

# Basics of Educational Assessment

## A diagnostic assessment activity in practice

Study programme: English Language for Education

Form of study:

School year:

Student's name:

Self- assessment					
5	4	3	2	1	N
Excellent	Above average	Average	Below average	Very poor	Criterion cannot be applied
I use terminology of PD			3		
I select appropriate methods and tools in accordance with the aim of a diagnostic activity			4		
I gather appropriate data			4		
I evaluate and interpret collected data			3		
I formulate findings (diagnosis) and possible measures			4		
Formal layout of the work			5		
Peer-assessment					
5	4	3	2	1	N
Excellent	Above average	Average	Below average	Very poor	Criterion cannot be applied
He/she uses terminology of PD			5		
He/she selects appropriate methods and tools in accordance with the aim of a diagnostic activity			5		
He/she gathers appropriate data			5		
He/she evaluates and interpret collected data			5		
He/she formulates findings (diagnosis) and possible measures			5		

**Peer-assessment:**

Overall, your work provides a comprehensive assessment of Ivan's strengths, weaknesses, and learning needs. Here are some specific observations:

1. **Description of Ivan:** You have provided a clear and detailed characterization of Ivan, highlighting his positive qualities, such as good relationships with peers and analytical skills, as well as his challenges with reading comprehension, written expression, and focus.
2. **Assessment activities:** The plan for assessment activities is well-structured and includes a variety of methods, such as standardized tests, classroom observations, student interviews, and parent/teacher conferences. The involvement of multiple professionals ensures a holistic understanding of Ivan's abilities and challenges.
3. **Findings:** Your findings accurately summarize Ivan's difficulties and strengths, emphasizing the need for a personalized learning plan. The plan should address his reading comprehension, written expression, organization, and focus, while also leveraging his eagerness to participate and analytical skills.
4. **Personal experience with assessment:** Your reflection on the assessment activity demonstrates your positive experience and the value of adapting the curriculum to meet individual student needs. It's great to see your dedication and satisfaction in witnessing the student's progress.
5. **Pedagogical support plan:** The pedagogical support plan outlines specific measures to address Ivan's challenges, such as using step-by-step methods, individualized approaches, active learning, and relaxation techniques. The plan also includes support for home preparation and collaboration with parents.

Overall, your work shows a thorough understanding of Ivan's needs and provides a well-rounded approach to support his academic and personal growth. Keep up the good work in developing the personalized learning plan and implementing the pedagogical support strategies.

*Diagnosics / Assessment of a pupil***Work assignment:****1. Description / Characterization of a pupil:**

Ivan is a student in grade 5, who is well-behaved and has good relationships with his peers. He is well-spoken and shows good analytical skills. However, he struggles with reading comprehension and written expression. He has difficulty following instructions, often losing

focus and getting easily distracted. Ivan is also quite disorganized and has a hard time completing tasks on time, often forgetting about assignments or losing important materials. He is diagnosed with dyslexia and ADHD. He has difficulty with reading, writing and focusing for long periods of time.

**2. The aim of an assessment activity:**

The aim of assessing Ivan is to identify his strengths and weaknesses in order to develop a personalized learning plan. This will help him overcome his learning difficulties and improve his academic performance.

**3. The plan of an assessment activity (how long, where, when, whom the activity will be carried out with)**

Ivan is a student in grade 5 who struggles with reading comprehension, written expression, following instructions, focused, and completing tasks on time. To assess his abilities and develop a plan for his improvement, the following assessment activities will be carried out:

**Duration:** The assessment activities will take place over a period of 3 months, starting from the beginning of the next academic year.

**Location:** The assessment activities will be carried out in the school setting during regular class time and after-school sessions.

**Participants:** The assessment activities will be carried out by the classroom teacher, special education teacher, and the school psychologist.

