



Universidad Austral de Chile  
Facultad de Filosofía y Humanidades  
Escuela de Pedagogía en Comunicación en Lengua Inglesa

Lead Advisor:

Mrs. Juana Barrientos Villanueva M. Ed.

**Assessing Visually Impaired Students in Inclusive Classrooms: Examples of  
Assessment Tools for EFL Teachers**

Seminario de Tesis para optar al Título de Profesor en Comunicación en Lengua Inglesa  
y al Grado de Licenciado en Educación

Pamela Morales Mitre

Yesenia Soto Torres

Valdivia – Chile  
2014

## ASSESSING VISUALLY IMPAIRED STUDENTS

### Table of Contents

|                                                               | Pag |
|---------------------------------------------------------------|-----|
| Acknowledgments                                               |     |
| Abstract                                                      |     |
| Introduction                                                  | 1   |
| Antecedents                                                   | 4   |
| 1. THEORETICAL FRAMEWORK                                      | 8   |
| 1.1. State of the Art                                         | 8   |
| 1.1.1. Inclusive Education                                    | 8   |
| 1.1.1.1. Integration v/s Inclusion                            | 9   |
| 1.1.1.2. Inclusive Classrooms in Europe and the United States | 9   |
| 1.1.1.3. Inclusive Classrooms in Chile                        | 11  |
| 1.1.2. Assessment in Inclusive Classrooms                     | 12  |
| 1.2. Special Educational Needs                                | 13  |
| 1.2.1. Disabled Students                                      | 14  |
| 1.2.1.1. Cognitive Disability                                 | 15  |
| 1.2.1.2. Physical Disability                                  | 16  |
| 1.2.1.3. Sensory Disability                                   | 16  |
| 1.2.2. Visual Impairment                                      | 17  |
| 1.2.2.1. Low Vision                                           | 18  |
| 1.2.2.2. Total Blindness                                      | 18  |
| 1.2.2.3. Legal Blindness                                      | 19  |
| 1.2.3. Characteristics of Visually Impaired Students          | 19  |
| 1.2.3.1. Social and Emotional Skills                          | 20  |

## ASSESSING VISUALLY IMPAIRED STUDENTS

|  |  |                                                                                    |           |
|--|--|------------------------------------------------------------------------------------|-----------|
|  |  | 1.2.3.2. Sensory Skills                                                            | 21        |
|  |  | 1.2.3.3. Orientation and Mobility Skills                                           | 22        |
|  |  | 1.2.4. Accommodations for Instruction and Assessment                               | 23        |
|  |  | 1.2.4.1. Timing and scheduling                                                     | 23        |
|  |  | 1.2.4.2. Response                                                                  | 24        |
|  |  | 1.2.4.3. Setting and Presentation                                                  | 24        |
|  |  | 1.3. Language Assessment                                                           | 25        |
|  |  | 1.3.1. Testing versus Assessment                                                   | 25        |
|  |  | 1.3.2. Principles of Assessment                                                    | 26        |
|  |  | 1.3.2.1. Practicality                                                              | 27        |
|  |  | 1.3.2.2. Reliability and Validity                                                  | 28        |
|  |  | 1.3.2.3. Authenticity and Washback                                                 | 29        |
|  |  | 1.3.3. Purpose of Assessment                                                       | 30        |
|  |  | 1.3.3.1. Formative and Summative                                                   | 30        |
|  |  | 1.3.3.2. Process and Product                                                       | 31        |
|  |  | 1.3.3.3. Convergent and Divergent                                                  | 32        |
|  |  | 1.4. Assessment for EFL Learners                                                   | 34        |
|  |  | 1.4.1. Traditional Assessment                                                      | 35        |
|  |  | 1.4.2. Alternative Assessment                                                      | 36        |
|  |  | 1.4.2.1. Peer and Self Assessment                                                  | 38        |
|  |  | <b>2. THE ASSESSMENT OF VISUALLY IMPAIRED STUDENTS IN INCLUSIVE EFL CLASSROOMS</b> | <b>41</b> |
|  |  | 2.1. Accommodations for Assessment                                                 | 41        |
|  |  | 2.1.1. Implications for inclusive EFL Classrooms                                   | 41        |
|  |  | 2.2. Assessment Tools                                                              | 43        |

## ASSESSING VISUALLY IMPAIRED STUDENTS

|  |                                               |    |
|--|-----------------------------------------------|----|
|  | 2.2.1. Design                                 | 44 |
|  | 2.2.2. Application                            | 46 |
|  | 2.2.3. Analysis and Interpretation of Results | 47 |
|  | 2.3. Peer and Self Assessment                 | 48 |
|  | 2.3.1. Peer Assessment: Group-to-group        | 48 |
|  | 2.3.2. Self Assessment: Learning Logs         | 49 |
|  | 2.3.3. Benefits for Students and Teachers     | 50 |
|  | 2.3.4. Possible Problems and Solutions        | 51 |
|  | 3. TEACHING PROPOSAL                          | 55 |
|  | 3.1. Fifth Grade EFL National Curriculum      | 55 |
|  | 3.1.1. Objectives and Contents                | 56 |
|  | 3.1.2. Assessment Tools                       | 57 |
|  | 3.2. Adaptation of the Assessment Tools       | 59 |
|  | 3.2.1. Unit 1                                 | 60 |
|  | 3.2.2. Unit 2                                 | 67 |
|  | 3.2.3. Unit 3                                 | 73 |
|  | 3.2.4. Unit 4                                 | 79 |
|  | Conclusions                                   | 85 |
|  | References                                    | 89 |
|  | Annexes                                       | 98 |

# ASSESSING VISUALLY IMPAIRED STUDENTS

## Acknowledgments

To our beloved families, for their support, patience and unconditional love. Thank you for trusting us, encouraging us to never give up and helping us to fulfil our dreams. This process would not have been so enriching if you had not been by our side.

To our dear friends, for their company and kind words in difficult times. Thank you for sharing this experience with us.

To our supportive teachers, especially Mrs. Juanita Barrientos and Elizabeth Fisher, for guiding us in the development of this thesis and inspiring us to be good professionals.

Pamela Morales Mitre

Yesenia Soto Torres

# ASSESSING VISUALLY IMPAIRED STUDENTS

## Abstract

The inclusion of people with special needs seems to be a concern for governments around the world, which is why a number of policies have been promulgated to provide citizens with inclusive education. The Chilean Ministry of Education has been promoting inclusion by encouraging English teachers to adapt the material offered in the English as a Foreign Language (EFL) National Curricula. Nevertheless, more concrete and tangible examples are needed, especially regarding the assessment of the visually impaired. Therefore, this teaching proposal based on a literature review intends to adapt the examples of assessment tools offered in the Fifth Grade EFL National Curriculum in order to evaluate visually impaired students in inclusive classrooms. The importance of this research paper relies on the fact that Fifth Grade students face formal English lessons for the first time; hence, this experience should be enriching for all of them, including those who have a disability.

*Keywords:* inclusion, visual impairment, assessment, special needs, EFL

## **Introduction**

Nowadays, terms such as integration, inclusion, special educational needs and diversity have been frequently used in the field of education. In fact, a considerable number of social policies have been designed to address inclusive education. In addition, increased emphasis is now being placed on bringing inclusion into the regular classroom. In order to achieve this goal, students with different disabilities have been allowed to study in inclusive settings, the visually impaired being part of them. Considering that assessment is one of the aspects that the visually impaired will have to face when entering the education system, it appears necessary to offer teachers assessment tools that suit students' needs. Therefore, this research paper will contribute to promoting inclusion by presenting a teaching proposal that will provide adapted examples of assessment tools to evaluate visually impaired students attending inclusive EFL classrooms.

In the First Chapter, diverse data on visual impairment and language assessment will be exposed. The Theoretical Framework of this Literature Review will start by determining the degrees of visual impairment along with the skills of the visually impaired. Besides, accommodations for instruction and assessment that disabled students can resort to will be presented. Later, important aspects of language assessment such as its principles and purposes, and the differences between testing and assessment are going to be revised. Moreover, information on the traditional and alternative techniques used to assess students in EFL classrooms will be provided. Thus, this chapter aims at forming the basis for the discussion and teaching proposal developed in chapters two and three respectively.

In the Second Chapter, the information gathered in the theoretical framework will be discussed in order to have a clearer idea of how visually impaired students should be assessed in inclusive EFL classrooms. The discussion will be based on exploring ways of creating assessment tools that promote inclusion. In this regard, the accommodations for instruction and assessment, as well as alternative assessment will be taken into account. Furthermore, the design and application of assessment tools will be commented along with the process of analysis of test results. Additionally, considering that alternative assessment appears to be a suitable option to evaluate visually impaired students attending inclusive EFL classrooms, its benefits and possible problems and solutions will be examined. Hence, the discussion will give the guidelines needed to create tools that meet visually impaired students' needs.

In the Third Chapter, the Fifth Grade EFL National Curriculum's contents and objectives will be described. Further, the examples of assessment tools presented in this document will be analysed in order to establish whether they are suitable for the visually impaired who attend inclusive EFL classrooms. Finally, the aforementioned examples will be adapted considering visually impaired students' skills and remaining senses, as well as the principles of language assessment, accommodations for assessment, and alternative assessment tools. The tools will be adapted bearing in mind that the main goal is to promote inclusion; therefore, all the students will be evaluated through the same assessment tools, but the visually impaired will have access to certain accommodations if necessary. The adapted examples will be carefully described for teachers to have detailed information on the way the assessment tools should be administered. Some of the characteristics that the adapted tools will present include the purpose of assessment, time,



objectives, activity, assessment guideline and accommodations. Accordingly, thanks to this teaching proposal, EFL teachers will be able to assess students in an inclusive way neglecting neither visually impaired nor sighted students' needs.

**Antecedents****General Area**

Assessing visually impaired students

**Research Question**

When revising the Fifth Grade EFL National Curriculum, it becomes clear that the examples of assessment tools provided by the Chilean Ministry of Education are not likely to be used with visually impaired students without being adapted first. Therefore, it is pertinent to wonder:

- What changes can be made to adapt the examples of assessment tools provided by the Chilean Ministry of Education in the Fifth Grade EFL National Curriculum in order to evaluate visually impaired students in inclusive classrooms?

**Hypothesis**

After exhaustively revising the literature related to language assessment, it appears that there are a number of guidelines that can be considered in order to make the assessment process useful to both teachers and students. Thus, it is possible to assert that the examples of assessment tools provided by the Chilean Ministry of Education in the Fifth Grade EFL National Curriculum can be modified to suit the needs of visually impaired students in inclusive classrooms.

**Objectives****General objective.**

Due to the lack of appropriate tools needed to assess the English language performance of visually impaired students in fifth grade, the main goal of this research paper is:

- To adapt the examples of assessment tools offered in the Fifth Grade EFL National Curriculum in order to evaluate visually impaired students in inclusive classrooms.

**Specific objectives.**

The specific objectives of this research will contribute to accomplishing the aforementioned objective through the analysis of the assessment tools provided by the Chilean Ministry of Education. The outcome of that analysis will help clarify the changes that need to be made so that the assessment tools can match the needs of visually impaired students. Hence, the specific objectives are:

1. To describe the examples of assessment tools offered in the Fifth Grade EFL National Curriculum.
2. To specify what the needs of visually impaired students are when being assessed in an EFL classroom.
3. To identify the weaknesses of the examples of assessment tools presented in the Fifth Grade EFL National Curriculum when evaluating visually impaired students.

**Justification**

Taking into account the Chilean educational policies regarding inclusion in the last 20 years, it can be gathered that there is a clear intention of including disabled people in the different sectors of Chilean society. Based on Article 1 of the Chilean Law of Disability 20.422, every disabled person in this country has the right to be equally treated, that is to say, nobody should be discriminated (Ministerio de Planificación, 2010). Besides, every disabled person should be able to take part in the different aspects of societal life, such as politics, education, and culture, among others (*ibid.*). This is probably the main reason why the Ministry of Education has started creating new National Curricula that highlight the importance of having inclusive classrooms in Chile. According to the Chilean Ministry of Education (2012), there are about 1,300 visually impaired students who are currently attending regular or special schools (p. 8). This could explain why the EFL National Curriculum encourages English teachers to adapt their activities if they are working with disabled students, such as the visually impaired.

In addition, taking into account that the visually impaired students attending regular schools have or will have mandatory English lessons from fifth grade on, encouraging teachers to adapt their teaching materials is essential but not sufficient. Along with the lessons, the students will inevitably be assessed using tools that are not always suitable for their needs. Nevertheless, 11 out of the 12 examples of assessment tools included in the Fifth Grade EFL National Curriculum neither propose an adapted version to be used when evaluating visually impaired students nor do they offer guidelines on the aspects that should be considered when adapting them. This is why it is necessary

to provide English Teachers with adapted tools as to avoid students' frustration in the process of acquiring a foreign language.

## **1. Theoretical Framework**

### **1.1. State of the Art**

In this section, the concept of inclusive education will be examined. In order to do so, information from organisations such as the United Nations, the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) has been gathered. Furthermore, a study from the European Agency for Development in Special Needs Education has been revised for the purpose of capturing the current state of inclusive education in Europe. Likewise, regulations from the United States and Chile have been explored and utilised in order to picture the reality of these countries' inclusive classrooms. Finally, a glimpse of the considerations established by the United States when assessing students in these classrooms is provided.

#### **1.1.1. Inclusive education.**

Inclusive education is a concept that has become imperative in the field of education all over the world. For this reason, UNICEF has shown great interest in working towards inclusive education. This concept strongly supports the idea arisen from the Salamanca Statement which recognises “the need to work towards 'schools for all' - institutions which include everybody, celebrate differences, support learning, and respond to individual [sic] needs” (as cited in UNICEF, 2009, para. 2). Similarly, UNESCO (n.d.) highlights the importance of providing all learners with quality education based on their needs (para. 1). Hence, inclusive education attempts to facilitate the access to education without any kind of limitation, thus fostering diversity.

#### ***1.1.1.1. Integration versus inclusion.***

Although it is common to find these two concepts used interchangeably, there are certain clues that can help differentiate one term from the other. On the one hand, integration implies that there are some aspects that require fixing in order to help a given group of students (Harman, n.d., p. 1). Once this has been done, the students either adapt to the adjustments made to the environment or are left behind (*ibid.*). Inclusion, on the other hand, seeks for equal opportunities to allow all students to participate in the school community whether they need help or not (*ibid.*). It is important to aver, however, that both integration and inclusion attempt to guarantee everyone the right of education (Luque & Romero, 2002, p. 23). Consequently, these concepts aim at a similar target; nevertheless, rather than focusing the problem on students, inclusion intends to adapt the environment so that everyone meets on an equal footing.

#### ***1.1.1.2. Inclusive classrooms in Europe and the United States.***

One of the contexts in which it is possible to find diversity is the classroom, which is why nowadays inclusive classrooms have spread throughout the world. This kind of setting gathers the principles of inclusion and represents them in a classroom (Sapon-Shevin, 2005, p. 37). Besides, inclusive classrooms address a variety of differences, including those which refer to abilities (*ibid.*). This means that people with disabilities also deserve a place in these classrooms. In fact, the United Nations supports this belief, which can be seen in the *Standard Rules on the Equalization of Opportunities for Persons with Disabilities* (1994). According to Rule 6 found in the document previously mentioned, “states should aim for the gradual integration of special education services into mainstream education” (United Nations, 1994, p. 16). Therefore, regular schools

should promote the implementation of inclusive classrooms. Likewise, not only should states make sure that the school communities understand the policies regarding inclusion, but they should also facilitate the adaptation of the curricula and provide teachers with quality materials and training (*ibid.*). Thus, inclusive classrooms should be encouraged and supported by the governments in order to ensure that every person, whether disabled or not, has the opportunity to partake in the educational system.

*Inclusive classrooms in Europe.*

Many countries in Europe share interest in having inclusive classrooms in order to promote diversity. In this regard, the European Agency for Development in Special Needs Education (2001) conducted an exhaustive study based on the experiences of 15 European countries<sup>1</sup> in relation to inclusive classroom practices. The research yielded useful information which proves that students' performance is higher in an inclusive environment (European Agency for Development in Special Needs Education, 2001, pp. 116-117). Furthermore, the study reveals that the 15 countries agree on certain variables which appear to be crucial in order to achieve inclusive education. These variables deal with the role teachers and students have when working as a team, so concepts such as team teaching and peer tutoring are of great importance (*ibid.*, p. 117). Moreover, it is essential to have an individual plan for each student so as to monitor and assess the student's progress (*ibid.*). Finally, teachers need to establish clear class rules and provide students with a variety of learning possibilities (*ibid.*, pp. 117-118). Hence, the implementation of inclusive classrooms has allowed these countries to conclude that the above-mentioned aspects can lead to effective inclusive education.

---

<sup>1</sup> The countries that participated in the study were Austria, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Luxembourg, The Netherlands, Norway, Portugal, Sweden, Switzerland and the United Kingdom (European Agency for Development in Special Needs Education, 2001, p. 33).



*Inclusive classrooms in the United States.*

In the United States, the policies *No Child Left Behind Act* (NCLB) and *Individuals with Disabilities Education Act* (IDEA) form the bases for inclusive education. According to the U.S. Department of Education (2008), these acts “are working together to ensure access to educational opportunities for all children” (p. 2). While NCLB guarantees that every child in the United States has access to education, IDEA makes sure that disabled children are “educated in the least restrictive environment appropriate to meet their unique needs” (*ibid.*). From the previous points, it can be gathered that inclusion is committed to giving every child the same opportunity to attend any school (*ibid.*). At the federal level, there are also initiatives to help teachers adapt their practices in order to meet the needs of every single student (*ibid.*, p. 51). For instance, at the University of Florida, the National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) “identifies strategies for policies and practices that provide beginning special education and regular education teachers with the knowledge and skills needed to effectively support students with disabilities in different classroom settings, including collaborative practices” (*ibid.*, p. 43). Accordingly, the policies established in the United States imply that this country is willing to give all students quality education in classrooms in which discrimination is not allowed.

*1.1.1.3. Inclusive classrooms in Chile.*

Based on Law 20.422, Chilean classrooms are currently facing the challenge of achieving inclusion. Paragraph 2 of Article 36 of the aforesaid law states that every regular school should adapt their facilities and curricula so as to allow disabled people to

have access to the educational system (Ministerio de Planificación, 2010). Likewise, in Paragraph 2 of Article 4, the *Ley General de Educación* affirms that the Chilean state must promote equal opportunities and inclusive education in order to avoid inequities of any kind (Ministerio de Educación, 2009). Legislation on inclusive education was possible thanks to the *Decreto Supremo de Educación N° 490/90*, which highlighted for the first time the importance of integrating disabled students into regular classrooms (Ministerio de Educación, 2005, p. 13). Founded on the implementation of all these policies, a programme was created for the purpose of favouring equal participation of all students in the classroom (Ministerio de Educación, 2010a, p. 3). This programme is called *Programa de Integración Escolar* and it seeks for all students to reach academic achievement, including those with disabilities (*ibid.*). Therefore, the Chilean state appears to show great interest in creating regulations to set the stage for quality inclusive classrooms.

### **1.1.2. Assessment in inclusive classrooms.**

During the analysis of the literature regarding inclusive classrooms, little detailed information was gathered in relation to the way in which disabled students are assessed and promoted to the next year of schooling. The main aspects covered by the authorities address admission policies rather than the students' academic achievement. Nevertheless, the American federal policy NCLB asks states to measure students' skills in reading, mathematics and science (U.S. Department of Education, 2008, p. 10). In fact, schools are advised to place *special focus* [emphasis added] on “the progress of students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency” (*ibid.*). Additionally, in the section “Participation in

Assessments”, IDEA demands schools to provide disabled students “with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs<sup>2</sup>” (Individuals With Disabilities Education Act, 2004). They also provide general requirements for the schools to create alternate assessments (*ibid.*). Despite the fact that there is little information about assessment in inclusive classrooms, the guidelines stated by IDEA offer significant help to teachers who work with disabled students.

## 1.2. Special Educational Needs

The concept of Special Educational Needs (SEN) is commonly found when referring to inclusive education. This term was mentioned in the Warnock Report<sup>3</sup> and it has spread all over the world ever since (Luque & Romero, 2002, p. 25). Students with SEN “have needs or disabilities that affect their ability to learn” (Gov.uk, n.d., para. 1). Those needs or disabilities can affect children’s behavioural, social and cognitive skills (*ibid.*). Besides, children can experience physical or sensory difficulties and can have problems when reading and writing (*ibid.*). Due to these characteristics, children with SEN need to receive more personalised instruction; consequently, “SEN children increasingly tend to be lumped together indiscriminately” (Douglas Silas Solicitors, n.d., para. 20). Therefore, the concept of SEN can be seen from two points of view: on the one hand, it is believed that students with special needs have to be grouped in order to provide them with special education; on the other hand, it is widely recognised that they should

---

<sup>2</sup> An Individualized Education Program (IEP) is “an individualised statement of an agreed set of educational goals for a student and a description of the support services that the student will receive to achieve those goals” (Dempsey, 2012, p. 22.).

<sup>3</sup> The Warnock Report refers to the Report of the Committee of Enquiry into the Education of Handicapped Children and Young People (Gillard, 2012). The Committee was proposed by Margaret Thatcher in 1973 and had Mary Warnock as chair (*ibid.*, para. 1). The report was completed in March 1978 (*ibid.*, para. 7).

participate in equal and inclusive classrooms (Vislie, 2003, p. 25). Thus, this term can lead to opposing interpretations, which in turn can have a great impact on the feasibility of having inclusive classrooms.

In Chile, students with special needs seem to be facing the contradiction of the term previously explained. This may be because as Pablo Aros and Daniela Hidalgo (2013) claim, “it is difficult for students with special needs to feel part of the classroom” (p. 16). One of the main reasons for this situation is that teachers do not seem to have the knowledge required to adjust their teaching practices when working with these students (*ibid.*, p. 60). According to Diego Luque, the availability of appropriately trained teachers is one of the requirements that could help make a difference between having students with special educational needs and students with educational needs only (as cited in Luque & Romero, 2002, p. 25). This vision of SEN is related to the concept of inclusive education which supports the idea that “teachers should be prepared to face a classroom that includes students with special needs, being aware of the different methodologies that can be used to achieve inclusion and leaving the mere integration in the past” (Castillo & Siebert, 2013, p. 94). Hence, not only is it necessary to know what SEN is about, but it is also essential for schools to embrace all the social and academic responsibilities that educating students with special needs entails.

### **1.2.1. Disabled students.**

As it is possible to discern so far, the concepts of SEN and disability are closely related. According to the World Health Organization (WHO, n.d.a), disability refers to:

Impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation

restriction is a problem experienced by an individual in involvement in life situations. (para. 1)

Therefore, disability cannot only be considered a health problem; it is also connected to the characteristics of the society in which the person is involved (*ibid.*, para. 2). Likewise, Chilean Law 20.422 shares this vision, stating in article 5 that a disabled person experiences restrictions or impediments when participating in society (Ministerio de Educación, 2009). Moreover, the aforementioned law also adds that a disabled person can present one or more physical, mental or sensory impairments, which can be either temporary or permanent (*ibid.*). In order to have a global view of what disability means, the features of cognitive disability, physical disability and sensory disability will now be detailed.

#### ***1.2.1.1. Cognitive disability.***

Most cognitive disabilities have their origin in physiological or biological processes, although some of them can also have a base in the brain chemistry or structure (Disabled World, n.d., para. 3). Consequently, people with cognitive disabilities have troubles with one or more types of mental tasks (Web Accessibility in Mind, n.d., para. 1), which requires them to need help with aspects of their daily routines (Disabled World, n.d., para. 3). The most serious disabilities of this type are usually regarded as clinical disabilities, such as Autism, Down Syndrome, Traumatic Brain Injury, Dementia, Attention Deficit Disorder and Learning Disabilities in general (Web Accessibility in Mind, n.d., para. 3). Less severe and sometimes unnoticeable cognitive disabilities are called functional disabilities, which unlike clinical disabilities, do not have a medical treatment (*ibid.*). Functional disabilities hinder people's attention span, memory and

problem-solving skills, among others (*ibid.*). Accordingly, the needs of cognitive disabled people may vary depending on the degree and type of disability they present.

#### ***1.2.1.2. Physical disability.***

Physical disability entails “total or partial loss of a person’s bodily functions . . . and total or partial loss of a part of the body . . .” (Physical Disability Council of New South Wales, n.d., para. 1). Therefore, people may have one or more impairments which can be congenital, acquired (either by disease or accident), temporary or life-long (Nottingham City Council, n.d., para. 1). Although some of them can be classified as moderate or severe, physical disabilities have a great impact on people’s daily lives (FirstStop, n.d., para. 1). For this reason, people with physical disabilities require extra help to satisfy their needs, which is often provided by either a carer or special equipment (Nova Scotia Community College, n.d., para. 2). In addition, it is important to point out that this type of disability can be apparent, such as the loss of a leg, or hidden, such as epilepsy (Physical Disability Council of New South Wales, n.d., para. 3). Examples of physical disabilities include arthritis, multiple-sclerosis, post-polio syndrome and muscular dystrophy, among others (*ibid.*, para. 2). Hence, no matter what kind of physical disability people have, it may affect their participation in society.

#### ***1.2.1.3. Sensory disability.***

Despite the fact that sensory disabilities can affect any of the five senses, they are most frequently related to hearing impairment, visual impairment and dual sensory impairment (Nottingham City Council, n.d., para. 2). As physical disabilities, sensory disabilities may be congenital or acquired due to accidents or the natural aging process (*ibid.*). It is worth highlighting that sensory disabilities do not necessarily involve total

loss of one or more senses, but also partial loss (*ibid.*). Thus, there are different degrees of sensory disability which chiefly affect access to information (Virginia Department of Education, n.d., para. 1). In order to make up for their deficit, sensory disabled people make use of special equipment and further develop their skills (*infra* section 1.2.3.) to lessen the impact of their disability (New South Wales Public Service Commission, n.d., para. 1). For the purposes of this research paper, a closer look at visual impairment will be taken next.

### **1.2.2. Visual impairment.**

The American Optometric Association (AOA, n.d.) avers that “anyone with noncorrectable reduced vision is visually impaired” (para. 2). Meanwhile, Chilean Decree 170 in Article 68 defines visual impairment as an alteration of the visual sense and/or perception, which means that visually impaired people have a residual vision of 0.33 or less of their visual field<sup>4</sup> (Ministerio de Educación, 2010b). Furthermore, according to the American Foundation for the Blind (AFB, 2008), visually impaired people have “a visual acuity<sup>5</sup> of 20/70 or worse in the better eye with best correction, or a total field loss of 140 degrees” (para. 7). Taking into account that the predominant causes of visual impairment are “uncorrected refractive errors (myopia, hyperopia or astigmatism), . . . cataract, . . . [and] glaucoma” it can be gathered that there are different degrees of visual impairment (WHO, 2012, para. 3). Consequently, this term comprises individuals who have reduced or no vision, that is to say, low vision and blindness.

---

<sup>4</sup> The University of Maryland Medical Center (2013) defines visual field as “the total area in which objects can be seen in the side (peripheral) vision while you focus your eyes on a central point” (para. 1).

<sup>5</sup> According to Krissa Drentlaw (n.d.), visual acuity is the “measure of the eyes’ ability to distinguish object details and shape at a given distance” (p. 2).

**1.2.2.1. Low vision.**

In accordance with the International Classification of Diseases, the levels of visual function are: normal vision, moderate visual impairment, severe visual impairment and blindness (as cited in WHO, 2012, para. 1). Low vision refers to moderate visual impairment together with severe visual impairment (*ibid.*, para. 2). In this regard, “low vision is visual acuity less than 6/18 and equal to or better than 3/60 in the better eye with best correction” (WHO, n.d.b., para 2). Low-vision individuals, therefore, have damaged visual function even after treatment; nevertheless, they can count on their residual vision of close-range objects. This residual vision gives low-vision people the possibility to see thanks to special equipment and accommodations, such as adequate light and larger size of printed documents (Alves, Monteiro, Rabello, Gasparetto & Carvalho, 2009, p. 149; Luque & Romero, 2002, p. 109). Moreover, through the use of optical aids, they are more likely to complete their daily activities (Ministerio de Educación, 2010b). Thus, low-vision individuals can still benefit, up to a certain extent, from their reduced but still existent ability to see.

**1.2.2.2. Total blindness.**

The American Foundation for the Blind (2008) defines total blindness as the “inability to see anything with either eye” (para. 5). Luque and Romero (2002) agree with this definition and also add that blind people may perceive light without projection (p. 109). According to the World Health Organization, there are two kinds of total blindness: near total blindness and total blindness per se (as cited in AOA, n.d., para. 2). Near total blindness means less than 20/1,000 of visual acuity, whereas total blindness entails no light perception at all (*ibid.*). Individuals who suffer from total blindness have their visual



system from which information is collected completely or seriously damaged (Ochaíta & Espinoza, 2001, p. 213). Accordingly, people diagnosed with total blindness cannot rely on their sense of sight.

#### **1.2.2.3. Legal blindness.**

Legal blindness is a term used by governments in most countries for the purpose of establishing eligibility for statutory benefits (AFB, 2008, para. 4). Legally blind people have a central visual acuity of 20/200 (1/10) or less, which is measured in the best eye with the best correction, that is to say, after having received treatment (*ibid.*). Another way of determining legal blindness is by having a visual field of 20 degrees or less (*ibid.*). It is essential to consider that “people who are blind in one eye are not considered legally blind” (Sardegna as cited in Aros & Hidalgo, 2013, p. 28). This is because the requirements previously stated apply to both eyes and only when the impairment is permanent and incurable (Pelechano, de Miguel & Ibáñez as cited in Ochaíta & Espinoza, 2001, p. 213). Thus, the concept of legal blindness was set in order to provide the eligible visually impaired with governmental support.

#### **1.2.3. Characteristics of visually impaired students.**

Apart from establishing the different types of visual impairment, it is also relevant to highlight the fact that visually impaired students share some specific characteristics. For instance, Joao Roe (2008) asserts that “children with vision impairment . . . have limited visual access to what is happening around them, and access to fewer and less consistent experiences. They are likely to need more time to have a range of experiences” (p. 150). Consequently, there are some activities in which visually impaired students will probably take longer than sighted children. Hence, the previous example represents only

one of the many features that characterise visually impaired students; characteristics which along with their different skills, influence their academic life.

#### ***1.2.3.1. Social and emotional skills.***

Social interaction and emotional bonding are two of the aspects of life in society that seem very unlikely to be avoided, whether people are able to see or not. According to Aviles et al., people can say that they have social emotional competence when showing “cooperative and pro-social behaviour, initiation and maintenance of peer friendships and adult relationships, management of aggression and conflict, development of a sense of mastery and self-worth, and emotional regulation and reactivity” (as cited in Roe, 2008, p.148). Social emotional competence affects the different aspects of children’s development, making visually impaired children especially vulnerable (Roe, 2008, p. 157). The root cause for this vulnerability appears to be the fact that through the sense of sight, not only can infants start interacting with others, but they are also able to show a variety of emotions (Montana Office of Public Instruction, 2001, p. 1). Therefore, due to the fact that the eyes work as a crucial means of interaction, visually impaired students are prone to face social and emotional issues.

In addition to what has been exposed, it is possible to observe that because of their condition, visually impaired students might have problems when contextualising their experiences. Thus, according to Fiona Boyce and Fiona Hammond (1996), it is difficult for children with visual impairment to decipher other people’s intentions as they can rely on spoken language only and are not able to take in the entire context of the events (para. 37). Besides, Fraiberg and Preisler suggest that visual impairment could possibly have an impact on children’s attachment and socialisation (as cited in Ophir-Cohen, Ashkenazy,

Cohen & Tirosh, 2005, p. 1). Nonetheless, this does not mean that visually impaired children are not able to create bonds with other people because they do so by replacing images with sounds (Luque & Romero, 2002, p. 111). Likewise, it is important to take into consideration that according to Freeman and Groenveld there are some emotional or behavioural patterns that might be considered unusual in children with normal vision; however, they are commonly found in visually impaired children without being considered pathological (as cited in Ophir-Cohen et al., 2005, p. 10). Hence, even though there is a real possibility that visually impaired students present social, emotional and behavioural issues, it has also been established that those issues do not necessarily represent a major threat to their bonding with others.

#### ***1.2.3.2. Sensory skills.***

Sensory skills seem to be a fundamental tool to be used by visually impaired students as a means of interaction with the rest of the world. As asserted by the Montana Office of Public Instruction (2001), when not being able to rely on the sense of sight, people turn to their remaining senses in order to know what is happening around them (p. 3). The senses become sharpened, which allows the visually impaired to hear, touch, taste and smell what they are not able to see (*ibid.*). Thus, children's sensory and perceptive development compensates for their visual impairment, helping them find alternative ways of gaining knowledge of their surroundings (Luque & Romero, 2002, p. 111). Equally important is that visually impaired children learn how to take advantage of their remaining senses by giving them a better and more efficient use (*ibid.*). Otherwise, according to the Virginia Department of Education (2010), "a visual impairment may affect one's gross and fine motor skills; alternative sensory discrimination and sensory

integration skills; and abilities to develop appropriate posture, balance, strength, and movement” (p. 25). Accordingly, children with visual impairment may not be able to use their eyes to discover the world; however, most of the time their remaining senses compensate for their lack of sight.

### ***1.2.3.2. Orientation and mobility skills.***

Based on the fact that students with visual impairment cannot visualise their surroundings, some particular skills appear to be necessary for them to explore the world. The Virginia Department of Education (2010) declares that “the student with a visual impairment . . . will need special skills to understand and become oriented . . . to move, travel, and play independently and safely” (p. 26). The aforementioned skills can be named as mobility and orientation skills, which facilitate students’ physical locomotion as well as mental orientation (Carney, Engbretson, Scammell & Sheppard, 2003, p. 55). When it comes to physical locomotion, orientation refers to people’s ability to know the exact place where they are and where they intend to go, while mobility has to do with the way in which they get to their destination (Cameto, Nagle & SRI International, 2007, p. 1). Thus, “orientation skills help a student to be aware of his/her own body in space and the surrounding environment” (Carney et al., 2003, p. 55). Consequently, visually impaired students need to develop a good command of certain abilities in order to become autonomous individuals.

Visually impaired students can benefit from the good use of their mobility and orientation skills in several ways. Carney et al. (2003) claim that these abilities are helpful for students in socialising and interacting both physically and mentally (p. 55). Furthermore, when receiving training from an orientation and mobility instructor, visually

impaired students are provided with information regarding “sighted guide skills, protective techniques, cane instruction, street crossings and public transportation” (*ibid.*). Likewise, the development of orientation and mobility skills helps students with environmental awareness; identification of landmarks and structural components of rooms and buildings; identification of directionality and cardinal directions; and interpretation of depth perception (*ibid.*). Therefore, the abilities previously exposed assist students with visual impairment in their daily activities promoting safe participation in the different aspects of life in society.

#### **1.2.4. Accommodations for instruction and assessment.**

When working with disabled students, teachers can resort to accommodations that facilitate the instruction and assessment. These accommodations “are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities” (Thompson, Morse, Sharpe, & Hall, 2005, p. 14). Consequently, accommodations maintain the learning expectations at the same time diminishing the possible limitations a student with a disability may have (*ibid.*).

##### ***1.2.4.1. Timing and scheduling.***

Timing and scheduling accommodations can be of great help to disabled students during their learning process. As the name indicates, this type of accommodation gives students more time to develop activities or evaluations and modifies the organisation of time (Thompson, Morse, Sharpe, & Hall, 2005, p. 14). Some examples of timing and scheduling accommodations include the provision of extended time and multiple or frequent breaks, as well as the change of schedule or order of activities (*ibid.*, p. 37).

Hence, disabled students can benefit from the use of these accommodations as they enable them to complete school tasks in a more flexible way.

#### ***1.2.4.2. Response.***

Response accommodations deal with the way disabled students deliver school tasks. These accommodations help students show their knowledge by allowing them “to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer” (Thompson, Morse, Sharpe, & Hall, 2005, p. 14). Some examples of response accommodations are Braille keyboards, speech-to-text conversion devices, note takers and tape recorders, among others (*ibid.*, pp. 31-32). Thus, there is a variety of response accommodations that disabled students can make use of in order to submit their assignments.

