teaching done in primary schools emphasizes the acquisition of the basic academic skills such as competency in reading, writing, language and mathematics. Currently, there are many children with special needs in education who have been enrolled in the regular schools. However, due to the negative attitudes held by some teachers and the community, it is still common to find those learners being denied appropriate education.

Referrals

There are times you may identify a learner's problems and realize that she/he still needs diagnostic and more specialized help. In such a case, you will need to refer such a learner to other service providers for further assessment and intervention. For example, learners may be referred to:

- Specialized assessment teacher
- Social worker
- Medical personnel
- Paramedical personnel, such as: speech therapists, vision therapist occupational and physiotherapists, audiologists and doctors.

Referral for further assessment and intervention occurs when you do not arrive at a conclusion on the assessment of a particular learner. Most referrals are done when:

- A specific barrier to learning such as severe learning difficulties is suspected.
- Some types of unspecified difficulties are suspected.
- A special need is not suspected but a complete evaluation is requested by an educational agency to assist in determining a learner's instructional needs and programming.

1.3 Conditions that Influence Educational Assessment

When carrying out any type of educational assessment on a learner, you must bear in mind that there are a number of factors, which can invalidate the results.

The factors, which may influence assessment include:

Establishment of Rapport:

This refers to establishing and maintaining a good relationship with a person you are assessing. It is one of the most important skills of a competent assessor. You should be warm and friendly and be familiar with the assessment tool that you will use.

Test Anxiety

Taking a test is sometimes a threatening experience for children. It can arouse anxiety, fear and doubts about one's ability to do well. Children under six years of age are not accustomed to testing situations. Their ability to sit and concentrate is also limited

Prior Coaching

Prior coaching refers to giving hints and clues of what is to be asked. Parents often play a role in prior coaching if they know that their child is going to be assessed. This often occurs in situations which they believe would benefit the child. In such instances, many parents would go out of their way to drill their children on how to respond to questions so as to achieve the desired goal. So, when you plan to assess the learners in your class, you should check against problem related to prior coaching.

Social and Ethical Implications of Assessment

When dealing with diversity of learners, you have to bear in mind that they come from different cultural background. You should appreciate that their social and moral (ethical) beliefs would also different. As an assessor, you should also uphold the professional conduct when carrying out educational assessment. This means that you should be competent and thoroughly

knowledgeable in the area of assessment. There are several social and moral factors that may affect the effectiveness of educational assessment.

The factors include:

- The teacher's qualifications.
- Testing procedures.
- Confidentiality.
- Communicating the results.
- Legal implications of labelling placement and classification.

Qualifications

In order to carry out effective assessment in an inclusive setting you should have the following qualities and skills:

- **Observation**: You should carry out observation objectively.
- **Listening**: You need to be a good listener. The skill of listening requires that you should:
  - be prepared to listen keenly;
  - show interest in what is being communicated by the learner;
    keep an open mind.
  - be alert in order to note the main ideas;
  - resist distraction.
  - choose the best method to record your information as some learners may be uncomfortable when they see you writing down the information they are sharing with you.
  - give clear instructions to your learners as you assess them.
- **Questioning:** The questions that you ask during assessment are meant to make the learners express their ideas and state their experiences.

The questions should be simple precise and clear in order to get the required information.

Establishing good relationship: This relates to your ability in creating a rapport, which has already been discussed.

- **Record keeping:** The information you collect about the learners during assessment should be well kept. You therefore need to device appropriate methods of storing the information you collect from learners.

How would you keep records of the learners?

This can be done through the use of the following systems:

- Hard cover books.
- Cassette tapes.
- Video tapes.
- Photo albums.
- Filing system.
- Computer database.

All the information about the learners should be kept in confidence.

Testing Procedures and Instruments

Educational assessment can be carried out using different techniques and procedures depending on the nature of special needs of the learner.

The procedures and techniques include the use of:

- observations;
- testing;
- questionnaires;
- interviews;
- checklists.

Observation: See previously discussed at the beginning.

Interviews: This involves asking oral questions to the learners, parents, care-givers, peers or to anybody else who is involved with the learner.

Questionnaires: A questionnaire is a set of questions which are pre-determined and focus on furnishing you with information about a particular learner. The information should be given by persons familiar with the learner or the learner him/herself.

