Literacy and Numeracy for Learning and Life

Supporting the Special Schools

Literacy and Numeracy for Learning and Life

The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020

DEPARTMENT OF EDUCATION AND SKILLS
Literacy Session 3
Deaf and Hard of Hearing

Literacy and Numeracy for Learning and Life
Outline

1. **big picture** understanding

2. **good assessment**

3. **focused and purposeful interventions**

Handout: Challenges and Strategies
Link Teacher

Learning

Support & CPD

Raising Awareness & Understanding

Leading Literacy Core Team

Assessment

Literacy

SSE

Resource Building

Collaboration

Communication

Handout - Reflection
Assessment of Deaf Children

By Educational Psychologists-
WISC IV (Revised, 2007) WIPSI, Wechsler Intelligence Scales:
Verbal Comprehension, Working Memory, Processing Speed,
Perceptual Reasoning- 3 Subtests
Stanford-Binet Intelligence Scales
Non-Reading Intelligence Tests
Cognitive Ability Scales
Raven’s Matrices

By Teachers – Circular 18/2012 and 56/2011
List of Assessment Tests – DES – PP
- www.sess.ie – Resources – Assessment – Link to the DES website – Tests for use by Guidance Counsellors and Support Teachers in PP Schools
What is Assessment?

Assessment is the process of gathering, recording, interpreting, using and reporting information about a child’s progress and achievement in developing knowledge, skills and attitudes.

‘Assessment in the Primary School Curriculum – Guidelines for Schools’
(NCCA)
Principles of Good Assessment

Clearly specifying what is to be assessed has priority in the assessment process.
An assessment approach or mode is selected because of its relevance to the characteristics or performance to be measured.
Comprehensive assessment requires a variety of approaches.
Proper use of assessment approaches requires an awareness of their limitations.
Assessment is a means to an end, not an end in itself.

Assessment: Building a picture

- Baseline
- Track / Monitor
- Identify needs
- Planning

- Little Chunks
- Big Picture
What does Assessment tell us?

Assessment provides essential information in relation to:
- a student’s development
- sharing information with parents / relevant personnel
- matching the student’s learning to the curriculum
- the effectiveness of the teaching programme
- progress / achievement
How do we assess?
A Continuum of Assessment Methods

Assessment in the Primary School Curriculum NCCA Continuum of Methods

Handout 1: A continuum of methods

- Concept Mapping
- Portfolio Assessment
- Conferencing
- Self-Assessment
- Questioning
- Teacher Observation
- Teacher designed tasks and tests
- Standardised Assessment

Child leads the assessment

Teacher leads the assessment
## Self-Assessment Checklist

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did I get stuck?</td>
</tr>
<tr>
<td>What did I do?</td>
</tr>
<tr>
<td>What helped me best?</td>
</tr>
<tr>
<td>Who did I ask?</td>
</tr>
<tr>
<td>What new thing did I learn?</td>
</tr>
</tbody>
</table>
Concept Mapping

Mummification

- Brine through the nose
- Put試 in the head
- 1st day was removed
- 2nd day was removed
- 3rd day was removed
- 4th day was removed
- 5th day was removed
- 6th day was removed
- 7th day was removed
- 8th day was removed
- 9th day was removed
- 10th day was removed
- 40 days was Uadjer
When a rich man died, they went to the other world to pay for his life. Then they got all the riches out of the body and were told to get the brains out then they put soft on the body so it was up the dead. They tore the body in pieces and put a team.
Mummification

When the rich people died, they went in a boat over the water. They took the brains out by pulling through the nose and put them in a jar with other things. They kept them in the jar by the body. They put salt on the body to dry the blood up and then the body was left for 40 days before it was washed in a lotion. The body got buried with their make up on, and jewellery. The person was wrapped up in cloth. They had 375 layers of clothing wrapped around the body. The person was in a tomb so then they put precious goods in with it.
Story Retell

- Listening
- Writing
- Attention
- Vocabulary
<table>
<thead>
<tr>
<th>Story</th>
<th>Pupil’s Retelling</th>
<th>Prompts</th>
</tr>
</thead>
</table>
| **Beginning** | | What happened in the beginning?  
Where did the story happen?  
Who were the main characters?  
What was the problem? |
| **Middle** | | What happened next?  
What did ------ do?  
Why? |
| **End** | | How was the problem solved?  
How did the story end? |
Visual Retell

**Materials Required:** Blank cards, crayons, any picture book

**Concepts Taught:** sequencing, predicting, retelling, writing

The pupil lays out 8 blank cards and number the cards 1 to 8.