#### ***1.2.4.3. Setting and presentation.***

Setting and presentation accommodations seem to be useful for creating an inclusive learning environment. This is because setting accommodations “change the location in which a test or assignment is given or the conditions of the assessment setting” (Thompson, Morse, Sharpe, & Hall, 2005, p. 14). In turn, presentation accommodations “allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual” (*ibid.*). Accordingly, setting and presentation accommodations help disabled students feel more comfortable in the classroom and also enable them to have better access to information.

### **1.3. Language Assessment**

Language assessment appears to be a process that has a significant impact on the language classroom. John Norris (2012) defines language assessment as “the process of using language tests to accomplish particular jobs in language classrooms and programs” (p. 42). Likewise, it is possible to use language assessment for the purpose of helping teachers make informed decisions (*ibid.*). From the preceding statement, it can be observed that language assessment becomes a useful tool for both teachers and students. Hence, it seems that language assessment makes a positive contribution to language education, turning it into an interesting subject to study.

#### **1.3.1. Testing versus assessment.**

Testing and assessment are two terms that appear to be synonyms; however, when analysing the features of these processes, it is possible to observe a number of differences between them. On the one hand, according to H. Douglas Brown and Priyanvada Abeywickrama (2010), teachers are assessing students’ performance all the time, and although those assessments are usually incidental (through observation of students’ questions and comments), they can also be intended (written works or formal essays) (p. 3). “Tests, on the other hand, are subset of assessment, a genre of assessment techniques” (Brown & Abeywickrama, 2010, p. 3). Additionally, tests are planned, prepared and notified procedures, which means that they are established in the courses curricula and students are conscious that their performance is being measured (*ibid.*). Thus, some of the differences between testing and assessment relate to the design, preparation and administration of the assessment tools, and also the students’ awareness that they are being evaluated.

In other words, assessment, unlike testing, refers to a process rather than a particular event specifically planned to measure students' performance. As asserted by Brown and Abeywickrama (2010), assessment "in educational practice, is an ongoing process that encompasses a wide range of methodological techniques" (p. 3). A test, nevertheless, is defined as "an instrument – a set of techniques, procedures, or items – that requires performance on the part of the test-taker" (*ibid.*). Tests can be of great help to "students' families, school administrators, curriculum planners, funding agencies, future employers, and university admissions officers" (Norris, 2012, p. 43). Moreover, tests contribute to the assessment process, and also to language learning and teaching as "the ultimate goal of language assessment is to use tests to better inform us on the decisions we make and the actions we take in language education" (*ibid.*, p. 42). Therefore, even though assessment and testing are not precisely synonyms, they seem to share the same goal as both intend to gather information that may benefit students and teachers, among other members of the school community.

### **1.3.2. Principles of assessment.**

In order to take advantage of the benefits of the assessment process, it is important to consider some principles that contribute to the design and administration of assessment tools. As Brown and Abeywickrama (2010) aver, "the process of designing effective assessment instruments is far too complex to be reduced to five principles" (p. 40). However, the principles which have been named as practicality, reliability, validity, authenticity, and washback, "go a long way toward providing useful guidelines for both evaluating an existing assessment procedure and designing one on your own" (*ibid.*). Brown and Abeywickrama (2010) also state that the order in which the aforementioned



principles are presented does not imply any priority as they are context dependent (p. 25). Hence, the principles of assessment seem to provide pertinent directions so as to design and make a wise use of assessment tools.

#### ***1.3.2.1. Practicality.***

The principle of assessment that mainly focuses on administrative issues is practicality. According to Mousavi, practicality deals with the details regarding the assessment instrument, its cost, “the amount of time it takes to construct and to administer, ease of scoring, and ease of interpreting/reporting the results” (as cited in Brown & Abeywickrama, 2010, p. 26). Furthermore, practicality can be determined by the context in which the test is given and the amount of time and money available for its implementation (Brown, 2010, p. 40). Some other concerns related to the practicality of assessment tools are the equipment and procedures that the test involves, as well as the feasibility of the scoring/evaluation system (*ibid.*). Thus, there are several factors that can determine whether a test is practical or not.

In order to achieve practicality, tests should meet a number of requirements. As claimed by Brown and Abeywickrama (2010), a practical test does not cost more than it should; allows the test-taker to complete it within the time limits; the instructions for its implementation are clear; makes appropriate use of available human and material resources; and “considers the time and effort involved for both design and scoring” (p. 26). As can be gathered from the previously presented criteria, tests need to follow a certain pattern so as to be practical. This means that if a test lasts more or less time than expected, or if the examiner invests too much time in correcting it, then the test is considered impractical (*ibid.*). Likewise, according to Brown and Abeywickrama (2010),

“a test that can be scored only by a computer is impractical if the test takes place a thousand miles away from the nearest computer” (p. 26). Therefore, practicality is the principle of assessment that gives the necessary directions in order to avoid administrative troubles during the assessment process.

#### ***1.3.2.2. Reliability and validity.***

Assessment tools are called reliable when their results are trustworthy. Brown and Abeywickrama (2010) define a reliable test as “consistent and dependable”, which means that when assessing different students on different occasions the results obtained should be similar (p. 27). A reliable test “gives clear directions for scoring/evaluation; has uniform rubrics for scoring/evaluation; lends itself to consistent application of those rubrics by the scorer; contains items/tasks that are unambiguous to the test-taker” (Brown & Abeywickrama, 2010, p. 27). It is also relevant to mention that there are some factors that could affect the reliability of a test such as students’ physical and psychological conditions; human errors and subjectivity when scoring; tests characteristics and the circumstances in which they are administered (*ibid.*). Hence, the reliability of a test is more likely to be observed in the test results rather than the test itself.

Validity, in turn, deals with the objectives assessors intend to reach when evaluating. Gronlund describes validity as “the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment” (as cited in Brown & Abeywickrama, 2010, p. 29). In addition, it is worth mentioning that Brown and Abeywickrama (2010) refer to validity as “the most complex criterion of an effective test – and arguably the most important principle” (p. 29). A test is considered valid if it “measures exactly what it proposes to measure; does not measure

irrelevant or “contaminating” variables; relies as much as possible on empirical evidence (performance); offers useful, meaningful information about a test-taker’s ability; is supported by a theoretical rationale or argument” (Brown & Abeywickrama, 2010, p. 30). Consequently, the reliability and validity of assessment tools depend on several factors that might promote or impede the correct retrieval of information from the tests.

#### ***1.3.2.3. Authenticity and washback.***

Authenticity seems to be an essential principle whose guidelines contribute to the successful design and administration of assessment tools. Brown and Abeywickrama (2010) introduce the aforesaid concept stating that “when you make a claim for authenticity in a test task, you are saying that this task is likely to be enacted in the real world” (p. 36). An authentic test “contains language that is as natural as possible; has items that are contextualized rather than isolated; includes meaningful, relevant, interesting topics; provides some thematic organization to items . . . ; offers tasks that replicate real-world tasks” (Brown & Abeywickrama, 2010, p. 37). Hence, an authentic test appears to be adapted to the test-takers’ learning context.

Regarding washback, it is possible to infer that this principle has a direct effect not only on the assessment process, but also on the learning process and teaching practices. Washback is defined as “the effect of testing on teaching and learning” (as cited in Brown & Abeywickrama, 2010, p. 37). Besides, “Messick (1996, p. 241) reminded us that the washback effect may refer to both the promotion and the inhibition of learning, thus emphasizing what may be referred to as beneficial versus harmful (or negative) washback” (Brown & Abeywickrama, 2010, p. 37). Therefore, a test offering beneficial washback has a positive impact on the way teachers teach and the way students learn; it

also “offers learners a chance to adequately prepare; gives learners feedback that enhances their language development; is more formative in nature than summative; [and] provides conditions for peak performance by the learner” (Brown & Abeywickrama, 2010, p. 38). Accordingly, authenticity and washback, as well as the three other principles of assessment, represent a significant contribution to the improvement of assessment tools in use and to the design of new ones.

### **1.3.3. Purpose of assessment.**

The purposes of assessment appear to be as plentiful as the instruments that can be used to evaluate students. According to Chris Rust (2002) “we actually assess students for quite a range of different reasons – motivation, creating learning opportunities, to give feedback (both to students and staff), to grade, and as a quality assurance mechanism (both for internal and external systems)” (p. 1). In the following section some of the purposes of assessment will be revised so as to have a glance at the rationale behind the assessment intention of measuring students’ performance.

#### ***1.3.3.1. Formative and summative.***

It is widely recognised that teachers are constantly assessing their students, formative assessment being one of the types they use most of the time. As its name indicates, formative assessment intends to assess students whilst they are forming and/or developing skills and competencies (Brown & Abeywickrama, 2010, p. 7). The main target is, therefore, to help students “continue that growth process” (*ibid.*). In order to achieve that goal, students are given feedback, comments and suggestions, which allow them to concentrate effort on certain areas and improve overall performance (McAlpine, 2002, p. 6). According to Brown and Abeywickrama (2010), formative assessment

provides teachers with essential information on students' progress (p. 8). For this reason, this type of assessment is more appropriate when students and teachers alone are going to access the results (McAlpine, 2002, p. 6). Hence, different from other ways of assessing, the chief objective of formative assessment is to help students learn.

Another frequently used type of assessment is called summative assessment. Unlike formative assessment, summative assessment intends to measure what students have learnt; consequently, it usually occurs at the end of a course (Brown & Abeywickrama, 2010, p. 7). As Brown and Abeywickrama (2010) point out, summative assessment implies analysing how well students have reached targets; nevertheless, it does not always indicate how they can make progress (p. 7). Thus, summative assessment "provides a concise summary of a student's abilities" (McAlpine, 2002, p. 6). For this reason, this type of assessment is more appropriately used when people who are not part of the educative process require information (*ibid.*). Accordingly, the main objective of summative assessment is to identify how much a student has learnt.

#### ***1.3.3.2. Process and product.***

In order to reach a learning outcome, a learning process is always involved. In this regard, a process-driven assessment takes into consideration "the steps or procedures underlying a particular ability or task" (Scanlan, n.d., para. 18). Process assessments are used when students are learning a skill or ability since they can provide detailed information; therefore, they are frequently related to formative assessments because feedback is given so as to improve performance (*ibid.*). Process-based assessments can also help students understand the importance of acquiring generalised techniques instead of specific knowledge (McAlpine, 2002, p. 9). However, in the attempt to assess

techniques students may feel this type of assessment is unfair; consequently, they should clearly know the reasons for being assessed in this way, the criteria that will be used, and the evidence that will be considered (*ibid.*). Hence, process assessments focus on the procedures and techniques involved in the development of abilities and skills.

A different way of assessing learning outcomes is through product assessments. Product-driven assessments focus on the final result of a process (Scanlan, n.d., para. 19). As they are best for “documenting proficiency or competency in a given skill” (*ibid.*), they are usually linked to summative assessments. In this way, unlike process assessments, product-based assessments measure knowledge rather than techniques, and they are usually used when the knowledge content is of greater importance (McAlpine, 2002, p. 9). For this reason, this type of assessment is also easier to create, as only specifications of the final product need to be provided (Scanlan, n.d., para. 19). Thus, product assessments aim to evaluate the final product of a learning process.

#### ***1.3.3.3. Convergent and divergent.***

Whenever there is an assessment process taking place, a response is expected from the test-taker. Convergent assessments accept only one correct answer per item (Scanlan, n.d., para. 21). In this sense, it can be claimed that one of the most important advantages of this type of assessment is its objectivity (*ibid.*). As a consequence, convergent assessments are most appropriate for assessing knowledge due to the wide curricular coverage they are able to offer (McAlpine, 2002, p. 10). Likewise, they can be very useful as a formative way of assessment since they can promptly and effectively identify weaknesses in students’ knowledge, offering specific and directed feedback (*ibid.*). Despite the fact that they are easier to evaluate than other types of assessment, it is

important not to overuse them as “they can be limited in scope and can occasionally degenerate into a ‘quiz’ of fact about the area of study” (*ibid.*). Accordingly, convergent assessments are suitable tools to ensure that students have acquired certain knowledge, especially in subjects where knowledge is the base for future progress (*ibid.*).

A contrasting way of assessing students’ responses is called divergent assessment. Divergent assessments accept more than one correct answer based upon informed opinion and analysis; therefore, they measure quality of responses (McAlpine, 2002, p. 10). According to Harry Torrance and John Pryor, the main goal of divergent assessments is “to discover *what* the learner knows, understands and can do” (as cited in Thouësny, 2011, para. 3). For this reason, it is believed that this kind of assessment is more authentic than others and tends to assess higher cognitive skills (McAlpine, 2002, p. 10). Nonetheless, divergent assessments are often time consuming and require greater skill from the assessor (*ibid.*). Hence, divergent assessments offer students more freedom when being assessed and promote the development of higher cognitive skills.

As it can be seen, language assessment is a complex process that involves a number of aspects. First, it has been clearly established that testing is only one of the techniques that can be used in order to assess language proficiency. Second, it is important to take into account the principles of assessment when designing or improving assessment tools. Finally, it is possible to observe that all assessment instruments are equally important as there are varied types of assessment which serve different purposes. Thus, in order to assess students through suitable assessment tools, the aforementioned facets need to be considered.

#### 1.4. Assessment for EFL Learners

Over the years, the way language learners have been assessed has been influenced by a number of theories. As Brown & Abeywickrama (2010) assert, in the middle of the twentieth century, language assessment was influenced by behaviourism and structural linguistics (p. 13). This meant that students were assessed through sentence-level grammatical paradigms, definitions of vocabulary, translation, and multiple-choice formats (*ibid.*). As it can be observed, it was thought that every component part of language could be assessed separately and successfully (*ibid.*). Such component parts “are the skills of listening, speaking, reading, and writing and the various units of language (discrete points) of phonology/graphology, morphology, lexicon, syntax, and discourse” (*ibid.*). John Oller, nevertheless, believed that the best way to assess language competence was through integrative testing, that is to say, cloze tests<sup>6</sup> and dictations<sup>7</sup>, since language competence “is a unified set of interacting abilities” (*ibid.*, p. 14). Although these ways of testing still prevail today, a change towards a different type of assessment is slowly taking place.

Nowadays, assessors are trying to look for more authentic and real-world forms of assessing language competence, which fall into the category of alternative assessment (*infra* section 1.4.2.). In order to develop communicative competence, communicative methodologies have been introduced to language lessons, assessing mainly through formative evaluation (Shaaban, 2001, p. 17). Performance-based assessments have also become predominant as they entail “oral production, written production, open-ended

---

<sup>6</sup> “A cloze test is a reading passage (perhaps 150 to 300 words) in which roughly every sixth or seventh word has been deleted; the test-taker is required to supply words that fit into those blanks” (Brown & Abeywickrama, 2010, p. 14).

<sup>7</sup> Dictation is a language-teaching and testing technique “in which learners listen to a short passage and write what they hear” (*ibid.*).



responses, integrated performance (across skill areas), group performance, and other interactive tasks” (Brown & Abeywickrama, 2010, p. 16). In interactive tasks such as interviews, test-takers are asked to use the language in context, so they are not only assessed in speaking, but also “in requesting, responding, or in combining listening and speaking, and in integrating reading and writing” (*ibid.*). As it can be seen, this new approach to language assessment involves real-world interactions that were not allowed in the past. Although sometimes it appears that there is a clear distinction between these two ways of assessing, differentiating traditional from alternative assessment is not an easy task; therefore, characteristics of both types of assessment will be accounted for in the present section, bearing in mind that most of the time they are used in combination (Brown & Abeywickrama, 2010, p. 18).

#### **1.4.1. Traditional assessment.**

It is widely believed that the most common way of assessing students’ learning is through traditional assessment. Traditional assessment is oriented towards summative evaluation and product-based assessments (Brown & Abeywickrama, 2010, p. 18). Despite the fact that traditional assessments are considered objective, they have been greatly criticised for being inauthentic and single-occasion tests (Dikli, 2003, p. 15). Moreover, the only feedback provided is through test scores, so little can be said about the particular difficulties students face whilst taking a test (*ibid.*). Furthermore, it is claimed that this type of assessment assesses lower-order cognition skills, that is to say, memorisation and recall (*ibid.*). Hence, the focus is on “learning about something rather than learning how to do something” (Anderson, 1998, p. 8). In spite of all these

considerations, traditional assessment is still playing a relevant role in language assessment.

As a matter of fact, the test has been the most frequently used tool to assess language proficiency (Frank, 2012, p. 32). In tests, students are asked to “match, fill in the blank, and circle the errors in the sentences” (Kuehn, 2013, para. 5). Besides, traditional assessment tools used in the EFL classroom also include “multiple-choice tests, true/false tests, short answers, and essays” (Dikli, 2003, p. 14). Multiple-choice and true/false tests are utilised because they are easy to score, administer and mark. As Semire Dikli (2003) declares, they are also fair as they can be scored objectively (p. 14). Notwithstanding, it is difficult to realise whether students know the answer to the questions since guessing can play a tremendous role in obtaining a certain score (*ibid.*). In short answer tests, on the other hand, students are asked to provide short answers to questions (Simonson et al. as cited in Dikli, 2003, p. 14). In these kinds of tests, questions need to be clear and precise in order to avoid misinterpretation (*ibid.*). Finally, in the case of essays, students’ higher-order skills are assessed through the use of flexible questions (Dikli, 2003, p. 14). Creating rubrics is advised so as to make the grading process easier (*ibid.*). As it can be seen, traditional assessment tools are varied and are still the first choice when assessing language proficiency.

#### **1.4.2. Alternative assessment.**

Due to the number of shortcomings assessors perceived when evaluating students through traditional assessment, alternative assessment started to become more and more important. Alternative assessments are performance-based since they “require students to perform, create, produce, or do something” (Brown & Abeywickrama, 2010, p. 123). One

of their main advantages is that they simulate real-world tasks, so students are able to put their knowledge into practice in contextualised situations (*ibid.*). Further, they have the opportunity to be assessed on “what they normally do in class every day” (*ibid.*). In this sense, although this type of assessment tends to be formative rather than summative, both processes and products are seen as fundamental aspects of the learning process (*ibid.*). Alternative assessment also intends to provide individualised feedback since information about students’ strengths and weaknesses is gathered (*ibid.*). For all these characteristics, this type of assessment is “likely to build intrinsic motivation” (*ibid.*, p. 124). Accordingly, all the aforementioned features have allowed alternative assessment to be considered as a pertinent option when evaluating students’ progress.