Checklist: This is a list of items you use for checking the existence of a particular knowledge or skill possessed by the learner. You tick, or use the tally method to indicate the knowledge, skill, or behaviour that the learner has acquired or shown, based on the areas being assessed.

Checklist on the table manners

Name of the child: ……. Age: ……. Class: ……..

Teacher's name: …… Date: …… Subject/Area: Self help skills

Put a tick (√) in the appropriate box.

The child:	Never	Occasionally	Frequently
• Swallows food without chewing	☐	☐	☐
• Chews food with open mouth	☐	☐	☐
• Drops food on table and floor	☐	☐	☐
• Talks with mouth full	☐	☐	☐
• Takes food from the other's plates	☐	☐	☐
• Plays with the food	☐	☐	☐

Tests

Tests are the most commonly used techniques or tools of assessment. As was noted in section one of this unit, you should not forget that for a test to be effective, it should be reliable and valid.

Confidentiality

The term means keeping spoken or written information about a learner in total secret.

A lot of information is given by parents concerning their children with special needs in education during assessment. This information may be recorded and stored in different ways as we have just seen. What you need to note is that this information should not be disclosed to other people who are not part of the assessment team. So, let the information be stored in confidential files or other storing devices.

Disclosure of such information to an un-authorised person may lead to:

- loss of trust on the part of the person who provided the information;
- being sued by the parents;
- hurt feelings.

Communicating the Results

At the end of the assessment, you have to pass the information to the parents who are normally eager to get the results. You should have good command of oral and written communication skills, in order for you to report the information clearly and be understood.

If the information you have to report is sensitive and touches on issues of which the parents are not yet aware, for example, an identified special need; it would be your responsibility to prepare the parents before releasing it. This is because some parents may receive the news of the identified difficulties with mixed emotions such as:

- Denial/ Lack of acceptance: This occurs when news is first broken to the parents and the first reaction is to disbelieve it
- Anger: When the reality hits the parents, they may react with anger and blame each other.
- Depression: Some parents may see the identified situation as hopeless, with no future for their child and such feeling may make them depressed.
- Frustration: Many parents get frustrated; especially when they receive information of a difficulty or condition they know little about.
- Lack of awareness to overcome the denial: This is where the parents may not realise that they are not the only ones with a child who has special needs and that it can happen to anybody.

You need to understand the problems parents are likely to face and support them in such situations.

1.4 Legal and social Implications of Labelling, Placement and Classification

What are the implications of assessment?

The following points will guide you in issues related to legal and social implications of assessment:

- Parents must agree and accept their child to be singled out for assessment.
- Parents must give approval for the placement of their child in any appropriate programme.

- Placement decisions should be made by a group of professionals.
- Avoid labelling and classifying children with special needs in education because many parents do not approve of it since it lowers their dignity in the society.

1.5 Types of Assessment

There are many types of assessment techniques that can be used in schools to specify and verify learners' educational progress, abilities and difficulties experienced in major areas of academic, behavioural and physical functioning. It is important however, to note that the selection of a particular type of assessment technique may depend on the nature of information that you as the teacher would like to obtain.

There are three basic types of assessment, namely:

- Baseline
- Continuous
- Terminal.

Baseline Assessment

This is the type of assessment that is used to establish what a learner is able to do in a specific educational area. For example, in a classroom situation, you may sometimes wish to establish what learners know before you introduce a new concept to them. What you will be doing in such a case can be described as establishing a baseline for your teaching.

In other words, baseline assessment is used to establish the skills and abilities that a learner already has in order to determine the starting point for instruction that would address his/her educational needs. Baseline assessment can be carried out through the observation of the learners either individually or when they are interacting with their peers, family and other community members, at the beginning of a programme. It can also be done through informal or formal tests which are described later, in this section.

In an inclusive classroom, the findings of baseline assessment may help you to determine what and when to teach a skill.

Continuous Assessment

This type of assessment consists of short assignments and/or tests which are administered at different times and over a period of time. In this case, you will try to establish the learners' abilities and educational needs by following and interacting with them for a longer period of time in various settings. For example, the weekly tests or other tests that account for the achievement of coursework constitute continuous assessment.

