

Helping File
Intellectual Outcome O3:
“Let me be part of the team”

Erasmus+ Project
“A Common Language in School”

Developed by the Common Language Consortium

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Co-funded by the
Erasmus+ Programme
of the European Union

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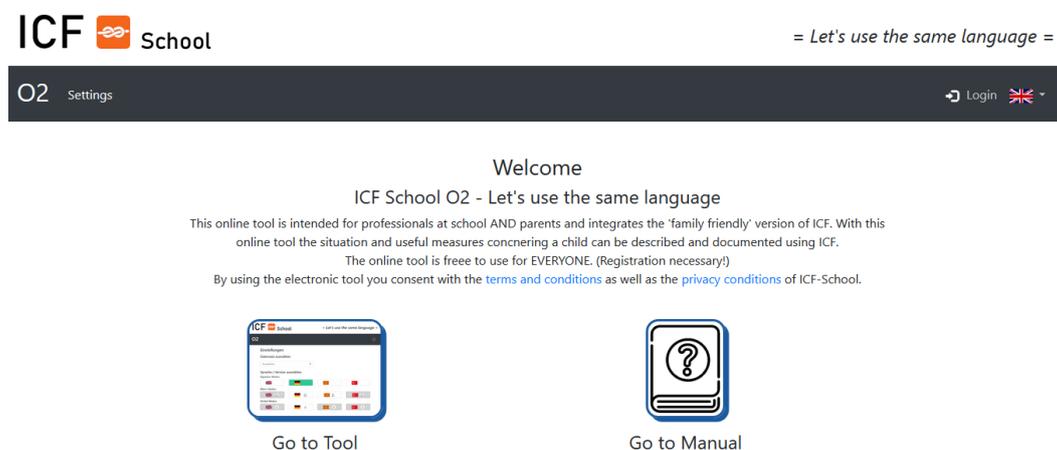
1. Introduction

1.1. Goal of this „Helping file“

The online tool O3 “Let me be part of the team” is an evaluation tool for pupils with development difficulties to assess their own learning situation in the school. Giving the pupils the possibility to assess their own learning situation with this tool, they can be fully included in the planning and evaluation processes regarding themselves. Primarily, this tool is addressed to teachers, as they will use it together with the pupils. This helping file gives you an overview on how to use this tool, and how to assist the child to assess his/her own situation. The description text bellow is supported by screenshots. In order to enter and use the online tool O3, you need an access code. Explanation on how to create an access code is available in the next chapter: “1.2. How to enter the online tool O3”.

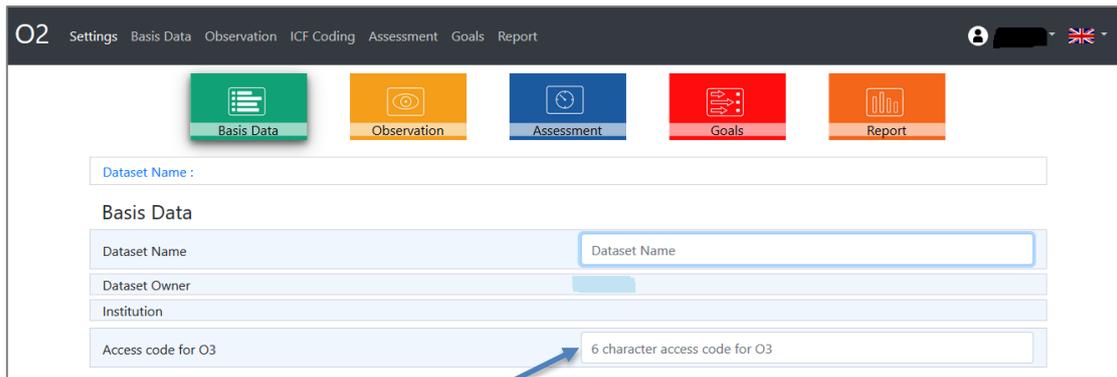
1.2. How to enter the online tool O3

If you are about to use the online tool O3 and assist the child with developmental difficulties to assess his/her own learning situation, you first have to register yourself through the O2 “Let’s use the same language” ([see helping file O2-Online Tool Manual](#)).



Once you have registered within the online tool O2, you can use this tool to assess and describe the school situation for a child with developmental difficulties (together with his/her parents) by linking your observation, the reports by the parents, by medical doctors, or the test results for the child with the ICF-codes.

During the usage of the online tool O2, within the section **Basis Data**, you had the possibility to create 6 characteristics access code for O3.

