

## Cooperative Assessment Meetings

Context

CAM: The Tool

Experiences

The Indicators

Discussion

# 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

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## School context in Switzerland

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

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## Two new Agreements

- Harnos (2014)  
standardisation tendency in the school  
systems
- Collaboration in the field of special  
educational needs (2011)

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## Collaboration in the field of SEN

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

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## 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

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## 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

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# Cooperative Assessment Meetings

- A procedure for assessment and individual educational planning
- A assessment tool
- A form of interdisciplinarity and participation

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# 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



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**Individual Preparation for a Cooperative Assessment Meeting**  
Joint Assessment of the Situation and Planning

\_\_\_\_\_

Pupil's name: \_\_\_\_\_ All participants receive this form in advance, complete it prior to the meeting and bring it along. If a domain is difficult to evaluate or the content unclear it can be left blank. The preparation form remains in the possession of each participant and is returned after the meeting.

Date of the meeting: \_\_\_\_\_

**My description of the current situation in keywords:**

\_\_\_\_\_

1-2 crosses per domain

Strength	Problems
<p><b>General Learning</b></p> <p>The pupil can listen, watch, observe, focus attention; notice things; find and execute solutions; plan; practise</p>	<p><small>You can write any concerns or observations concerning</small></p>
<p><b>Mathematics</b></p> <p>The pupil can do mental arithmetic; written arithmetic; understand and solve mathematical theories; understand and master curriculum content in mathematics</p>	
<p><b>Acquiring language and concepts</b></p> <p>The pupil can repeat phonetically accurately; understand the meaning of words and symbols; combine words into phrases; acquire a vocabulary appropriate for age; modify language according to meaning (first and second language)</p>	
<p><b>Reading and writing</b></p> <p>The pupil can read; read out loud; understand what he/she reads; write correctly and legibly</p>	
<p><b>Handling task and demands</b></p> <p>The pupil can undertake tasks independently or in a group; assume responsibility; carry out daily routines; handle happiness and frustration</p>	
<p><b>Communication</b></p> <p>The pupil can understand what others say and communicate; express his/her thoughts in such a way that others understand; explain things to others; converse and discuss</p>	
<p><b>Movement and mobility</b></p> <p>The pupil can plan, coordinate and imitate body movements (e.g. in sport); plan, coordinate and imitate fine hand use (e.g. doing crafts)</p>	
<p><b>Looking after oneself</b></p> <p>The pupil can care for his/her personal hygiene; look after his/her health and diet; avoid dangerous situation and harm; avoid harmful substances</p>	
<p><b>Handling relationships</b></p> <p>The pupil can relate to people; show and respond to consideration, gratitude and tolerance; regulate social closeness and distance; handle criticism; form friendships</p>	
<p><b>Recreation, leisure and community life</b></p> <p>The pupil can take part in social life at school, in the family and neighbourhood; cultivate hobbies or other pastimes; be involved in leisure and pleasure activities</p>	

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# 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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## Experiences (1): Evaluation

- N = 172
- Mostly positive
- Challenging
- Additional information and training needed

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## 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

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## Meeting the indicators

Pupil level indicator:

- Structures and mechanisms that allow pupils to contribute
- Teachers use appropriate and motivating methods for giving feedback

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## 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

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## 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

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## 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

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## 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



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## 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

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## 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?