The most common alternative assessment tools used in EFL classrooms are portfolios, journals, conferences, and interviews. As defined by Upshur (1996), “a portfolio is “a purposeful collection of students' work that demonstrates ... their efforts, progress, and achievements in given areas”” (as cited in Brown, 2004, p. 257). Thus, portfolios allow teachers to assess varied aspects of language learning (Brown, 2004, p. 257). In turn, journals are used in the EFL classroom to make students reflect freely on their progress, focusing attention on meaning instead of form (*ibid.*, p. 260). Conferences, on the other hand, involve “one-on-one interaction between teacher and student” (*ibid.*, p. 264). In these interactions, teachers can provide individual feedback to students on a written task, comment on drafts of essays, clarify their doubts, assess their progress, etc. (*ibid.*, pp. 264-265). Finally, interviews are used not only to assess students’ speaking skills, but also to find out about their learning styles and needs, among others (*ibid.*, pp. 265-266). As it can be seen, alternative assessment encourages students to take learning

into their own hands, teachers being mere helpers and guides. In order to invite students to reflect on their own learning process, EFL teachers can also use peer and self assessment in their lessons. Therefore, the main characteristics of peer and self assessment will be briefly presented next.

#### ***1.4.2.1. Peer and self assessment.***

As it has been previously established, peer and self assessment are two types of alternative assessment which can be useful to EFL teachers and students. Regarding peer work, Shaaban (2001) claims that “recent trends in EFL/ESL teaching methodology have stressed the need to develop students’ ability to work cooperatively with others in groups” (p. 22). In terms of peer assessment, “students can write evaluative, encouraging notes for each member of their team emphasizing their positive contribution to team work” (*ibid.*). Self assessment, in turn, “can yield accurate judgments of students’ linguistic abilities, weaknesses and strengths, and improvement” (McNamara & Deane as cited in Shaaban, 2001, p. 21). Hence, students’ ability to work collaboratively can be beneficial when teaching and assessing in the EFL classroom.

As any other assessment tool, peer and self assessment can offer several benefits, but also some difficulties can arise when being implemented. On the one hand, “self- and peer-assessment are among the best possible formative types of assessment and possibly the most rewarding” (Brown & Abeywickrama, 2010, p. 151). Further, through these types of assessment, students are able to participate actively in the construction of their destinies at the time they develop autonomy and learning motivation (Brown & Hudson as cited in Brown & Abeywickrama, 2010, p. 145). On the other hand, these examples of alternative assessment might be considered subjective as students “may be either too

harsh on themselves or too self-flattering, or they may not have the necessary tools to make an accurate assessment” (Cheng & Warren; North; Strong Krause as cited in Brown & Abeywickrama, 2010, p. 145). Consequently, peer and self assessments have advantages and disadvantages that should be considered when deciding whether or not to evaluate students using tools like these.

Some examples of peer and self assessments used in EFL classrooms can be group-to-group and within-group assessments, as well as K-W-L charts and learning logs. Firstly, in terms of peer assessment, group-to-group evaluations allow groups of students to assess each other using peer evaluation and feedback forms, which are filled out by the students after discussing and commenting on their classmates’ work (Peng, 2010, p. 93). Similarly, when using within-group evaluations “students assess their group members’ individual contributions using Within-group Peer Assessment Forms” (*ibid.*). Secondly, self assessment tools permit the use of K-W-L charts, which enable “individual students [to] provide examples of what they know, what they wonder, what they have learned” (Shaaban, 2001, p. 21). Additionally, a learning log is a tool which works as “a record of the students’ experiences with the use of the English language outside the classroom, including the when and the where of language use and why certain experiences were successful and others weren’t” (Brown as cited in Shaaban, 2001, p. 21). Therefore, there are several examples of peer and self assessment tools that teachers can make use of in order to improve the assessment process in EFL classrooms.

Accordingly, through the development of this theoretical framework, varied information regarding visual impairment and language assessment was gathered. It was possible to establish the levels of visual impairment as well as the skills that characterise

the visually impaired. Besides, some definitions and examples of accommodations for instruction and assessment were presented. Moreover, the definition of language assessment, its principles and purposes, and the differences between testing and assessment were exposed. Furthermore, a brief glance at the way students are assessed in the EFL classroom was taken, including traditional and alternative assessment. Even though there is plenty of information about the aforementioned topics, not much data concerning the assessment of visually impaired students in inclusive EFL classrooms was found. For this reason, in the next chapter some types of accommodations and assessment tools will be presented so as to suit EFL visually impaired students' needs.

## **2. The Assessment of Visually Impaired Students in Inclusive EFL Classrooms**

In this chapter, the assessment of visually impaired students attending inclusive EFL classrooms will be explored. This analysis will be based on the different accommodations for instruction and assessment that need to be taken into account when designing and administering assessment tools, as well as when reflecting on the results obtained. Further, peer and self assessment tools will be presented as suitable options to assess EFL visually impaired students. Finally, the benefits of the aforementioned tools will be discussed along with the possible suggestions to solve problems that teachers and students may face.

### **2.1. Accommodations for Assessment**

When assessing EFL visually impaired students in inclusive classrooms, it becomes necessary to provide some accommodations both in the classroom environment and the teaching practices. As stated in the previous chapter, examples of accommodations that disabled students can use include timing and scheduling, response, and setting and presentation. These accommodations seem to be essential in inclusive EFL classrooms that visually impaired students attend since schools are not usually adapted to suit these students' needs. For this reason, the significance of providing the visually impaired with accommodations in inclusive EFL classrooms will be discussed next.

#### **2.1.1. Implications for inclusive EFL classrooms.**

Timing and scheduling are useful accommodations to be used during the assessment of visually impaired students in inclusive EFL classrooms. This is because these adaptations might help visually impaired students feel less anxious during the

learning process since they do not need to hurry in order to keep pace with their sighted classmates. Furthermore, considering that in the EFL classroom students are exposed to a language they are not always familiar with, any source of unnecessary stress should be avoided. Hence, accommodations regarding timing and scheduling can benefit visually impaired students by lowering their levels of anxiety during EFL lessons.

Another important type of accommodation to consider during the instruction and assessment of visually impaired students is related to the way they respond to academic tasks. In the inclusive EFL classroom teachers need to be even more careful when deciding the type of response they expect from their students as the latter are supposed to deliver their responses in a foreign language. Moreover, teachers must consider their students' levels of English proficiency in order to choose the most appropriate type of response accommodation. Therefore, EFL teachers working with visually impaired students in inclusive classrooms can make use of response accommodations so as to facilitate the language learning process.

Nonetheless, the use of response accommodations depends on students' level of proficiency in the English language. In fact, as stated by Farah Hamouti (2010), not even the most efficient response accommodation tools are sufficient if students are unable to comprehend the language they are being taught (p. 9). For example, students need to have developed listening comprehension skills before being able to use a tape recorder as a response accommodation tool. Thus, response accommodations can be very useful if used in accordance with students' competence in the English language.

Apart from adapting the assessment process in terms of time, organisation and response, it is also necessary to resort to setting accommodations when evaluating



visually impaired students. Due to the fact that EFL visually impaired students receive input mainly through their auditory system, setting accommodations that allow them to be closer to the English teacher are essential for their progress. Hence, thanks to these accommodations, EFL visually impaired students studying in inclusive classroom can have better access to information.

As stated in the previous chapter, visually impaired students compensate for their lack of sight with their remaining senses; accordingly, it is important to foster their use by providing presentation accommodations. EFL teachers can make a great use of presentation accommodations when choosing didactic materials as they can encourage their students to learn through their remaining senses. In this regard, listening comprehension activities and authentic and multi-sensory materials can become suitable resources to teach English as a foreign language and assess visually impaired students in inclusive classrooms.

Consequently, accommodations for assessment provide English teachers with suggestions to improve the inclusive classroom environment for visually impaired students. Thus, when modifying aspects of the assessment process such as time, schedule, response, setting and presentation, students are likely to have a better experience when learning a foreign language. Further, both teachers and students can resort to a variety of resources so as to face the assessment of language proficiency. In this sense, the assessment process becomes more interactive and inclusive.

## **2.2. Assessment Tools**

As stated in the previous sections, the instruction and assessment of visually impaired students in inclusive EFL classrooms require some accommodations in order to

facilitate the language learning process. Likewise, the assessment tools chosen to evaluate the visually impaired play an important role. Additionally, it is pertinent to consider the following:

The failure to provide accessible and appropriate intake assessment tools has been part of the pattern of serving students with visual impairments in ways that do not meet their needs or in ways that make their participation appear less satisfactory than that of other ESL students. (Kashdan, Barnes, Walsh, n.d., para. 22)

Hence, English teachers in inclusive classrooms should assure that the students with visual impairment attending their lessons are evaluated through assessment tools that suit their needs. In order to provide the visually impaired who study in inclusive classrooms with suitable assessment tools, some suggestions for their design and application, as well as the analysis and interpretations of their results will be detailed.

### **2.2.1. Design.**

The design of assessment tools to evaluate visually impaired students in inclusive EFL classrooms should be based on their characteristics such as their remaining senses, skills and learning styles, and the available accommodations. As Philip Herter and Max de Lotbinière (2012) aver, when designing assessment tools it is worth knowing students' preferences and strengths as well as the types of accommodations they feel more comfortable with (para. 9). Thus, when teachers are aware of students' features, they are more likely to design assessment tools that are more appropriate for students' needs.

When designing or adapting assessment tools to be used with visually impaired students in inclusive EFL classrooms, it is necessary to take into account their visual limitations. This means that images, figures, and any other kind of visual information should be avoided. However, many tests utilised to evaluate language proficiency rely on the previously mentioned resources (Gray, 1996, para. 15). This is why EFL teachers

working in inclusive classrooms should design or adapt assessment tools assuring that the latter will be focused on students' remaining senses. Nevertheless, it is worth highlighting that overusing the sense of touch through Braille-written tests can be counterproductive as they are time-consuming and require knowledge in order to interpret them appropriately. Likewise, as Anna Maria Aiazzi states (2008), when using Braille-written tests students should not be asked to make lists or draw since this tactile writing system only allows to write in lines (para. 7). Therefore, the assessment tools designed to evaluate EFL visually impaired students should foster the use of their remaining senses without relying too much on Braille.

In addition, assessment accommodations such as timing and scheduling, response, setting, and presentation, as well as the principles and purposes of assessment need to be considered when designing or adapting appropriate assessment tools for the visually impaired in inclusive EFL classrooms. That is to say, students should be allowed to deliver their responses through suitable tools, in a comfortable environment and during an adequate period of time. Furthermore, students should be provided with assessment tools that are as practical, reliable, valid and authentic as possible, and that also offer positive washback. Similarly, the design or adaptation of the assessment tools should take into account whether the evaluation is formative or summative, convergent or divergent, or process or product based. Accordingly, it is important that EFL teachers plan the assessment process so as to assure visually impaired students that they will be evaluated through carefully designed or adapted tools.

### **2.2.2. Application.**

It appears that scheduling and setting accommodations turn crucial during the application of assessment tools in inclusive EFL classrooms when evaluating visually impaired students. This is because these accommodations enable teachers to schedule the best moment and choose the most suitable environment to assess their students. For instance, scheduling accommodations give students the possibility of taking breaks when being assessed, while setting accommodations allow them to be assessed in a place that is arranged in order to suit their needs. All of these factors are essential as visually impaired students should feel comfortable in order to perform well. Thus, a more accepting environment might benefit students' performance in the EFL classroom.

Some concrete accommodations that teachers can implement when assessing visually impaired students are the use of assistive technology and native speakers. The National Clearinghouse on Disability and Exchange (NCDE, 2007) advises students to work with their own computers during evaluations so they can type their answers or enlarge the test if necessary (para. 99). Also, students should be allowed "to take the test orally rather than in writing by providing someone who speaks the language to read the test to the student and then writing down the student's answers" (NCDE, 2007, para. 100). Nonetheless, these suggestions do not seem applicable to every Chilean inclusive EFL classroom since the students might not have access to a personal computer or a native speaker. Likewise, an English native speaker can be helpful only if the students' proficiency in the language is enough for them to understand him or her. Consequently, having assistive technology and native speakers can be positive or negative depending on students' language proficiency and their learning context.

### **2.2.3. Analysis and interpretation of results.**

The analysis and interpretation of the assessment tool's results is as important as the design and application of the said tools since they seem to decode the score of an evaluation. Besides, the information obtained from this stage can serve EFL teachers well in their teaching practices by supplying data on students' weaknesses and strengths. Similarly, visually impaired students also benefit from this process as the latter may help to improve the assessment tools used to evaluate them. Therefore, both teachers and students can take advantage of the conclusions drawn after analysing and interpreting the results of an evaluation.

Notwithstanding, there are some factors that could hinder this process. For example, when working in inclusive classrooms, EFL teachers might not be used to interpreting evaluation results that have been gathered through certain kinds of responses such as Braille, tape recorders, etc. In addition, according to the Texas School for the Blind and Visually Impaired (2010), "[tests'] scores may be depressed because of lack of [students'] visual experience or reliance on sighted persons' interpretations of the environment" (para. 3). The previously mentioned fact needs to be considered during this stage as a situation like that is likely to happen in a setting where normal-vision students and the visually impaired interact. For this reason, it comes as no surprise that teachers and students might give contents different meanings since the perception of a sighted person varies from that of a visually impaired. Hence, EFL teachers working in inclusive classrooms should bear in mind the diverse issues that may arise during the process of analysis and interpretation of evaluation results.

### **2.3. Peer and Self Assessment Tools**

Peer and self assessment tools seem to provide EFL teachers with different ideas on how to evaluate their students in inclusive classrooms. As exposed in the previous chapter, there are some examples of peer and self assessment tools that could be used in EFL classrooms (*supra* section 1.4.2.1.). For instance, group-to-group and within-group assessments are two ways in which students can evaluate their peers. Similarly, students can assess themselves through the use of K-W-L charts and learning logs. When working with visually impaired students attending inclusive classrooms, the tools that seem more likely to be successful are group-to-group assessments and learning logs. Therefore, in order to explain their possible significance when assessing EFL visually impaired students in inclusive classrooms, the aforementioned tools will be described next.

#### **2.3.1. Peer assessment: Group-to-group.**

Group-to-group is a type of peer assessment that thanks to its characteristics enables EFL visually impaired students in inclusive classrooms to assess and be assessed in an alternative way. As previously claimed, group-to-group assessment allows a group of students to evaluate another group of peers. By doing this, visually impaired students are not forced to assess aspects of their peer's work that they are not able to perceive, such as body language, written grammar mistakes, etc. Even though students are given the responsibility to evaluate their classmates on their own, it is important to bear in mind that teachers should guide this process to make it as fair as possible. In this sense, "the role of the teacher would be to provide guidance, to explain to the students what they have to evaluate in one another's work, and to help them identify and apply properly the evaluation criteria" (Shaaban, 2001, p. 22). Accordingly, with the help of their classmates

and teacher, visually impaired students could be perfectly capable of assessing their peers in inclusive EFL classrooms.

An aspect of peer assessment that concerns students and teachers is the reliability of the marks given by students. In this regard, it does not seem hard to believe that students give higher marks to the people they get on with. However, according to a study conducted by Jui-ching Peng (2010), students did not over-mark their classmates; in fact, the highest marks were provided by the teacher (p. 101). Notwithstanding, it is important to take into account that the previously mentioned study was carried out in a non-inclusive EFL setting. In inclusive classrooms, in turn, sighted students' attitudes towards the visually impaired may have an influence on the marks the former give. Consequently, there are several aspects that need to be considered when implementing peer assessment tools in inclusive classrooms.

### **2.3.2. Self assessment: Learning logs.**

A learning log is a type of self assessment that is likely to be used when evaluating visually impaired students in inclusive EFL classrooms. As asserted in the previous chapter, learning logs allow students to freely register their language learning process in a format that is not arbitrarily established. The fact that this type of assessment allows students to express their own perceptions of their learning process seems essential in inclusive classrooms as EFL teachers might need a closer view on what students, especially the visually impaired, have been able to achieve. Likewise, since learning logs can be written or tape-recorded (Calhoun County School, n.d., p. 5), they enable visually impaired students and their EFL teachers to share information without worrying about the drawbacks of other assessment tools such as Braille. Furthermore, when utilised in

inclusive classrooms, this tool “can be used to pinpoint misunderstandings of content, need for reinforcement, and other areas where help may be needed” (Vaughn, Schumm & Forgan, 1998, para. 121). Thus, visually impaired students’ self assessment through the use of learning logs has several benefits not only for them but also for their EFL teachers.

### **2.3.3. Benefits for students and teachers.**

EFL teachers working in inclusive classrooms can benefit from the use of peer and self assessment tools when evaluating visually impaired students. For example, peer and self assessment tools allow teachers to know their students’ characteristics better, which may help them modify their teaching practices. Deakin University (n.d.) confirms the previous statement by claiming that thanks to the aforesaid tools “a teacher can receive a clearer or indepth perspective on the strengths and weaknesses of a student’s learning experience and can then hone in on the problem areas” (p. 3). The fact that teachers adapt their practices to their students’ characteristics is of overriding importance when teaching English to visually impaired students in inclusive classrooms. This is because, as mentioned before, the visually impaired have some particular needs that require special attention from the instructor. Accordingly, peer and self assessment tools are advisable alternatives for EFL teachers to evaluate visually impaired students attending inclusive classrooms.

Likewise, peer and self assessment tools facilitate EFL visually impaired students’ learning process in inclusive settings. As the said tools appear to promote collaborative work, self reflection and tolerance, they may encourage students to accept their differences avoiding discrimination. For instance, according to Dorothy Spiller (2012), “self-assessment can accommodate diversity of learners’ readiness, experience and



backgrounds” (p. 4). Moreover, students can guide and monitor their own learning process in relation to set criteria (Andrade & Du as cited in Spiller, 2012, pp. 7-8). Although the previous statement refers to self assessment, through peer assessment, students can also feel they play an important role in the assessment of their work and in their learning process. Hence, peer and self assessment tools can have a positive impact on visually impaired students’ learning experience in inclusive EFL classrooms.

Therefore, when students get involved in their learning process, they are able to develop some characteristics such as autonomy, sense of ownership, responsibility and motivation (Orsmond & Merry; Sivan as cited in Peng, 2010, p. 90). The aforesaid qualities become of great importance especially in EFL settings. This is because when learning a foreign language, students are mostly exposed to it within the classroom; thus, students need to commit to working on their own when necessary and being responsible for their progress. Moreover, when it comes to visually impaired students attending inclusive EFL classrooms, it appears essential to allow students to take learning into their own hands so as to avoid overprotection. Consequently, peer and self assessment tools encourage students to be responsible for their learning process as the assessment of their work relies mainly on their judgment.

#### **2.3.4. Possible problems and solutions.**

When EFL teachers working in inclusive classrooms decide to evaluate visually impaired students through alternative assessment tools such as peer and self assessment, some difficulties may arise. As alternative assessment tends to be more subjective than other types of assessment, the marks given by students might be influenced by their “attitudes, language levels, and critical thinking skills” (Peng, 2010, p. 90). That is to say,

a student who is not so competent in the foreign language may consider certain answers as right when they are wrong, or vice versa. Likewise, attitudes and critical thinking skills can affect the correct application of these tools since some students could unwillingly carry out the assessment only to fulfil the teacher's requirements, without worrying about their classmates' performance or their own. Besides, according to a study conducted by Peng (2010), friendship is another factor to bear in mind when using peer assessment as students tend to give higher marks to their friends (p. 104). Similarly, in the case of self assessment, students could either be too self flattering or too hard on themselves. Thus, it is necessary to take into account that when giving students the faculty of evaluating their peers and themselves, there are some issues that may hinder the assessment process.

All the aforementioned considerations become more serious when working with visually impaired students in inclusive EFL classrooms, especially in the case of peer assessment. Due to the fact that visually impaired students might be perceived as vulnerable by their classmates, when being peer assessed, the marks the latter give to the former may not be as fair as they should. In addition, the visually impaired might feel that when they assess their peers, they are giving marks that lack validity as they are not able to appreciate all the aspects involved in language performance. The previous concern may be shared by sighted students that have been assessed by the visually impaired. Therefore, when implementing alternative assessment tools in inclusive classrooms, it is necessary to take into account visually impaired students' and sighted students' worries regarding the assessment process.

There are a number of aspects to bear in mind in order to solve some of the problems that arise when using peer and self assessment tools. First, it is essential that

both teachers and students share “understanding of assessment criteria” (RMIT University, 2008, p. 2). By doing this, it is possible to make sure that teachers and students are following the same guidelines. Second, teachers should assist “students to provide constructive feedback” (*ibid.*). Thus, the assessment process remains as a means of improving teaching practices, avoiding conflicts among students. Third, it is necessary to consider “the importance of appropriate training and practice in peer assessment for achieving objectivity” (Freeman as cited in Peng, 2010, p. 20). Hence, the problems teachers face when implementing peer and self assessment tools could be dealt with by matching teachers and students’ assessment criteria and having the required assistance and training.

The aforesaid possible solutions seem likely to work successfully in inclusive EFL classrooms, including those where the visually impaired attend. As previously stated, when utilising peer and self assessment as evaluation tools in inclusive settings, both sighted children and the visually impaired present some concerns regarding the reliability and validity of the process. Nonetheless, according to the data explained before, when providing the whole class with information and support, the evaluations should yield results that are fair and useful for everyone. Therefore, although English teachers might face some issues when assessing the visually impaired in inclusive classrooms, there are some precautions that can be taken in order not to hinder the aim of the assessment process.

Hence, after analysing the way visually impaired students should be evaluated in inclusive EFL classrooms, it is possible to conclude that there are a number of aspects that need to be taken into account in order to design tools that are suitable for their needs. All

of these considerations help visually impaired students feel more comfortable when being assessed, allowing them and their peers to be under similar conditions. Further, the recommendations presented in this chapter might help EFL teachers design and use assessment tools that promote inclusion. For example, when considering the different types of accommodations and alternative assessment tools, it seems feasible to meet the needs of all students whether they are disabled or not, which is inclusion's main goal. Accordingly, assessment in inclusive EFL classrooms should be an enriching process for the visually impaired as well as the rest of the school community.

### **3. Teaching Proposal**

One of the ways in which Chilean EFL teachers can deal with students' assessment is by using the National Curriculum as a guideline. In order to enlighten English teachers about the information they can obtain from the aforementioned document, an overview of the Fifth Grade EFL National Curriculum including objectives and contents will be presented next. Notwithstanding, as stated in previous chapters, the assessment of visually impaired students attending inclusive EFL classrooms is an issue that has not been fully addressed yet. That is why the examples of assessment tools offered in this document will be analysed in terms of how useful they are to teachers working in inclusive EFL settings. Therefore, the study of the Fifth Grade EFL National Curriculum will help form the basis for a teaching proposal that intends to provide EFL teachers with tools that are suitable for visually impaired students' needs.

#### **3.1. Fifth Grade EFL National Curriculum**

The Fifth Grade EFL National Curriculum covers the objectives and contents that need to be met during the school year. Along with these aspects, the examples of activities and assessment tools offered in this document are essential in order to help teachers provide students with opportunities to learn and show their knowledge. It seems relevant to add that the analysed National Curriculum is structured around four units of study, which are *My World*, *The Place Where We Live*, *What We Eat*, and *What's the Weather Like?* (Ministerio de Educación, 2013, p. 7). Thus, in the Fifth Grade EFL National Curriculum, English teachers can find pertinent information so as to design activities and assessment tools for their lessons.

In relation to the students' diverse realities, the Chilean Ministry of Education (2013) asserts that the standards of learning are adaptable to different social, economic, territorial and religious contexts (p. 8). Even though the previous statement does not consider visual impairment as a reason to adapt the Fifth Grade EFL National Curriculum, characteristics of the way visually impaired students learn are presented in this document. For instance, in the teaching guidelines section, educators are advised to use multisensory materials and prepare hands-on activities and tasks that encourage visually impaired students to resort to their remaining senses (Ministerio de Educación, 2013, p. 42). Consequently, the standards of learning allow the adaptation of activities and assessment tools according to the students' reality, enabling the National Curriculum to promote the inclusion of visually impaired students in the EFL classroom.

### **3.1.1. Objectives and contents.**

The Fifth Grade EFL National Curriculum establishes clear objectives based on certain contents that students have to be able to manage so as to become proficient in the English language. Students are expected to develop listening, reading, writing and oral skills as well as demonstrate attitudes such as respect and hard work (Ministerio de Educación, 2013, pp. 46-48). By the end of the year, the students should have learnt common expressions, vocabulary related to family, school, daily life, home, food, clothes and weather, along with some grammar contents that will help them express themselves in English (Ministerio de Educación, 2013). Hence, during their first year of having formal English lessons, students start to receive the basic tools to communicate in this foreign language.

### 3.1.2. Assessment tools.

As previously exposed, the Fifth Grade EFL National Curriculum supplies examples of assessment tools to evaluate students' English proficiency. Furthermore, the Chilean Ministry of Education (2013) regards the assessment process as an opportunity to promote learning (p. 21). In fact, the National Curriculum highlights the importance of using assessment as a means of encouraging students to reflect and take responsibility for their learning process (*ibid.*, pp. 21-22). Besides, the use of appropriate assessment tools based on students' individual progress is advised (*ibid.*, p. 22). Nevertheless, neither the features that make an assessment tool appropriate nor the principles of language assessment are presented in the document. Therefore, the Fifth Grade EFL National Curriculum considers assessment as a relevant part of the learning process; however, the guidelines on the way students should be assessed do not seem to be clearly explained.

Concerning the examples of assessment tools found in the Fifth Grade EFL National Curriculum, it is possible to assert that there are 12 of them which intend to assess the development of the four skills. The aforesaid tools are clear, well-organised and appear to be useful for assessing students in regular schools. Regarding the structure of the tools, it can be observed that the learning outcomes are presented first, followed by the goals of the task. Then, the assessment activity is carefully detailed along with suggestions for differentiated assessment in some of the examples. Finally, teachers can benefit from the assessment guideline provided at the end of each example of assessment tool.

After analysing the examples of assessment tools provided in the Fifth Grade EFL National Curriculum, it is possible to state that most of them rely on the sense of sight.

The previously mentioned fact can be interpreted as a weakness when working with visually impaired students in inclusive classrooms. It is worth mentioning that 9 out of the 12 examples of assessment tools offered in the named document expect students to read, complete texts and establish relationships between images and words, concepts or sentences, among others. All of the aforementioned tasks are, if not impossible, certainly difficult for visually impaired students to fulfil. Consequently, some adaptations need to be made so as to promote inclusion in the EFL classroom.

Accordingly, even though the assessment process seems to play an important role in the Fifth Grade EFL National Curriculum, some issues regarding the inclusion of visually impaired students urge attention. That is why it becomes essential to provide EFL teachers with assessment tools that are suitable for visually impaired students who attend inclusive classrooms. Hence, the following adapted versions of the examples of assessment tools take into account the characteristics and needs of visually impaired students, as well as the accommodations for assessment. In addition, some of the assessment tools have been modified to maximise the benefits of alternative assessment. It is also pertinent to mention that when adapting the examples of assessment tools, the principles of language assessment have been considered. Finally, it is important to highlight that these tools have been developed to promote inclusion; therefore, they can be used with both sighted and visually impaired students.



3.2. Adaptation of the Assessment Tools

The following format is based on the examples of assessment tools provided in the Fifth Grade EFL National Curriculum. However, some sections have been added so as to suit the needs of visually impaired students attending inclusive classrooms.

|                           |                                                  |
|---------------------------|--------------------------------------------------|
| <div>Sections added</div> | Example 1                                        |
|                           | <b>Purpose of assessment:</b>                    |
|                           | <b>Skill:</b>                                    |
|                           | <b>Time:</b>                                     |
|                           | Learning Outcomes:                               |
|                           | Goals:                                           |
|                           | Activity:                                        |
|                           | Assessment guideline:                            |
|                           | <b>Accommodations for blind students:</b>        |
|                           | <b>Accommodations for low vision students:</b>   |
|                           | <b>Comments and suggestions for assessment:</b>  |
|                           | <b>Comments and suggestions for instruction:</b> |
|                           |                                                  |



**3.2.1. Unit 1.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Purpose of Assessment:</b> Summative, product-based, divergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Skill:</b> Speaking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Time:</b> 5 minutes per couple.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To demonstrate knowledge and use of the vocabulary learnt.</li> <li>To participate in dialogues with peers and teachers expressing greetings, farewells, likes, preferences and numbers; describing possessions; as well as asking for and giving information.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To demonstrate knowledge of common expressions when interacting with others such as greetings, farewells and showing gratitude: <i>Hello/hi, How are you?; Goodbye/bye; Good morning/good afternoon.</i></li> <li>To say hello and goodbye to the teacher; for example: <i>Good morning, Miss...</i></li> <li>To describe people's appearances, using the verbs <i>to be</i> and <i>to have</i> in their plural and singular forms, as well as adjectives; for example: <i>he is tall, he has black eyes.</i></li> <li>To attempt to keep consistency between noun and singular pronouns; for example: <i>Maria is my sister, she likes to play.</i></li> <li>To express preferences using <i>like/don't like.</i></li> <li>To use <i>and</i> to link ideas.</li> </ul> |
| <b>Activity:</b><br>The students present a dialogue in front of the class, which includes greetings, farewells, age, likes, preferences and questions learnt.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Steps:</b> <ul style="list-style-type: none"> <li>Students meet with their partners.</li> <li>Students practise their dialogues.</li> <li>Students present their dialogues in front of the class.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Example:</b><br>A: <i>Good morning.</i><br>B: <i>Good morning, Mr. Campos</i><br>A: <i>What's your name?</i><br>B: <i>Juan. This is my sister, Maria. She is 5 years old.</i><br>A: <i>Good morning. You are tall, Maria.</i><br>B: <i>Yes and she likes to sing and play.</i><br>A: <i>I like to sing too.</i><br>B: <i>Good bye, Mr. Campos.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment guideline:</b> Teachers can use the rubric found in Annexe A.                                                                                                                                                                                                                                                      |
| <b>Accommodations for blind students:</b> None required.                                                                                                                                                                                                                                                                         |
| <b>Accommodations for low vision students:</b> None required.                                                                                                                                                                                                                                                                    |
| <b>Comments and suggestions for assessment:</b> This example of assessment tool has not been modified since it is presented as a differentiated assessment tool. It is important to bear in mind that as the dialogues are not given by the teacher but created by the students, there are a great number of possible responses. |
| <b>Comments and suggestions for instruction:</b> Both sighted and visually impaired students can learn adjectives to describe appearance based on the characteristics of their own bodies and their classmates'. For this task, teachers can rely on the sense of touch.                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Purpose of Assessment:</b> Formative, process-based, convergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Skill:</b> Listening.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Time:</b> 15 minutes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To identify the topic and main ideas of the recordings, as well as specific information related to people, places, time and vocabulary from the unit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To identify the topic of the recordings supported by key words.</li> <li>To answer simple yes/no questions about people, places and time.</li> <li>To associate simple descriptions of people, places or objects, with words.</li> <li>To associate the vocabulary from the unit and frequently used expressions with the concepts representing them.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Activity:</b><br>Students listen to a recording of a student describing her school.<br>Example:<br><i>Hello, my name is Paula. I like my school. It is big. It is white and brown. There is a playground, a library and many classrooms. In my school I play with my friend Rosa. We run and laugh. We sit together. I like Art with Miss Anita. I love to paint and draw.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Steps:</b> <ul style="list-style-type: none"> <li>Teachers allow students to listen to the recording twice before asking them to choose their answers.</li> <li>In item 1, students must choose the correct alternative, and in item 2, they should answer <i>yes</i> or <i>no</i>.</li> <li>For questions 1 to 3, students receive two pieces of paper with different answers for each question. Each piece of paper must have the corresponding statement plus a number indicating the question and a letter indicating the alternative.</li> <li>For questions 4 to 8, students receive two pieces of paper per question. One of them has the answer <i>yes</i> written on it and the other one has the answer <i>no</i>. Each piece of paper must have the corresponding word plus a number indicating the question.</li> <li>Teachers read the questions aloud and allow students some time to choose their answers.</li> <li>Students listen to the question, read the alternatives and put their answers aside.</li> </ul> |
| For example:<br><b>1</b> <i>The school is:</i><br>1a. <i>green and black</i><br>1b. <i>white and brown</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

- 2** *There is*  
 2a. *a playground, a library and many classrooms*  
 2b. *a cafeteria, a library and offices*  
**3** *The text is about*  
 3a. *a school*  
 3b. *a family*

*Answer yes or no*

- 4** *Rosa is a friend*  
**5** *Rosa and Paula play together*  
**6** *Paula and Rosa sit apart*  
**7** *Paula likes music*  
**8** *Paula loves to paint and draw*

**Assessment guideline:** Learning log.  
 Students will be asked to use their learning logs to reflect on their performance considering the following aspects:

- *I remember the main idea*
- *I remember 3 or more details*
- *I make predictions*
- *I imagine the scene*

Students write their learning logs at home.

#### **Accommodations for blind students**

- **Presentation:** Students receive the pieces of paper with the answers written in Braille.
- **Response:** According to their preferences, students write their learning logs using Braille system or record their voice. If they have access to a personal computer, they can type their reflections or use speech-to-text conversion software.

#### **Accommodations for low vision students**

- **Presentation:** Depending on their preferences and level of visual impairment, students receive the pieces of paper with the answers in larger print, Braille or use a magnification device.
- **Response:** Depending on their preferences and level of visual impairment, they can use the same accommodations blind students use or simply write if they are able.

#### **Comments and suggestions for assessment:**

Before carrying out this assessment, it is important that teachers make sure blind students understand the concept of each colour by providing multisensory experiences during the instruction.

**Comments and suggestions for instruction:**

Both sighted and visually impaired students could learn the colours by relating them to the feelings that different experiences cause. For instance:

- Coldness: blue
- Warmth: red
- Freshness: green

For this task, teachers can rely on the senses of touch and taste.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Purpose of Assessment:</b> Formative, process-based, divergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Skill:</b> Reading.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Time:</b> 20 minutes approximately.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To read and understand non-literary texts identifying general ideas, explicit information and key words.</li> <li>To use the following strategies to facilitate the comprehension of read texts: To make predictions based on previous knowledge, to use titles, subtitles and sounds, and reread.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To identify general ideas with the help of sounds or sentence order.</li> <li>To answer simple questions (<i>yes/no and open-ended</i>) related to explicit information from the text and vocabulary from the unit.</li> <li>To make predictions about the text based on sounds or titles.</li> <li>To find specific information in the text with the help of elements such as titles, subtitles or sounds.</li> <li>To reread the text to look for specific information such as names, dates and quantities.</li> </ul>                                                                                                                                                                                                                                                                                                                   |
| <b>Activity:</b><br>Students read an informative text (for example the description of a school) with the help of sounds.<br><br><b>Steps:</b> <ul style="list-style-type: none"> <li>Students take turns to read sentences aloud from the text.</li> <li>Teachers interrupt the reading from time to time in order to play sounds that give students clues about the text.</li> <li>After reading, students gather in groups and answer reading comprehension questions.</li> <li>Students organise themselves so as to have one student in charge of reading the questions and one student writing the answers.</li> <li>Finally, students share their answers with the rest of the class.</li> </ul><br>For example:<br>1 <i>Answer the questions:</i><br>a <i>What is the main idea of the text?</i><br>b <i>Where do students have lunch?</i><br>c <i>Can students talk in the library?</i> |
| <b>Assessment guideline:</b> Learning log.<br>Students will be asked to use their learning logs to reflect on the strategies they used and their comprehension of the text. They will consider the following aspects: <ul style="list-style-type: none"> <li><i>I understand the main idea</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



- *I understand the details*
- *I understand the vocabulary*
- *Sounds help me understand*
- *I reread*
- *I connect the vocabulary to something I know*

Students write their learning logs at home.

#### **Accommodations for blind students**

- **Presentation:** Students receive the texts written in Braille.
- **Response:** According to their preferences, students write their learning logs using Braille system or record their voice. If they have access to a personal computer, they can type their reflections or use speech-to-text conversion software.
- **Setting:** Teachers make sure blind students join a group and are positioned in a part of the classroom that is easy to access.

#### **Accommodations for low vision students**

- **Presentation:** Depending on their preferences and level of visual impairment, students receive the texts in larger print, Braille or use a magnification device.
- **Response:** Depending on their preferences and level of visual impairment, they can use the same accommodations blind students use or simply write the learning logs if they are able.
- **Setting:** Teachers make sure low vision students have adequate light to avoid problems when reading.

**Comments and suggestions for assessment:** It is important that teachers make sure the audio tracks are as clear as possible and help students answer the questions.

**Comments and suggestions for instruction:** Before using audio tracks in an assessment tool, it is necessary that students are familiar with this kind of activity so that the instruction is somehow similar to the evaluation.

## 3.2.2. Unit 2.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Purpose of Assessment:</b> Formative, process-based, divergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Skill:</b> Writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Time:</b> 20 minutes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To complete and write texts for the purpose of sharing information about the current year's contents.</li> <li>To write in order to share likes and preferences and describe the position of objects.</li> <li>To follow the steps of the writing process.</li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To identify and write the name and position of objects; for example: <i>The ball is under the table.</i></li> <li>To answer questions starting with <i>what</i> and <i>where</i>.</li> <li>To write about preferences using <i>like/don't like</i>.</li> <li>To correctly use singular pronouns and the verb <i>to be</i> in order to complete sentences.</li> </ul>                                                                                                                                                                                                        |
| <b>Activity:</b> <p>In pairs, students read a dialogue with blanks which they must fill in using expressions, vocabulary and structures from the unit. For example: Vocabulary related to the house, common expressions, verb <i>to be</i>. Besides, students name the position of objects and answer questions starting with <i>what</i> and <i>where</i>. The dialogue presented next can be used as an example. The underlined information corresponds to the sections that must be erased for students to fill in the blanks. Finally, the dialogue must be copied into a comic string.</p>                                  |
| <b>Steps:</b> <ul style="list-style-type: none"> <li>Students meet with their couples.</li> <li>Students receive one dialogue per couple and read it together.</li> <li>Students fill in the blanks of the dialogue.</li> <li>Students copy the dialogue into a comic string.</li> </ul> <p>For example:</p> <p>A: Pablo!, <u>Come here!</u></p> <p>B: What's the matter?</p> <p>A: There <u>is</u> a spider <u>on</u> my shoulder.</p> <p>B: Where <u>are</u> you?</p> <p>A: I'm in the <u>dining room</u>.</p> <p>B: Hurry <u>up</u>, please!</p> <p>A: It <u>is</u> only a spider.</p> <p>B: I <u>don't like</u> spiders.</p> |

**Assessment guideline:**

Teachers can assess students' performance by using the criteria found in Annexe B.

**Accommodations for blind students**

- **Presentation:** Students listen to their classmates read the dialogue and describe the images presented in the comic strings.
- **Timing and scheduling:** As students need someone to describe the images to them, they may require extra time to carry out the activity.
- **Response:** As students work in couples, the person in charge of copying the statement into the comic string should be the sighted student. However, both students must have discussed the answers.

**Accommodations for low vision students**

- **Presentation:** Depending on their preferences and level of visual impairment, students receive the dialogues and comic strings in larger print or use a magnification device. Nevertheless, they might also need someone to describe the pictures to them.
- **Timing and scheduling:** If students need someone to describe the images to them, they might require extra time to carry out the activity.
- **Response:** Depending on their level of visual impairment, they might also need the sighted student to write the answers. However, both students must have discussed the answers.
- **Setting:** Teachers make sure low vision students have adequate light to avoid problems when reading.

**Comments and suggestions for assessment:** Teachers should make sure that visually impaired students are paired with sighted students.

**Comments and suggestions for instruction:** It is important that students learn and practise description of images before carrying out this activity. Thus, sighted students will know how to describe an image and visually impaired students will understand what the description is trying to portray.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Purpose of Assessment:</b> Summative, product-based, divergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Skill:</b> Speaking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Time:</b> 5 minutes per student.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To participate in dialogues with peers and teachers when greeting and saying good bye, to describe daily activities, to identify and describe objects and places, to express likes and preferences, to describe possessions, to express quantities and numbers up to 20, as well as identify and describe the position of objects.</li> <li>To demonstrate knowledge and use of the vocabulary learnt.</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To greet and say good bye to the teacher and their peers appropriately.</li> <li>To describe daily activities such as <i>sleep, watch, listen</i> using affirmative and negative sentences; for example: <i>I sleep in the bed.</i></li> <li>To describe places and the position of objects; for example: <i>the lamp is on the night table.</i></li> <li>To use pronouns to replace proper nouns.</li> <li>To answer questions about the position of objects and people using <i>what/where.</i></li> <li>To express possession using possessive adjectives; for example: <i>This is my bedroom.</i></li> <li>To use the adverb <i>there + be</i> to describe; for example: <i>There is a television.</i></li> <li>To use vocabulary from the unit to refer to their bedroom.</li> </ul> |
| <b>Activity:</b><br>Students greet and introduce themselves and then describe their rooms with the help of a model made of plasticine. They must describe the objects in the room, say what they like doing there, and answer questions asked by the teacher about the identification and position of objects.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Steps:</b> <ul style="list-style-type: none"> <li>At home, students prepare a model of their bedrooms. They create the objects with plasticine and place them inside of a box simulating the position of the objects in their real rooms.</li> <li>Students describe their bedrooms with the help of the models.</li> <li>Students answer the teacher's questions in relation to their bedrooms.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Assessment guideline:</b><br>Teachers can assess students' performance by using the rubric found in Annexe C.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Accommodations for blind students:</b> None required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Accommodations for low vision students:</b> None required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

**Comments and suggestions for assessment:** Students are asked to prepare their models at home so that they can receive help from family members. Besides, they have plenty of time to create their rooms.

**Comments and suggestions for instruction:** It is advisable for teachers to use objects made of plasticine during the instruction; for instance, students could guess what the objects are only by touching them.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Purpose of assessment:</b> Summative, product, divergent.                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Skill:</b> Listening, reading and speaking.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Time:</b> 30 minutes of preparation time and 5 minutes per presentation.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To use the following strategies to help with the comprehension of read texts, both digital and printed: To make predictions based on previous knowledge, to use methods of organisation such as titles and subtitles, and to organise information in mind maps.</li> </ul>                                                                                                                                                     |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To make predictions about the text based on its title.</li> <li>To find specific information in the text with the help of elements such as titles, subtitles or sounds.</li> <li>To reread the text to look for specific information such as names, dates and quantities.</li> <li>To represent through a mind map relevant information found in the text.</li> </ul>                                                                      |
| <b>Activity:</b><br>Students listen to a short tale (for example Goldilocks and the three bears), read it and then answer reading comprehension questions by using a mind map.<br>Example:<br><i>Who is the main character?</i><br><i>Where does the story take place?</i>                                                                                                                                                                                                                      |
| <b>Steps:</b> <ul style="list-style-type: none"> <li>Teachers read a short tale using storytelling techniques, such as voice inflexions and props to make sounds.</li> <li>Students gather in groups and read the tale.</li> <li>Students organise themselves so that everyone knows their role in the group.</li> <li>Students comment on the tale and answer reading comprehension questions.</li> <li>Students create a mind map with their answers.</li> </ul>                              |
| <b>Assessment guideline:</b><br>Students assess their classmates through group-to-group assessment. They use the group-to-group assessment form found in Annexe D.                                                                                                                                                                                                                                                                                                                              |
| <b>Accommodations for blind students</b> <ul style="list-style-type: none"> <li><b>Presentation:</b> Students receive a copy of the tale in Braille.</li> <li><b>Response:</b> As students work in groups, the people in charge of writing the mind map, reading the group-to-group assessment form, filling it in and taking notes should be the sighted students. However, all of them must participate in the discussion, presentation of their mind maps and assessment process.</li> </ul> |

- **Setting:** Students can sit closer to the teacher in order to listen properly to the sounds that help them understand the story.
- **Timing and scheduling:** Students might need extra time to read the tale.

#### **Accommodations for low vision students**

- **Presentation:** Depending on their preferences and level of visual impairment, students can receive the tale in larger print, Braille or use a magnification device.
- **Response:** Depending on their preferences and level of visual impairment, they can use the same accommodations blind students use or simply write/read if they are able.
- **Setting:** Students can sit closer to the teacher in order to listen and see better. Teachers should also make sure they have enough light to read and work on their mind maps.
- **Timing and scheduling:** Students might need extra time to read the tale.

**Comments and suggestions for assessment:** The sighted students should be encouraged to explain the organisation of the mind map to the visually impaired. The student from each group in charge of taking notes should write comments on the presentations. Once all the groups have presented, students analyse the presentations. Later, the student in charge of filling in the group-to-group assessment form writes the score their group gave to each presentation along with some comments and suggestions.

The teacher must explain the guideline to the students, as well as the vocabulary they are not familiar with. Once students have finished peer assessing each other, the teacher checks the results and comments on them with the group that presented it. The teacher provides feedback and decides, along with the students, which aspects need improvement for a future presentation.

**Comments and suggestions for instruction:** During the instruction, teachers should train students to rely on sounds so as to understand texts better. Besides, they can be encouraged to use the titles and previous knowledge in order to predict what texts are about.

## 3.2.3. Unit 3.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Purpose of Assessment:</b> Summative, product-based, convergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Skill:</b> Listening.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Time:</b> 20 minutes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To identify specific information and vocabulary from the unit in the recordings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To associate simple descriptions of people, places or objects with three-dimensional fruits or images.</li> <li>To identify the speakers of a recording and relate them to their actions.</li> <li>To answer questions associated with key words and vocabulary from the unit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Activity:</b><br>Students will answer a listening comprehension test that consists of three parts.<br><br><b>Steps:</b> <ul style="list-style-type: none"> <li>In item 1, students receive a sheet of paper that has drawings of fruits. The teacher will name fruits and students will have to write the corresponding number next to the fruit named.</li> <li>In item 2, students listen to a short dialogue about fruits. After listening, they match the image of the character (that has his/her name) with the image of the corresponding fruit.</li> <li>In item 3, students listen to short, simple sentences mentioning fruits and write the corresponding number next to the image that matches the sentence provided.</li> </ul> <p>For example:</p> <p><i>Item 1:</i><br/> <b>Teacher: Number one: Apple.</b> (Students will write number one next to the drawing that represents apple).</p> <p><i>Item 2:</i><br/> <b>Teacher: Number one: Do you like fruit, Tom? Yes, I like bananas.</b> (Students match the image of Tom with the image of bananas).</p> <p><i>Item 3:</i><br/> <b>Teacher: Number one: My favourite fruit is oranges.</b> (Students will write number one next to the drawing that matches the description).</p> |
| <b>Assessment guideline:</b><br>Each item will have six questions. One point will be given to each question. The total score is, therefore, 18 points.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



**Accommodations for blind students**

- **Presentation:** Students receive three-dimensional fruits for items 1, 2 and 3. For item 2, they also receive little cards with the name of the speakers in Braille.
- **Response:** In items 1 and 3, students place the three-dimensional fruits (one beside the other) in the order the teacher named them. In item 2, they place the fruit next to the name of the speaker who mentioned it.
- **Timing and scheduling:** Teachers should allow more time so that students can identify the three-dimensional fruits and the names of the speakers before answering the questions.

**Accommodations for low vision students**

- **Presentation:** Depending on their preferences and level of visual impairment, students can receive the test in larger print, use a magnification device or utilise the same accommodations as blind students.
- **Response:** Depending on their preferences and level of visual impairment, they can use the same accommodations blind students use or simply write/read if they are able.
- **Setting:** Teachers should also make sure they have enough light to read.
- **Timing and scheduling:** Students might need extra time to complete the task.

**Comments and suggestions for assessment:** Teachers need to write visually impaired students' answers immediately after each item so that the students can reutilise the three-dimensional fruits in the following exercises.

**Comments and suggestions for instruction:** It is recommendable that teachers make use of real or three-dimensional fruits when teaching this unit. For instance, students could guess what the fruits are only by touching them.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Purpose of Assessment:</b> Formative, process-based, divergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Skill:</b> Reading and speaking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Time:</b> 20 minutes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To read and understand literary texts identifying the main topic of the text, characters, places and time, sequence of events and vocabulary from the unit.</li> <li>To participate in dialogues with peers and teachers in which students describe daily routines, express likes and preferences, give general information about a familiar topic and retell tales supported by authentic material.</li> </ul>                                                                                                                                                                                                                                                                               |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To identify the main topic of the text.</li> <li>To identify characters, places and time of the texts with the help of simple information questions.</li> <li>To identify words related to people, places and objects in the texts.</li> <li>To identify words from the unit and common expressions in the text, associating them with the topic of the text.</li> <li>To describe actions related to food and daily routines, in their affirmative and negative forms; for example: <i>I don't eat bread for breakfast, he drinks juice at lunch.</i></li> <li>To correctly use plural personal pronouns instead of proper nouns; for example: <i>they (Pedro and Luis) play in the park.</i></li> </ul> |
| <b>Activity:</b><br>Students read a text related to food and later retell the story to their partners with the help of items of food they bring from home. Finally, students answer oral questions about the text.<br>Example:<br><i>It's time to have breakfast. Mary cooks some eggs and toast and sits in the kitchen to eat while her dad reads the newspaper. Around 1 in the afternoon, Mary's mum cooks lentils for lunch. When lunch is over, Mary and her brother Peter wash the dishes and Mum and Dad watch TV in the living room. Later, around 8, Mary and her family have pasta for dinner.</i>                                                                                                                                                  |
| <b>Steps:</b> <ul style="list-style-type: none"> <li>There are two different texts (A – B) similar to the example, which students are asked to read at home. Half of the class receives text A and the other half receives text B.</li> <li>Students are asked to bring some food items that are mentioned in the text they read.</li> <li>In the following lesson, students find a partner who read a different text and work with them.</li> </ul>                                                                                                                                                                                                                                                                                                           |

- Students exchange their texts and retell the story to their partners using the items of food they brought from home.
- Students ask general questions about the text they retold.

For example:

*What did Mary have for breakfast?*

*At what time does Mary have lunch?*

**Assessment guideline:** When peer assessing, students can utilise the form found in Annexe E.

#### **Accommodations for blind students**

- **Presentation:** Students receive a copy of texts A and B in Braille.
- **Response:** Sighted students are asked to read the peer assessment form and fill it in for their visually impaired classmates.
- **Timing and scheduling:** Students might need extra time to read their partners' text.

#### **Accommodations for low vision students**

- **Presentation:** Depending on their preferences and level of visual impairment, students can receive texts A and B in larger print, Braille or use a magnification device.
- **Response:** Depending on their preferences and level of visual impairment, they can use the same accommodations as blind students.
- **Setting:** Teachers make sure low vision students have adequate light to avoid problems when reading.
- **Timing and scheduling:** If students decide to use Braille system, they might need extra time to read their partners' text.

**Comments and suggestions for assessment:** Students are advised to bring raw items of food in small bags. Besides, teachers should make sure that visually impaired students are paired with sighted students.

The teacher must explain the form to the students, as well as the vocabulary they are not familiar with. Once students have finished peer assessing each other, the teacher checks the results and comments on them with the group that presented it. The teacher provides feedback and decides, along with the students, which aspects need improvement for a future presentation.

**Comments and suggestions for instruction:** It is recommendable that students have practised how to retell a story before carrying out this task.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Purpose of Assessment:</b> Summative, product-based, divergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Skill:</b> Speaking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Time:</b> 5 minutes per presentation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To orally express the contents studied throughout the year, either in dialogues, presentations or group activities, with the help of visual and/or audiovisual aids.</li> <li>To demonstrate knowledge and use of the vocabulary learnt.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To describe a place of a different culture; for example a park or monument, such as the <i>Tower of London</i> or <i>Central Park</i>.</li> <li>To share news of their country or surroundings using visual aids to look for concepts or ideas.</li> <li>To utilise words of common use when talking about their preferences, daily routines, topics of interest, texts read and culture of other countries.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Activity:</b><br><p>In pairs, students present a description about a typical place in a foreign country. The presentation must include historical information (such as dates and meaning of the place) description of the place or monument, current relevant information (such as location) opening times, and touristic importance.</p> <p>Students must include adjectives, numbers (dates), days of the week, activities that can be carried out in the place described, expressions of preference, connector <i>and</i>, expressions such as <i>there is/ there are</i>, <i>a/an</i>, prepositions.</p> <b>Steps:</b> <ul style="list-style-type: none"> <li>Students receive a list of typical places in foreign countries and are asked to look for information about them at home.</li> <li>Each pair is randomly assigned a place from the list and is asked to prepare a presentation about it, but without telling their classmates which place they are working on.</li> <li>The day of the presentations, students must have the list with the places they previously received.</li> <li>Each pair describes their place without saying the name so that their classmates can make guesses after the presentations.</li> </ul> |
| <b>Assessment guideline:</b> Teachers can assess students using the guideline found in Annexe F.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Accommodations for blind students</b> <ul style="list-style-type: none"> <li><b>Presentation:</b> Students receive the list of places in Braille.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Accommodations for low vision students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

- **Presentation:** Depending on their preferences and level of visual impairment, students can receive the list of places in larger print, Braille or use a magnification device.

**Comments and suggestions for assessment:** Students are encouraged to keep the place they are presenting a secret so that their classmates can make guesses. Students are asked to look for information about the places at home so that they can receive help from family members.

**Comments and suggestions for instruction:** It is advisable that teachers provide guidelines to the students on how to select relevant information and disregard unnecessary data.

## 3.2.4. Unit 4.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Purpose of Assessment:</b> Formative, process-based, convergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Skill:</b> Reading.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Time:</b> 15 minutes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To read and understand non-literary texts identifying purpose, main ideas, explicit information, common expressions and vocabulary from the unit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To identify main ideas of the text.</li> <li>To answer simple questions related to explicit information of the text.</li> <li>To identify vocabulary from the unit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Activity:</b><br>Students read a brief, simple text and answer different questions about it.<br>Example:<br><i>Dear Tom</i><br><i>I'm on holidays at the beach. I love the summer. It's the best season of the year. I like the sun, the trees are green, it is hot and we don't have to go to school. In the morning I go to the beach with my family. I love the sea, it's great! I like to swim and play in the sand, but we have to wear a hat and a T-shirt because it is very hot. I also like the clothes I wear in summer. I wear shorts, T-shirts, sandals and swimsuits. I don't wear sweaters or pants.</i><br><i>In the afternoon I play in the park with my friends and I ride my bike. Summer is great!</i><br><i>Bye</i><br><i>Anna</i><br><br><b>Steps:</b> <ul style="list-style-type: none"> <li>Students read a text similar to the example.</li> <li>After reading, students answer questions in which they have to identify vocabulary words of the text.</li> <li>Students answer comprehension questions.</li> <li>Students write lists using information from the text.</li> <li>Finally, students share their answers.</li> </ul><br>For example:<br>1. <i>In the summer, the trees are:</i><br>1. a. black<br>1. b. brown<br>1. c. green<br>1. d. purple<br>2. <i>What does Anna wear in the summer?</i> |

3. Write three things Anna likes about the summer.

Write three items of clothing Anna likes to wear.

