

SERUpdate

VOLUME 20—NUMBER 1

MARCH 2010

Assessment for Learning

INTRODUCTION

In this edition of SERUpdate a range of educators provide insights into assessment to facilitate optimal learning outcomes of children and students and to inform teaching and learning programs.

Contributors provide a range of perspectives on assessment – the early years. ESL, students with significant cognitive delays/intellectual disability and SACE. Also included are articles from classroom practitioners who describe assessment and reporting tools they have developed to specifically address the needs of their students. A closer look at developmental assessments and an article on using oral assessment further enhance our understanding of the range of assessment practices and tools available to educators to ensure the rich information required to achieve

improved learning outcomes for students is gathered.

Importantly we are reminded that assessment processes should also promote reflection on teaching practice so that educators gain insights into how they can make a difference for learners through providing experiences and an environment that maximises learning outcomes for all students.

The articles included in this edition reflect the information required to develop meaningful curriculum and programs for learners needs to come from multiple *assessment* sources.

Jim Sprialis

Acting Assistant Manager—SERU

ASSESSMENT OF STUDENT LEARNING

This article provides insight into the inter-related principles of effective assessment practice and specific information related to assessment of students with disabilities including A-E reporting.

The purpose of assessment is to support student learning. The assessment process is about gathering information, making judgements about students' learning, using that

information for educational improvement and to meet accountability requirements.

The principles of effective practice for assessing student learning are inclusive of students with a disability and students with additional needs. When planning the assessment process it is important to consider achieving a balance between the following inter-related principles:

The most powerful single moderator that enhances achievement is feedback

John Hattie. University of Auckland. 1999 Inaugural Professorial Lecture



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Monday, Wednesday, Thursday, Friday

8.45 am—5.00 pm

Opening Times →

Tuesday

8.45 am—3.00 pm



Government of South Australia
Department of Education and
Children's Services

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ASSESSMENT OF STUDENT LEARNING

Assessment *for* learning

Teacher's role

- Aligning instruction with outcomes
- Identifying learning needs of students,
- Selecting and adapting teaching strategies and resources to help individual students progress in their learning
- Providing descriptive feedback and enhancing students' motivation and commitment to learning.

Assessment *as* learning

Teacher's role

- Designing instruction and assessment that allows all students to think about, and monitor their own learning.

Assessment *of* learning

Teacher's role

- Providing accurate evidence of what students know to the students themselves, their parents, other educators and outside groups (e.g. employers, education authorities)
- Demonstrating whether or not the students have met curriculum outcomes or goals of their individualised programs
- To confirm skills and capabilities.

When deciding the expected level of student achievement, teachers will need to consider two questions:

1. Will the student demonstrate progress towards the same SACSA Standards (DLOs or SACE) as the year level/class with or without accommodations? *and/or*
2. Will the SACSA Standards need to be modified?

Other assessment information such as LaN results, school reports and School Entry Assessment information can also inform the expected level of student achievement. The student's NEP documents the Learning Areas and/or major learning goals that have been developed in consultation with the student, parent/caregiver and other relevant people. As part of this process expected student achievement using SACSA standards and outcomes, Developmental Learning Outcomes (DLOs) or SACE needs to be identified and documented.

When considering the above questions teachers need to note that

- Some students have disabilities that

need not prevent them from achieving standards commensurate with peers, as long as the necessary *accommodations or special provisions* are made to the way in which they are expected to learn and the means through which they demonstrate outcomes

- Some students have disabilities that **will prevent** them from achieving educational standards or particular learning goals commensurate with peers but they may with assistance **or modification** perform some of the tasks and competencies associated with that standard
- Some students have disabilities that because of **the nature, type and degree of severity of their disability** may mean that the standard is considered to be irrelevant or the expectations and program delivery need to be modified to the extent that they are significantly different or alternate from their peers.

Accommodations are designed to minimise the impact of the student's disability upon assessment performance and not to lower standards. They support student with disabilities to achieve educational outcomes commensurate with their peers and may include changes to

- teaching content, materials and resources
- presentation, instructional strategies, and mode of delivery
- the learning environment, class setting and facilities
- time provided and processes used to complete an activity or task
- assessment procedures or protocols that enable the student demonstrate knowledge, skills or competencies

Modifications are changes in the expectations of achievement for students with disabilities when the intended learning outcomes and achievement of a standard is not commensurate with their peers. These include:

- learning different knowledge and skills – some skills are more essential than others

ASSESSMENT OF STUDENT LEARNING

- engaging in learning experiences where the intended learning outcome is different from their peers
- having assessment tasks which assess alternate content standards.

The SA New Student Report and Students with Disabilities

The intent of the A – E achievement levels is to report on the progress of students' learning when compared to their year level peers. A student with disabilities, who is working towards different standards to their peers, will have documented in their Negotiated Education Plan individualised learning goals negotiated with the student, family and other relevant stakeholders. **How their learning will be assessed** and progress reported will also be documented. When accommodations are used to support the

student with a disability achieve SACSA standards commensurate with their peers, an A – E achievement level is given. When SACSA standards have been modified through the NEP planning process, students with disabilities will not receive an A – E achievement level.

Useful resources

Curriculum Corporation
SERU

National Centre for Educational Outcomes

SSABSA website [http://](http://www.ssabsa.sa.edu.au)

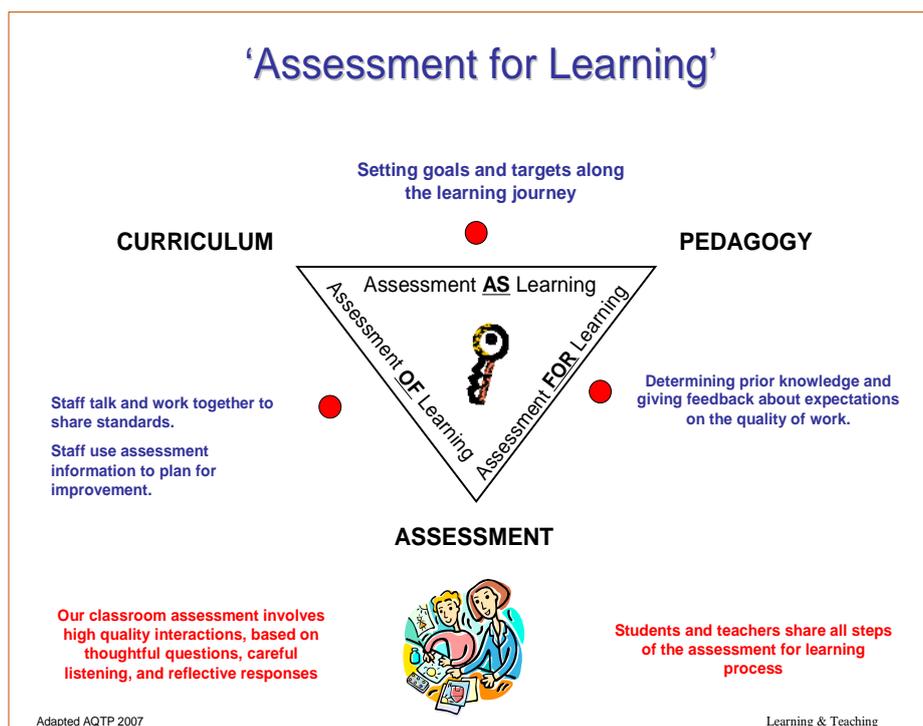
www.ssabsa.sa.edu.au

SACSA website <http://www.sacsa.sa.edu.au/>

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REFLECT RESPECT RELATE

Assessing for Learning and Development in the Early Years using Observation Scales

Assessing for the early years using observation scales are designed for assessing the overall quality of the learning

environment. This article provides background information about the DECS resource REFLECT RESPECT RELATE and describes how the scales have led sites in their inquiry projects.

'For us the collection of data using the Observation Scales as the main source was

REFLECT RESPECT RELATE

easy. Sometimes I think we can get caught up in collecting data for the sake of data. Even though the children change you can still see lots of progress with the levels of engagement of children, with the enthusiasm of staff and the personal development that individuals want to take on..... This was tangible 'hands on' evidence of positive outcomes for children and that is what it is all about.' (Preschool Director, SA)

Background

In September 2008 the DECS resource *REFLECT RESPECT RELATE* was launched in Adelaide by Professor Ferre Laevers from the University of Leuven in Belgium. The evolution of this resource over five years has meant that South Australian early childhood educators across the birth to 8 age range have made a significant contribution to the resource through the development and trialling of materials.

REFLECT RESPECT RELATE: Assessing for Learning and Development in the Early Years Using Observation Scales was developed from the doctoral research study of South Australia's Dr Pam Winter, supported by the University of South Australia, the Australian Research Council and the South Australian Department of Education and Children's Services. It incorporates the Leuven Involvement Scale, developed as part of the Experiential Education Project led by Professor Laevers.

Purpose

The resource is a self paced professional learning package that promotes inquiry based practice. It includes DVDs, a CD and a print component with modules (including rating scales) for each of four variables of curriculum that have been shown to make a difference:

- relationships
- an active learning environment
- wellbeing

- Involvement

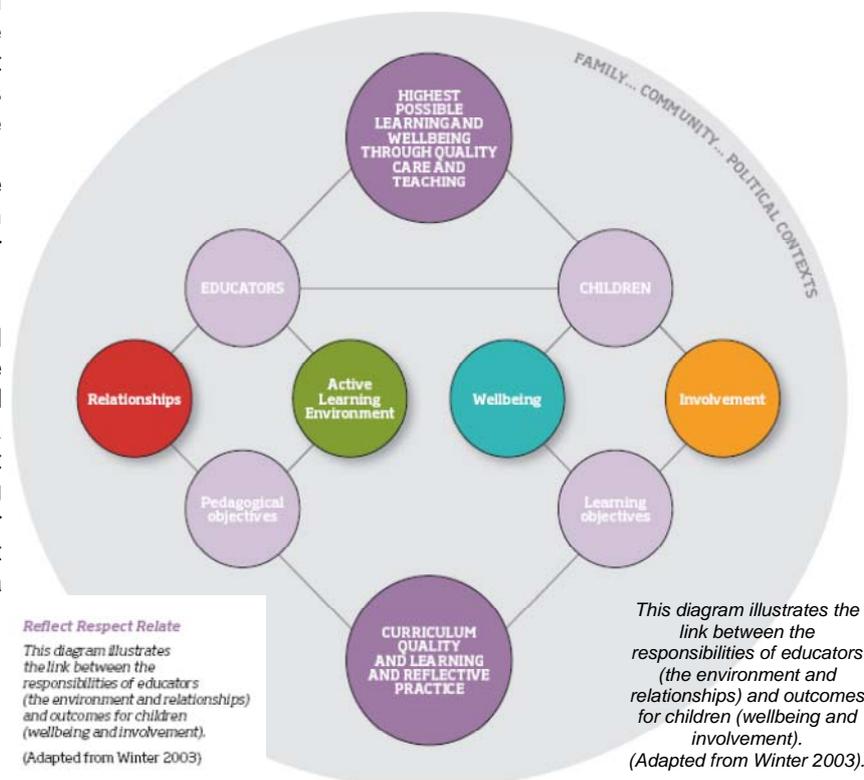
The scales are designed for assessing the overall quality of the learning environment. This approach is based on the widely held understanding that it is the quality of the teaching that makes the greatest difference to children's learning. As educators deepen their understandings about the underpinning theory and research of *REFLECT RESPECT RELATE*, the importance of the link between the responsibilities of educators (the environment and relationships) and outcomes for children (wellbeing and involvement) becomes apparent.

