



Erasmus+

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## Key statements

In this exercise, several statements supported by research are given regarding the integration of newly arrived migrant pupils related to the topics discussed in the section observation. Please give your opinion on each one and share concrete situations from your practice who confirm or nuance these statements.

**1. The evaluation should be focused on what the student could be able to do / to learn.**

In diagnostic evaluation you look at the skills and knowledge, with formative evaluation the focus is much more on the potential of the child: what is inside that can still come out? This is to support in pursuing a goal (Huver, 2012). Each student should therefore be given a full intake in which a language profile and prior knowledge are mapped from their own home languages. Then specific support can be offered.

An example of evaluating students is the toolkit *Broad Evaluation* by Backer & Philips (2013). The power of assessment is emphasised by a whole team: evaluation must be a collaboration between students, parents, and school staff.

Diversity in Action (DIVA) is committed to diversity in the classroom. They too stress the importance of broad-evaluation, which they define as the use of "a variety of evaluation strategies" so that students can show everything they can do.

From the very first encounter it should be mapped out what the child can do: the student must be confirmed in what he / she is good at so they can continue to build and improve from that point on. Research shows that this formative evaluation coincides with better school performances (Fuchs & Fuchs, 1986).

**Your opinion:**

**Example from your practice:**

## **2. Evaluation takes time.**

Evaluation takes time, that is certain. Nevertheless, it has a huge value to the school path of the student. Therefore, to reduce the workload of a broad evaluation, it is wise to do this not once, but to distribute this over the course of the year. This reduces the work pressure, and also ensures that the evaluation is more integrated into the system. According to research by Herzog-Punzenberger (2016), this makes the process more effective.

This can be achieved by creating a portfolio for each student.

According to Law and Eckes (2000), it is best to evaluate students by using multiple and various measurements such as observations, discussions, project participation, and oral evaluations.

**Your opinion:**

**Example from your practice:**

### 3. Tests are always culture-dependent.

Le Pichon and Kambel (2016) found that the language used in maths tests has a significant effect on the outcome. Students scored much higher for word problems in their own language. With each test, we must therefore ask ourselves “what am I really testing?”

According to Rosselli and Ardila (2003), not only verbal tests are culture-dependent. Non-verbal tests can also cause problems. Think of a task that has a time limit attached to it. It varies by culture how important time constraints are and therefore how well students can perform under that kind of pressure.

Malda et al. (2008) looked at how culture-dependent tests can be adapted to a different culture. Think of the underlying theory (Example 1), familiarity and recognition (Example 2), and the culture in general (Example 3).

Example 1 - *repeating numbers*: based on the number of syllables that you can remember. Numbers contain more or less syllables depending on the language.

Example 2 - In some cultures making puzzles is more common than in others. Experience ensures that tests in which (block) patterns have to be copied will be easier.

Example 3 - When a student has to repeat a story about a birthday party and this is not part of their own culture, this can be can be tricky.

**Your opinion:**

**Example from your practice:**