

Module 4 – Targeted assessment: Activity book

Inclusive Practices Self-Assessment Guide

In this activity, you will use the *Inclusive Practices Self-Assessment Guide* to assess your school’s level of performance in inclusive teaching and learning pedagogy.

Focus on the **Targeted Assessment** section of the Self-Assessment Guide:

1. Read the Guiding Statement. This statement is designed to support your discussion and reflections before you consider the observed evidence of practice in your school.
2. Read and discuss the statements of observed evidence.
3. In light of your discussions and reflections, working on your own, rate your perception of your school’s current level of performance within the Targeted Assessment component of the Intervention Framework.

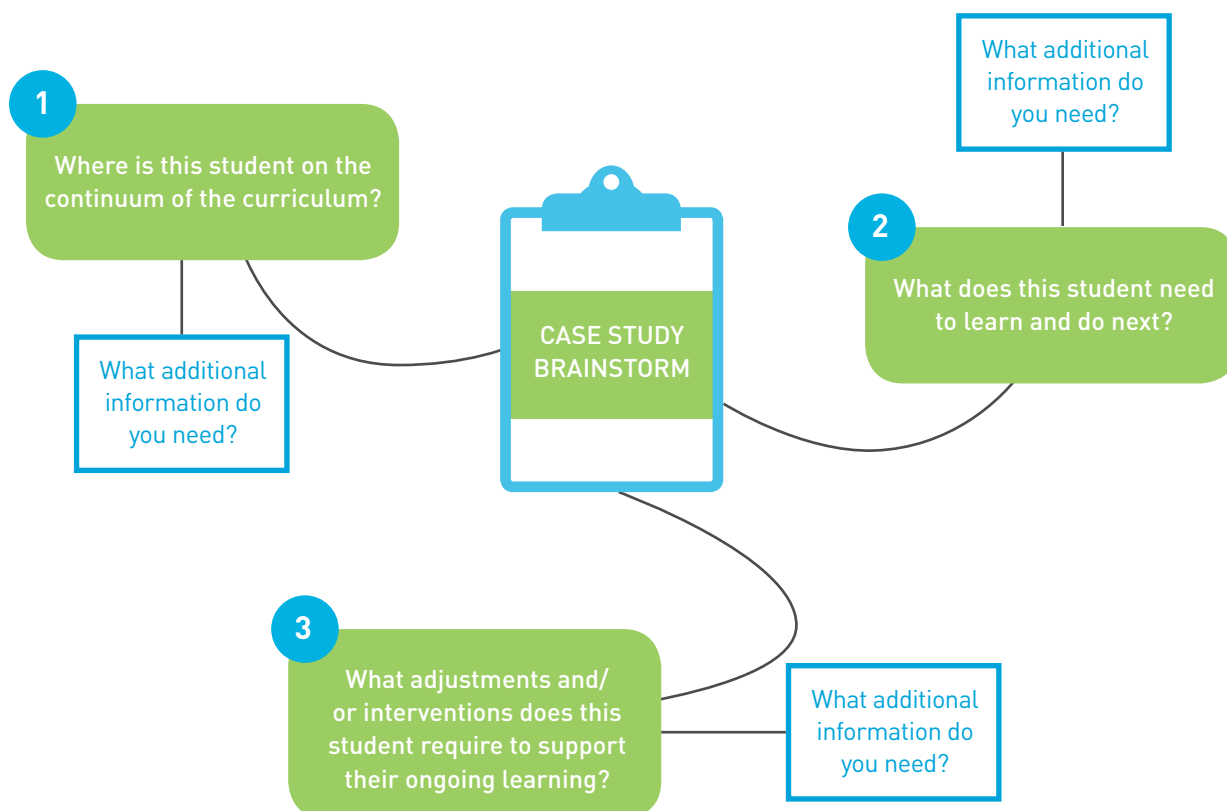
	GUIDING STATEMENT	OBSERVED EVIDENCE	LEVELS OF PRACTICE		
			Beginning There is little or no evidence.	Developing There is partial and uneven evidence.	Sustaining There is clear, convincing & consistent evidence.
TARGETED ASSESSMENT 	Students with diverse learning needs may require more specific targeted assessment data to inform the development and delivery of the most appropriate learning pathway.	<ul style="list-style-type: none"> The school has access to a comprehensive range of targeted assessments that further identifies the specific learning needs of a diverse range of students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers in the school have a shared understanding of when and how to access more targeted data at the Tier 2 or Tier 3 level. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers in the school have a shared understanding of what additional information is required and how to acquire it. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers in the school work collaboratively to better understand the evidence of student learning and/or behaviour they have gathered. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Expert teachers mentor colleagues to enhance the school’s quality of assessment practices and fidelity of administration. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> The school has an agreed protocol for the summation of the collected data. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Case studies

Sometimes the information we have is not enough to tell us how to assist a student and we need to get more in-depth and detailed information.

You can now explore case studies that highlight that sometimes we need more information to be able to design an appropriate learning program for a student.

1. Select one of the following case studies.
2. Discuss the following questions in relation to the case study you selected and reflect on what additional information you may need to collect at each step to design an appropriate learning program.