The *REFLECT RESPECT RELATE* resource foregrounds the importance of, and ways to promote:

- wellbeing
- a strong sense of connection
- optimism
- engagement in learning

all of which are lasting critical qualities that enable children to embrace learning and life with hope, agency and compassion.

Figure 1: A diagrammatical representation of the connections between the four variables of curriculum quality



REFLECT RESPECT RELATE

An inquiry approach

Over the past 10 years in South Australia early childhood educators (birth–age 8) have had opportunities to grow inquiry based practice through participation in funded projects and professional learning communities. Increasingly the focus has been on contemporary international, national and local research that shows the quality of the relationships and the learning environment that children experience is made visible in the levels of involvement and wellbeing observed in those children.

‘Awareness of children’s involvement in their learning has increased 100%. We are now planning from children’s interests. Parents are voluntarily coming into the centre to talk about what is going on with the program. They are fascinated by their children’s interest in continuing their learning at home’. (Preschool Teacher, SA)

REFLECT RESPECT RELATE grew from educators using the scales to initiate an inquiry process. The aim was to construct new understandings and generate new possibilities and practices focused on their emotional and intellectual relationships with children. Those using the new resource have found it promotes conversation, dialogue and reflection. The Observation Scales have given them a way to reflect on their practice and to challenge and understand why it is they do what they do. From there they are able to think about and make changes that benefit children and families while participating in and directing their own professional growth and learning.

Questions raised by those involved in developing and using the resource include

- Is there a gap between what we believe, we say and we do?
- Do we support or interrupt high levels of involvement?
- Do we measure what we value or value what we measure?
- How do we show recognition of children as citizens in their own right and contribute to the enjoyment, discoveries and relationships of their daily lives?

- How do we get in touch with and respond to children’s ideas, theories, questions and wonderings?
- How do we recognise and encourage learning dispositions such as curiosity, persistence, openness, collaboration, creativity, pleasure in sensory experiences, communicability?

An early childhood centre whose focus is working with children with disabilities reported :

Making opportunities to reflect on our daily practice has led us to realise that ...

- *Taking time to observe children is the key to learning about their preferences and the way they relate to others. It is particularly important to observe the responses and reactions of the children who have very little or no communication*
- *Taking video footage of the children during the day to be viewed later by staff individually or in groups has been a very effective way of observing the children and giving another perspective*
- *Small groups or team discussions have led to changes of direction and modifying practices*
- *Many of the children appear to prefer to play on their own, often very absorbed in their play. However it is a challenge to think about how to extend their play to include others.*

We will continue to ask ... How do children develop awareness of others, make strong connections and form trusting relationships? (Jane Mellows and Barb Mildren, The Briars Special Early Learning Centre)

Using the scales

The *REFLECT RESPECT RELATE* resource is designed for individuals or staff teams to find their own starting point. The scales can be used formally or informally. Some educators use one or two of the scales to get a rating linked to how well their site supports relationships, involvement, an active learning environment or wellbeing. When discussing what they’ve found, questions arise and this often leads into an inquiry project.

REFLECT RESPECT RELATE

Alternatively, existing considerations can be further explored by using the Observation Scales to shed light on pedagogy and practice.

Figure 2: The following diagram shows the signals for assessing the four quality areas.



Making the links

There are strong connections with consistent themes and processes between the recently announced *National Quality Standard and the Early Years Learning Framework (Belonging Being and Becoming)*. REFLECT RESPECT RELATE is the primary resource for supporting the quality of teaching and learning in the early childhood sector in South Australia. The resource provides guidance for relationships and learning environments consistent with the principles, practices and outcomes of the *Early Years Learning Framework*. For those working in school settings the connection between *Teaching for Effective Learning (TfEL)* and REFLECT RESPECT RELATE in supporting pedagogical practice is evident and encouraged.

In practice

In December 2009 a survey of 367 preschools identified the 'use of the scales' as falling into several categories. These were often in combination and included

- Assessing the overall quality of the environment in relation to one or more of the variables

- Observing individual / focus children / case studies
- Working with families
- Assessing children's level of involvement in a particular area or activity
- Building professional connections and supporting children through transitions
- As a self assessment tool
- For challenging 'taken for granted' ways of doing and believing

Comments included

- 'This is the greatest pedagogical change, and in a short time frame, that I have seen in 40 years of working in early childhood'*
- 'We feel energised. The use of REFLECT RESPECT RELATE gives us permission to stand back and observe but then to facilitate the play and the learning. Children are more in control of their learning and the knowing of and leading in routines. The concept of the document has validated my work in a deeper way, allowing me to work in a way that I believe in'*

REFLECT RESPECT RELATE

- 'Children's range of knowledge and ability to 'nut out' solutions made me realise I had been moving in with a solution too early before they had a chance to work through the problem.'
- 'Questions all the time. Why are we doing this? Who owns this? Can I let this go?'
- 'It's the awareness raised since this process began. It is helping with reflection. Watching the videos, seeing things through the eyes of the camera, heightened ability to see things outside of our 'busyness'. It is making me reflect more and more deeply on my practice.'
- 'The images on the video clips stay in your memory: sometimes children's wellbeing is not catered for as well as you might think.'
- 'There is much more involvement and wellbeing observed in children (and) more depth to teaching and learning experiences. Gives children a chance to develop at their own rate and have a voice'.

While the focus of the resource has been children birth to age eight, there are examples of it being used by those working with older children eg ICAN Project for disengaged youth, Learner Wellbeing projects.

Availability

A copy of the resource was made available to all early childhood sites (childcare services, preschools, schools, including special

education schools/units, with reception to year 2 enrolments). Regional Early Childhood Consultants have played a significant role in working with educators as they become familiar with the resource, use the scales and undertake inquiry processes. For further information visit the DECS website noted below or contact your regional Early Years Consultant.

References:

Australian Department of Education, Employment and Workplace Relations (DEEWR) for the Council of Australian Governments, Belonging, Being & Becoming *The Early Years Learning Framework* for Australia. Commonwealth of Australia, 2009

Further details: http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx

or <http://www.earlyyears.sa.edu.au/pages/EYLF>

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ASSESSMENT FOR LEARNING—AN ESL PERSPECTIVE

This article provides the reader with key considerations during those early stages of English language development and outlines what assessment can look like for an ESL student.

Mohammed is of refugee background from Afghanistan. He is 12 years old but is not learning English and literacy as quickly as teachers think he should. He came to Australia via Pakistan a little over three years

ago. Are his difficulties because of

- a language disorder
- depression due to family deaths or separation
- disrupted schooling
- limited literacy skills in his first language
- English being his third language
- a learning difficulty
- issues adjusting to a new culture

or a combination of the above?

Descriptive feedback is the key to successful assessment for learning. Students learn from the assessment when the teacher provides specific, detailed feedback and direction to each student to guide his or her learning.

From—'Rethinking Classroom Assessment with Purpose in Mind' - Western and Northern Canadian Protocol for Collaboration in Education

ASSESSMENT FOR LEARNING—AN ESL PERSPECTIVE

South Australian schools have a wide range of ESL learners who come from diverse backgrounds. Their life experiences and cultural and linguistic backgrounds vary enormously and impact uniquely on their capacity to be successful in our schools. This includes migrant, refugee and Aboriginal students. A number of variables impact on their language learning and ability to engage in education, for example

- proximity of their culture to Australian society
- proximity of first language to Standard Australian English
- proficiency in first language(s)
- prior educational experiences
- parent / caregiver educational background
- religious and cultural beliefs
- life experiences
- previous roles within the community
- socio-economics.

Not only do some students have to deal with the language and learning in our schools, many of them have a need to feel safe before they can start to learn effectively. Some may have had minimal or severely disrupted schooling prior to coming to Australia, and may not be used to the way we teach and engage students in learning. They may not understand classroom and schoolyard rules and expectations, or their rights and responsibilities.

For children who have had previous schooling, it takes about two years to learn enough English to conduct a conversation fluently, (Cummins 1984) but it may take five to seven years to learn English to the level of proficiency required in the classroom. These times are much longer for disadvantaged children and those with interrupted schooling, with some studies suggesting it takes up to ten years for such students to acquire academic proficiency (Garcia 2000).

One of the issues that teachers are confronted with in classrooms is whether their teaching is well targeted for these ESL learners. One of the concerns or confusions is knowing whether slow progress for an ESL learner is associated with their language learning or a learning difficulty. A student's inability to successfully

use English to interact with peers, communicate with teachers, and achieve curriculum outcomes across the learning areas may arise from their ESL background and / or from a learning difficulty. If the behaviours are linked to the student's ability to function socially and academically in English the student can be supported through appropriate ESL focussed curriculum planning and interventions.

Most ESL learners could be expected to have difficulties in the following areas, particularly in the early stages of English language development

Listening

- understanding verbal instructions
- understanding idiomatic expressions
- asking for clarification
- understanding different intonation and body language.

Speaking

- pronunciation, intonation and rhythm
- using modality or polite conventions
- using tense and plurals
- using conjunctions and prepositions.

Writing

- writing legible symbols
- using grammatical conventions such as punctuation, subject-verb agreement, tenses
- constructing sentences and whole texts.

Reading

- understanding symbols
- understanding vocabulary
- having the background /cultural knowledge that is required to make meaning from texts
- understanding charts and diagrams.

Behaviour

Behaviours that may be misleading include

- withdrawal from social interaction
- reluctance to share work or to speak in a group
- giving socially inappropriate responses and appearing socially clumsy because they do not know when or how to enter conversations or activities.

Sometimes extremes of behaviour such as nervousness, poor concentration, aggression, or other apparently inappropriate reactions may result from the pressure of adjusting to a new culture or from the effects of past trauma.

ASSESSMENT FOR LEARNING—AN ESL PERSPECTIVE

Getting to know the student

In order to help clarify a student's learning needs it is important to find out as much as possible about the student across a number of domains, including a developmental and educational history. The following questions may help to clarify your understanding. Some can be answered readily and others may take longer.

- Was the student born in Australia or how long have they lived here?
- How long has the student been learning English?
- What is the student's proficiency in their first (and other) languages?
- What language is spoken at home and how much is the student using English outside school?
- What is the length of time and quality of the student's past schooling?
- Is the student literate in their first (and other) languages?
- Did the student attend a DECS New Arrivals Program (NAP) or an interstate language centre?
- Has the student attended other schools since arriving in Australia?
- What is the student's developmental and medical history - has their hearing and vision been checked?
- What are the student's particular strengths, interests and talents?
- What is the student's emotional presentation?
- How do they interact with other students and adults—can they develop friendships?
- What is the student's cultural group - is it an oral culture, is it collectivist, what is valued in education, what is the attitude towards assessment and diagnosis?
- What are the family history, their migration, settlement and adjustment experiences?
- What is the likelihood that they have suffered trauma and bereavement?

Assessing for learning

Good assessment is used to explore and document any potential difficulties, to program for intervention, and to help differentiate between intrinsic difficulties (eg learning difficulties) or extrinsic factors (eg

cultural or linguistic differences, experiential or family experiences).

Assessment using a range of processes and instruments, and multidisciplinary assessments, help to ensure that learning needs are better identified and interventions are more appropriately focused. Useful strategies include dynamic assessment (test – teach – test), cyclic assessment (measuring a student's response to curriculum modification), and looking at distance travelled (measuring progress after specific intervention). Effective assessment and monitoring of progress require evidence to be collected over time and from a variety of sources, and shape pathways for instruction.