Terminal assessment

This type of assessment is carried out at the end of an educational programme or activity. Terminal assessment is normally carried out to ascertain the achievement of the general educational or programme objectives. The information obtained through terminal assessment should enable you to determine the learner's achievement at the end of a given instructional period and the areas in which the learner still needs more support. For example, whenever you give a test at the end of a term or a year, you are actually carrying out terminal assessment. Continuous and terminal assessment can be carried out using informal or formal tests.

Informal Tests

Informal tests are teacher or self-made tests that you can use to determine learner's abilities and difficulties. These types of tests rely on testing or observation of a learner in different situations where varied skills are required. Teacher made tests are designed to determine whether the learner has learnt what he/she has been taught.

Examples of the application of informal tests include instances when you:

- administer weekly, monthly or trebly tests in mathematics or in other subjects and analyze the mistakes a learner has made in that area;
- listen to a child's speech and analyze the errors he/she makes;
- observe the behaviour of a certain learner in your class using a checklist you have designed for that purpose.

These examples do not apply to assessment of educational achievement for learners at a national level but are only useful at the local classroom level.

Which are the commonly used types of informal tests?

Informal tests may be presented in the following forms:

- Teacher made tests.
- Direct observation e.g. in the measurement of behaviour.
- Projective tests.
- Functional assessment and behavioural interview.

Teacher made Tests: We believe you are more familiar with this type of tests since most educational assessment procedures carried out in inclusive settings make use of them.

Direct observation: This involves close examination and measurement of a learner's behaviour in question, or his/her emotional characteristics as you interact with him/her.

Projective tests: In these types of tests, you allow the learners to assign their own thoughts, feelings, needs and other motives in an ambiguous situation

Functional Assessment Tests and behavioural interview: Your main aim in using these types of tests is to obtain information that will be useful in designing intervention measures for problem behaviour. You should identify the conditions surrounding that behaviour first.

During the intervention period, your aim will be to change the frequency, intensity and duration of the problem behaviour. A functional assessment may require that you prepare questions related to the behaviour in question and carry out a **behavioural interview** with the learner or carry out direct observation of the behaviour and then record your findings.

Formal Tests

These are tests which are designed by an examining body or individuals and tested against a representative group of examinees. These tests describes as standardized. Such tests are administered and scored precisely as per the directives.

What are the other types of Assessment Tests?

Screening Tests

Screening is carried out using simple tests or tools. Screening is commonly used in educational assessment to identify learners since it has the following advantages:

- It can be used to cover a large population of learners in a short time.

- It helps to identify those learners who may be at risk of developing special needs in education.
- It uses simple screening tools such as: checklists, interviews, questionnaires, and other relevant tools that are easily available.
- Screening can be used for a group or individuals, according to the area being tested.

Screening tests may not help us in ascertaining the exact problems learners experience in their education. So we use diagnostic tests to determine the level and severity of learning difficulties.

Diagnostic Tests

After the screening exercise, you may need to do further assessment using the information you have gathered about the learners. This is done to identify specific abilities and difficulties in a variety of academic skills such as reading, writing, arithmetic and spelling among others.

Other conditions that require diagnostic testing in an inclusive setting include:

- **Hearing**: This can be assessed using the following tests:
  - hearing characteristic checklist for babies aged 0 – 6 months;
  - distraction screening tests for hearing and is used with children of 6 to 18 months old.
  - cooperative tests for hearing, for children of ages 18 – 30 months
  - performance tests for hearing, for children of ages 2½ years and above.
  - various audiometric tests.
- **Motor (physical)**: Various fine and gross motor screening tests are used to diagnose motor ability in children.
- **Sight (Visual)**: This may be tested using the following tests:
  - tests for pupillary reaction to light.
  - test for near vision.
  - test for best eye.
  - test for field of vision.

- **Mental ability:** It can be tested using various adapted tests of intellectual functioning, special abilities tests and others.
- **Behaviour:** This can be assessed using behavioural interview and direct observation and other behaviour checklists.
- **Communication:** Several assessment tests exist for assessing non-verbal, or oral receptive language abilities and other communication skills.

The diagnosis of these difficulties may be successfully done by specific professionals once you have referred your learners to them. Diagnostic tests are meant to assist you in determining appropriate programmes and the best services you can offer learners such as referring them for medical treatment, speech therapy, occupational therapy, physiotherapy and other services that will address their the needs.