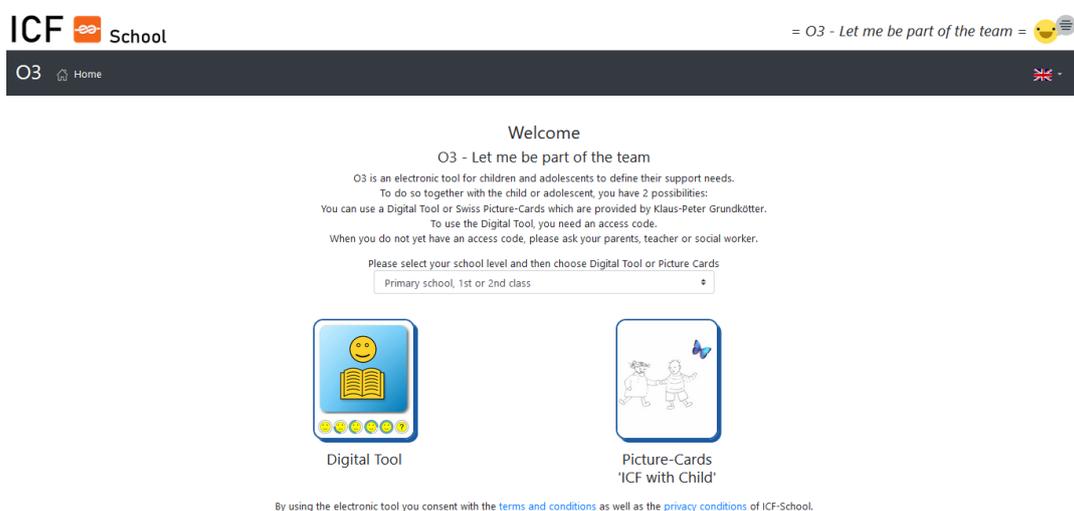


The idea behind this access code for O3 is that the children which this tool is designed for do not have to register with an e-mail address (as not all children have an e-mail). In this way, you can create an access code for O3 for the child during the usage of the online tool O2, and then you can use the already created code to enter the online tool O3.

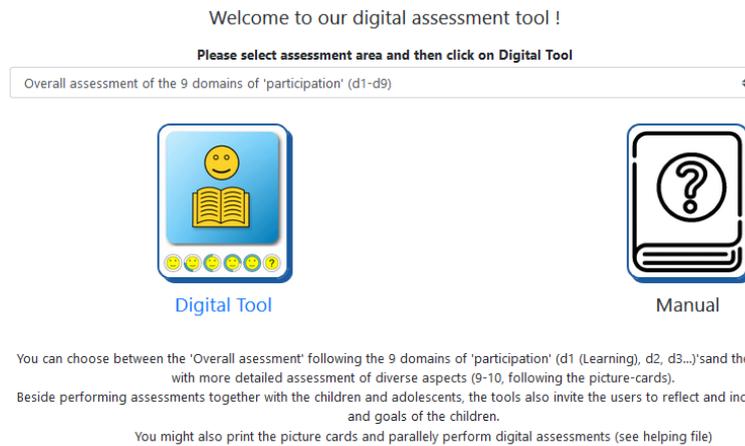
If you have not created an access code for O3 for the child when you used the O2 tool, then you have to go back to O2, select the dataset name for the concrete child, go to “Basis Data” and create this code (as on the screenshot showed above), and save the changes for your O2 file ([see helping file O2-Online Tool Manual](#)) which is available under the outcome O2 on the project web site. Then, you can take the code and proceed to O3 tool.

1.3. General structure of the tool

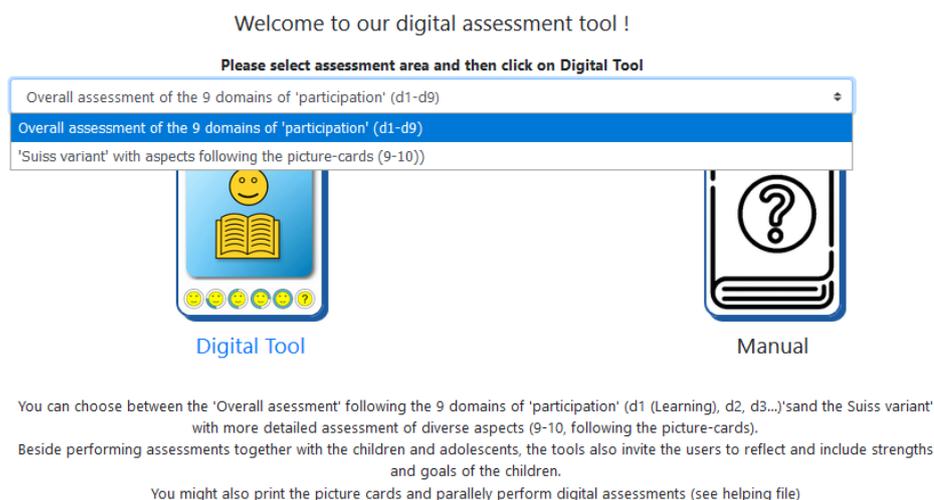
After entering the online tool O3 in a first step, you should select a school level which the appropriate respective child is attending. Then, you can proceed further to select and use one of the major parts. This tool consists of 2 major parts: 1) Digital Tool; and 2) Picture-Cards “ICF with Child”.