To assess the English language level of their ESL learners teachers use the DECS ESL Scope and Scales. The ESL Scope and Scales are designed to measure the English language development of the student and can be compared with the levels required for successful participation in the curriculum at each year level of schooling. The student's ESL Scale is determined from a number of oral and written assessments, and will indicate if there is a gap between their English language level and the language needed for curriculum success at their year level. Using the information from the assessment process using the ESL Scales, teachers are able to develop appropriate curriculum, support and intervention strategies.

Use of the ESL Scales should be used in conjunction with other literacy and numeracy diagnostic assessments (eg phonemic awareness, reading comprehension, mathematical processes) for a fuller understanding of the student's academic learning. It is important to realise that some of the assessments that we use in schools are designed for use with English speaking students who come from a culture of Australian education. They need to be interpreted in light of the cultural understanding and English language levels of the student, as they may give a false sense of need when the issue is not really a learning difficulty. It is important that students are not falsely regarded as learning disabled when they are not.

ASSESSMENT FOR LEARNING—AN ESL PERSPECTIVE

If satisfactory progress is not made over time, and with specific and considered intervention, the possibility of a learning difficulty should be investigated.

Who can help me?

Supporting ESL learners with learning difficulties is a challenging and complex task. There are a range of supports that you can call upon to assist with the assessment and curriculum planning for students with ESL learning needs.

1. Regional ESL Consultants based in the four metropolitan regional offices (supporting both metropolitan and country sites) can provide assistance in
 - the use of the ESL Scope and Scales
 - understanding the interrelatedness of the development of English and literacy and learning skills
 - differentiation of the curriculum for ESL learners
 - understanding the language and cultural issues for groups of students.
2. Community Liaison Officers are based within the Literacy Secretariat and are available to help teachers to understand the cultural experiences that might impact on learning, as well as help students and families to understand and engage with the education system.
3. Regional Support Services are available for a pre-referral discussion about a student's language, learning, social and behavioural needs. They may then support the school through the formal referral of a student for further assessment and recommendations for support. Regional Support Services can also assist with links to other agencies.
4. Two psychologists are based within the Literacy Secretariat. They provide an educational psychology service to the New Arrivals Programs, and provide consultancy to Regional Support Services and to sites with regard to ESL learners, complex cases and issues. They can assist with links to other agencies.

5. The Learning Difficulties Team is based within the Literacy Secretariat and Disability Services. They work collaboratively with sites and regional support services to provide advice and teacher development around students with learning difficulties / disabilities. They are available to assist with individual students through to whole school. The team also organises the annual Special Education Expo.
6. SERU is a DECS support centre based at Henley Beach. This state-wide service provides a range of learning and teaching materials and specialised services which support children and students with disabilities and learning difficulties. <http://web.seru.sa.edu.au>

References and Resources

ESL programs website - <http://www.decs.sa.gov.au/curric/pages/ESL>

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and Children's Services

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ASSESSMENT IN SPECIAL EDUCATION AT SALISBURY HIGH SCHOOL

Rubrics as an assessment tool have had a positive impact on the academic success of students at Salisbury High School. This article describes how the design of rubrics has been aligned with students' Negotiated Education Plans and how they have impacted on the teaching and learning programs.

What is the purpose of assessment?

Assessment is a way of understanding student strengths, providing scaffolding and development of areas that need improvement and showcasing the amazing, often breathtaking work that students produce.

How do we decide on an appropriate assessment tool?

As an International Baccalaureate middle years school, the middle years assessment (Years 8 – 10) is structured using an assessment rubrics. As there are no 'pre-written' assessment rubrics designed for Special Education students, this has given the Special Education faculty the opportunity to design assessment based on where they want students to be when they leave school at the end of year 12. Each year level is a stepping stone to the next, increasing skills and abilities in line with individual student's negotiated education plans and the middle year's program. Vertical planning has assisted in developing curriculum and long term planning and assessment. (See appendix A)

Over the past six years of developing the International Baccalaureate middle years curriculum, the 'up skilling' of Special Education students has been observed. This led to re-designing what a '7' in Special

Education looks like to better reflect student abilities. A '7' is the top level of assessment on the modified assessment rubrics.

The rubric is a non-confronting assessment tool and is attached to each piece of work that students complete. It aims to assess knowledge, performance and skills developed throughout the unit of work.

(See appendix B)

The advantages of an assessment rubric

- A rubric is a working guide for students and teachers, usually handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged.
- A rubric enhances the quality of direct instruction.
- A rubric is an authentic assessment tool used to measure students' work.

Whilst we are governed to assess using an assessment rubric, this model of assessment is the best fit for students in Special Education classes at Salisbury High School and is evident through the academic success students are achieving. In 2009, six Special Education students achieved a merit (20/20) certificate for their stage 2 (year 12) subject. Two of these students are from the Senior Unit Class and one student was a year 10 student studying a year 12 subject. In 2002, 2007 and 2008 a Special Education student at Salisbury High School has achieved a merit (20/20) certificate in Stage 2 (year 12) underlining the strength of this assessment tool.

ASSESSMENT IN SPECIAL EDUCATION AT SALISBURY HIGH SCHOOL

How is assessment used to facilitate optimal learning outcomes?

At Salisbury High School, assessment in the middle years is explicit and outcome driven. This leads to inquirers, action based researchers and the development of higher order thinking skills. By senior school, students in Special Education are assessed through the South Australian Certificate of Education (SACE) with all students expected to complete stage 2 (year 12).

What are the formal and informal assessments practitioners use to determine what has been learned?

Teaching staff at Salisbury High School are continually assessing students in both formal and informal ways. Assessment in Special Education works best when students don't realise they are being assessed and rich information is gathered when the focus is on enjoying the learning process.

Formal assessment certainly has its place and students work particularly well on tasks that they themselves have designed (such as stage 2 community studies and year 10 personal projects).

Formal assessments seem to cause a high level of anxiety in year 8 and 9. Self assessment, peer assessment and observations therefore form an integral part of formal assessment and are combined with assessment rubrics for units of work.

Social skills programs are best assessed when students are outside the classroom where they are putting their learning into practice. Practical classes are best assessed observing students doing, rather than writing. Informally, all aspects of life in Special Education at Salisbury High School are integrated into the assessment processes.

Appendix A

Junior/Middle/Senior Special Classes Vertical Planning

Year 8 (Level 3)	Year 9 (level 4)	Year 10 (level 5)	Year 11	Year12
Understanding of self	Opportunity to reflect	Self advocacy		Post school plan
Participation in NEP development	Participation and further contribution in NEP development	Student led NEP's	Student led NEP's	Student led NEP's
Technology	Technology	Technology	Technology	Technology
Duke of Edinburgh	Duke of Edinburgh	Goal setting	Self determination	Putting into action
Mini project	Mini project advisers	Personal project	Personal project mentor	Stage 2 community Studies
Camp	Camp	Hyde Street camp	Hyde Street camp	Camp
Subjects	Subjects	Subjects	Subjects	subjects
Community Access	Planning Community Access	Active 8 (premier's youth challenge)	Active 8 (premier's youth challenge) leaders	Planning Transition (work placement, TAFE/Uni visits etc....)
Values (talk)	Values (walk & Talk)	Values (continuation)	Values (continuation)	Values (continuation)
Opportunity to reflect	Transition to Hyde Street	Work Experience	Work Experience	Post-school expo
Class meetings	Class leaders	Class Meetings	Class leaders	Class leaders
Transition Plan	Transition Plan	Transition Plan	Transition Plan	Transition Plan
Organisation	Organisation	Organisation & management	Organisation, management and actioning	Organisation, management and actioning

ASSESSMENT IN SPECIAL EDUCATION AT SALISBURY HIGH SCHOOL

Unit Classes
Vertical Planning

Year 8 (Level 3)	Year 9 (level 4)	Year 10 (level 5)	Year 11	Year12
Understanding of self	Opportunity to reflect	Self advocacy	Self determination	Post school plan
Participation in NEP development	Participation in NEP development (active if possible)			
Technology	Technology	Technology	Technology	Technology
Duke of Edinburgh	Duke of Edinburgh	Goal setting	Planning recreation	Putting into action
Mini project	Mini project (extended) with mentor	Mini project extended	Major Project	Completion or attempting of stage one SACE
Camp	Camp	Camp	Camp	Camp
Subjects	Subjects	Subjects	Subjects	subjects
Community Access	Planning Community Access	Independent transportation to school (if possible)	Independent transportation to school (if possible)	Planning Transition
Values (self respect)	Values	Values (continuation)	Values (continuation)	Values (continuation)
Opportunity to reflect	Understanding of self	Work Experience	Work Experience	Post-school expo
Class meetings/discussions	Class leaders	Class Meetings	Class leaders	Class leaders
Transition Plan	Transition Plan	Transition Plan	Transition Plan	Transition Plan
Independence through representation			Day options placement	
Responsibility/Organisation	Organisation	Organisation and management	Organisation, management and actioning	Organisation, management and actioning

Spending time looking at other students' work, rather than producing their own work, may seem like 'time off-task', but the evidence is that it is a considerable benefit, particularly for 'low-attainers'.

Dylan Wiliam 2000, p20

ASSESSMENT IN SPECIAL EDUCATION AT SALISBURY HIGH SCHOOL

	7	6	5	4	3	2	1	0
Design	Student generates a design with no teacher/SSO support that meets the design descriptor.	Student generates a design with limited teacher/SSO support that meets the design descriptor.	Student generates a design with some teacher/SSO support that meets the design descriptor.	Student generates a design with some teacher/SSO support that meets some of the design descriptor.	Student attempts to generate a design with occasional prompting.	Student makes an effort to develop a design with regular encouragement.	Student makes very little effort to generate a design requires one on one support from teacher/SSO.	Student refuses to generate a design that meets the design descriptors, disrupts others.
Create	Student is able to use appropriate techniques and equipment with minimal guidance from teacher/SSO	Student is able to use appropriate techniques and equipment with some guidance from teacher/SSO	Student is able to competently apply their understanding to practical situation, directly seeks assistance when required.	Student is able to use appropriate techniques and equipment with regular support.	Student is able to use appropriate techniques and equipment with continuous support.	Student is willing to use some appropriate techniques and equipment, but is unwilling to seek assistance.	Student is unwilling to use appropriate techniques and equipment unless supervised one on one.	Student refuses to use appropriate techniques and equipment.
Skill Development	Student has developed highly competent skills using Information technology	Student has developed competent skills using information technology and requires no support.	Student has developed competent skills using information technology and directly seeks regular support.	Student is developing skills using information technology and actively seeks assistance when required.	Student is developing skills using information technology, but regularly requires assistance.	Student tries to develop skills using information technology, but does not accept assistance.	Student chooses not to improve their skills in using information technology.	Student refuses to apply any skills using information technology.
Follow Instructions	Student consistently follows instructions first time independently and maintains engagement without reminders.	Student mostly follows instructions the first time independently and maintains engagement with occasional reminders.	Student regularly follows instructions the first time independently and maintains engagement with some reminders.	Student follows instructions independently after some reminders and tries to maintain engagement for a length of time.	Student tries to follow instructions and seeks help to maintain engagement.	Student tries to follow instructions with regular supervision to maintain engagement.	Student tries to follow instructions with constant reminders and finds it difficult to maintain engagement.	Student refuses to follow instructions and fails to engage in activities.

