



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Educational Psychology
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: EAIS00Y ASSESSMENT in INCLUSIVE SCHOOLS
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: November 2019

<u>ASSESSOR(S)</u>	: Dr JV FOURIE Dr MP VAN DER MERWE PROF MJ		
<u>MODERATOR</u>	: MALINDI	(NWU)	
	ONLINE		
<u>DURATION</u>	: SUBMISSION	<u>MARKS</u>	: 100

NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

1. Answer the questions as set-out in the paper.
 2. Submit the answers ONLINE. Submit the answers to the questions as ONE PDF-file titled: EXAMINATION SUBMISSION in the online portal.
 3. Label the attachments and files uploaded clearly.
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QUESTION 1

Preamble

In an inclusive education system, learners with special needs require appropriate supportive education. Learners with special needs range from physical deformities, sensory impairments, genetic syndromes, intellectual disability to emotional, social and behavioural disorders. In determining this vast range of support requirements, learning support specialists are often required to determine the exact levels of support and curriculum differentiation each learner needs. The Department of Education has developed a form (Support Needs Analysis) for analysing and recording such individual learner support needs (DoE, SIAS, 2014). Use a modified version of this form as the basis for this exam assignment.

QUESTION 1

Identify a learner who is experiencing a physical, sensory or intellectual barrier which is interfering with their learning. Obtain written consent from the parents/guardians before conducting the scholastic diagnostic assessment with the learner. Attach this consent to the assignment. Critically discuss the ethical issues to consider when assessing the support needs of learners who have special needs.

(10)

QUESTION 2

Conduct an interview with the parents or guardians to obtain relevant background information on the learner. Use pseudonyms for the name of the school and learner for this assignment, to keep the information confidential. Record the information in the SNA. Discuss your experience of this interview and specifically reflect on the difficulties experienced by parents living with a child who has a disability. Reflect on your emotional reaction to the interview with the parents.

(15)

QUESTION 3

Conduct scholastic diagnostic assessment in order to determine the learner's learning needs. Focus on understanding the support needs related to the learning barrier experienced by the child. Conduct a range of assessments to determine the levels of receptive and expressive language, reading, spelling, writing, handwriting and mathematical ability. Complete the SNA form (DoE, SIAS, 2014) which assists in collating and recording all the information. Keep the information concise and accurate. Critically explain the cultural, linguistic and disability-friendliness of the assessment tools used for determining this

learner's support needs.

(25)

QUESTION 4

Once you have conducted the diagnostic assessment, write a narrative report explaining the nature of the learning barriers the child experiences. This report should be written for the parents and thus should clearly explain the learners' areas of weakness and strengths. Relate the assessment findings to relevant literature on the specific barrier which this child experiences. Rephrase the literature to be clearly understood by the learner's parents or guardians such that it is understood in layman's terms.

(30)

QUESTION 5

Then schedule a feedback session where you consult with the parents or guardians regarding the results of the diagnostic assessment. Ensure that when you conduct this session, you are accompanied by another teacher or colleague for support and constructive input. Provide the parent with a copy of the report and the parent should sign that they have received it. Write an essay in which you reflect on the feedback session with the parent. In other words, reflect on what went well and positively in the feedback session. Reflect on what areas you could work on as a learning support educator when consulting with parents who have a child with special needs. Reflect on the need for collaboration with relevant people in order to conduct this diagnostic assessment.

(20)

TOTAL: 100

ASSESSMENT CRITERIA GRID for Examination

Focus of assessment
Conducting the Scholastic Assessment and Reporting ethically: Has the SNA been conducted ethically? Is the biographical information given accurate and complete? Is there depth and empathy shown in the parent interview? Is the assessment of the learner's scholastic ability accurate, fair and appropriate? Are appropriate tools used in screening of scholastic barriers? Is there a consideration of culture and language in the assessment tools used? Does the SNA and reporting show understanding of the assessment process? Are there relevant and realistic examples given to demonstrate the learner's scholastic barriers to

learning?

Is the SNA an accurate reflection of the child's scholastic difficulties?

Is the report clearly written for parents to understand their child's areas of weakness and strengths at this time?

Is there evidence that the student acted ethically and learnt from the parent feedback session?

Integration and Structure:

Does the assignment have a logical, coherent and cohesive structure with relevant sub-sections?

Can the student integrate information from a variety of sources to develop a coherent SNA and parental report?

Collaboration and Reflection:

Has a process of collaboration taken place where input from relevant people has been considered and their various roles in the learning support provisioning accounted for?

Does the reflective report show that the student has learnt deeply from this process and acquired insight into the process of conducting scholastic assessment?

Appendix A: Are samples of learner's work from the assessment/school work included to demonstrate relevant aspects of the SNA?

Appendix B: Ethical Considerations – consent letters, confidentiality maintained, protects the rights of the learner. Is a Pseudonym used?

Presentation:

Plagiarism Declaration – signed? Safe Assign at acceptable level?

Technical aspects – file labels, printing, margins, formatting, uploaded on Ulink.

Structure – appropriate length, meaningful and relevant subheadings used; pages numbered.

Title Page: Provide a unique title that reflects the specific content;

Table of Contents – logically structured, sections numbered, page numbers included.

Referencing - Correct and consistent layout of sources consulted, both in the text & reference list.

Percentage	0 - 40	40 – 49	50- 59	60 - 69	70 -79	76 - 100
Descriptor	Inadequate	Partial	Minimal	Satisfactory	Meritorious	Outstanding

MARK GIVEN: _____%

Marker Signature:

Comments: