

Inclusive Assessment

Central and Eastern Europe,
Caucasus and Central Asia
Inclusion and Education
ALL MEANS ALL

#AllMeansAll
[Bitly.com/2021Eurasia](https://bitly.com/2021Eurasia)



assessment is defined as “An approach to assessment in mainstream settings where policy and practice are designed to promote the learning of all pupils as far as possible.” (Watkins (ed.), 2007)

1. All students’ learning progress and achievement should be identified and valued, and all students should have the opportunity to demonstrate their progress and achievement.
2. Assessment procedures should be complementary, coherent with the goal of supporting learning and teaching, and coordinated, avoiding segregation through labelling.
3. Students should be entitled to reliable and valid assessment procedures that accommodate and, where possible, are modified to meet their needs (European Agency for Development in Special Needs Education, 2007, 2008).

Assessment and Inclusion Need not be Seen in Opposition

- 27 countries reported having a national assessment framework for all learners to specify procedures guiding data collection and use (out of 30 countries)
- In some countries, such frameworks are described in the national curriculum (Estonia and Georgia)
- A few countries regulate the assessment framework at local level (Lithuania)
- **Summative assessment** is still dominating, and its results are served as a basis for making important decisions about a child, as for instance education in either segregated or inclusive settings
- Countries in the region are **moving towards more balanced assessment system** which includes **formative assessment** (Kyrgyzstan, Tajikistan, Lithuania, North Macedonia, Serbia)
- Research findings from North Macedonia: showed that **formative assessment, with a focus on ongoing monitoring, had the biggest influence on improving outcomes of students with learning difficulties** (Aleksavska et al., 2015).



INCLUSIVE ASSESSMENT SHOULD INCLUDE ALL LEARNERS

- In the case of learners with disabilities, two approaches can be distinguished (Georgia, Kazakhstan)
- In some countries, there are no national guidelines for adapting assessment for learners with special needs (Belarus, Latvia, Uzbekistan)
- In most countries, assessment frameworks meet the needs of children with disabilities
- While in some assessment frameworks support a wider range of special needs (Belarus, Russia, B&H, Hungary)
- Ethnic minority learners' needs are not always met, especially with respect to high-stakes examinations (Kazakhstan and Russia)

Countries offer various accommodations to learners with special needs in examinations

- Assessment methods should meet all learners' needs. In the case of learners with disabilities, reasonable accommodations may be needed to ensure these learners can be assessed without lowering expectations (Yaoying, 2013). Accommodations take various forms:
- Specific examination materials and tests for learners with disabilities are prepared (Czech Republic, Mongolia, North Macedonia, the Russian Federation, Slovakia and Ukraine)
- Individual adjustments are made for each examination (Montenegro). Depending on type and degree of disability, students are exempted from parts of the examination they cannot take
- Choice of graduation examination subject (Hungary)
- Support of consultant-teachers and teacher assistants (Bulgaria, Kazakhstan, Ukraine, Azerbaijan)
- Setting accommodation- Accessible independent room (Georgia, Bulgaria)
- Duration of examination (Hungary, Kazakhstan, Azerbaijan)

Technology is used to improve assessment quality

- Increasingly, education systems expect teachers to use ICT to improve assessment quality. Almost 50% of countries use ICT in state school graduation examinations, school-based and even home-based assessment
- Examples of ICT used to support assessment: speech synthesizer software and text formatting (increased font size or different font) for the visually impaired, speech-to-speech platforms for the hearing impaired, and alternative and augmentative communication software, such as view control software, applications for testing on computers and via smartphones, and software for converting speech to writing.
- Enlarged fonts on computers, along with computers with a customized speech synthesizer (Bulgaria)
- Enlarged letters, clearly divided text, and text in Braille are used in ICT-based assessments (Slovakia)
- Assessment through computer programmes is used via the Special Needs Assessment Profile programme. It is a non-obligatory psychometric test that

the region are making progress towards inclusion through their assessment processes

- Policies, regulations and guidelines on assessment of all learners, including those with special needs, are being created and updated to meet the goal of inclusion
- Key questions on **why and how learners are assessed**, however, sometimes still lack an inclusion dimension
- Education systems should continue supporting and guiding schools and teachers in the use of assessment as a tool for planning and implementing meaningful participation, teaching and learning of all students