Write three things she likes to do in the summer.

**Assessment guideline:** Learning log.

Students will be asked to use their learning logs to reflect on their performance considering the following aspects:

- *I remember the main idea*
- *I remember 3 or more details*
- *I make predictions*
- *I imagine the scene*

They write their learning logs at home.

#### **Accommodations for blind students**

- **Presentation:** Depending on their preferences, students receive the letters and the questions in Braille or in digital format to be read in their personal computers using screen reader software.
- **Response:** According to their preferences, students write their learning logs using Braille system or record their voice. If they have access to a personal computer, they can type their reflections or use speech-to-text conversion software.
- **Timing and scheduling:** If students decide to use Braille system, they may need extra time to complete the task.

#### **Accommodations for low vision students**

- **Presentation:** Depending on their preferences and level of visual impairment, students receive the letters and the questions in larger print, Braille, in digital format to be read in their personal computers using screen reader software, or use a magnification device.
- **Response:** Depending on their preferences and level of visual impairment, they can use the same accommodations blind students use or simply write if they are able.
- **Setting:** Teachers make sure low vision students have adequate light to avoid problems when reading/writing.
- **Timing and scheduling:** If students decide to use Braille system, they may need extra time to complete the task.

**Comments and suggestions for assessment:** It is important that teachers encourage students to reflect on their performance so that they realise which skills they need to work on.

**Comments and suggestions for instruction:** It is advisable that teachers provide students with tips on how to skim and scan texts when looking for specific information.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Purpose of Assessment:</b> Summative, product-based, divergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Skill:</b> Writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Time:</b> 30 minutes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To complete a text and write for the purpose of sharing information about the contents studied throughout the year.</li> <li>To write in order to describe daily routines, express likes and preferences, identify and express quantities, describe possessions, express numbers up to 12, identify and describe objects, people and places, give general information about a familiar topic and describe the weather.</li> </ul>                                                 |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To write a short letter following a sample.</li> <li>To describe the weather and clothes.</li> <li>To express preferences and likes in relation to the weather, the seasons of the year and clothes.</li> <li>To write in order to describe or inform, using the verbs <i>wear, love, hate</i> with the help of the teacher.</li> <li>To use <i>there is/are</i> and prepositions of place.</li> </ul>                                                                                        |
| <b>Activity:</b><br>Students write a letter to a friend telling him/her about their holidays.<br>Example:<br><i>Dear John,</i><br><i>Here I am in London and it is raining. The hotel is very big. There are two swimming pools and I like breakfasts, there are many kinds of bread and fruit. The city is very big, the traffic is terrible. I love the red buses and the shops. I wear my new sneakers and jacket everyday. I want to buy a pair of jeans here. We walk a lot! I don't want the holiday to end.</i><br><i>Bye</i><br><i>Amy</i> |
| <b>Steps:</b> <ul style="list-style-type: none"> <li>Students receive a sample letter.</li> <li>Students write their own letters. They describe the place, weather and comment on their clothes. They must include the basic parts of a letter such as greetings and farewells.</li> </ul>                                                                                                                                                                                                                                                         |
| <b>Assessment guideline:</b><br>The letter writing process will consist of several phases which can be included in a writing portfolio (electronic format or handwritten). The portfolio has to be completed with different elements that the teacher asks; for example: outline, draft, peer assessment, final version, self assessment, list of words students learnt that they must include.                                                                                                                                                    |



As a part of the self assessment process, students use the checklist found in Annexe G to make sure their work includes all the elements asked. They put a tick next to each criterion.

#### **Accommodations for blind students**

- **Presentation:** Depending on their preferences, students receive the sample letter in Braille or in digital format to be read in their personal computers using screen reader software.
- **Response:** According to their preferences, they can write the letter in Braille or use their personal computers.
- **Timing and scheduling:** If students decide to use Braille system, they may need extra time to complete the task.

#### **Accommodations for low vision students**

- **Presentation:** Depending on their preferences and level of visual impairment, students receive the sample letter in larger print, Braille, in digital format to be read in their personal computers using screen reader software, or use a magnification device.
- **Response:** Depending on their preferences and level of visual impairment, they can use the same accommodations blind students use or simply write if they are able.
- **Setting:** Teachers make sure low vision students have adequate light to avoid problems when reading/writing.
- **Timing and scheduling:** If students decide to use Braille system, they may need extra time to complete the task.

**Comments and suggestions for assessment:** This assessment tool can be the last task of the writing process, which means that the previous phases have already been completed. However, teachers should consider the progress made by the students in the previous phases when assessing the final task.

**Comments and suggestions for instruction:** Before carrying out this task, students must be familiar with the letter writing process. Examples of activities teachers could use include rearranging a letter which has been split into parts and asking students to write letters to their classmates.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Purpose of assessment:</b> Formative, process-based, divergent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Skill:</b> Speaking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Time:</b> 30 minutes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To ask for information related to people, places, time, frequently used expressions and vocabulary from the unit.</li> <li>To express personal information, preferences and feelings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Goals:</b> <ul style="list-style-type: none"> <li>To answer questions in order to give information (<i>Who? Where? When?</i>) related to people, places and time.</li> <li>To express preferences and feelings using simple and short sentences; for example: <i>I don't like ...; I feel...</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Activity:</b><br>In pairs, students interview each other. They must ask and answer questions accurately related to personal information, preferences and feelings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Steps:</b> <ul style="list-style-type: none"> <li>Students work in pairs.</li> <li>Students prepare a set of questions that they will use to interview their partners.</li> <li>Students interview each other.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Assessment guideline:</b> Learning log.<br>Students will be asked to use their learning logs to reflect on their performance considering the following aspects: <ul style="list-style-type: none"> <li><i>I understand questions</i></li> <li><i>I am able to answer questions</i></li> <li><i>I am able to ask questions</i></li> <li><i>I use vocabulary from the unit</i></li> </ul> They write their learning logs at home.                                                                                                                                                                                                                                                                                                                                          |
| <b>Accommodations for blind students</b> <ul style="list-style-type: none"> <li><b>Response:</b> According to their preferences, students write the questions and learning logs using Braille system or record their voice. If they have access to a personal computer, they can type the questions and learning logs or use speech-to-text conversion software.</li> <li><b>Timing and scheduling:</b> If students decide to use Braille system, they may need extra time to write the questions.</li> </ul><br><b>Accommodations for low vision students</b> <ul style="list-style-type: none"> <li><b>Response:</b> Depending on their preferences and level of visual impairment, they can use the same accommodations blind students use or simply write if</li> </ul> |

they are able.

- **Setting:** Teachers make sure low vision students have adequate light to avoid problems when writing/reading.
- **Timing and scheduling:** If students decide to use Braille system, they may need extra time to write the questions.

**Comments and suggestions for assessment:** Teachers should make sure that visually impaired students are paired with sighted students.

**Comments and suggestions for instruction:** It is advisable that teachers guide students through the characteristics of an interview. For example, students could listen to recordings of simple interviews, suitable for their level of English.

### Conclusions

After a thorough review of the existing literature regarding inclusion, visual impairment and assessment, it is evident that the evaluation of visually impaired students attending inclusive classrooms is an issue that has not been properly dealt with. An example of this lack of attention is the fact that 11 out of the 12 examples of assessment tools offered in the Fifth Grade EFL National Curriculum required certain modifications so as to promote inclusion. In addition, the guidance provided by the Chilean Ministry of Education concerning curricular adaptation does not seem to satisfy the needs of EFL teachers when assessing the visually impaired in inclusive settings. Therefore, the evidence from this study suggests that despite the efforts of the Chilean State to achieve inclusion, there is still work to do in relation to assessment.

Returning to the research question and hypothesis posed at the beginning of this study, it is now possible to state that the examples of assessment tools provided in the Fifth Grade EFL National Curriculum could be adapted to suit visually impaired students' needs. This research paper has shown that thanks to the use of accommodations for assessment, visually impaired students' remaining senses, different types of teaching materials, assistive technology and alternative assessment tools, the main objective of this thesis was successfully met. Likewise, all three specific objectives were achieved through the revision of the literature regarding the characteristics of the visually impaired, study of the Fifth Grade EFL National Curriculum and analysis of the tools.

The main findings of this research paper arise from the process of adaptation of the assessment tools, which were modified in order to be used not only with visually impaired students, but with the whole class, thus promoting inclusion. One of the findings to

emerge from this study is that oral activities such as dialogues, presentations and discussions appear to be the most inclusive ways of assessing visually impaired students. This is because oral tasks do not usually require them to use accommodations; accordingly, the visually impaired are able to be assessed in the exact manner as their peers. Another relevant finding is that alternative assessment proved to be a useful tool to address inclusion. For instance, self assessment allows both sighted and visually impaired students to work at their own pace and use the response method they prefer. Peer assessment, in turn, fosters team work enabling students to collaborate with their peers by receiving and giving help.

The difficulties encountered in the process of adaptation of the tools revealed findings such as the fact that various assessment tools require the contents to be taught in a certain way to ensure the success of the tool. It was also disclosed that when designing inclusive assessment tools there is a tendency to eliminate the use of visual aids, which can be detrimental to sighted students. Finally, it was possible to notice that using multisensory materials does not always agree with the principle of practicality. For instance, preparing three-dimensional materials takes a considerable amount of time and perhaps assistance that is not always available in every school. These findings suggest that inclusion may be hindered due to the fact that teachers might not be willing to adapt assessment tools to be used with visually impaired students.

The present study, therefore, makes several noteworthy contributions to the spread of inclusive EFL classrooms. This is because the assessment tools presented in the teaching proposal are especially designed to suit the needs of visually impaired students without ignoring those of sighted students. Nevertheless, the current investigation was

limited by the uncertainty about the facilities and personnel available in each school so as to support EFL teachers' work. For example, it is not possible to assure that teachers will be able to create three-dimensional materials or texts written in Braille. Likewise, it might be difficult for educators to interpret the tasks that have been completed using the aforesaid response accommodation. Hence, the success of the adapted assessment tools' implementation does not only depend on the teachers' willingness, but also on the help they receive from the school community.

The results of this study indicate that as to promote inclusive education, it is necessary that teachers receive more concrete support that goes beyond the promulgation of laws. Considerably more work will need to be done in order to provide teachers with curricula that include examples of adapted assessment tools rather than just suggesting their adaptation. Further, all types of disabilities, as well as students' special educational needs and learning styles should be addressed when designing assessment tools. In general, however, it seems that the Chilean Ministry of Education is trying to pave the way for a more inclusive education. This can be proved by the fact that one of the examples of assessment tools offered in the Fifth Grade EFL National Curriculum was already designed to be used with visually impaired students attending inclusive classrooms. Thus, the aforementioned possible improvements contribute to creating a better education and a more inclusive society.

Further experimental investigations are needed to examine if the adapted examples of assessment tools presented in the teaching proposal of this thesis are useful in real inclusive settings. Additionally, what is now needed is a study proposing adaptations of the examples of assessment tools offered in the EFL National Curricula of upper grades.

Finally, it would be interesting to provide visually impaired students attending inclusive classrooms with assessment tools that have been designed based on different methodologies such as drama techniques, storytelling, total physical response, among others.

## References

- Alves, C., Monteiro, G., Rabello, S., Gasparetto, M., & Carvalho, K. (2009). Assistive technology applied to education of students with visual impairment. *Revista Panamericana de Salud Pública*, 26(2), 148-152. Retrieved from [http://www.scielosp.org/scielo.php?script=sci\\_arttext&pid=S1020-49892009000800007](http://www.scielosp.org/scielo.php?script=sci_arttext&pid=S1020-49892009000800007)
- American Foundation for the Blind. (2008). *Key definitions of statistical terms*. Retrieved from <http://www.afb.org/section.aspx?SectionID=15&DocumentID=1280>
- American Optometric Association. (n.d.). *Low vision*. Retrieved from <http://www.aoa.org/patients-and-public/caring-for-your-vision/low-vision>
- Anderson, R. (1998). Why talk about different ways to grade? The shift from traditional assessment to alternative assessment. *New Directions for Teaching and Learning*, 74, 5-16. Retrieved from <http://www.jcu.edu/academic/planassess/pdf/Assessment%20Resources/Rubrics/Other%20Rubric%20Development%20Resources/Different%20ways%20to%20Grade.pdf>
- Aros, P., & Hidalgo, D. (2013). *The role of input in the education of students with visual impairment*. Universidad Austral de Chile, Valdivia.
- Boyce, F., & Hammond, F. (1996). *Autism and visual impairment: Making sense*. Retrieved from The University of Edinburgh, Scottish Sensory Centre website: <http://www.ssc.education.ed.ac.uk/resources/vi&multi/boyce.html>
- Brown, D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.



- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2<sup>nd</sup> ed.). New York: Pearson Education, Inc.
- Cameto, R., Nagle, K., & SRI International. (2007). *Orientation and mobility skills of secondary school students with visual impairments*. Retrieved from [http://www.nlts2.org/fact\\_sheets/nlts2\\_fact\\_sheet\\_2007\\_11.pdf](http://www.nlts2.org/fact_sheets/nlts2_fact_sheet_2007_11.pdf)
- Carney, S., Engbretson, C., Scammell, K., & Sheppard, V. (2003). *Teaching students with visual impairments: A guide for the support team*. Retrieved from <http://www.education.gov.sk.ca/vision>
- Castillo, P., & Siebert, F. (2013). *Drama techniques as an effective way to teach English to visually impaired students*. Universidad Austral de Chile, Valdivia.
- Deakin University. (n.d.) *Peer and self assessment*. Retrieved from [http://www.deakin.edu.au/\\_\\_data/assets/pdf\\_file/0020/53462/peer-and-self-assessment.pdf](http://www.deakin.edu.au/__data/assets/pdf_file/0020/53462/peer-and-self-assessment.pdf)
- Dempsey, I. (2012). The use of individual education programs for children in Australian schools. *Australasian Journal of Special Education*, 36, 21-31.  
doi:10.1017/jse.2012.5
- Dikli, S. (2003). Assessment at a distance: Traditional vs. alternative assessments. *The Turkish Online Journal of Educational Technology*, 2(3), 13-19. Retrieved from <http://www.tojet.net/articles/v2i3/232.pdf>
- Disabled World. (n.d.). *Cognitive Disabilities*. Retrieved from <http://www.disabled-world.com/disability/types/cognitive/>

- Douglas Silas Solicitors. (n.d.). *Warnock and SEN*. Retrieved from <http://www.specialeducationalneeds.co.uk/UsefulInformation/SEN-EducationInfo/warnock.html>
- Drentlaw, K. (n.d.). *Visual acuity: The critical measure!*. Retrieved from <http://www.atpo.org/Documents/New/Articles/Visual%20Acuity%20The%20Critical%20Measure!.pdf>
- European Agency for Development in Special Needs Education. (2001). *Inclusive education and effective classroom practices*. Retrieved from <https://www.european-agency.org/publications/ereports/inclusive-education-and-effective-classroom-practice/IECP-Literature-Review.pdf>
- FirstStop. (n.d.). *Physical disability*. Retrieved from <http://www.firststopcareadvice.org.uk/jargon-physical-disability.aspx>
- Frank, J. (2012). The roles of assessment in language teaching. *English Teaching Forum*, 50(3). Retrieved from <http://files.eric.ed.gov/fulltext/EJ997527.pdf>
- Gillard, D. (2012). *The Warnock report (1978)*. Retrieved from <http://www.educationengland.org.uk/documents/warnock/>
- Gov.uk. (n.d.). *Children with special educational needs (SEN)*. Retrieved from <https://www.gov.uk/children-with-special-educational-needs/overview>
- Hamouti, F. (2010). *La enseñanza del inglés a alumnado con discapacidad visual en un centro ordinario*. Retrieved from [http://www.csi-csif.es/andalucia/modules/mod\\_ense/revista/pdf/Numero\\_37/FARAH\\_HAMOUTI\\_1.pdf](http://www.csi-csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_37/FARAH_HAMOUTI_1.pdf)

Harman, B. (n.d.). *Inclusion / integration: Is there a difference?*. Retrieved from

[http://www.cdss.ca/images/pdf/general\\_information/integration\\_vs\\_inclusion.pdf](http://www.cdss.ca/images/pdf/general_information/integration_vs_inclusion.pdf)

Individuals With Disabilities Education Act, 20 U.S.C. § 1400 (2004). Retrieved from

<http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm>

Kuehn, P. (2013). *Testing EFL and ESL students*. Retrieved from

<http://hubpages.com/hub/Tips-for-Constructing-Better-Tests-for-EFL-learners>

Luque, D., & Romero, J. (2002). *Trastornos de desarrollo y adaptación curricular*.

Málaga: Aljibe.

McAlpine, M. (2002). *Principles of assessment*. Retrieved from

<http://caacentre.lboro.ac.uk/dldocs/Bluepaper1.pdf>

Ministerio de Educación. (2005). *Política nacional de educación especial*. Retrieved from

<http://www.mineduc.cl/usuarios/edu.especial/File/DOCUMENTOS%20VARIOS%202008/POLITICAEDUCESP.pdf>

Ministerio de Educación. (2009). *Ley 20.370*. Retrieved from

<http://www.leychile.cl/Navegar?idNorma=1006043>

Ministerio de Educación. (2010a). *Programas/proyectos de integración escolar (PIE)*.

