Cooperative Assessment Meetings

A tool for assessment and individual educational planning based on the ICF including students and their parents

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Content:

• The school context in Switzerland
• ICF-based assessment in the canton of Zurich
• Experiences during the implementation of the tool
• Meeting the indicators of the European Agency
• Discussion
School context in Switzerland

- 26 school systems with 26 cantonal ministries of education
- 1 Swiss conference of cantonal ministries of education
- Some agreements
Two new Agreements

- Harmos (2014) standardisation tendency in the school systems
- Collaboration in the field of special educational needs (2011)
Cooperative Assessment Meetings

Collaboration in the field of SEN

• Why this new agreement?
• 01.01.2008: 26 cantons responsible for special needs education
• Aims of the agreement
Harmos

• Harmos
  > Standardisation tendency in the school system

• Collaboration in the field of special educational needs
  > integration of pupils with SEN in regular school settings
School context in the canton Zurich

- Cantonal legislation: Integrative special needs education
- Top-down implementation of assessment tools and processes (unusual for Swiss schools…)
- Cooperation of university, school for teachers in special needs education and policy for developing teacher training in the field of inclusive assessment
Cooperative Assessment Meetings

- A procedure for assessment and individual educational planning
- A assessment tool
- A form of interdisciplinarity and participation
When does it take place?

- When the pupil has difficulties at school which should be looked at more closely
  > individual educational planning
- When the pupil is already receiving additional support
  > evaluation
## The Tool

### 10 Items of the ICF-component Activities and participation

- **General learning**
- **Mathematics**
- **Acquiring language and concepts**
- **Reading and writing**
- **Handling tasks and demands**
- **Communication**
- **Movement and mobility**
- **Looking after oneself**
- **Handling relationships**
- **Recreation, leisure and community life**

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### Individual Preparation for a Co-operative Assessment Meeting

**Joint Assessment of the Situation and Planning**

- **Pupil's name:**
- **Date of the meeting:**
- **My description of the current situation in keywords:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Level of Participation</th>
<th>10 Items of the ICF-component Activities and participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General learning</strong></td>
<td>1</td>
<td>The pupil can listen, observe, focus attention, notice things, find and execute solutions, plan practice</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>1</td>
<td>The pupil can solve basic arithmetic, write sentences, understand and name mathematical theorems, understand and name curriculum content in mathematics</td>
</tr>
<tr>
<td><strong>Acquiring language and concepts</strong></td>
<td>1</td>
<td>The pupil can read (handwriting) accurately, understand the meaning of words and sentences, combine words into phrases, acquire a vocabulary appropriate for age, modify language according to meeting (first and second language)</td>
</tr>
<tr>
<td><strong>Reading and writing</strong></td>
<td>1</td>
<td>The pupil can read, read out loud, understand what others read, write correctly and legibly</td>
</tr>
<tr>
<td><strong>Handling tasks and demands</strong></td>
<td>1</td>
<td>The pupil understands social norms and routines, can handle homework, handle happiness and frustration</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>1</td>
<td>The pupil understands what others say and communicate, express his/her thoughts in such a way that others understand, explain things to others, can interpret and discuss</td>
</tr>
<tr>
<td><strong>Movement and mobility</strong></td>
<td>1</td>
<td>The pupil can plan, coordinate and initiate body movements (e.g. in sport), plan, coordinate and initiate fine movements (e.g. daily routines)</td>
</tr>
<tr>
<td><strong>Looking after oneself</strong></td>
<td>1</td>
<td>The pupil can care for his/her own hygiene, dress self, feed self and avoid dangerous situations and harms, avoid harmful substances</td>
</tr>
<tr>
<td><strong>Handling relationships</strong></td>
<td>1</td>
<td>The pupil can make friends, stay in contact, cooperate, understand, respect and nurture ties and relations, handle conflicts, handle others</td>
</tr>
<tr>
<td><strong>Recreation, leisure and community life</strong></td>
<td>1</td>
<td>The pupil can play a part in cultural and recreational activities, can handle hobbies and other pastimes, be involved in leisure and pleasure activities</td>
</tr>
</tbody>
</table>
Experiences (1): Evaluation

• N = 172
• Mostly positive
• Challenging
• Additional information and training needed
Experiences (2): Implementation

- Overall positive
- Professionalization
- Involvement of Parents is often seen as most positive point
- Additional effort, not much impact on everyday assessment practice
- Delegation of problems (pupils…) as the traditional strategy
- Difficult: Coherence with classroom practice
Meeting the indicators

Pupil level indicator:

• Structures and mechanisms that allow pupils to contribute

• Teachers use appropriate and motivating methods for giving feedback
Meeting the Indicators

Parent level indicator:

- Clear rights to request assessment and to contribute
- Parents are involved in learning targets
- The role of parents is clearly recognised at teacher, school and policy level
Meeting the Indicators

Teacher level indicator:

- Teachers take a holistic / ecological view
- Classroom assessment takes a team approach
- Teachers understand that the main purpose of assessment is to guide learning
- Teachers receive suitable training and support
Meeting the Indicators

School level indicator:

- School leaders are responsible
- The school has autonomy to organize itself
- There is school based planning for all pupil’s learning and assessment
Meeting the Indicators

Assessment team level indicator:

- Responsibility remains with classroom teacher
- Assessment considers the pupil’s learning environment
- Instruments supporting interdisciplinary work by providing a shared language and cooperative strategy
Meeting the Indicators

Policy level indicator:

• Development of assessment policies that support inclusion
• Integration of general and SEN educational policies
• All assessment policies promote a holistic / ecological view of pupil and learning environment
Discussion

- How can we ensure the compatibility of assessment and teaching?
- What kind of teacher training for inclusive assessment is suitable?
- Can we describe properly the applied criteria and ongoing processes of assessment and selection?
- How can we bridge the gap between the reality of the school and the society regarding educational standards and assessment?