1.6 Areas of Assessment

Assessment should enable you to determine the learner's developmental and educational needs. It is therefore important that the educational assessment covers all the areas described in the goals of education including the acquisition of the self-help skills that a learner may require to function effectively in the society.

These areas would include:

- Social interaction.
- Self esteem.
- Motor performance.
- Academic abilities.
- Perceptual abilities.
- Communication and Language development abilities.
- Adaptive behaviour child's interest.
- Attitudes.
- Aptitude

2.0 Differentiated Learning

2.1 The Individualized Education Programme (I.E.P)

This is a very effective method of teaching learners with Special Needs in Education in the inclusive setting. It has been found particularly effective for learners with specific learning difficulties, which is a common concomitant condition to learners with S.N.E. The method involves identifying the specific need of the learner. This leads to setting long-term objectives of attacking those needs. Each long-term objective is then broken down to several specific objectives, which form a summary of the day to day activities that will lead to achieving the long-term objective. The short-term objectives thus become a task analysis of the long-term objectives.

A teacher handling an inclusive class will therefore formulate an instructional objective for the class for each lesson, based on the set curriculum. He will then have specific objectives for learners who are in the I.E.P. This is because the I.E.P learners maybe performing at a lower level than the other class and so may not benefit from the general instructional objective of the class. This also means that the teacher maybe forced by the requirements of the I.E.P to develop work cards with tasks that conform to it. This is because the course books (text books) being used by other learners may not address the specific need of the learner.

However, teachers should understand that what the I.E.P learner does is directly related to what the other learners are doing thus a situation should not arise where the regular learners are doing an exercise in Algebra or reading, while the I.E.P learner is doing work on fractions or writing. Teacher should ensure that all learners are doing related exercises during each lesson, but the I.E.P learner's work is planned at his/her level of functioning. An example of a typical lesson plan for an inclusive class is provided towards the end of this unit for better understanding of an I.E.P class.

2.2 Components of an Individualized Educational Programme

- The I.E.P should show the date of initiation and termination
- Historical background of the learner
- Information about the learning environment
- Present level of performance / functioning
- Long-term and short-term objectives and the evaluation procedure

- Progress records
- Conclusion and final recommendations

Date of initiation and termination

Since every I.E.P must have a long-term objective which is in turn broken into short-term objectives, a time frame should also be attached to it. It is at the end of the period of execution that the teacher will come up with a conclusion on how far the objectives have been achieved. It also leads to recommendations on what direction the learning should proceed towards.

Historical Background of the I.E.P Learner

The information in this section can be provided by the learner, the parents or the guardian of the child. The regular teacher who has been handling the learner can also be useful in the provision of the information. The table provided below can be a good guide towards the components of the background of the learner. It also provides an insight into the importance of the information towards the learning process.

No.	Information	Importance
1.	Name of the child	- Calling the child by name makes him/her feel cared for.
2.	Sex	- This has cultural and psychological effects that may be of importance to service providers.
3.	Age of the child	- The educational intervention has to be at the child's level of ability as compared to the expected level of child at his age level.
4.	Name of the father and/or mother including their occupation.	- The socio-economic status of the parents has a lot of implication on learning.

5.	Address / phone number and residence	- The need to contact parents may arise during the implementation period
6.	Reasons for referral	- This provides a starting point of the suspected area of difficulty
7.	Childs special interests and difficulties	- The interests of the child may be used to overcome the difficulties
8.	Family Background	- Some areas of difficulties may be hereditary or may arise from the family environment
9.	Developmental milestones. Any illness the learner has had.	- This section is concerned with how and when the child may have acquired the developmental milestones e.g. crawling, walking and talking. These may have implications to learning.
10.	Intervention procedures already tried.	- Whether they succeeded or failed will help in planning future learning
11.	Past progress records	- How the learner has been performing in the past either at home or in school will help planning for him or her.