CASE STUDY 1: Tamara, Year 3 student with Literacy difficulties

Tamara is a Year 3 student (8 years, 7 months) who continues to experience difficulty with reading accuracy and comprehension. Tamara has had small focus group intervention since Foundation, when she struggled with identifying letters and sounds.

In Year 1 Tamara participated in Phonological Early Reading Instruction (PERI) and made some progress in the area of phonological awareness.

Her oral reading is currently described as slow and laboured, and she consistently uses sounding out letter by letter when she comes to an unfamiliar word.

Tamara has a small bank of High Frequency Words which she is able to recognise.

Last year Tamara participated in a small group intervention Group Reading and Re-Reading Easy Appropriate texts Daily (GRREaD) and her reading rate has increased from 25 words per minute to 35 words per minute.

Presently, Tamara is participating in a small group Levelled Literacy Intervention (LLI) program and her growth has been minimal.

Tamara is described by her teachers as not being able to transfer skills learnt in intervention to new learning situations in the classroom.

Tamara appears to have difficulty retaining new learning.

CASE STUDY 2: Bobby, Year 3 student with Autism Spectrum Disorder

Bobby is a Year 3 student who lives with his mother, maternal grandmother and younger sister. He has moved from a government school to the local Catholic primary school at the beginning of the year.

Bobby was assessed by a multidisciplinary team when he was in Year 1 and diagnosed with Autism Spectrum Disorder (ASD) with significant difficulties with pragmatic language and sensory dysregulation. His cognitive ability has been assessed and is in the low-average range.

Bobby has elevated levels of anxiety which present as:

- always wanting to hold a toy in his hand
- wandering the room rather than settling to a task
- problems participating in group work
- crawling under tables
- running out of the classroom
- hiding in the corridor behind a door
- extreme reluctance to engage in any new learning
- ignoring the teacher's instructions.

Bobby is a highly visual learner and loves reading. He constantly refers to his special interests of dinosaurs and Lego.

CASE STUDY 3: Amy, Year 8 student with learning difficulties

Amy is a Year 8 student struggling with reading comprehension tasks across all learning areas and capabilities.

Primary to secondary transition assessment information indicated that Amy was performing below standard in both Literacy and Numeracy. Year 7 NAPLAN and current school data is consistent with this.

Amy is described by her English teacher as a reluctant reader, who reads so slowly that she easily loses meaning. Amy's English teacher also notes Amy has a very limited vocabulary which further impacts on her ability to comprehend both written and spoken language.

Amy struggles in maths and is described as easily forgetting everything learned. Amy does not appear to have basic maths facts or any mental computation strategies.

Amy's other subject teachers note that she finds it difficult to read subject specific vocabulary and texts and to answer comprehension questions. They describe Amy as also experiencing difficulties with organisation, following instructions and social interactions with peers and teachers at school.

Amy is currently receiving support for her academic and organisational needs from staff in the Learning Enhancement Department who note Amy has made little progress.

CASE STUDY 4: Lisa, Year 9 student with Autism Spectrum Disorder

Lisa is a 14-year-old student with an Autism Spectrum Disorder who is in Year 9 in a mainstream secondary school. Psychological testing indicates that she is functioning within the high-average range of cognitive performance but has poor skills in short-term, auditory memory, social awareness/understanding, and organisation.

Lisa has an extensive vocabulary and responds to questions from others with 'too much information' giving the impression that she is unclear about how much to say and when to stop speaking. This results in her 'telling the whole story' every time she speaks and becoming frustrated if she is interrupted.

Despite showing above average comprehension for factual information and a detailed knowledge for her own special interests, Lisa continues to interpret social language literally and appears not to notice social cues such as gestures and facial expressions.

Lisa's teacher reports that Lisa appears to be baffled by her peers and, when she finishes academic tasks (which she does with speed and accuracy), elects to move to a quiet area of the classroom to read 'anything she can get her hands on' or use the computer.

Lisa is described as highly rigid, adhering strictly to routines and class rules plus reacting with annoyance when her peers do not do the same. Lisa has difficulty when redirected to her desk after she has spent time on a preferred task (e.g., reading, computer).

While Lisa does not have a positive identity in the class she does have several children she interacts with on a consistent basis.

Lisa's teacher reports Lisa hums loudly while doing her work and often yells (e.g. 'Shut up people!') if other students are standing near her desk.

Lisa's teacher expresses concern about Lisa's escalating 'physical aggressive behaviour' and he reports that Lisa hits out almost every time another student approaches her. Lisa's teacher has also observed some instances of Lisa kicking children when they have to share work materials with her or sit/stand in close proximity to her.

Adapted from case study prepared by Professor Vicki Bitsika, Bond University.

Further investigation of student needs

Explore the process for further investigations of student need in your school.

Use the table below to discuss how steps one to three reflect or differ from the step-by-step process in your school that allows for the collection of relevant information on individual students who require more targeted assessment.

	WHO	WHEN	HOW
STEP ONE Review of Universal data to identify students not reaching your school's benchmarks or expectations			
STEP TWO Decision on what further targeted assessment data and evidence needs to be collected			
STEP THREE Documentation of all data gathered			

Action plan

Consider further actions your school needs to take. Complete the table below.

ACTION – What	Who*	When	How

*You will need to consider whether each action is to be completed by:

- an individual
- school team
- level
- department
- whole school.