The 1st part is called **Digital Tool**. Clicking the icon “Digital Tool”, you will enter a page from which the digital tool can be used and the “How to Use the Tool” Manual can be downloaded.



The digital tool consists of two assessment possibilities, i.e. two assessment areas, which you can use to help the child assess his/her own learning situation in the school: a) Overall assessment of the 9 domains of participation (d1 – d9) and b) Swiss variant with aspects following the picture cards. The first assessment area is following the 9 life domains within the component d – activities and participation of ICF, and the second assessment area offers a detailed assessment of diverse aspects following the “Swiss Picture cards”, which are provided by Klaus-Peter Grundkötter.



The 2nd part is called **Picture-Cards “ICF with Child”**. This part contains the Swiss Picture Cards, which are provided by Klaus-Peter Grundkötter, as downloadable materials (Beck et al. 2010). The picture cards are part of the procedure for conducting a cooperative assessment meeting in the primary schools in Switzerland. This procedure is proposed by

the Department of Education of the Canton Zurich, and it is used in the schools in Zürich when a student's special educational needs are suspected. The picture cards can be used as support materials when doing the discussions and assessment with the child.

1.4. Concrete steps on how to use the online tool O3

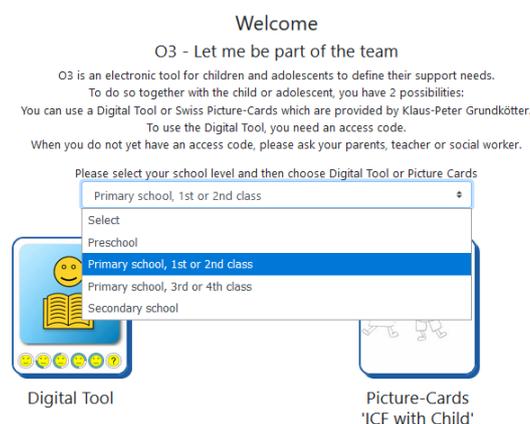
The next two chapters will provide you with concrete steps on how to assist the child to assess his/her own learning situation by using the O3 online tool. You can use either: a) Overall assessment of the 9 domains of participation (d1 – d9), or b) Swiss variant with more detailed aspects, which can additionally be used in three ways. How to perform the discussion together with the child and to help him to assess his/her own learning situation by using one of the options is explained in separate chapters (2 and 3) below.

2. Using: “Overall assessment of the 9 domains of participation (d1-d9)”

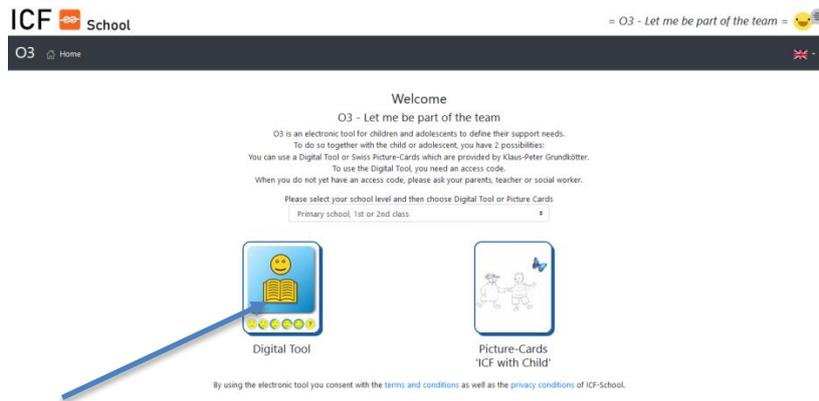
This assessment possibility consists mainly of d-category (WHO "participation-oriented" items) within the 9 areas of life domains (d1 learning and applying knowledge, d2 general tasks and demands, d3 communication, d4 mobility, d5 self-help, d6 domestic life, d7 interpersonal interactions and relationships, d8 major life-areas and d9 community, social and civic life). All of the 9 life domains are presented with a symbol picture within the tool, and they are also described in a family-friendly (easy-reading) language.

2.1. Select school level

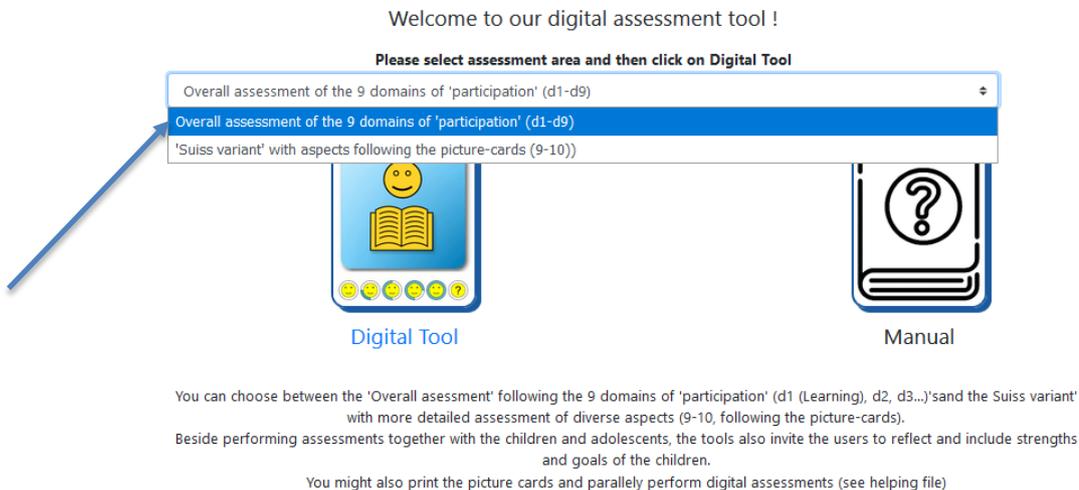
Before you start the assessment with the child by using the overall assessment of the 9 domains of participation, you have to select the school level which the child is attending from the drop-down menu showed on the screenshot bellow. You can choose between Preschool, Primary school 1st or 2nd class, Primary school 3rd and 4th class, and Secondary school.



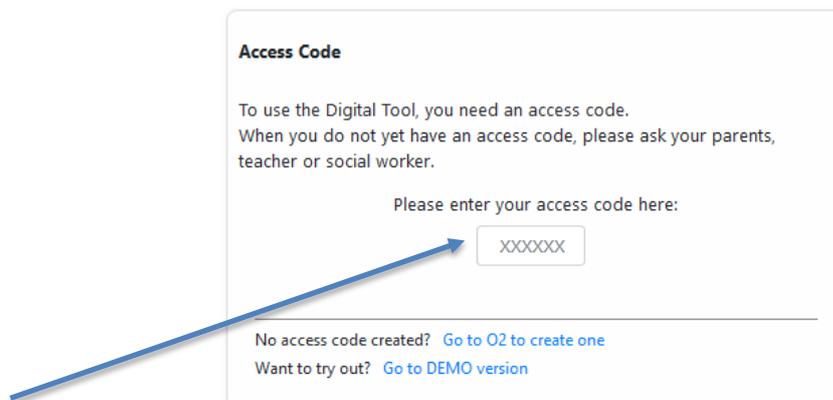
2.2. Then go further and select “Digital Tool”



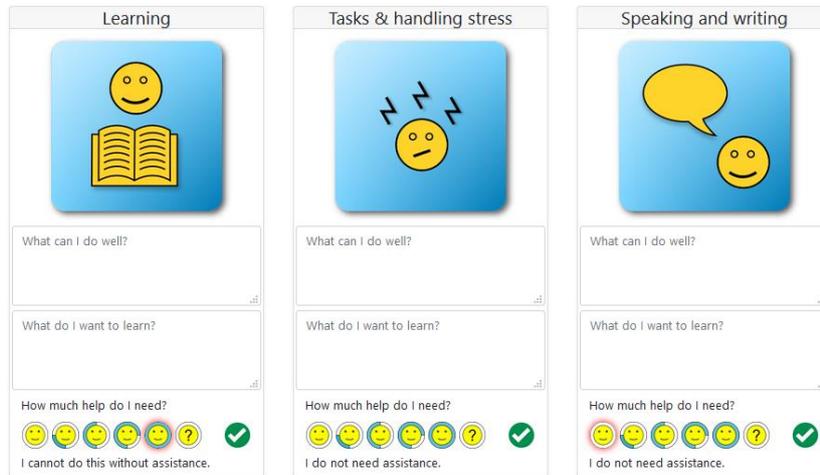
2.3. Select: “Overall assessment of the 9 domains of participation (d1-d9)”



After selecting the assessment area and clicking on the icon “Digital Tool” , you will be asked to enter the access code for O3, which you have created during the usage of O2 (see chapter 1.2 for more information). Enter the access code and click “Enter” to continue further.



This assessment area or assessment possibility contains 9 areas following the 9 life domains of the ICF component d - activities and participation as already mentioned. Each of these 9 domains is presented with a symbol picture within the online tool.



By clicking on any of the symbol-pictures for each of the domains, a pop-up window will be shown on the right corner on the top of the page. This window contains text explaining how the child can define his/her need of help in this area. This text is also supported with audio voice.