Information about the learning environment

The information should include: -

- Name of the school
- Class
- Number of the learners in the class
- Name of the class teacher
- Name of the head teacher
- Number of other teachers teaching the child
- Classroom arrangement
- Classroom environment
- Lighting

Present level performance / functioning

The present level of functioning is information relating to what the learner is able or unable to do. It describes the learner's achievement in such skill areas as: -

- Academics
- Social
- Vocational
- Psychomotor
- Self help

This statement should relate to actual performance as

i) **observed by teachers** and others, as well as

ii) **test tool results**

- **Observations** – Information may be got by observing the learners in a learning situation in class, at play and
- **Teacher Made Tests (Tools)** – It is advisable to give 4 to 5 tests before a teacher can effectively come up with the present level of functioning. The present level of functioning MUST have strengths of the child as well as weaknesses. This is because an I.E.P uses the strengths of the child as a foundation for attacking the weaknesses. The 1st test is referred to as a general tool. It cuts across various skill areas than a child is expected to have learnt.

Subsequent tools should be based on weakness areas that may be revealed by the general tool. The teacher should set the tools in various levels in order to identify the difficult levels as well as the achievement level.

The following is a sample format of a test tool:

Pupils Name:	Fatuma Ahmed
Age:	6 years
School:	Bambe School
Class:	1
Teacher Name:	Abdala Ali
Date:	4th October 2005

Description: This test is intended to find out whether Fatuma can recognize letters of the alphabet.

Directions: The teacher will show Fatuma letters of the alphabet on flash cards one at a time and ask her to read aloud.

Symbols of correct / incorrect response.

Correct response √

Incorrect response ⁄√

<u>NB:</u> Always avoid the X for incorrect response as it may have a negative effect on the learner.

Other things observed During test taking: What behaviour did Fatuma elicit as she took the test tool e.g. how long does she take to pronounce the letters; does she fidget on her chair? Does she look worried? Does she have short attention span? Is she destructed by external stimuli?

Data interpretation: How many correct responses did she get? How many incorrect responses did she get?, What are the likely implication of the scores?

Recommendations: What do you suggest should be done on the areas of difficulties.

After analyzing all the 3 to 4 tools in a particular skill are tested, the teacher comes up with a chart that outlines the strengths and weakness identified.

An example is provided below for the above tool:

Skill area measured	**Strengths**	**Weaknesses**	**Initial recommendation**
Pre-reading	**Able to recite letter of the alphabet**	**Has difficulties in sounding letters of the alphabet**	**Provide instruction on sounding the letters of the alphabet**

NB: Avoid using 'cannot' in the weaknesses.

Long-term and short-term objectives and evaluation procedure

Long-term objectives: After analyzing the tools and coming up with the strengths and weaknesses of the learner the teacher then comes up with a long-term objective for each skill area. This objective describes what the learner is expected to achieve by the end of a specified period e.g. 10 weeks.

It is very important that the long-term objective written for each area the learner is experiencing difficulties should be based on the learner's present level of performance / functioning. It is also important that priorities of the long-term objective should be established according to the learner's most immediate needs.

Short-term objective: Each long-term objective must be broken into several short-term objectives. Short-terms objectives are a task analysis of how the long-term objective will be achieved within the time allocated. The short-term objective acts as a day-to-day, step-by-step breakdown of the long-term objective. Indeed, the short-term objectives in the I.E.P easily become the specific objective of lessons during the process of teaching the I.E.P learner in the inclusive class.

Here it is worth to note that, for each inclusive lesson taught as is the normal procedure, there will be an objective of the lesson for the whole class derived from the scheme of work. There will also be a specific objective for the I.E.P learner, derived from the short-term objectives of the I.E.P.

NB: All objectives, whether long-term or short-term must be written in clear, concise and observable terms. Verbs such as List. Solve, Point, Write or Say should be used. Avoid verbs that are not observable or measurable like Listen, Observe, and Enjoy.

For better clarity of long-term and short-term objective, let us have an example of Zainabu who is in class six in Fuoni School. Zainabu has specific learning difficulties in reading. After

observation and testing done on Zainabu, the teacher was able to come up with her present level of functioning.

Present level of functioning:

Skill area	Strength	Weakness	Initial recommendation
Reading	**Able to identify all letter of alphabet**	**Has difficulties reading any words correctly**	**Drill on phonic word attack skills to read simple words.**

NB: At grade 6 all learners should be reading written texts fairly well for comprehension so Zainabu's performance is far below expected level.