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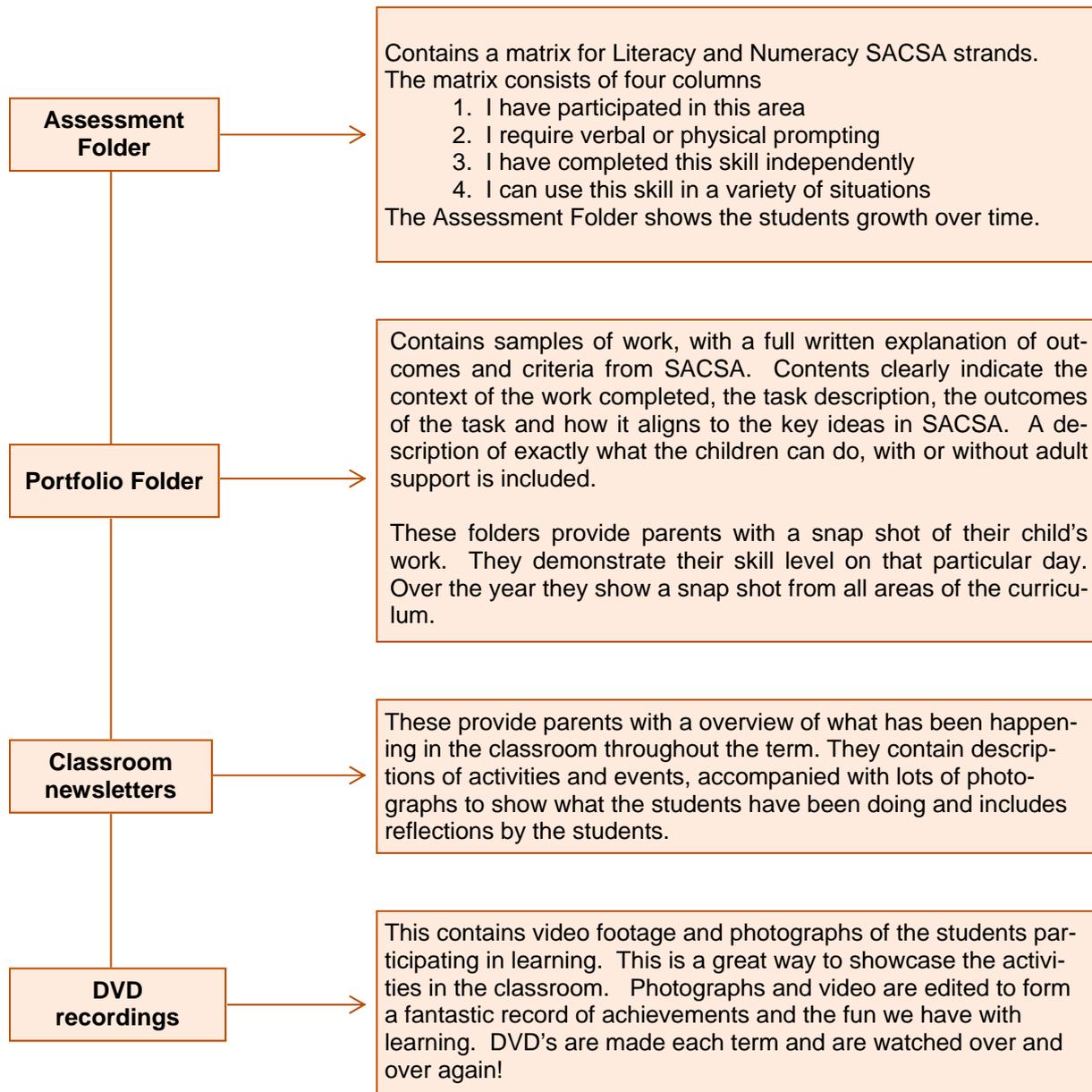
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ASSESSMENT AND REPORTING

My Assessment System for Reporting to Parents

This diagram snapshots an overview of the reporting system in place in the special class at Dernancourt Junior Primary School.

Parents are provided with a range of evidence of growth and development in an effective way. This system includes running records of every time a student reads, the student's end of year report and the student's individual learning goals in their NEP.



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INDICATORS OF LEARNING

Indicators of Learning, within Standard 1 of the SACSA Framework

This article describes the Indicators of Learning Assessment Framework, its structure and how it fits with the SACSA Framework.



The Document: Indicators of Learning

Who is it for?

The document *Indicators of Learning within Standard 1 of the SACSA Framework* has been developed to support teachers assess, monitor and report on the progress of students with significant cognitive delays/intellectual disability. For some students the severity of their disability and/or multiple disabilities may preclude them from achieving Standard 1.

What is it?

The Indicators of Learning is an assessment framework and provides teachers with a tool for identifying a student's emerging skills, knowledge and understandings within English and Mathematics Standard 1. They are premised on the teacher's current assessment and reporting practices which are inclusive of all students and address the diversity of Aboriginality, ethnicity, cultural background, gender, socio-economic status, geographic isolation and the age of the student.

How does it fit with the SACSA framework?

The Indicators of Learning complement and support the SACSA Framework and the DECS Assessment and Reporting Operational Guidelines. The assessment and reporting practices used by all teachers including teachers of students with disabilities with cognitive delays/intellectual disabilities need to be in line with the stated curriculum objectives and explicit Learning Outcomes. The Indicators of Learning are just one, albeit a critical element of how we measure progress of students with disabilities.

What's does it do?

The document provides teachers of students with disabilities working within Standard 1 with

examples of performance criteria in English and Mathematics. The criteria has been developed to assist teachers identify where the student is at and to inform their decision-making about a student's next learning goals and learning priorities.

It also assists teachers (who have students with significant cognitive delays/intellectual disabilities in their classrooms) and school leadership teams to

- be more consistent in their judgements when assessing and collecting evidence of student performance
- map the progress of students with different starting points
- moderate examples of evidence and use their professional judgement
- use reliable data when reporting to parents and when sharing with other professionals
- evaluate and refine their teaching and learning program
- monitor the student's progress across year levels and to negotiate new learning goals
- have a common language to describe student achievement.

What about the student's NEP?

The learning goals and the criteria by which students can successfully demonstrate Outcomes are negotiated and documented in the student's Negotiated Education Plan (NEP). This plan includes a Learning Plan that specifically addresses the student's access, participation and achievement within the Standard 1 Outcomes and against which assessment will be made.

The Structure of the document: Indicators of Learning within Standard 1

1. The Starting Point

The Indicators of Learning begin at the pre-intentional level. At this level the student has no reliable method of symbolic communication. Students are exposed to a range of activities and experiences and move across the levels towards the level of transference where the student is able to demonstrate that they can apply their learning in familiar situations or on particular topics of interest.

INDICATORS OF LEARNING

Both English and Mathematics includes all aspects of communication including

- body language, *for example, gestures, touching, turning towards or away, stiffening, relaxing*
- facial expression, *for example, smiling or grimacing*
- eye-pointing
- vocalizations or other non-symbolic methods of communication
- photographs, pictures, symbols and print
- objects of reference to signal events or to indicate choices
- augmentative and assistive communication devices
- signing, cues.

2. The Document: Indicators of Learning

The document contains examples of evidence within Standard 1 for English and Mathematics. Each has five levels of development

1. Awareness
2. Recognition
3. Making connections
4. Practice
5. Transference.

At the level of

1. **Awareness**—students are exposed to a range of activities and experiences. They show emerging awareness in response to people, objects and events.
2. **Recognition**—students begin to consistently respond to familiar people and experiences.
3. **Making Connections**—students show an awareness of the chance of something happening in their daily activities/routines. They begin to anticipate, make choices and remember learned responses.
4. **Practice**—students begin to demonstrate their understanding in practical and familiar situations collect and sort data to identify similarities and differences.
5. **Transference**—students demonstrate their ability to apply their learning in familiar situations or on topics of interest.

English

English has three strands Texts and Contexts, Language and Strategies. Each strand has up to seven examples of evidence for each of the five levels of development.

Mathematics

Mathematics has five strands Exploring, Analysing and Modeling Data; Measurement; Number; Pattern and Algebraic Reasoning; and Spatial Sense and Geometric Reasoning. Each strand has up to eight examples of evidence for each of the five levels of development.

3. The Assessment and Recording Page

The *Indicators of Learning* includes an assessment recording page for English and Mathematics. This recording page provides teachers with a way of maintaining an ongoing record of the student's performance against five levels of development prior to making the decision to assess the student's achievement at Standard 1 Outcomes. It fulfils the current requirement of DECS sites being accountable for monitoring and reporting the progress and achievement of all students.

Reference

The project group worked with the SACSA Framework and used materials from the United Kingdom, Qualifications and Curriculum Development Authority, Using the P Scales, to guide its direction.

<http://www.qcda.gov.uk/8541.aspx>

Note:

The Indicators of Learning will remain a working document and will be reviewed following further direction related to the National Curriculum.

Jeanette McMullan

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Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.
(Assessment Reform Group 2002).

ASSESSMENT—WHAT MATTERS MOST?

This article takes a close look at developmental assessments and provides detailed information on some more accessible assessments such as the TORCH and the PAT R.

A diversity of assessments have traditionally been used by educators – such tools as teacher observations, peer reviews, tests, portfolio's, checklists and diagnostic assessments and examinations. More recently the National Assessment Program – Literacy and Numeracy (NAPLAN) and other similar assessment tools such as PAT R, TORCH and PAT Maths are being used to measure student developmental learning achievements.

Developmental assessments enable teachers to assess student progress over time, assist in focussing on teaching and learning experiences that support interventions and to support the monitoring of student learning. The NAPLAN website (www.naplan.com.au) promotes the ability of schools and systems to compare student achievements against national standards. How these developmental maps are interpreted to allow for the monitoring of student progress over time is critical to the teaching and learning experiences we provide to enable students to achieve.

Understanding Learning

It is important that we view all learners as being capable of learning and progressing, but at the same time being mindful that learners of the same age can be at different levels of understanding and may be progressing at different rates.

In a constructivist framework, learning outcomes focus on the 'inferred mastery' of learning where the learner is viewed as being 'active' in the learning process (www.sacsa.sa.edu.au). The learning outcomes are what learners are expected to learn and be assessed as to whether they have achieved the objectives. Constructivism as a theory of learning is not a theory of teaching and according to Rowe (2006) this can be confusing as to the role of the teacher in the students learning process. In a constructivist framework the teacher acts as facilitator of learning where students construct their own

knowledge through the learning process. Rowe advocates that this does not mean it is the 'student's sole responsibility to construct their own knowledge'. It is also the action of teaching through pedagogical practice that is, to engage students in interventional learning activities and instructional processes to move them beyond their current knowledge and understandings.

Developmental assessments according to Masters, Meiers, and Rowe, (2005) are designed as assessments for monitoring growth or students development, progress or improvement. They can be interpreted to assist a learner to move from where they are now, to where they could be by developing higher levels of reading, problem solving and deeper understandings in both literacy and numeracy. They provide the student and subsequently teachers, parents and systems of education with maps of student learning progress, rather than achievements at different times. The assessment reports provide us with information for understanding learning as experienced by the learner. They also inform us on patterns of learning for teaching and learning interventions, such as whether students can typically deal with short narrative with familiar topics, or narrative texts containing unfamiliar topics in complex ways. Reporting on student patterns of learning enables teachers to identify what to teach, how to set up teaching and learning structures and who would benefit from direct interventionist teaching methods.

These assessments provide more detailed information for not only individual students, but also for groups of students. A more powerful purpose of developmental assessments is that students can also be engaged in monitoring their own learning as exemplified through the SACE Personal Learning Plan (www.sace.sa.edu.au). Students perform a critical appraisal of their NAPLAN literacy and numeracy results to enable them to identify and understand factors that contribute to their successful learning and progress as well as areas of difficulty.

ASSESSMENT—WHAT MATTERS MOST?

What can schools do?

Understanding the difference between outcomes based assessment and developmental approaches to assessment is vital for providing the appropriate learning experiences and interventions to students' current interests and levels of achievements, regardless of their age or year level.

Learning outcomes that focus for mastery of learning are characterised by lists of observables or statements of student learning outcomes. They advocate a 'wish list' of what knowledge, skills and understandings we want students to know (Masters, 1994, p.6 cited Rowe 2006). Outcome based approaches are difficult for monitoring student performance standards over time as they can be interpreted differently between subject areas, years of schooling and by different teachers.

Developmental approaches to learning are based on the concept of growth, rather than outcomes checklists or descriptive indicators, which provide an estimate of a student's current and developing level of performance. By focussing on learning as experienced by the learner, it is easier to identify the areas of growth within an area of learning and then explicitly provide the most appropriate learning experience (Masters, et al, 2005). Teachers can then focus on the process of the learning experience to scaffold students for deeper understanding and higher achievement.

Whilst NAPLAN is a national assessment aimed at measuring student growth across years of Australian schooling, there are other developmental assessments that schools can use to measure student growth within and across year levels. A summary of some of the most accessible and easiest to administer, interpret and monitor is outlined below and all except COMPASS are available from the Special Education Resource Unit (<http://web.seru.sa.edu.au>) or purchased through Australian Council for Education Research.

1. TORCH – Teaching of reading comprehension or TORCH Plus
2. PAT R - 4th Edition
3. Pat Maths – 3rd Edition
4. COMPASS

TORCH and TORCH Plus

The Tests of Reading Comprehension are designed as a set of reading comprehension tests from Year 3-10 and TORCH Plus focuses on reading tests that are more challenging for students above year 8. The reading comprehension passages are designed from between 200-900 words of cloze fiction and non-fiction passages. Both tests are designed to administer to a whole class and while the marking of the tests can be time consuming, teachers gain a rich understanding of the strategies used and student knowledge about reading that will aid in the development of targeted supports, interventions and resources. TORCH tests results can also be used

1. To develop a whole school scope and sequence
2. For transition information between years of schooling
3. To support the Year 10 subject selection processes
4. To identify individual student's reading comprehension achievement, confirm or be used to supplement against other classroom assessments, provide information to set realistic long and short term individual learning goals, locate areas of weakness and strengths and identify students making unsatisfactory progress or requiring extension programs
5. To establish a school's own normative data.

A very valuable advantage of using TORCH assessments is the follow up 'Teaching and Learning with TORCH' companion manual (ACER), that provides teaching methods and examples of guided silent reading, read, retell and cloze activities and a three-level guide framework for improving reading comprehension.

PAT R – 4th Edition

The Progress Achievement Tests in Reading focus on assessing student's comprehension, vocab and spelling from Reception to Year 10. They can be administered at the start or end of a school year. The 4th edition published in 2008 uses Australian normed data. The assessment provides an estimate of a student's level of reading comprehension, vocabulary and spelling skills.

ASSESSMENT—WHAT MATTERS MOST?

Student data supports teachers to diagnostically interpret key reading skills for retrieving directly stated information, reflecting on texts, interpreting explicit information and interpreting texts by making inferences as well as addressing pre-reading skills and cloze activities. A diversity of narrative, factual, expository, procedural and graphical texts is used. The assessments identify students who may require more challenging reading materials or further diagnostic assessments. Teachers can also compare the achievement of their students with samples of other students across Australia.

The comprehension booklets are structured according to levels of difficulty, with overlap between the different levels. Test Booklet P & 1 are for beginning readers, with the P Booklet administered one to one and Level 1 being administered with teacher support. All other booklets consist of engaging topics and multiple-choice questions and which can be administered in the classroom. The teacher manual is very explicit and easy to follow for administering and marking. Typical student competencies are described along a developmental map, which can be shared for reporting or teaching and learning purposes.

PAT MATHS—The Progressive Achievement Tests in Mathematics – 3rd Edition (ACER, 2005) aim to provide information about a student's skills and understandings in mathematics and their level of mathematics achievement and attainment from Year 3-10. There are eight different assessment booklets available where students complete multiple-choice questions in the strands of Number, Space, Measurement, Chance and Data and Patterns and Algebra. The teacher guide provides information about specific tests, which do not allow the use of calculators. Like the TORCH and PAT R, PAT MATHS can also be used to monitor student progress over time and marked and reported against the different state curriculum levels in Australia. The reporting information also provides information on a student's 'pattern of responses', indicating whether they have answered questions that are typical of other students with a similar test

score or whether they have gaps in mathematical knowledge and understandings. A CD included in the Teacher Manual enables the printing of templates and copy masters.

COMPASS is a diagnostic literacy and numeracy tool that aims to measure students and young people's level of learning development and achievement. It will provide diagnostic data and evidence of learning for students who have not progressed in their learning through mainstream developmental learning or schooling processes. COMPASS is accessible in an online assessment environment and takes into consideration the accommodations and modifications necessary for students to be able to access literacy and numeracy tests. The assessment tasks have been designed for students aged 12-18 years of age with low proficiency levels in literacy and numeracy, is culturally engaging and designed in the form of multiple choice questions. When using COMPASS students can log in and out multiple times and access their results immediately the tests are completed. The assessment reports are designed to be interpreted by non-teaching professionals, but provide a discourse that will link with NAPLAN for appropriate teaching and learning outcomes within main-stream educational settings.

Exciting outcomes of the COMPASS assessment are the possibilities for

1. Delivering sustained improvements for disadvantaged students through community based learning providers
2. Identifying and implementing evidence-based initiatives, strategies and interventions to achieve accelerated and sustained improvement in learning
3. Using the expertise of literacy and numeracy specialists to build teaching capacity within learning communities using evidence based teaching and learning approaches
4. Implementing strategies that are specific and unique to a specific context or cohort of students to either complement or enhance literacy and numeracy best practice.

ASSESSMENT—WHAT MATTERS MOST?

A unique feature of COMPASS is the formulation of the normed data, where over 1000 Department Education Children Services (DECS 2010) students and community based learning young people from 10-19 years of age were involved in the testing trials across South Australia. Feedback from those involved in the trials indicated the tests were engaging, fun to do, sometimes funny and at times challenging. COMPASS will be available for purchase from ACER in mid 2010.

Summary of Developmental Assessments

It is important with any assessment that teacher observations of student learning should also be considered. PAT R, TORCH and TORCH Plus can be compared with each other to provide a discourse to identify students for literacy support, intervention or extensions. Diagnostic tools such as the Neale Analysis can also be used alongside PAT R, TORCH and TORCH Plus to assess reading progress and diagnostic observations of a student's reading behaviour. The Neale Analysis can be used with adults and ESL students but it is important to note that it has been normed using 6-12 year olds based on a narrative genre. The Neale Analysis is an oral reading assessment that identifies what the reader is actually doing, miscuing and their reading fluency. Mapping each of these assessments alongside NAPLAN may provide rich information to effect school policy for whole school improvement. Not only will they help to develop the quality graduate standards promoted at different years of schooling, they can also help to understand what explicit teaching strategies and instructional processes may be taught within the classroom and what specific programs or learning experiences could be provided and what training and development possibilities may best provide for high quality learning for students to improve and achieve.

What matters - Where to next!

Whilst assessments can provide the information necessary to help understand student learning they can also be very powerful in helping teachers to understand how they can make a difference to improve student learning outcomes. Recently Professor Hattie (March, 2010) at a 'Visible Learning' seminar in Adelaide posed the question, "How can we turn assessment into the kind of feedback we need as teachers to make a difference to student learning?" He continued to example how constructivism is not a theory of change but that it is teachers themselves that are to be the change agents by using the feedback from student assessment as feedback about one's teaching. To make a difference that matters, he advocated the need to create a dialogue about teaching performance by focussing on instructional evaluations and asking teaching questions about where they are going, how they are going and where to next to make challenging learning, different ways of helping students and analysing student work across year levels to understand learning progression.

Hattie (2010) advocated that assessment is not about giving more tests to students to predict where they are going, but rather a means to identify how through teaching, the gap can be reduced between where a student is at and where a teacher can intend to aim.

So assessment—what does matter most?

It is our responsibility as educators to understand how to engage collaboratively with assessments to give us the rich information needed to achieve not only improved learning outcomes for students, but also information about ourselves as teachers that *can matter* for students to achieve.

The simplest prescription for improving education must be 'dollop[s of feedback]' – providing information how and why the child understands and misunderstands, and the directions the student must take to improve.
(John Hattie 1999)

Schools which use formative assessment show not only general gains in academic achievement, but also particularly high gains from previously underachieving students. Attendance and retention of learning are also improved, as well as the quality of students' work.

(OECD, Policy Brief, 2005).

ASSESSMENT—WHAT MATTERS MOST?

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ASSESSMENT—AN EDUCATIONAL PSYCHOLOGY PERSPECTIVE

The purpose of this article is to outline what assessment means from a psychologist educational services point of view, to provide information about the assessments that psychologists use and what this means for classroom teachers.

When a school or parent has concerns about their child's general development, learning ability, social development or behaviour they may want an assessment from a psychologist—educational services/ guidance officer. Assessment is best viewed as a problem solving process. The process begins with discussions between the key individuals; parents, teachers, support services staff, special education teachers, other professionals and other agencies, about what the specific concerns are. The aim is to gather the information which already exists about the student including interventions/programs or actions which have already been put in place and what the outcome of these actions has been. In most schools this process happens through the pre-referral process. Ideally, support services staff are also part of this process. Once this team has met they will clarify the issues/questions and if appropriate, complete the relevant referral forms. Schools will continue to implement their programs until such time as the referral is able to be responded to.

Psychologists-educational services have a range of formal and informal assessment information gathering processes that they use; the administration of a test is only one aspect of the assessment process. They work in a multidisciplinary manner with school staff and regional support services staff. They are able to assist school staff to clarify issues, read and interpret reports from other psychologists and agencies, support school staff in the implementation of programs and interventions, recommendations about interventions and the review of both programs and student's progress.

Areas that a psychologist assesses include the following

- Tests of cognition/intelligence tests, for identification of high abilities, global delay, disabilities
- Specific learning disabilities
- Academic areas; reading, spelling, comprehension, maths
- Social skills, functional or everyday behaviours
- Atypical/unusual development
- Mental health.

An assessment usually begins with the collection of information. This history of the student's development includes any medical information and records of any previous testing. This process may involve interviews,

ASSESSMENT—AN EDUCATIONAL PSYCHOLOGY PERSPECTIVE

completion of checklists and the administration of both formal and informal assessments.

One of the requirements for verification as a student with an intellectual disability or global delay is that the student has been formally assessed by a psychologist. Both an intellectual assessment and a functional behavioural assessment are required. Intelligence testing is also used in the identification of students with high intellectual ability, specific learning disabilities and to identify a student's learning strengths and weaknesses.

Intelligence tests

The tests most commonly used include: Wechsler tests—Wechsler Primary and Preschool Scale of Intelligence, 3rd edition (WPPSI-111), age 4 to 7 years. Wechsler Intelligence Scale for Children, 4th edition (WISC-1V) ages 6—17 years. Wechsler Intellectual Scale for Adults, 3rd edition (WAIS-111).