2.4. Conducting assessment

The assessment refers to the present situation of a child in school, kindergarten, etc. The main idea is that the child can describe his/her situation in his or her relevant context in **ability-based manner**. You should assess all these 9 areas or domains together with the child, i.e. you should discuss and help the child assess also those areas which are not presenting problem to him/her. Show all the symbol pictures to the child, and explain him/her what each of the domains, i.e. symbol pictures, are referring to. Explain him/her that, for example, the domain (the first symbol icon): “Learning” refers to his/her learning situation at

the school, and to the question how he/she is doing in this area, does he/she mean that he/she needs help in this area, etc. For more information about these 9 domains, you can see Module 1 and Module 2, which are available under the outcome O1 on the web site of the project, or you can also see the Brochure “ICF in a family-friendly language” which is available under the outcome O2 on the web-site of the project. After explaining the 9 domains to the child, assist him/her to assess his/her current situation in the school, i.e. to assess all these 9 domains related to his/her current situation in the school.

A) Assessment of the abilities

Invite the child to assess his/her abilities for each domain or area presented with the symbol pictures. Ask the child what he/she is able to do in this area, and how well he/she can do that.

For example, in the domain learning, the child may say:

- I know the letters in school,
- I read and tell stories at home,
- I write a letter/email to my friend,
- I count in school in the framework of 10.

Then, write the description of the child within the field: “What can I do well?”.

Please remember to ask the child about his/her abilities, i.e. what he/she is able to do and not what he/she is not able to do; then, write down the abilities of the child within this field, i.e. write the description of the child about his/her abilities

B) Assessment of the participation goals of the child

After helping the child assess his/her abilities, ask the child what he/she would like to be able to do, i.e. what the child would like to learn and achieve in this area.

For example, the child may say:

I would like to count within the framework of 20.

The descriptions of the child regarding this part of the assessment, i.e. regarding what he/she would like to achieve in this area, actually refers to the participation goals from his/her point of view. Write the description of the child, i.e. his/her goals in the field: “What do I want to learn?”.

C) Assessment of the need of help

Then, as a last step, ask the child to what extent he/she thinks to need help in this area in order to achieve what he/she already described to would like to achieve. The child can evaluate his/her need of help by using the smileys:

- I do not need assistance,
- I need a little assistance,
- I need some assistance,
- I need much assistance,
- I cannot do this without assistance, and
- Question mark: this is not yet clear.

Each of the smileys and the question mark are supported with text and audio voice. If you click one of the smileys, the appropriate evaluation text or description will be shown under the smileys and the audio voice with text will be shown within the pop-up window on the right corner at the top of the page.

Present the smileys to the child, explain him/her the meaning of each smiley , and ask him/her to point out which smiley is defining his/her need of help in this area in a best possible way. Then, click the smiley which has been chosen by the child.

Go through each of the domains or areas presented with symbol-pictures within the online tool together with the child, and repeat the same procedure: ask the child to describe his/her abilities, to describe what he/she would like to achieve regarding each domain, and to evaluate his/her need of help. Then, insert the description and evaluation of the child in each area in the online tool.

Learning

What can I do well?

What do I want to learn?

How much help do I need?

I cannot do this without assistance.

3. Using: “Suisse variant (part of the Swiss procedure)”

As already mentioned, the procedure (SSG and SAV) “School based assessment meeting” is conducted in the primary schools in Zurich when student’s special need for support is suspected. This procedure is oriented towards ICF. This procedure has a few steps:

At the beginning of the procedure, all of the involved parties: the teacher, the parents, and the students themselves (if this is possible for the students according to their age) have to fill a preparatory form which contains ICF-oriented items and areas and to evaluate each of the stated ICF areas in the form by usage of strength-problem grid, which can be found right beside each area. In this preparatory form, all of them have to evaluate - from their point (personally) - whether they see a strength or a problem for the child regarding each area. Then, all the preparatory forms are settled side by side, the different evaluations are compared, and then two main topic are defined. These two main topics are noted on additional protocol form and discussed together. The discussion is about what goals have to be achieved by the child, and which kind of support may the child need in order to achieve these goals. The planned goals are also noted on the protocol.

Because this preparatory form is not suitable to be filled in by younger children in order to assess their own situation, the picture cards with child-friendly translations of the ICF areas were developed. With these cards and with the usage of [competence \(bear\) grid](#) and [smileys grid](#), the younger children can assess their abilities and their need of help.

In our online tool O3, we are focusing on the usage of picture cards, and we dispense the usage of the preparatory form and the protocol used in the procedure in Switzerland, because this can be done in our online tool O2 (www.o2.icf-school.eu). Within the online tool O2 there is possibility for the parents (by using the parents version) and also for the (older) children themselves (by using the children version) to evaluate their situation based on the ICF items.