On first card, the pupil prints the name of the story and their own name.

The pupil draws some pictures of what they think the story might be about.

The teacher reads the story stopping every so often to let the pupil draw / write sentences about the story on each card.

The teacher makes sure to finish the story at card 8. Ask the student to retell the story based on pictures.
Formal Assessment
Key to Assessment

What do I already know?

What do I need to find out?
Which Assessments?

Validity and reliability: suitable for purpose
Clear focus / maximal information
Ease of administration
Screening potential
Diagnostic potential
Clear directions
Set in the context of current educational language and concerns

Does the assessment add to your knowledge and understanding of what to do now??
Assessment: Formal

Standardised Norm Referenced Tests
Criterion-Referenced Assessment
Diagnostic Testing

Glossary of Terms used in Assessment – www.sess.ie
Assessment of Language

Language In the Curriculum

Vocabulary
- Subject Specific
- Dual Meanings
- Range of words for similar meaning

Semantic Links
- Processing

Listening Skills
- Listening for information
- Checking Understanding

Complex Grammar
- Taking listeners needs into account

Non-Literal Meanings

Inference Reasoning

Can pupils apply these skills in reading / writing?
Assessment of Language

Reynell Developmental Language Scales

Assessment of Comprehension and Expression 6-11 (ACE)

Oxford Spelling / Oxford Reading / Oxford Writing

Edinburgh Reading Test

The Pragmatics Profile of Everyday Communication Skills in Children - www.edit.wmin.ac.uk/psychology/pp/children.htm

## Writing

### Analytical Assessment of Deaf Children’s Writing

<table>
<thead>
<tr>
<th>Does the child . . .?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1] Include spaces between groups of alphabetical letters to resemble words?</td>
</tr>
<tr>
<td>No evidence (rakfl eosanch Fevkdsormbir)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[2] Put words in subject–verb order (e.g. ‘mum put’ or ‘boy go’)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[3] Form noun and verb phrases (e.g. ‘clothes in car’ or ‘going holiday’)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence (uses isolated words, not forming noun or verb phrases)</td>
</tr>
</tbody>
</table>

http://www.education.ox.ac.uk/research/resgroup/cl/ndcs/
Lucid CoPS – Cognitive Profiling System
Working Memory Rating Scale (WMRS)
Post Assessment

What can the pupil do?
What pattern can you see?
What did the pupil nearly do?
Anything else we need to know? What can we use to find out more?
What should we prioritise? What matters most?
Discrete sessions or differentiated curriculum?
There must be a balance between the ‘snapshot’ information that standardised tests give and information about the child’s learning over time.

The use of tests should not reinforce the sense of failure some students may have experienced. Appropriate tests and appropriate levels of tests should be used.

Tests should allow pupil to demonstrate what they know and what they can do.

Teachers must ensure that reading difficulties do not invalidate the scores achieved in measuring progress in other curricular areas.

When reporting results to pupils and their parents teachers must explain scores clearly and with sensitivity.

Be cautious in the use of standardised tests!
So what.........!

This is what the pupil did;
this is what we found
‘so what’
Assessment: Building a picture

Baseline

Identify needs

Little Chunks

Big Picture

Track / Monitor

Planning
Strategies for a Lifetime

To Know it... I will learn to ...

- Reduce it
- Highlight it
- Remember it
- List it
- Practice it
- Teach it
- Check it
- Say it
- Chart it

Special Education Support Service
1. **big picture understanding**

2. **good assessment**

3. **focused and purposeful interventions**
The link teacher for literacy is a facilitator of change for improvement

A number of key components inform the planning, teaching and assessment of literacy in the context of your school.
Working Together
Norms

When?
First meeting but always thereafter

What?
Procedural & Interpersonal

Why?
Open dialogue, trust, productive work
‘A river without banks is a pond. Likewise, a team without relationship norms leaves itself open to potential interpersonal problems.’
Your next step is...
Final Word.....

‘To effectively communicate, we must realise that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others’

Contact Details

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