The following tests are relevant for students from age 3 years onwards:

Binet 1V, Differential Ability Scale, (DAS). British Ability Scale, 2nd edition (BAS -11) and the Woodcock Johnson Test of Cognitive Abilities, 3rd edition.

The above tests, which can only be administered by registered psychologists, measure the student's intellectual abilities or IQ. The tests consist of up to 10 subtests which are grouped into sections and are seen as being the key components of intelligence. The tests do not include skills such as artistic, musical, creativity or sporting skills. An intelligence test gives a full scale intellectual ability or IQ and component or subscale scores. The Wechsler tests, the most commonly used tests, are made up of 4 sub scales- these include Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed.

Verbal Comprehension includes verbal reasoning, knowledge of vocabulary and social comprehension. A low score in this area would indicate that the student will have significant difficulties with most language based curriculum areas.

Perceptual Reasoning is considered as a good measure of non-verbal intelligence. The tests include non-verbal problem solving, conceptual development and visual memory.

Working memory includes short-term memory or recall and short term auditory processing.

Processing speed involves sequencing, copying skills and fine motor skills.

These factors added together give an intellectual ability. The tests compare the student to what is expected for a student of the same age. The differences between the subscales are useful in understanding the student's strengths and any areas of weakness. The pattern of the scores may indicate the need for further testing. The results of the intelligence tests are best given as a range; above average, average, below average, or well below average. Results can also be given as a percentile. Below the second percentile is considered to be in the disabled range.

An intellectual disability needs to be evident in all areas of a student's life, therefore an adaptive behaviour test and a history of delayed development are needed before a student can be labelled as having an intellectual disability. It is also important to ensure that low scores on an intelligence test are not related to things such as a hearing loss, lack of schooling, abuse and trauma. The psychologist also gathers information about how the student behaves during the assessment as they need to be sure that the test is a valid and reliable indicator of the student's true abilities.

The most commonly used adaptive behaviour tests are the Vineland Adaptive Behaviour Scale, and the Adaptive Behaviour Assessment System (ABAS). These tests are usually completed via interview with the class teacher and parent. They measure the student's functioning in a range of domains or areas including Communication, Daily Living Skills (community, independent and self help skills), Social Skills and for younger students, Motor Skills. To be identified as having an intellectual disability or Global Developmental delay both the intellectual and the adaptive behaviours need to be below the second percentile.

ASSESSMENT—AN EDUCATIONAL PSYCHOLOGY PERSPECTIVE

Once the results from the intellectual assessment have been analysed a learning disability may be indicated. If this is the case further testing may be warranted by the psychologist or possibly a speech pathologist. The most commonly diagnosed specific learning disability is dyslexia. To assess dyslexia the following tests would be used: reading and literacy tests and tests of auditory process such as the Phonological Assessment Battery (PhAB), Rosner, or the Sutherland test.

Academic assessment.

Most academic tests are not restricted in terms of who can administer them. Some of the tests used to measure academic skills include; The Neale Analysis of Reading, SA Spelling Test, the Wechsler Individual Achievement Test (WIAT), the Wide Range Achievement Test (WRAT), the Woodcock Johnson academic tests and the Test of Comprehension TORCH. This is by no way an exhaustive list.

Social and behavioural assessments.

If the concern of the school is in relation to a student's development in areas such as social, emotional and/or behavioural issues a different type of assessment process is used. The assessments in these areas involve gathering information from multiple sources. Self-reports are completed via interview with the student and questionnaires are completed by teachers and parents. The information from these different sources is then analysed to identify what the key issues are and in which contexts. The results are compared to what is considered to be within the range of a student of the same age and gender. Often the

checklist will indicate if the behaviours are outside the range considered to be normal. The following are some of the tests that psychologists in educational services may use: the Behaviour Assessment System, (BASC), the Achenbach Behaviour Assessment System, developmental checklists, and the Connors Behaviour Rating Scale. A range of informal tests and observation scales are also used which would assess some of the following: self esteem, play skills and group skills. If a serious mental health issue is identified a referral to a mental health professional is made.

Summary

The assessment that is undertaken is in response to the question that the school has raised about a specific learner or group of learners. The outcome is that with the information from the testing, in conjunction with the information from the school and parent, there is an enhanced understanding of the learner's special skills and abilities. With this understanding a curriculum plan or behaviour plan can be developed that suits the students learning context and their abilities. This plan of action should be documented and a process for monitoring and review identified.

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SPECIAL PROVISIONS AND THE FLEXIBILITIES OF THE NEW SACE

Assisting senior secondary students who have disabilities, impairments, or illnesses during their SACE studies

This article looks at special provisions in SACE to support the achievement of students who have disabilities, impairments or illness. It also includes information about modified subjects.

Achieving the SACE is based on a student's ability to show evidence of what they have

learned during their studies. For those students who find themselves in a situation where illness, impairment, learning difficulties or unforeseen circumstances make this difficult, special arrangements in assessments—called special provisions—are available for students. These arrangements may for example, include the use of a scribe if a student has broken their arm or enlarged print or Braille for students with vision impairment.

SPECIAL PROVISIONS AND THE FLEXIBILITIES OF THE NEW SACE

The SACE Board's Special Provisions policy

The SACE Board of South Australia recognises that some students may need special provision to meet the specified learning and assessment requirements in some subjects. The board has in place the “*Special Provisions in Curriculum and Assessment*” policy. This policy outlines the principles, grounds, and procedures for establishing and implementing special provisions for Stage 1 and 2 students in both school-based and external assessments.

The **principles** that support the policy are centred on fairness and equal standards for all students whether or not they are granted special provisions and the use of evidence to determine eligibility and grant the most appropriate, reasonable special provisions for each student's case.

The **grounds** on which special provisions can be approved are

- Physical disability (eg multiple sclerosis, rheumatism, cerebral palsy)
- Vision impairment (eg blindness, abnormal colour vision, glaucoma)
- Hearing impairment (eg deafness)
- Medical condition (eg illness, chronic fatigue, glandular fever, diabetes, wrist injury)
- Psychological illness (eg depression, anxiety, Aspergers syndrome)
- Learning disability (eg dyslexia)
- Misadventure (eg an incident beyond the student's control such as a family death, car accident)
- Personal circumstances (eg interrupted schooling due to family responsibilities, cultural obligations).

Range of Subjects and Courses

The flexibility and the range of SACE subjects and courses available, help to meet the diverse needs and interests of students.

Many subjects have inherent flexibilities that the school can utilise for class groups or to cater for the needs of individual students such as the opportunity to develop local programs and the option to present some assessments in oral, multimodal or written format.

There is also a range of courses that are recognised by the Board for SACE completion. These include Vocational Education and Training courses and many community learning courses.

For students who cannot meet the performance standards of a mainstream subject because of intellectual and/or functional disability, a range of modified SACE subjects are available.

The following modified subjects are available at Stage 1 from 2010 and at Stage 2 from 2011

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English Pathways: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics Pathways: Modified
- Personal Learning Plan: Modified (Stage 1 only)
- Research Project: Modified (Stage 2 only)
- Scientific Studies: Modified
- Society and Culture: Modified.

These subjects allow students to develop their capabilities and personal learning goals and meet the requirements of the SACE. Students identify, develop, and achieve their personal learning goals in the context of the subject undertaken with the support of teachers, parents/carers, and other significant people in their lives.

For more information on modified subjects or eligibility to enrol in these subjects, contact Stephen Inglis at the SACE Board on stepheni@sace.board.sa.gov.au

Special Provisions are available to eligible students in all subjects and courses including the modified subjects.

Making decisions for special provisions

Students in Stage 1 and 2 undertake a range of school-based assessments to demonstrate their learning. At Stage 2, students may also have external assessments in some subjects. School-based assessments are those where the teacher sets and assesses student work

SPECIAL PROVISIONS AND THE FLEXIBILITIES OF THE NEW SACE

eg tests, research assignments, class practicals. External assessments such as examinations, investigations or performances, are those where the SACE Board assesses students work.

The student's school has the responsibility for establishing the grounds and implements the provisions for school-based assessments at both Stage 1 and 2. This is done in conjunction with the SACE Board's policy principles and operational guidelines and with support and advice available from SACE Board personnel.

For external assessments at Stage 2, eligibility for special provisions is determined by the SACE Board through an application process. Once provisions have been granted by the SACE Board, schools generally allow the same provisions for the student for similar school-based assessments. For example, if the SACE Board approved the use of a scribe for external examinations, the student could also use a scribe in school-based timed tasks such as tests. In this way, the student will have the opportunity during the year to familiarise themselves with the conditions that have been approved for their final external examinations.

To apply for special provisions for external assessments, a student, with support from their school, submits an application that includes the relevant supporting evidence to the SACE Board.

In making decisions on the most appropriate and reasonable arrangements, the school and the SACE Board use a range of evidence. This may include samples of student work, diagnostic tests such as the Progressive Achievement Tests in Reading (PAT-R) or the South Australian Spelling Test (SAST). Reports from the school and particularly classroom teachers are valuable in informing decisions as they provide information about arrangements that have been previously successful for students in assessment.

Independent evidence from professional or community members may also be required. However, the fact that a student has a diagnosis of a particular condition does not automatically entitle the student to special provisions. The prime consideration is the

impact of the condition on the student's capacity to participate in the assessments.

Special provisions that are available

The special provisions that are approved depend on the student's circumstance including the condition and duration of an illness, impairment or difficulty. The provisions might include:

- a reduction in the number or length of assessment tasks
- being allowed to use extra time to complete assignments, tests or examinations
- presenting work orally rather than written
- being able to take rest periods during examinations
- working in a separate room for assessments
- using a reader
- using a word processor or scribe
- using a predicted mark for a missed assessment or examination.

The most common provision used by students is supervised rest breaks during timed tasks such as tests and examinations. This type of arrangement allows a student to take 'time out' during assessment time. A student may need time to stretch, regain focus, take medication, go for a walk, or just rest without losing writing and reading time. Any time that the student uses to 'rest' is added to the end of the assessment time. Rest breaks are often requested by students with anxiety, Attention Deficit and Hyperactivity Disorder, Aspergers Syndrome, Chronic Fatigue, injuries and other medical illnesses.

There are over 30 different types of provisions that are available to eligible students depending on their individual circumstances.

More information

Further information on special provisions can be found on the SACE Board website at www.saceboard.sa.edu.au. It includes Special Provisions in Curriculum and Assessment policy, information sheets, application forms and further contact details.