The assessment possibility that we use within our online tool O3 offers a detailed assessment of diverse aspects following the picture cards provided by Klaus-Peter Grundkötter (Beck et al., 2010). This assessment possibility is following 9 areas for the preschool level and 10 areas for all the other school levels, and all of them are referring to items within the ICF component d – activities and participation. We propose 3 ways in which this assessment possibility can be used:

- **3.1. Electronic SWISS online tool,**
- **3.2. Analogue use of SWISS Picture cards, and**
- **3.3. Combination of the SWISS picture cards with the O3 electronic online tool.**

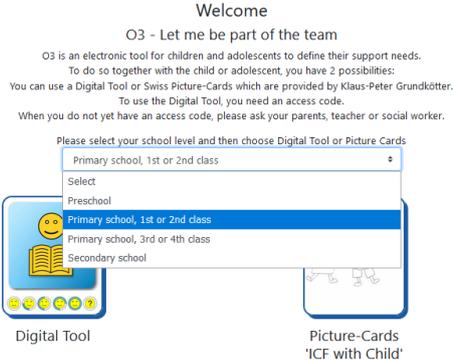
The next section’s text will provide you with concrete steps on how to assist the child to conduct assessment by using one of each of these three possible ways.

3.1. Using SWISS online tool electronically

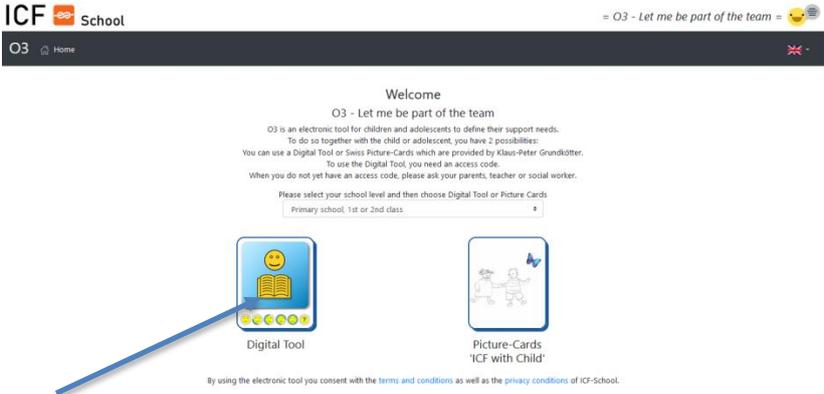
The electronic online tool is following the logic of the Swiss variant and the picture cards, and offers a detailed assessment of diverse aspects referring to different items within the ICF component d – activities and participation.

3.1.1. Select school level

Before you start the assessment with the child by using the SWISS electronic online tool, following the logic of the Swiss procedure, you have to select the school level the child is attending from the drop-down menu showed on the screenshot bellow.



3.1.2. Proceed and select “Digital Tool”



3.1.3. Select: "Swiss variant with aspects following the picture cards (9-10)"

Welcome to our digital assessment tool !

Please select assessment area and then click on Digital Tool

Overall assessment of the 9 domains of 'participation' (d1-d9) ⌵

Overall assessment of the 9 domains of 'participation' (d1-d9)

'Swiss variant' with aspects following the picture-cards (9-10)



Digital Tool



Manual

You can choose between the 'Overall assessment' following the 9 domains of 'participation' (d1 (Learning), d2, d3...)' and the Swiss variant' with more detailed assessment of diverse aspects (9-10, following the picture-cards).

Beside performing assessments together with the children and adolescents, the tools also invite the users to reflect and include strengths and goals of the children.

You might also print the picture cards and parallelly perform digital assessments (see helping file)

After selecting the assessment area and clicking on the icon "Digital Tool", you will be asked to enter the access code for O3, which you have created during the usage of O2 (see chapter 1.2 for more information). Enter the access code and click "Enter" to continue further.

Access Code

To use the Digital Tool, you need an access code.
When you do not yet have an access code, please ask your parents, teacher or social worker.

Please enter your access code here:

XXXXXX

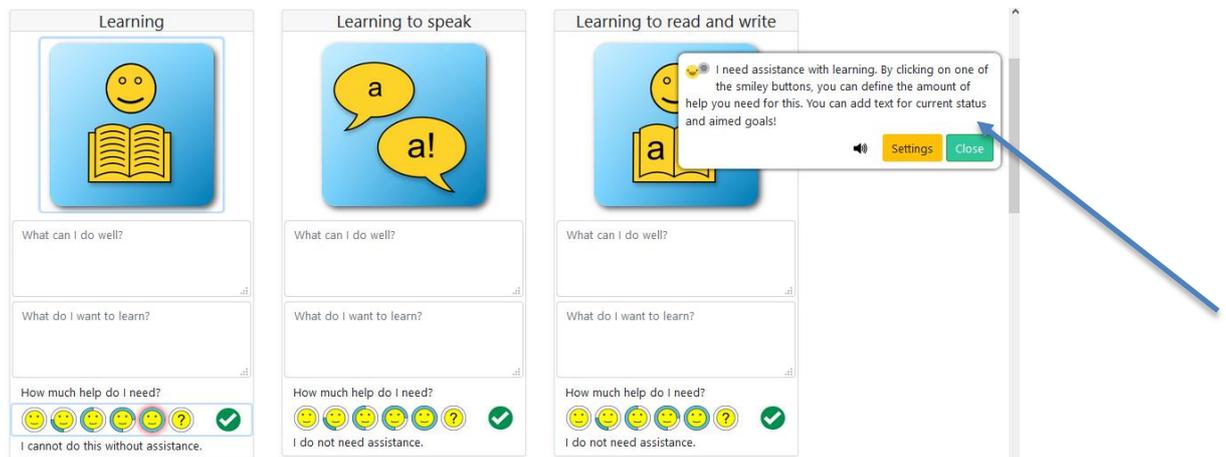
No access code created? [Go to O2 to create one](#)