Objectives of the I.E.P for Zainabu

Long-term objective	Short-term Objective	*Evaluation*
By the end of 4 weeks, Zainabu should be able to blend consonant b,c,d,f,g, to vowels to read three letter words	**By the end of week1, Zainabu should be able to - - sound vowel a,e,i,o,u** **- sound consonants b,c,d** **By the end of week 2 Zainabu should be able to** **- sound consonant f,g** **- blend consonants b and c to vowels** **By the end of week 3, Zainabu should be able to - - blend consonant c.d.f.g to the vowels** **- read consonant vowel blends of b,c,d,f,g** **By the end of week 4, Zainabu should be able to** **- do consonant vowel consonant blends of b.c.d.f.g**	**Reading exercise on flash card** **Reading exercises on flash card** **Reading exercises on flash card** **Reading exercises on flash card** **As above** **As above**

		Reading exercise on work card

Let us now look at a typical lesson plan for Zainabu's class:

School: Fuoni Date: 27/09/05

Class: Six

Subject: Language

Time: 925-955

Topic: Reading

Objective: 1. By the end of the lesson, learners should be able to answer comprehension questions from a provided passage

2. By the end of the lesson, Zainabu should be bale to read three letter words from a provided work card.

Lesson Development

Teacher's activities	**Learner's activities**
Step I: Have learners make sentences using new words learnt on the passage to be read.	Make sentences using new words learnt
Step II: Have learners read through the passage quietly	Reading the passage quietly
- Provide Zainabu work card on three letter words to read	Zainabu to read the words on work card as teacher listens
Step III: Have learners read paragraphs of the passage one at a time loudly	Reading the passage loudly
- Have Zainabu read three letter words in the passage	Zainabu to read some three letter words in the passage
Step IV: Ask questions on the passage	Answers questions on this passage read

Evaluation:_____

Self evaluation: _____

Progress records

The I.E.P progress record is an indicator on how well the learner is progressing towards achieving the long-term objective of the I.E.P. Through the program record, the teacher is able to know whether the I.E.P is a success or failure. The I.E.P progress record should only contain information about the I.E.P learner only. Other members of the class should not feature. It is important that we have regular (most preferably, daily) updates of the progress of the learner for the period of the I.E.P. The record should be directly related to the short-term objective.

Let us see how each sub skill in the short-term objective is acquired in the progress record. Contrary to the procedure of using figures to represent performance in other progress record, the I.E.P progress record does not as figures have very little meaning. In the case of Zainabu, a typical progress record based on her short-term objectives would look like this.

Date	**Subject**	**Skill area**	**Comments**
3rd October 2005	Language	Blending consonant b to vowels a.e.i.o.u	Had difficulties with blends ba and bu
4th October 2005	Language		

Conclusion and final recommendations:

A good comparison between the short-term objectives and the progress record will provide a perfect conclusion on how well the long-term objectives has been acquired. It will also show us the area of difficulties. After the conclusion, the teacher is now able to come up with recommendations of further action for the learner.

References

Bernears, G.A. Oteinde, J. & Boisvert R. (1994). *Theory and Practice of Education*. Nairobi: East African Education Publishers.

Farrant, J.S. (1999). *Principles and Practices of education.* Nairobi: Longman group.

Guralnick M.J. (1997). *The effectiveness of Early Intervention.* Baltimore: Paul H. Brookes Publishing Co.

Hardman, M..L, Drew, C. J. & Egan, M.W. (2005). *Human Exceptionalities, School, Community* & *Family.* New York; Pearson Education, Inc.

Henderson, P. (1995). *How to succeed in examination and Assessments,* London*:* Collins Educational.

Ndurumo, M. (1993).*Exceptional children, Developmental Consequences and intervention*. Nairobi: Longman.

Otiende, B.G. (1994). *Theory and Practice of Education.* Nairobi: E.A. Publishers.

McLoughlin & Lewis, R.B (1986)..*Assessing Special Students*. Merrill Publishing Company.

Quist, D. (2002). *Primary teaching methods.* Oxford*:* Macmillan Publishers.

Spenser, J.S. (1994). *Effective Mainstreaming –Creating Inclusive Classroom*. New York: Macmillan publishing.

Ture, J. (1994). *Inclusive Education.* Hydrebad: THBI

UNESCO. (2001). *Understanding and Responding to Children's Needs in an Inclusive Classroom. A guide for teachers.* Paris: UNESCO.