Lisa Wills

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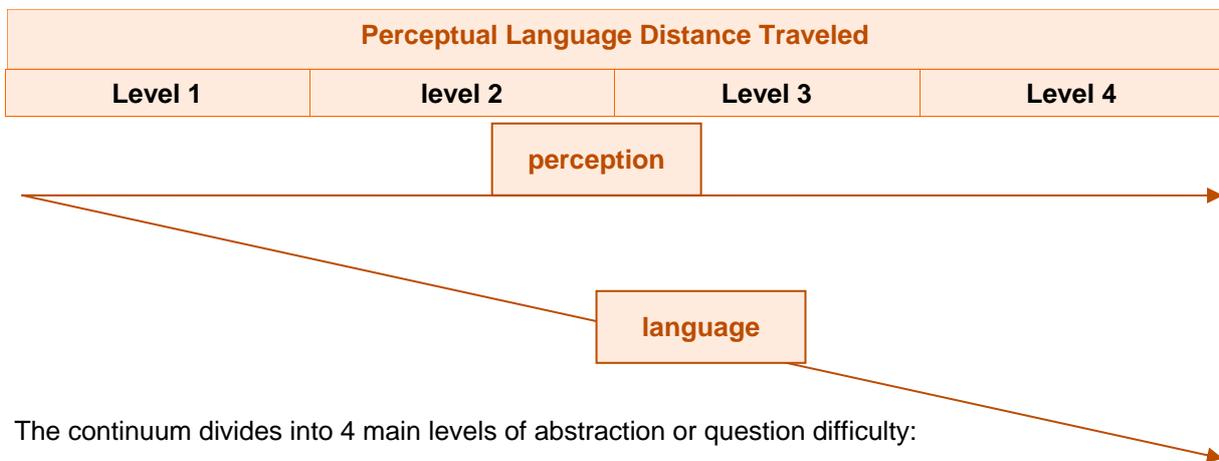
LEVELS OF QUESTIONS

The option of an oral assessment can be an effective method of acquiring information about student learning. The purpose of this article is to highlight the importance of using questions that are appropriate to the learner's level of understanding

When considering children's oral language, it is important to understand how the comprehension and use of complex literate language develops. A developmental progression exists from simple to higher order questions. Blank, Rose and Berlin devised the

following language analysis based on four levels ranging from basic skills at level one to more complex skills at level four.

At the beginning of the scale, language closely reflects perception (eg naming an object) as the amount of abstraction is minimal. At the end of the scale, language can be quite removed from perception and requires greater amounts of abstract thought to meet the demands posed by the question (eg what will happen if...?).



The continuum divides into 4 main levels of abstraction or question difficulty:

Matching Perception <i>Concrete Here and now</i>	Selective analysis of perception <i>Focus on specific aspects of material</i>	Reordering perception <i>Sequencing Comparing Assuming a role</i>	Reasoning about perception <i>Problem solving Inferencing Identifying causes</i>
eg What is this? What can you see? What did you hear?	eg What's happening? What shape is it? Where will you find one?	eg What next? What could . . . say? Tell me how . . . Tell me the story.	eg What could he do? What will happen if? How can you tell? Why did that happen?

Take this scenario for example:
Two boys are playing in a sandpit and the teacher is with them. If you were nearby you might hear questions like this:
"What is this?"
"Point to the red one."
These are very concrete questions that are easy for the boys to answer as long as they have a suitable vocabulary. Compare that to the teacher asking "What will happen if you pour some water on the sand?"
"Why did the water spill over?"

These questions require a lot more processing and some experience of what happens in a sandpit.

The Levels of Questions model gives us a way of assessing the child's understanding and use of increasingly complex language. We can then use that knowledge to engage with children in a more meaningful way at their level of understanding. Activities can be planned which will target specific levels of questions.

LEVELS OF QUESTIONS

Questions which are appropriate to use with preschool and school age children are often beyond the understanding of children who have language and communication difficulties.

The children with poor question comprehension will not be able to readily access and participate in curriculum activities and will benefit most from instruction that includes lots of simple direct questions that focus on the core content eg Level 1 and 2 questions.

Questioning can be used to move children along from their current level of understanding

towards more complex language demands. When a student doesn't understand a particular question, the teacher needs to be able to simplify it so that the communication is successful.

The higher the level of question asked the greater the level of abstraction.

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Special Education Expo

Making a Difference

July 3rd and 5-7 2010

Education Development Centre, Milner St Hindmarsh

Educators, parents, education support staff and support professionals are invited to attend the 7th annual Special Education Expo.

The focus of the Expo will be on the following interest areas:

- Literacy
- Inclusive technologies
- Disability
- Pathways/transition
- Numeracy
- Communication
- Wellbeing
- Behaviour
- Learning Difficulties.

The program and registration forms will be distributed to schools early in Term 2. The forms can also be downloaded from the SERU web site.

The underpinning principle of self-assessment is that students are more responsible for and involved in their own learning

(Paul Weedon et al, 2002, p.73).

'People without information cannot act.

People with information cannot help but act.'

(Ken Blanchard in Bernhardt. Bernhardt, V (1998) Data Analysis for Comprehensive School Improvement Eye On Education, Inc).

Having metacognition means that students 'know what to do when they don't know what to do'

(Guy Claxton, 1998).

Metacognition is the awareness individuals have of their own thinking and the evaluation and regulation of their own thinking

(Jeni Wilson 2000, p79—original emphasis).

JOURNAL ARTICLES

Assessing Spelling Skills and Strategies

Kohnen, Saskia, et al

Australian Journal of Learning Difficulties

Vol 14 No 1, May 2009

▶ SERU 1801

Assessment of Phonological Awareness in Low-Progress Readers

Neilson, Roslyn

Australian Journal of Learning Difficulties

Vol 14 No 1, May 2009

▶ SERU 1800

Using NAPLAN Items to Develop Students' Thinking Skills and Build Confidence

Anderson, Judy

The Australian Mathematics Teacher

Vol 65 No 4, 2009

▶ SERU 1785

Arguing the Case For A Simple View of Literacy Assessment

Westwood, Peter

Australian Journal of Learning Difficulties

Vol 14 No 1, May 2009

▶ SERU 1803

20 ways to ... assess student writing

Hessler, Terri et al

Intervention in School and Clinic

Vol 45 No 1, September 2009

▶ SERU 1769

Early Interventionists' Reports Of Authentic Assessment Methods Through Focus Group Research

Keilty, B; La Rocco, D; Banker Casell, F

Topics in Early Childhood Special Education

Vol 28 No 4, February 2009

▶ SERU 1689

Arts For Healing - The Importance Of Integrated Music And Art In Therapy And Special Education

Nisenson, Karen

Exceptional Parent

March 2008

▶ SERU 1611

Spotlight On Assessment: An Interview With Terry Crooks

Boyd, Sarah

Set Research Information For Teachers

No 1, 2008

▶ SERU 1596

Student And Peer Evaluation Feedback For All Learners

Carr, Sonya C

Teaching Exceptional Children

Vol 40 No 5, May / June 2008

▶ SERU 1595

Promoting Inclusion And Peer Participation Through Assessment-Based Intervention

Cho Blair, Kwang - Sun et al

Topics In Early Childhood Special Education

Vol 27 No 3, Fall 2007

▶ SERU 1553

Use Positive Behaviour Support For Inclusion In The General Education Classroom.

Hendley, Sarah

Intervention In School And Clinic

Vol 42, No 4, March 2007

▶ SERU 1411

From Formative Assessment To Assessment For Learning: A Path To Success In Standards - Based Schools

Stiggins, Rick

Phi Delta Kappan

Vol 87 No 4, December 2005

▶ SERU 1070

WEBLINKS

<http://www.assessmentforlearning.edu.au>

The Assessment for Learning website provides teachers with examples of accessible, readily useable and relevant assessment tasks from all learning areas; work samples, (annotated and unannotated); professional advice and activity related to assessment.

<http://www.ega.edu.au/site/wheretheresawill.html>

This web site article discusses the fundamental attitudinal changes that need to take place before Australian students can reap the benefits from the 'Assessment for Learning' program.
| Summer 2008 (9 March 2010)

<http://www.decs.sa.gov.au/assessment/pages/resources/assessment/>

This web link contains the series of DECS published newsletters entitled Let's Talk Assessment. Newsletters published between 2006 and 2008 can be downloaded.

<http://cmslive.curriculum.edu.au/leader/default.asp?id=25374&issueID=11603>

This article is an extract from a book published by the Curriculum Corporation, in 2008 called: *Introduction to Improving Student Achievement: A practical guide to Assessment for Learning*. This book provides practical guidance for teachers in the way they consider and use assessment in the classroom.

http://www.galileo.org/initiatives/publications/21st_century_classroom_rubric.pdf

Developed in 2008 by the Galileo Educational Network, the observation rubric is designed to guide learning leadership regarding evidence of learning in the 21st century classroom.

<http://www.aac.ab.ca/LearningLeaders.html>

In the article entitled *Learning to Love Assessment*, Carol Ann Tomlinson reflects upon her thirty year teaching career and shares her insightful journey of coming to grips with informative assessment. Ten understandings related to informative assessment are listed for ease of use and reference from an article originating in the ASCD publication, *Educational Leadership*, December 2007/January 2008 | Volume 65 | Number 4 on the theme of Informative Assessment, Pages 8-13.

<http://arc.boardofstudies.nsw.edu.au/go/k-6/principles-of-assessment-for-learning/>

The website has a number of principles which may assist in providing the criteria for judging the quality of assessment materials and practices.

<http://www.qcda.gov.uk/4336.aspx>

Ten Principles for Assessment for Learning are provided which the author believes should be part of effective planning of teaching and learning.

<http://school.discoveryeducation.com/schrockguide/edref.html>

A listing of web sites from the Research, Reform, and Professional Development web page collated on Kathy Schrock's Guide for Educators website.

<http://school.discoveryeducation.com/schrockguide/assess.html>

A listing of web sites related to assessment and rubric information collated on Kathy Schrock's Guide for Educators website.

<http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/assessadvice/default.htm>

This web site contains an assessment definition and purposes of assessment including: assessment for, as and of learning. Assessment principles are outlined and PowerPoint presentations and workshops related to the assessment advice are provided.

NEW RESOURCES

Germs Are Not For Sharing, Verdick, E, 2006. 66-1411-01.

Germs Are Not For Sharing is one of six books in the series *Best Behaviour for Early Years Students*. The very simple text and bright illustrations discuss the various ways in which germs can be spread and how the spread of germs can be prevented. The back of the book contains tips (information) for parents / caregivers.

How To Be Yourself In A World That's Different, Yoshida, Yyko, 2007. 19-0233-01.

The purpose of this book is to help adolescents with an Autism Spectrum Disorder to understand and manage their condition. As well as identifying and explaining the characteristics of people on the spectrum and the areas they experience difficulties in, the author recommends that they identify a support person who can assist them implement suggested strategies.

What Teachers Need To Know About Personal Wellbeing, Westwood, Peter, 2008. 25-0183-01.

What Teachers Need to Know About Personal Wellbeing, one in the *What Teachers Need To Know About* series challenges teachers to look at their own lifestyle, especially their workplace and it's related stressors, in order to find a life balance and address their own wellbeing. It includes strategies to help achieve this.

3D Farm Floor Puzzle, Woolridges. 83-1620-01.

This colourful 21 piece floor jigsaw, for students aged 3-6 years old, has 16 additional pieces which transform the puzzle to 3D to encourage problem solving, imaginative play and hand eye coordination.

Lace It—Follow The Numbers, Woolridges. 86-0191-01.

This kit contains three baseboards depicting three different scenarios. Seven brightly coloured laces to be laced through the holes starting at number one and finishing at the highest number develop fine motor skills.

Hands Are Not For Hitting, Agassi, M, 2006. 66-1411-02.

Hands Are Not For Hitting is one of six books in the series *Best Behaviour for Early Years Students*. The very simple text and bright illustrations discuss the function of hands and also emphasises hands are not for hitting.

Words Are Not For Hurting, Verdick, E, 2006. 66-1411-05.

Words Are Not For Hurting is one of six books in the series *Best Behaviour for Early Years Students*. The very simple text and bright illustrations discuss the various ways in which we use words, how hurtful words affect others and the need to say sorry. The back of the book contains tips (information) for parents / caregivers.

Teeth Are Not For Biting, Verdick, E, 2006. 66-1411-04.