Retrieved from

[http://subvenciones.mineduc.cl/PIE/Manual%20Programas%20de%20Integracion%20Escolar%20Version%201\\_0.pdf](http://subvenciones.mineduc.cl/PIE/Manual%20Programas%20de%20Integracion%20Escolar%20Version%201_0.pdf)

Ministerio de Educación. (2010b). *Decreto 170*. Retrieved from

<http://www.leychile.cl/Navegar?idNorma=1012570>

Ministerio de Educación. (2012). *Guía ayuda Mineduc/ educación especial*. Retrieved

from [http://600.mineduc.cl/docs/informacion/info\\_guia/guia\\_espe.pdf](http://600.mineduc.cl/docs/informacion/info_guia/guia_espe.pdf)

- Ministerio de Educación. (2013). *Programa de estudio 5° básico inglés*. Retrieved from [http://curriculumenlinea.mineduc.cl/descargar.php?id\\_doc=201308161234240](http://curriculumenlinea.mineduc.cl/descargar.php?id_doc=201308161234240)
- Ministerio de Planificación. (2010). *Ley 20.422*. Retrieved from <http://www.leychile.cl/Navegar?idLey=20422>
- Montana Office of Public Instruction. (2001). *Impact of sensory losses on attachment, communication, and concept development*. Retrieved from <http://opi.mt.gov/PDF/dbservices/blind.pdf>
- New South Wales Public Service Commission. (n.d.). *Sensory disabilities – sight and deaf or hearing impairment*. Retrieved from <http://www.psc.nsw.gov.au/Sector-Support/Equity-and-Diversity/People-with-a-disability/Employees-with-a-disability/Sensory>
- Norris, J. (2012). Purposeful language assessment: Selecting the right alternative test. *English Teaching Forum*, 50(3), 41-45. Retrieved from <http://files.eric.ed.gov/fulltext/EJ997530.pdf>
- Nottingham City Council. (n.d.). *Adult Physical and Sensory Impairment*. Retrieved from <http://www.nottinghaminsight.org.uk/insight/jsna/adults/jsna-adult-physical-and-sensory-impairment.aspx>
- Nova Scotia Community College. (n.d.). *Physical disabilities*. Retrieved from <http://www.disabilityservices.nsc.ca/en/home/disabilitiesinformation/physicaldisabilities/default.aspx>
- Ochaíta, E., & Espinoza, A. (2001). Desarrollo e intervención 94isuals94e en los niños ciegos y deficientes 94isuals. In Palacios, J. (ed.), *Desarrollo psicológico y educación* (pp. 213- 240). Madrid: Alianza.

- Ophir-Cohen, M., Ashkenazy, E., Cohen, A., & Tirosh, E. (2005). Emotional status and development in children who are visually impaired. *Journal of Visual Impairment and Blindness*, 99(8), 478-485. Retrieved from <http://files.eric.ed.gov/fulltext/EJ697358.pdf>
- Peng, J. (2010). Peer assessment in an EFL context: Attitudes and correlations. In M. Prior, Y. Watanabe, & S. Lee (Eds.), *Selected Proceedings of the 2008 Second Language Research Forum: Exploring SLA Perspectives, Positions, and Practices* (pp. 89-107). Retrieved from <http://www.lingref.com/cpp/slrf/2008/paper2387.pdf>
- Physical Disability Council of New South Wales. (n.d.). *What is physical disability?*. Retrieved from [http://www.pdcnsw.org.au/index.php?option=com\\_content&view=article&id=49&Itemid=118](http://www.pdcnsw.org.au/index.php?option=com_content&view=article&id=49&Itemid=118)
- RMIT University. (2008). *Self and peer assessment*. Retrieved from <http://mams.rmit.edu.au/71ra0k9io8yzz.pdf>
- Roe, J. (2008). Social inclusion: Meeting the socio-emotional needs of children with vision needs. *British Journal of Visual Impairment*, 26(2), 147-158. Retrieved from <http://jvi.sagepub.com/content/26/2/147.2.full.pdf+html>
- Rust, C. (2002). *Purposes and principles of assessment*. Retrieved from [http://www.brookes.ac.uk/services/ocsltd/resources/briefing\\_papers/p\\_p\\_assessment.pdf](http://www.brookes.ac.uk/services/ocsltd/resources/briefing_papers/p_p_assessment.pdf)
- Sapon-Shevin, M. (2005). Ability differences in the classroom: Teaching and learning in inclusive classrooms. In D. Byrnes and G. Kiger (Eds.), *Common Bonds: Anti-Bias*

- Teaching in a Diverse Society* (3). Retrieved from <http://www.marasapon-shevin.org/files/resources/Ability%20Differences%20in%20the%20Classroom.pdf>
- Scanlan, C. (n.d.). *Assessment, evaluation, testing and grading*. Retrieved from [http://resource.mccneb.edu/edutut/Online%20Pets%20Course/Assessment\\_evaluation\\_grading.htm](http://resource.mccneb.edu/edutut/Online%20Pets%20Course/Assessment_evaluation_grading.htm)
- Shaaban, K. (2001). Assessment of young learners. *Forum*, 39(4), 16-26. Retrieved from [https://www.google.cl/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&sqi=2&ved=0CDIQFjAA&url=https%3A%2F%2Foncourse.iu.edu%2Faccess%2Fcontent%2Fuser%2Fmikuleck%2FFilemanager\\_Public\\_Files%2FEFL\\_Assessment%2FUnit\\_3%2FShabaan\\_Assessment\\_of\\_Young\\_Learners.pdf&ei=I7c3UsP9FrDxiQLWhYHwDg&usg=AFQjCNFaIygDoVukYrmu3Jxax1N3BpGwnA&bvm=bv.52164340,d.cGE](https://www.google.cl/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&sqi=2&ved=0CDIQFjAA&url=https%3A%2F%2Foncourse.iu.edu%2Faccess%2Fcontent%2Fuser%2Fmikuleck%2FFilemanager_Public_Files%2FEFL_Assessment%2FUnit_3%2FShabaan_Assessment_of_Young_Learners.pdf&ei=I7c3UsP9FrDxiQLWhYHwDg&usg=AFQjCNFaIygDoVukYrmu3Jxax1N3BpGwnA&bvm=bv.52164340,d.cGE)
- Spiller, D. (2012). *Assessment matters: Self-assessment and peer assessment*. Retrieved from [http://www.waikato.ac.nz/tdu/pdf/booklets/9\\_SelfPeerAssessment.pdf](http://www.waikato.ac.nz/tdu/pdf/booklets/9_SelfPeerAssessment.pdf)
- Thompson, S. J., Morse, A. B., Sharpe, M., & Hall, S. (2005). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities* (2nd ed.). Retrieved from [http://www.ccsso.org/Documents/2005/Accommodations\\_Manual\\_How\\_2005.pdf](http://www.ccsso.org/Documents/2005/Accommodations_Manual_How_2005.pdf)
- Thouësny, S. (2011). *Convergent vs. divergent assessment*. Retrieved from <http://blog.icall-research.net/2011/04/19/convergent-vs-divergent-assessment-huang-s-c-2011/>

Tsiplakides, I., & Keramida, A. (2010). Promoting positive attitudes in ESL/EFL classes.

*The Internet TESL Journal*, 16(1). Retrieved from

<http://iteslj.org/Techniques/Tsiplakides-PositiveAttitudes.html>

U.S. Department of Education. (2008). *Education and inclusion in the United States: An overview*. Retrieved from

[http://www.ibe.unesco.org/National\\_Reports/ICE\\_2008/usa\\_NR08.pdf](http://www.ibe.unesco.org/National_Reports/ICE_2008/usa_NR08.pdf)

United Nations Children's Fund. (2009). *Inclusive education*. Retrieved from

[http://www.unicef.org/ceecis/education\\_18613.html](http://www.unicef.org/ceecis/education_18613.html)

United Nations Educational, Scientific and Cultural Organisation. (n.d.). *Addressing exclusion*. Retrieved from

<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/browse/1/>

United Nations. (1994). *General assembly*. Retrieved from

<http://www.un.org/disabilities/documents/gadocs/standardrules.pdf>

University of Maryland Medical Center. (2013). *Visual field*. Retrieved from

<http://umm.edu/health/medical/ency/articles/visual-field>

Vaughn, S., Schumm, J., & Forgan, J. (1998). *Instructing students with high-incidence disabilities in the general education classroom*. Retrieved from

[http://www.ascd.org/publications/curriculum\\_handbook/413/chapters/Instructing\\_Students\\_With\\_High-](http://www.ascd.org/publications/curriculum_handbook/413/chapters/Instructing_Students_With_High-Incidence_Disabilities_in_the_General_Education_Classroom.aspx)

[Incidence\\_Disabilities\\_in\\_the\\_General\\_Education\\_Classroom.aspx](http://www.ascd.org/publications/curriculum_handbook/413/chapters/Instructing_Students_With_High-Incidence_Disabilities_in_the_General_Education_Classroom.aspx)

Virginia Department of Education. (2010). *2010 Guidelines for working with students who are blind or visually impaired in Virginia public schools*. Retrieved from

[http://www.doe.virginia.gov/special\\_ed/disabilities/sensory\\_disabilities/visually\\_impaired\\_blind/visually\\_impaired\\_guidelines.pdf](http://www.doe.virginia.gov/special_ed/disabilities/sensory_disabilities/visually_impaired_blind/visually_impaired_guidelines.pdf)

Virginia Department of Education. (n.d.). *Specific Disabilities*. Retrieved from

[http://www.doe.virginia.gov/special\\_ed/disabilities/sensory\\_disabilities/](http://www.doe.virginia.gov/special_ed/disabilities/sensory_disabilities/)

Vislie, L. (2003). From integration to inclusion: Focusing global trends and changes in the western European societies. *European Journal of Special Needs Education*, 18(1), 17–35. Retrieved from

<http://www.uio.no/studier/emner/uv/isp/SNE4110/h06/undervisningsmateriale/Vislie%20From%20education%202003-1.pdf>

Web Accessibility in Mind. (n.d.). *Cognitive disabilities*. Retrieved from

<http://webaim.org/articles/cognitive/>

World Health Organization. (2012). *Visual impairment and blindness*. Retrieved from

<http://www.who.int/mediacentre/factsheets/fs282/en/>

World Health Organization. (n.d.a). *Disabilities*. Retrieved from

<http://www.who.int/topics/disabilities/en/>

World Health Organization. (n.d.b). *Priority eye diseases*. Retrieved from

<http://www.who.int/blindness/causes/priority/en/index5.html>



**Annexe A****Dialogue Assessment Rubric**

| <b>CATEGORY</b>                | <b>4</b>                                                                                | <b>3</b>                                                                            | <b>2</b>                                                                                       | <b>1</b>                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>Speaks Clearly</b>          | Speaks clearly and distinctly all the time, and mispronounces one word.                 | Speaks clearly and distinctly all the time, but mispronounces two words.            | Speaks clearly and distinctly most of the time. Mispronounces no more than three words.        | Often mumbles or can not be understood, or mispronounces more than four words.         |
| <b>Uses Complete Sentences</b> | Always speaks in complete sentences.                                                    | Mostly speaks in complete sentences.                                                | Sometimes speaks in complete sentences.                                                        | Rarely speaks in complete sentences.                                                   |
| <b>Volume</b>                  | Volume is loud enough to be heard by all audience members throughout the presentation.  | Volume is loud enough to be heard by all audience members most of the presentation. | Volume is loud enough to be heard by all audience members sometimes during the presentation.   | Volume is often too soft to be heard by all audience members.                          |
| <b>Pauses</b>                  | Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact. | Pauses were effectively used once to improve meaning and/or dramatic impact.        | Pauses were intentionally used but were not effective in improving meaning or dramatic impact. | Pauses were not intentionally used.                                                    |
| <b>Preparedness</b>            | Student is completely prepared and has obviously rehearsed.                             | Student seems pretty prepared but might have needed a couple more rehearsals.       | Student is somewhat prepared, but it is clear that rehearsal was lacking.                      | Student does not seem at all prepared to present.                                      |
| <b>Enthusiasm</b>              | Facial expressions and body language generate a strong interest and enthusiasm          | Facial expressions and body language sometimes generate a strong interest           | Facial expressions and body language are used to try to generate enthusiasm,                   | Very little use of facial expressions or body language. Did not generate much interest |

|                                       |                                                                                                          |                                                                                                            |                                                                                                                   |                                                                                                                    |
|---------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
|                                       | about the topic in others.                                                                               | and enthusiasm about the topic in others.                                                                  | but seem somewhat faked.                                                                                          | in topic being presented.                                                                                          |
| <b>Listens to Other Presentations</b> | Listens intently. Does not make distracting noises or movements.                                         | Listens intently but has some distracting noises or movements that do not interrupt the presentation.      | Sometimes does not appear to be listening but is not distracting.                                                 | Sometimes does not appear to be listening and has distracting noises or movements that interrupt the presentation. |
| <b>Collaboration with Peers</b>       | Almost always listens to, shares with, and supports the efforts of their partner. Works collaboratively. | Usually listens to, shares with, and supports the efforts of their partner. Tries to work collaboratively. | Often listens to, shares with, and supports the efforts of their partner but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of their partner. Often is not a good team member.        |

**Annexe B****Criteria to Assess Writing Skills**

| <b>Criteria</b>                                                                                                                                                                                                             | <b>Score</b>                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Meets the basic requirements (vocabulary from the unit, preferences, punctuation and capitalization). Uses vocabulary and expressions that show additional knowledge and matches the statement with the appropriate images. | <b>3</b><br><b>Outstanding</b>                         |
| Meets some of the requirements. Omits information or makes errors in basic contents (orthography errors, coherence between questions and answers).                                                                          | <b>2</b><br><b>Satisfactory</b>                        |
| The task is incomplete, inappropriate or incomprehensible.                                                                                                                                                                  | <b>1</b><br><b>No compliance with the requirements</b> |

**Annexe C****Oral Presentation Assessment Rubric**

| <b>CATEGORY</b>                | <b>4</b>                                                                                            | <b>3</b>                                                                                      | <b>2</b>                                                                                       | <b>1</b>                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Speaks Clearly</b>          | Speaks clearly and distinctly all the time, and mispronounces one word.                             | Speaks clearly and distinctly all the time, but mispronounces two words.                      | Speaks clearly and distinctly most of the time. Mispronounces no more than three words.        | Often mumbles or can not be understood, or mispronounces more than four words.             |
| <b>Uses Complete Sentences</b> | Always speaks in complete sentences.                                                                | Mostly speaks in complete sentences.                                                          | Sometimes speaks in complete sentences.                                                        | Rarely speaks in complete sentences.                                                       |
| <b>Vocabulary</b>              | Uses the vocabulary from the unit correctly.                                                        | Uses the vocabulary from the unit correctly most of the time.                                 | Sometimes uses the vocabulary from the unit correctly.                                         | Does not use the vocabulary from the unit correctly.                                       |
| <b>Volume</b>                  | Volume is loud enough to be heard by all audience members throughout the presentation.              | Volume is loud enough to be heard by all audience members most of the presentation.           | Volume is loud enough to be heard by all audience members sometimes during the presentation.   | Volume is often too soft to be heard by all audience members.                              |
| <b>Pauses</b>                  | Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.             | Pauses were effectively used once to improve meaning and/or dramatic impact.                  | Pauses were intentionally used but were not effective in improving meaning or dramatic impact. | Pauses were not intentionally used.                                                        |
| <b>Comprehension</b>           | Student is able to accurately answer almost all questions posed by the teacher about their bedroom. | Student is able to accurately answer most questions posed by the teacher about their bedroom. | Student is able to accurately answer a few questions posed by the teacher about their bedroom. | Student is unable to accurately answer questions posed by the teacher about their bedroom. |

|                                       |                                                                                                           |                                                                                                                     |                                                                                                       |                                                                                                                    |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Preparedness</b>                   | Student is completely prepared and has obviously rehearsed.                                               | Student seems pretty prepared but might have needed a couple more rehearsals.                                       | Student is somewhat prepared, but it is clear that rehearsal was lacking.                             | Student does not seem at all prepared to present.                                                                  |
| <b>Enthusiasm</b>                     | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented.   |
| <b>Props</b>                          | Student's model shows considerable work/creativity and makes the presentation better.                     | Student's model shows enough work/creativity and makes the presentation better.                                     | Student's model shows little work/creativity and does not contribute much to the presentation.        | Student's model shows no work/creativity.                                                                          |
| <b>Listens to Other Presentations</b> | Listens intently. Does not make distracting noises or movements.                                          | Listens intently but has some distracting noises or movements that do not interrupt the presentation.               | Sometimes does not appear to be listening but is not distracting.                                     | Sometimes does not appear to be listening and has distracting noises or movements that interrupt the presentation. |

**Annexe D****Group-to-group Assessment Form****Presenting group:** \_\_\_\_\_

1 = poor 2 = below average 3 = average 4 = above average 5 = excellent

|                 | <b>Criteria</b>                                    | <b>Comments</b> | <b>Scores</b> |
|-----------------|----------------------------------------------------|-----------------|---------------|
| <b>Content</b>  | Structure of the Presentation                      |                 |               |
|                 | Pronunciation & Clarity of Expression              |                 |               |
|                 | Appropriate/Accurate Use of Grammar and Vocabulary |                 |               |
|                 | Quality of the Content                             |                 |               |
|                 | <b>Criteria</b>                                    | <b>Comments</b> | <b>Scores</b> |
| <b>Delivery</b> | Visual Aids                                        |                 |               |
|                 | Confidence                                         |                 |               |
|                 | Timing and Pacing                                  |                 |               |
|                 | Eye Contact/Voice/Gestures/Movements               |                 |               |

Adapted from "Peer assessment in an EFL context: Attitudes and correlations," by J. Peng, 2012, in M. Prior, Y. Watanabe, & S. Lee (Eds.), *Selected Proceedings of the 2008 Second Language Research Forum: Exploring SLA Perspectives, Positions, and Practices*, pp. 89-107.

**Annexe E****Form to Assess Oral Skills**

3 Accomplished

2 Partly accomplished

1 Not accomplished yet

| <b>Criteria</b>                                                | <b>Rating</b> |
|----------------------------------------------------------------|---------------|
| Student tells what happened in the story in his/her own words. |               |
| Student includes details about characters.                     |               |
| Student recalls the events in the correct sequence.            |               |
| Student uses vocabulary from the story.                        |               |
| All answers are correct.                                       |               |

**Annexe F****Guideline to Assess Oral Skills**

| <b>Criteria</b>                                       | <b>Very good<br/>3</b> | <b>Satisfactory<br/>2</b> | <b>Weak<br/>1</b> |
|-------------------------------------------------------|------------------------|---------------------------|-------------------|
| Interesting introduction.                             |                        |                           |                   |
| Clear explanation, information.                       |                        |                           |                   |
| Uses complete sentences, several adjectives, actions. |                        |                           |                   |
| Speaks clearly, confidently.                          |                        |                           |                   |
| Seems prepared, does not read.                        |                        |                           |                   |



**Annexe G****Checklist**

|                          |  |
|--------------------------|--|
| Greeting and closing     |  |
| Place description        |  |
| Weather description      |  |
| Expression of preference |  |
| Clothes vocabulary       |  |
| Actions                  |  |
| Conjunction “and”        |  |