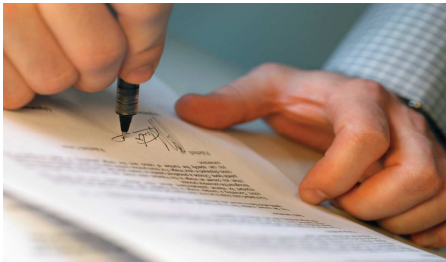

 **"To show what you know!"**
Knowledge diagnosis of newly arrived students


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 **Background of the knowledge diagnosis**

The Swedish Schools Inspectorate (2014) reports that schools:

- Do not take enough consideration to newly arrived students' background, conditions and needs
- Lack preparedness in and knowledge of receiving newly arrived students
- Display deficiencies in teaching these students

 **An equal education**

- Take advantage of newly arrived students preexisting knowledge and competences
- Construct a uniform assessment material in order to create a uniform assessment process



- The instrument has three steps
 - Step 1, an introductory conversation
 - Step 2, literacy and numeracy
 - Step 3, assessment of knowledge in up to 15 school subjects



- Open and rich tasks
- All students regardless of age
- Every student should leave the assessment with a feeling of having had the opportunity to show his/her knowledge




The assessment seeks to

- show the student's strengths and what the student knows
- enhance the student and create condition for the planning of further education


 The assessment material should not be a test!

Think long jump... ...not high jump!




 The purpose of step 1 and 2

- Schools shall have some information about the student's skills and knowledge in order to decide in which year group the student should be placed
- Give the newly arrived student's family some information about the Swedish school
- Have a basis to be able to plan the student's first teaching

 The material Step 1


- Structured as a conversation substrate consisting of a number of subject areas:
 - Languages
 - Experiences developed in and out of school
 - Expectations of the Swedish school


 **Assessment step 2:
Literacy**

- Performed in the student's strongest language with subject teacher and mother tongue teacher/interpreter
- Earlier experience of written language in and out of school
- Read, write, interact with starting point in texts
- Texts – different kind of texts, multimedia texts

 **Literacy**



 **Literacy**



 Literacy




Four images illustrating digital literacy: a smartphone, a desktop computer, a tablet, and another smartphone.

 Literacy

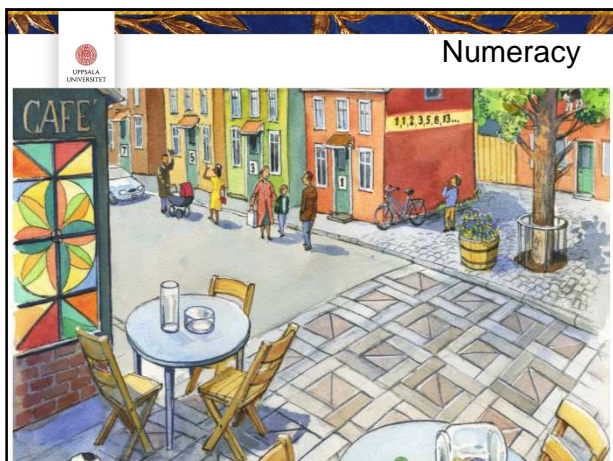


Four images illustrating literacy: a tablet displaying a bus icon, a person holding a calculator, a green exit sign, and a collection of food items.

 Assessment step 2: Numeracy

Mathematical thinking

- Problemsolving
- Reasoning
- Arguing
- Motivating solutions



Numeracy

Assessment step 3



- Assess newly arrived students' subject knowledge
- Also here in the student's strongest language
- Relevant subject teacher with mothertongue teacher/interpreter
- This gives a basis för planning and performing teaching in the subject

The Uppsala University logo is in the top left corner.


- The tasks are based on students' everyday context
- A lot of terms (eg geography) – Try to assess the students' understanding without using the term
- Concrete och everyday language in the tasks

The landscape image shows a coastal town with a blue sea, a pier, and buildings under a blue sky with clouds.

The Uppsala University logo is in the top left corner.




- Photos are important door-opener for students
- Allowing students to freely associate on the basis of the photographs
- Carried out with the teacher on the subject in the student's strongest language




The material could change the teachers' view of the newly arrived students

"The material makes it possible for students to show their knowledge. It is also a material which students have appreciated and it enhances them to be able to show their knowledge. When teachers see students' knowledge their image change and affect teachers expectations ."




The material might contribute to

- Cooperation between teachers in different subjects, mother tongue teachers and teachers of Swedish as a second language
- Who take part in receiving newly arrived students, assessment and educational work with the newly arrived students' further language – and knowledge development

 Education after assessment (Haijer)

- Provide information on culture of the different subjects
- Building on the subject on the basis of existing concepts in Swedish and mother tongue
- Seek an efficient multilingual approach
- Develop abilities through Swedish and mother tongue
 - Connect linguistic abilities into subject – specific abilities
 - Make teaching functional and relevant for students
 - Find an effective grouping

 Reflections on the material

- The assessment material gives the teachers opportunity to see students and detect strengths and weaknesses
- The assessment material enables teachers to reconsider previously taking for granted
- The assessment material provides subject teachers thoughts about different strategies for continuing education

 Thank you!