Teeth Are Not For Biting is one of six books in the series *Best Behaviour for Early Years Students*. The very simple text and bright illustrations discusses the function of teeth. It also addresses the fact that feelings can sometimes cause children to feel like biting in response to a situation whilst offering more positive responses. The back of the book contains tips (information) for parents / caregivers.

Look Me In The Eye—My Life With Asperger's, Robinson, JE, 2008. 19-0124-01.

Look Me In The Eye is the autobiography of John Elder Robinson who was not diagnosed with Asperger Syndrome until the age of 40. After his diagnosis, Robinson transformed the way he saw himself and the world and moved on with his life to become a husband and father.

3D Jungle Puzzle, Woolridges, 2009. 83-1621-01.

This colourful 13 piece jigsaw is of a jungle scene which includes an elephant, giraffe, lion, parrot and zebra. It is suitable for students aged approximately 5-7 years old.

NEW RESOURCES

***What Teachers Need To Know About Spelling*, Westwood, Peter, 2008. 40-0070-01.**

Spelling is one in the series of *What Teachers Need To Know About* and looks at the most recent research in spelling and how teachers can teach it more effectively. It offers practical suggestions on methods and activities applicable to all students, advice on assessment and links to additional resources.

***The Way To A—Empowering Children with Autism and Other Neurological...* Manasco, H, 2006. 66-1403-01.**

This book was written to assist children with autism spectrum and other neurological disorders, who exhibit aggressive and tantrum like behaviours. However it has application to all children who have special needs and those working with them. *The Way to A* offers students a program which empowers them to make better and informed choices and to identify the potential consequences of their actions.

***Test Drive Introducing The Alert Program Through Song*, Williams, M; Shellenberger, S. 66-1410-01.**

This resource introduces students to the *Alert Program*, based on sensory integration and self regulation, using song. The book, for teachers, parents and therapists, describes the essence of the program and the songs on the CD introduce students to the very basics of self-regulation. See also: *The Alert Program*—66-1224-01.

***Easy English Series Book 1 Easy Words*, Warner, Margaret, 2009. 63-3252-01.**

Easy Words introduces primary and secondary students to basic functional vocabulary needed for communication in Australian Society.

***Mighty Mind Ages 3-8, Leisure Learning*. 82-0598-01.**

This game can be played individually or by more than one child. It is comprised of a storage tray, 30 puzzle boards and 32 coloured shapes and blocks. The object of the game is to progress through the 30 puzzle boards, which are sequentially more difficult, by matching shapes on the picture/shape on the puzzle board.

***What Teachers Need To Know About Teaching Methods*, Westwood, Peter, 2008. 25-0182-01.**

What Teacher Need to Know About Teaching Methods, one in the *What Teachers Need To Know About* series explores some different theories of teaching and learning, together with their underlying principles and methods. Assessment of learning is also addressed as is the latest research on what contributes of effective practice.

***Easy English Series Book 5 Easy Grammar*, Warner, Margaret, 2009. 67-0552-02.**

Easy Grammar, provides primary and lower secondary students with clear definitions of common grammatical terms such as articles, nouns, adjectives, verbs, adverbs, pronouns, prepositions, determiners and connectors. It models how these are used in basic written texts and has activities for students who are experiencing difficulties with English to practice using grammar in the written context.

***It's Critical! Classroom Strategies for Promoting Critical and Creative Comprehension*, Booth, D, 2008. 40-0071-01.**

This resource includes a wide variety of strategies for students to critically examine and comprehend the many forms of written communication available in society today.

***Safety Cards*, Woolridges. 66-1171-01.**

This set of 8 brightly coloured cards is for use with students aged approximately from Year R-3. Common aspects of safety are covered eg crossing the road, sun block, pool safety. The front of each card depicts a picture relating to a particular aspect of safety and the reverse lists several questions and answers relating to the picture.

***Clocks, Learning Resources*. 64-1498-01.**

Each clock in this set of six, has a red hour hand and a blue minute hands on a yellow face. Hours are indicated in bold red numerals. Minutes are marked in increments around the outer face in blue and each 5 minute increment is marked with the appropriate numeral. A detachable stand fits neatly into the back of each clock.

NEW RESOURCES

Easy English Series Book 4 Easy Punctuation, Warner, Margaret, 2009. 67-0552-01.

Easy Punctuation, helps primary and lower secondary students to understand how words are formed from vowels and consonants. It also introduces students to basic punctuation such as capital letters, full stops, question marks, exclamation marks, commas, speech marks and apostrophes. It has activities for students who are experiencing difficulties with English, to practice using punctuation in the written context.

Money Matters Primary, Swan, P; Marshall, L, 2009. 64-1408-01.

Money Matters offers a comprehensive collection of practical ideas and resources for introducing and developing money concepts with primary students based around everyday scenarios.

Learning Differently—Assessing and Developing Literacy Skills with Adults and Young People, Greiger-Jennings, J et al. 55-0135-01.

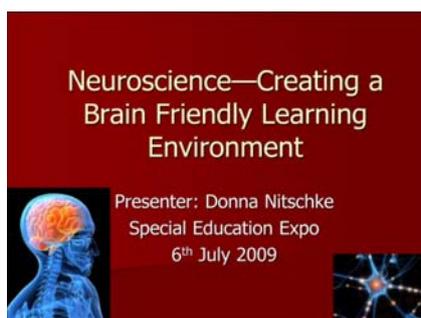
This Australian resource is for use with adults who have *Specific Learning Difficulties*. It is divided into three comprehensive sections: *Initial Screening for Learning Difficulties* to assess academic achievement; *Literacy Ability Profile* to target specific difficulties and *Target Teaching Strategies*.

Practical Communication Programmes for Children with an Autism Spectrum Disorder ..., Adkins, Jo; Larkey, Sue, 2009. 19-0234-01.

This text provides a large number of practical strategies and tools that can be used by parents, teachers and other professionals to improve communication and behaviour in children with an autism spectrum disorder or other developmental disability.

RECORDED WORKSHOPS

Over the past two years a number of presentations have been recorded by SERU. These recordings are now available for download from the SERU web site. Recordings contain the presenter's PowerPoint presentation (including video content) and an embedded audio narration by the presenter to the audience. Presentations also include a transcript of the presenter's narrative. The opening slide of each presentation commences with a tutorial video outlining the various features of the digital recording. No additional software is required in the viewing of these interactive recordings.



Neuroscience – Creating a brain friendly environment

This presentation outlines how to create a learning environment that is brain friendly. Neuroscience research is indicating that using technology, especially as a child, makes a significant difference to what we pay attention to and how we pay attention. This information is important for teachers wishing to get the most out of lessons and for learners who want to be the best students they can be.

(Recorded at 2009 Special Education Expo.)

Auditory Processing

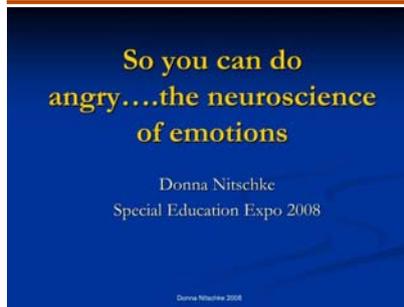
This presentation looks at what Auditory Processing is and its impact on student learning. The characteristics of Auditory Processing are investigated and identified. There is a focus on practical strategies to support the learner who has an Auditory Processing difficulty.

(Recorded at 2009 Special Education Expo.)

Auditory Processing

Presented by Chris Channing and
Gillian Evans
Eastern Adelaide Regional
Support Services

RECORDED WORKSHOPS



So you can do ANGRY! The neuroscience of emotional development

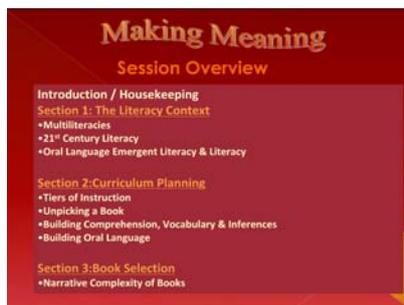
Generally children develop and define a range of emotions by the time they arrive at preschool. However, like their intellect, emotional development can be disrupted by a number of factors including deprivation and disability. Therefore emotions may need to be taught and scaffolded within the educational setting. (Recorded at 2008 Special Education Expo.)

Making informed choices about assistive technology using the SETT process

The utilization of the SETT framework supports school teams in the consideration and implementation of assistive technology. It considers and establishes the need of a student for assistive technology; works toward developing a system of tools that a student can use to address identified needs; links assistive technology assessment and intervention; aligns purpose, expected results and evaluation measures when choosing and using a system of assistive technology tools. Implications for schools making decisions about assistive technology are discussed.

(Recorded at 2008 Special Education Expo.)

Making Informed Decisions About Assistive Technology Utilising the SETT Framework



Understanding stories: building oral language for story comprehension

This workshop presents a planning framework and practical strategies for building the oral language and inferencing skills important for understanding the language of books. The approach focuses on using hands-on experiences to develop vocabulary, key concepts and different genres at the oral level and makes explicit connections into print literacy.

(Recorded at the 2008 Special Education Expo.)

How to use Pragmatic Organisation Dynamic Display (PODD) books

This workshop outlines the design principles of PODDs and how they are used. The system is designed to support the pragmatic use of language and communication. The presenter outlines the research principles and planning considerations for the effective engineering of the communication environment. The presentation contains a series of videos that demonstrate the features of PODDs.

(Recorded at Novita in 2008.)



Preschool support

This presentation provides an overview of Preschool support. It describes what a Preschool Support program looks like, outlines the roles and responsibilities of the stakeholders and details the nature of its implementation. This content is one of a series of five presentations designed for Early Childhood Workers.

(Recorded 2009).

SERUpdate

RECORDED WORKSHOPS

Supporting Positive Behaviours

This presentation explores the nature of challenging behaviour in the early years. It outlines a team approach to implementing a process for managing children with challenging behaviours. It also explores how a framework of positive strategies is essential in supporting a preventative approach to managing children's behaviours. This content is one of a series of five presentations designed for Early Childhood Workers.

(Recorded 2009.)



Implementing Speech Pathology Programs

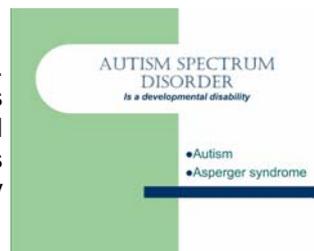
This presentation introduces a framework of thinking about how children who have speech and language difficulties are supported across a range of situations. It describes what a speech pathology program looks like and outlines the principles for implementing a speech and language program. This content is one of a series of five presentations designed for Early Childhood Workers.

(Recorded 2009.)

Autism Spectrum Disorder

This presentation provides a general overview as to the nature of autism. It describes the core areas of impairment and their impact. It outlines strategies to support the development of communication and social skills. Strategies for sensory integration are explored in detail. This content is one of a series of five presentations designed for Early Childhood Workers.

(Recorded 2009.)



Using Visual Strategies

This presentation outlines the importance of visual strategies and how they can be used to develop greater independence or teach new skills. The planning and implementation of visual strategies is highlighted with an extensive range of examples. This content is one of a series of five presentations designed for Early Childhood Workers.

(Recorded 2009.)

Term 2 SERUpdate

The theme for next term's SERU update is **Differentiating the Curriculum**. Articles will have a focus on understanding the nature and implication of learning difficulties and disabilities on learning and how teachers can develop learning programs and differentiate curriculum delivery to ensure the access, participation and achievement of all learners. An invitation is extended to all readers to consider contributing an article to SERU Update.

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