Vaughn & Schumm (2000); Haager & Klinger (2005); Ferguson (2005).

Walker & Shea, M. (1991).*Behaviour Management a Practical approach to Educators.* New York: Macmillan Publishing Company

Walters, B. (1994). *Management for special Needs.* London: Casell.

Watson. (1982).*Educational and Psychological Assessment of Exceptional Children, Theories, Strategies, and Application.* New York: The C. V Mosby Company.

Ysseldyke, J.E & Salvia, J. (1995).*Assessment.* Boston: Houghton Miffilin Company.

Appendix I

TABLE OF CONTENT FOR (IEP) Individualized Education Programme FILE

IEP Timetable ……. …….1

Seating Plan Chart …… 2

Historical Background of the IEP Leaner……3

Information about the Learning Environment ……4

Present Level of Performance …… 5

Long and Short Term Objectives and Evaluation Procedures …… 6

Scheme of work…… 7

Progress Record of Learners …… 8

Conclusion and Final Recommendations …… 9

Appendix 2

TABLE OF CONTENT FOR THE GENERAL FILE

Time Table …… A

Seating Plan/Chart ……..B

Information about the learning Environment …… C

Schemes of work ……. D

Progress Records of the whole Class …… E

Class Register ……. F

Appendix 3

Assessment Tools

Individualized Education Programme

Historical background of the learner

Name of the child: _____

Date of Birth: _____

Name of Father: _____

Address: _____

Occupation: _____

Name of mother: _____

Address: _____

Address of the child: _____

Residence: _____

Reason for referral: _____

Family background: _____

Developmental milestones: _____

Intervention procedures already tried: _____

Progress records: _____

_____

Medical information available

Vision: _____

Hearing: _____

Physical condition: _____

Medication: _____

Education Information

Assessment Date: _____

Child's special needs: _____

Placement Alternative: _____

Special Education Service

1. Services being provided: _____

_____

2. Services that need to be provided: _____

_____

Date of initiation of I.E.P.: _____

Review Date: _____

Date of Termination I.E.P.: _____

Extent of participation in Regular School programme: _____

_____

Informal Assessment Information

Name of the child: _____

I.E.P. from _____ to _____

Assessment Tool	Date Administered	Administered	Results
1. Figure ground screen			
2. visual Discrimination			
3. Auditory Discrimination screen			
4. Visual memory screen. • Listening • Language • Receptive language • Expressive language • Handwriting • Number concept • Operations • Concept for measurements			
5. Reading • Letter recognition. • Letter sound. • Word recognition. • Comprehension.			

Present level of Functioning

Subject	Strength	Weakness	Recommendation

Objectives used should be SMART.

S Specific

M Measurable

A Achievable

R Realistic

T Time bound

Individual Implementation Plan Objective

Long/short Term Objectives and Evaluation Procedures			
Subject Area	**Objectives**		**Evaluation**
	Long term objective	**Short term objective**	

Observation

Situation	Remark
1. **Observation in Class work when doing a given assignment**	
2. **Observation when doing practical work like art**	
3. **Observation during intervention with peers/teachers**	
4. **Group assignment**	
5. **Observation in discipline matter**	
6. **Observation during playing time or during physical education class**	

Information about the Learning Environment

Situation	Remarks
1. **School set up and administration**	
2. **Class environment**	
3. **Number of pupils in the class**	
4. **Class arrangement**	
5. **Class environment**	
6. **Lighting in class**	

7. **Other observations**	

Tests

Testing tool (give more than four test tools for a specific skill area)

Pupils Name: _____

Age: _____ Gender: _____

School: _____ Class: _____

Teacher's Name: _____

Date of Administration of the test: _____

Give description of what the test is intended for _____

Give direction how the test is going to done oral or written and items to be used

_____

_____

Symbol for correct/incorrect response

Avoid using X for incorrect response or any response that may frustrate the pupil.

Observe behaviour during testing. Note the criteria for pass or fail of the test given.

Interpret data of the responses and make analysis.

