Interview Synthesis Domain Six

## Assessment tools

A wide range of assessment tools will be used to monitor progress in curriculums. Additionally tools are used for visual assessment. All assessment is used purposefully to contribute to planning ‘What Next’ for the student and to provide documented evidence of progress towards IEP goals. Assessment tools that are not specifically designed for learners who are blind or have low vision requires creative adapting to make it useful.

### Narrative Assessment

The use of Narrative Assessments is highlighted differently by Specialist Teachers of Vision. Those working in early childhood and with students working in Level One of the NZ Curriculum found the information to be useful for planning the next step and for documenting learning for IEP’s. When using Narrative Assessment for older students working on curriculum tasks it was perceived as less useful. The need for specific measurable data became more important as the learner progressed through curriculum levels. Narrative Assesment may be written through a range of different lenses such as Te Whariki, NZ Curriculum, Expanded Core Curriculum and domain specific knowledge.

### Photos and Video

More and more use of digital media is employed to document progress, it is encouraged that these are crafted into an assessment, work is being done by Chrissie Butler in developing and recording the use of digital media. Much of this is becoming available globally through the internet, and may be used for professional guidance.

### Individual Education Plan

This area is covered in it’s own synthesis.

### Developmental Checklists

Oregon Assessment is a criterion referenced sequential developmental checklist specifically written for use with children who are blind or have low vision, from birth to five years old.

Carolina, Kaye Ferrell, Early Support Developmental Checklist are all suitable for use with children who have complex needs. They measure smaller steps in progress but are not specifically adjusted to account for the implications of blindness or low vision on children’s development.

## Training in the use of assessment tools

Training in Narrative Assessment and Individual Planning had been available to some Specialist Teachers of Vision during their teaching qualifications. For most this knowledge had been learnt on the job and through in centre professional development.

## Issues in the use of adapted tools

**Accommodations made for students with low vision are not designed to make things easier but are to put the student on a level playing field with other students. Results to normative tests that have been adapted cannot be used for statistical and data gathering. Therefore the results of learning for children with special education needs can only be gathered from individual testing, and then measured against individual testing using the same adaptations. This has meant that much evidence based research has used individual case studies instead of quantitative methods.**