Want to try out? [Go to DEMO version](#)

This assessment possibility contains 9 aspects for preschool level and 10 aspects for all the other school levels (therefore called "9-10"). Each of these areas and aspects are presented with symbol pictures within the online tool.

Learning	Learning to speak	Learning to read and write
		
What can I do well?	What can I do well?	What can I do well?
What do I want to learn?	What do I want to learn?	What do I want to learn?
How much help do I need?	How much help do I need?	How much help do I need?
 ✔	 ✔	 ✔
I cannot do this without assistance.	I do not need assistance.	I do not need assistance.

The symbol pictures within this assessment possibility are also supported by a description text and audio voice. If you click on one of the symbol pictures, a pop-up window will be shown on the right corner on the top of the page. This window contains text explaining how the child can define his/her need of help in this area. This text is also supported with an audio voice.



3.1.4. Conduct assessment

The assessment refers to the present learning situation of a child in school, kindergarten, etc. The child can describe his/her situation in his or her relevant context in ability-based manner. You should help the child assess each of the 9 (for preschool level), i.e. 10 aspects (for all other school levels).

Explain the child to which area each symbol picture is referring. Also, explain him/her that here it is about what he/she is able to do regarding each area in his/her school context, about what he/she would like to achieve in each of the areas and to what extend does he/she think he/she needs help.

A) Assessment of the abilities of the child

Explain the child that, for example, this symbol picture refers to his/her learning to write and read in school. Then, ask the child to describe what he/she is able to do in this area and how well he/she can do this.

The child may say, for example:



- I read stories in school,
- I write correct sentences at home.



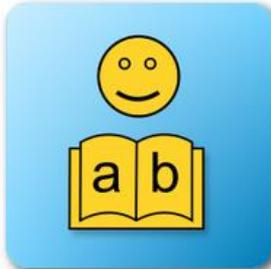
The description of the child here refers to his/her evaluation of his/her abilities. Write the description of the child within the appropriate symbol picture in the part: "What can I do well?".

B) Assessment of the participation goals of the child

In a next step, ask the child what he/she would like to be able to do in this area, i.e. what he/she would like to learn and achieve.

The description of the child in this area refers to his/her participation goals (from his point of view). Then, write the description of the child within the appropriate symbol picture under the part: "What do I want to learn?".

Learning to read and write



What can I do well?

What do I want to learn?

How much help do I need?

I do not need assistance.

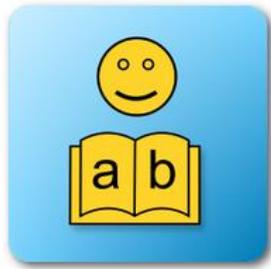


C) Assessment of the need of help

Then, in a last step, ask the child to what extend does he/she think that he/she needs help in this area in order to achieve what he/she already described to like to achieve. The child can evaluate his/her need of help by using the smileys:

- I do not need assistance,
- I need a little assistance,
- I need some assistance,
- I need much assistance,
- I cannot do this without assistance, and
- Question mark: this is not yet clear.

Learning to read and write



What can I do well?

What do I want to learn?

How much help do I need?

I do not need assistance.



Each of the smileys and the question mark are supported with text and audio voice. If you click one of the smileys, the appropriate evaluation text or description will be shown under the smileys, and the audio voice with text will be shown within the pop-up window on the right corner at the top of the page.

Present the smileys to the child, explain him/her which smile means what, and ask him/her to point out which smiley is defining his/her need of help in this area in a best possible way. Then, click the smiley which was chosen by the child.

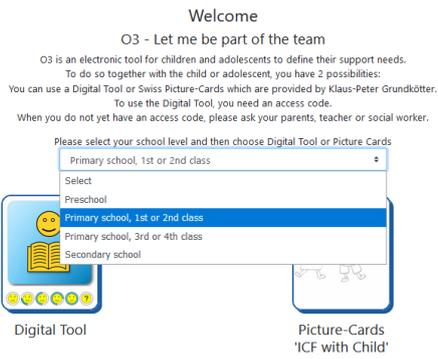
Together with the child, go through each of the domains or areas presented with symbol pictures within the tool, and repeat the same procedure: ask the child to describe his/her abilities, to describe what he/she would like to achieve regarding each domain, and to evaluate his/her need of help. Then, insert his/her description and evaluation in each area in the electronic online tool.