Give recommendations on what is to be done in areas of difficulty

_____

After testing keep (Records)

Area measured	**Present level of performance**	
Skill Area	**Strengths**	**Recommendation**

	Weakness	

Appendix 4

Screening Test

BACKGROUND INFORMATION

Name of the child _____No._____

Name child is called at home _____

Gender _____ Age _____ Date of Birth_____

Father's name _____ Age_____

Father's occupation _____

Permanent address _____

Mother's name _____Age_____

Permanent address _____

Child's residential address _____

Child's school and address _____ Class/Form_____

District _____

Location _____

Sub-location _____

Village _____

Name of Chief _____

Tribe _____ (Nationality) _____

Language spoken in family _____ At school _____

Other languages known to child _____

Child's position in family _____

Number of children in the family (still living) _____

Number of children in family (deceased) _____

At what age did children die? _____

What was the cause of the death? _____

Is anyone in the family disability? _____

If yes, what kind of disability? _____

HISTORY OF BIRTH AND PREGNANCY

Was the child born at home or in health institution? _____

Was the birth of the child normal or not? _____

If it was complicated, give details_____

Has the mother had any previous or later miscarriages or abortions?

_____

Did the mother suffer from any bleeding, illness or receive any immunization during pregnancy?

_____

If yes, give details _____

Was the child born premature? _____

If yes, how many weeks? _____

What was the birth weight? _____

Did the child cry immediately at birth? _____

HISTORY OF THE CHILD

What is the problem with the child? _____

_____

When did the parents first observe difficulties with the child?

_____

What were the symptoms? _____

Has the child suffered from any disease? _____

Did the child suffer from any accident? _____

Give details_____

_____

Was the child vaccinated against whooping cough? _____

_____

Polio 1,2 and 3, _____Tuberculosis _____

Tetanus _____ Measles_____

How old was the child when he/she could

Stand _____

Walk? _____Say fist world?_____

How does the child express its needs?_____

Does the child attend school?_____

If yes, at which educational level? _____

What is the child's attitude towards parents, siblings and other children? _____

_____

For children 4 years and above, is the child toilet trained (day/night)?_____

_____

Does the child play normally with other children?_____

Has the child had any serious illness/operations?

If yes, give details_____

Is the child epileptic?

If yes, describe the fits and frequency of the fits_____

_____

At what age did this fits start? _____

Previous or ongoing treatment _____

Does the child have visual difficulties?

If yes, give details_____

_____

At what age did the parents first observe the vision problem?_____

Previous or ongoing treatment _____

Has the child had hearing difficulties?

If yes, give details_____

_____

At what age did the parents first observe the hearing problem?_____

Previous or ongoing treatment _____

Have the child motor difficulties?

If yes, give details_____

_____

At what age did the parents first observe the motor problem?_____

Previous or ongoing treatment _____

Have the child speech or language difficulties?

If yes, give details_____

_____

At what age did the parents first observe the speech and language problem?_____

Previous or ongoing training _____

Has the child reading or Maths difficulties?

If yes, give details_____

_____

At what age did the parents first observe reading and maths difficulties /problems?

_____

Previous or ongoing training _____

Any other relevant information _____

_____

_____

The information was given by:

NOTES:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name of Assessor:_____

Date:_____ Assessment Centre:_____

Appendix 5

SCHOOL READINESS TEST

ASSESSMENT	**PROVINCE**	**DISTRICT**
CHILD'S NAME		**DATE AND NUMBER**
GENDER	**DATE OF BIRTH**	**AGE**

SCHOOL	ADDRESS

DIAGNOSIS

OBSERVATIONS

RECOMMENDATIONS

Name of Assessor _____

Date _____

	Yes	Not sure	No
1. Visual Discrimination **a) Shapes-matching**			
b) Colour- sorting of objects			
c) Sizes- arrangement of familiar objects by sizes			
d) Missing parts- presentation of pictorial objects showing various features/parts missing.			
e) Spatial perception using picture cards			
2. Auditory Discrimination **a) Sound and noises that are familiar**			
b) Word pairs			
3. Visual memory **a) Finding hidden objects**			
b) Picture recall			
4. Auditory memory **a) child repeats sequence of sounds as made by teacher**			
b) Child repeats sequence of words/ numbers as said by the teacher after being given clear instructions			
c) Sentence recall			
5. Comprehension **a) Simple command using familiar objects**			
b) Simple commands using simple instructions			
c) Use of familiar items			
d) Have/ not true-absurdities			
e) Simple story			

OBSERVATIONS DONE DURING THE TEST

_____
_____
_____
_____
_____
_____