**Assessment Activities:**

- **Standardized Tests:** The school psychologist will administer standardized tests to assess Ivan's reading comprehension, written expression, and attentional abilities.
- **Classroom Observations:** The classroom teacher and special education teacher will observe Ivan's behavior and performance during regular class time to assess his ability to follow instructions, stay focused, and complete tasks.
- **Student Interviews:** The school psychologist will conduct a student interview with Ivan to assess his perceptions of his own abilities and challenges.
- **Parent/Teacher Conferences:** The classroom teacher and special education teacher will meet with Ivan's parents to gather information about his home environment and discuss his progress.
- **Evaluation:** The results of the assessment activities will be analyzed and used to develop a personalized education plan for Ivan. The plan will include specific goals,

interventions, and support strategies to address his challenges and build on his strengths. A follow-up meeting will be scheduled with Ivan's parents to review the plan and discuss progress.

**4. Collecting and processing of assessment data from all used methods.**

Method 1. – Formative Assessment

<p>Attitude to learning/ different types of tasks</p>	<ul style="list-style-type: none"> <li>● Ivan is eager to participate in class and asks questions when he does not understand.</li> <li>● He struggles to stay focused and is easily distracted.</li> <li>● Ivan can be forgetful and disorganized, and has difficulty completing tasks on time.</li> <li>● He is good at math and shows good analytical skills, but struggles with written expression and grammar.</li> </ul>
<p>Communication and interaction with peers/ teachers</p>	<ul style="list-style-type: none"> <li>● Ivan interacts well with his peers and is respectful towards his teachers.</li> <li>● He can sometimes be shy and hesitant to express himself in a group setting.</li> <li>● He requires more guidance to follow instructions and complete assignments.</li> <li>● General behavior and conduct</li> <li>● Ivan is generally well-behaved in class.</li> <li>● He can become frustrated when he does not understand a concept and sometimes shuts down.</li> </ul>
<p>General behavior and conduct</p>	<ul style="list-style-type: none"> <li>● Ivan is generally well-behaved in class.</li> <li>● He can become frustrated when he does not understand a concept and sometimes shuts down.</li> </ul>
<p>Other notes:</p>	<ul style="list-style-type: none"> <li>● Can be disorganized and has a hard time completing tasks on time, often</li> </ul>

	forgetting about assignments or losing important materials.
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Method 2. Individual lesson observation

Attitude and learning behavior	<ul style="list-style-type: none"> <li>● Struggles with reading comprehension and written expression.</li> <li>● Has difficulty following instructions and can become easily distracted.</li> <li>● Tries to focus on tasks but can become frustrated.</li> <li>● Responds well to individual approach and guidance.</li> <li>● Tends to express thoughts and ideas orally rather than in writing.</li> </ul>
Communication and interaction with peers/ teachers	<ul style="list-style-type: none"> <li>● Shows good relationships with peers and teachers.</li> <li>● May have difficulty with social cues and understanding nonverbal communication.</li> <li>● May interrupt conversations unintentionally.</li> <li>● May struggle with group work due to difficulty following instructions and focusing.</li> </ul>
General behavior and conduct	<ul style="list-style-type: none"> <li>● Tries to stay organized but may struggle with completing tasks on time.</li> <li>● May need reminders to stay on task and complete assignments.</li> <li>● May forget important materials or instructions.</li> <li>● Generally well-behaved but may have difficulty with impulsivity and self-control.</li> </ul>

Method 3. Free time observation:

Attitude and learning behavior	<ul style="list-style-type: none"> <li>● Interacts well with students from his own class but may struggle in larger groups.</li> </ul>
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	<ul style="list-style-type: none"> <li>● May avoid unfamiliar situations or activities.</li> <li>● May become overwhelmed or anxious in new or complex situations.</li> <li>● Can become frustrated when he is unable to complete tasks.</li> </ul>
Communication and interaction with peers/ teachers	<ul style="list-style-type: none"> <li>● Shows good relationships with peers and teachers but may have difficulty initiating conversations.</li> <li>● May have difficulty with understanding social cues and nonverbal communication.</li> <li>● Can become upset or agitated when feeling misunderstood or overwhelmed.</li> </ul>
General behavior and conduct	<ul style="list-style-type: none"> <li>● Generally well-behaved but may have difficulty with impulsivity and self-control.</li> <li>● May need reminders to follow rules or guidelines.</li> <li>● May benefit from additional support and guidance to stay organized and on-task.</li> </ul>

## 5. Formulate the findings.

Ivan has difficulties with reading and written expression, which affects his academic performance. He is easily distracted and disorganized, which makes it difficult for him to complete tasks on time. Despite his challenges, Ivan is eager to participate in class and shows good analytical skills. A personalized learning plan should be developed to help him overcome his challenges and improve his academic performance. This plan should include strategies to improve his reading comprehension and written expression, as well as support to help him stay focused and organized. Providing hands-on learning experiences and working in smaller groups may also help Ivan to succeed.

**6. Reflect your own experience with assessment activities, and after that evaluate the outcome of your work in the chart on the front page.**

My experience with the assessment activity was very positive. I was able to work with a student I had known for three years, which made the experience more enjoyable and meaningful. It was great to see the progress and development of the student, especially after he received psychological evaluation and his plan was prepared. Throughout the assessment process, I was reminded of the importance of adapting the curriculum to meet the individual needs of each student. It was challenging at times to provide the extra care the student required, but I found it rewarding to see his succeed. Overall, I feel that the assessment activity was successful, and I am pleased with the outcome. I believe that the student's progress was accurately reflected in the chart on the front page, and it is gratifying to see the positive impact that assessment can have on a student's academic and personal growth.

**7. Classmate evaluator will provide a peer-assessment of your work (both on the first page and verbally in writing at this point).**

## Pedagogical support plan

### SCHOOL INFORMATION

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#### Pedagogical support plan (PSP)

<b>Name and surname of the child, pupil or student ("student")</b>	Ivan
<b>School</b>	Russia
<b>Form</b>	Basic General Education
<b>Reasons for creating the PSP</b>	Recommendation of the school's counselling committee
<b>Date of preparation</b>	03.10.2022

**PSP evaluation scheduled for**

15.06.2023

### **I. Characteristics of the student and their difficulties.**

Ivan is a student who has been diagnosed with dyslexia and ADHD. He has difficulty with reading, writing and focusing for long periods of time.

### **II. Setting the objectives of the PSP**

The purpose of the PSP are to determine pupil development goals. By changing teaching methods and pedagogical interventional to achieve better results in the pupil's overall education.

### **III. Support measures at school**

#### **(a) Teaching methods**

Step-by-step methods – in all subjects

Illustrative and practical methods – in all subjects

Demonstrative methods – in Maths, English and Science

Methods of structuring in all subjects

Methods of individual approach – in all subjects

Active Learning method – in all subjects

Relaxation methods – in all subjects

#### **(b) Organization of education**



In all subjects, Ivan will be provided with extra time, or shortened assignments.

Respect the achieved reading level, prepare texts for home preparation in an appropriate manner and scope.

Shorten dictations, do dictations after preparation.

When working independently, monitor whether Ivan is working correctly and has understood the assignment.

Encourage Ivan while working on tasks, support him during all lessons.

Do not give Ivan long texts to copy, choose filling in of texts, use worksheets.

### **c) Evaluation of the Pupil**

Use motivational evaluation.

Appreciate Ivan's partial progress.

Appreciate Ivan's effort.

Respect the reduced quality of writing.

When evaluating, do not include specific errors and correct with tolerance.

Evaluate only what Ivan managed to work out.

### **(d) Aids**

Images for prompting.

Textbooks and common aids which other students use.

Interactive board for guided use and activities relating to English.

Other illustrative and visualization aids commonly used in school.

Workbook for the correction of developmental learning disorders (Tobias Publishing).

#### **IV. Support measures for home preparation**

There will be regular meetings with Ivan's parents to discuss his progress and to provide guidance on how they can support his learning at home.

#### **V. Additional Support Measures**

In the subject of special-pedagogical care, carry out re-educational, comensatory and stimulating activities.

Stimulate the area of auditory perception and phonological manipulation.

Work with the perception of syllable lengths, use a buzzer.

Develop reading technique and practice reading with comprehension.

Practice auto-dicatation.

Consolidate letter shapes, apply grammar rules.

Conduct regular individual consultations.

Inform, cooperate and promote a unified approach.

Provide parents with guidance on home re-education.