3.2. Analogue use of SWISS Picture cards

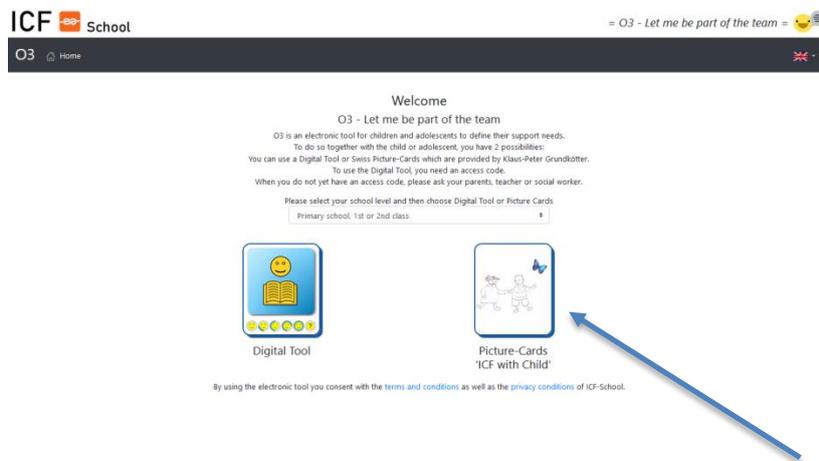
The Swiss Picture Cards are provided by Klaus-Peter Grundkötter and are part of the procedure for conducting a cooperative assessment meeting in the schools in Switzerland. Each picture card contains key sentences in which the abilities of the child for the respective area are described. Before you start assisting the child to assess his/her own situation based on the picture cards, you have to download and print the picture cards, which are designed to be used as support materials and as assistance and motivation to start and conduct a conversation with the child regarding each specific area.

3.2.1. Select school level

Before you start the assessment with the child by using the picture cards, you have to select the school level the child is attending from the drop-down menu showed on the screenshot bellow.



3.2.2. Select “Picture Cards “ICF with Child””



Under this part, you will find 6 sections containing materials to download.

Downloads

- Manual for usage of the picture cards
[Short_instruction_for_the_usage_of_the_picture_cards.pdf](#) (138 kB)
- Complete Picture Cards Download (zip)
[kiga.zip](#) (2.9 MB)
- Individual Picture Cards Downloads
[kiga_1_general_learning.pdf](#) (440 kB)
[kiga_2_language_acquisition.pdf](#) (342 kB)
[kiga_3_mathematical_learning.pdf](#) (267 kB)
[kiga_4_coping_with_taks.pdf](#) (271 kB)
[kiga_5_communication.pdf](#) (250 kB)
[kiga_6_movement_mobility.pdf](#) (294 kB)
[kiga_7_caring_for_oneself.pdf](#) (349 kB)
[kiga_8_interaction_with_others.pdf](#) (327 kB)
[kiga_9_leisure_time_recreation_social_live.pdf](#) (483 kB)
- Self Assessment
[5_smileys_color.pdf](#) (85 kB)
[competence_right_with_grid.pdf](#) (41.6 MB)
[smileys.pdf](#) (8 kB)
[smileys_8_competence.pdf](#) (217 kB)
[smileys_left_with_grid.pdf](#) (56 kB)
[Strength_problem.pdf](#) (13 kB)
- Add-On: Feedback to Teaching Person
[BE_DIFFERENT_GR.pdf](#) (43 kB)
[be_different_ki.pdf](#) (43 kB)
[remain_same.pdf](#) (42 kB)
[REMAIN_SAME_GR.pdf](#) (128 kB)
- Publications on picture cards

Under the first section [Manual for usage of the picture cards](#), you can download a document with a short instruction on how to use the picture cards as a part of the whole procedure for conducting an assessment meeting used in the primary school in the Switzerland. Please read the short instruction before starting to do the assessment together with the child.

Under the second section [Complete Picture Cards Download](#), you can download all the picture cards **referring to the appropriate school level which you have selected at the beginning of this process, as a ZIP Folder.**

In the third section [Individual Picture Cards Downloads](#), you can also download the picture cards referring to the appropriate school level which you have selected at the beginning of this process. You can print the cards before your conversation with the child from this section, where each cards is uploaded as a separate file or you can download the ZIP folder from the previous section and print the cards.

In the fourth section [Self-Assessment](#), you can find the following assessment grids, which you can use in the assessment with the child:

- a) [Competence grid](#): the child can assess his/her competences, i.e. abilities in each of the presented areas,
- b) [Smileys grid](#): the child can select a smiley from the grid, which describes - in a best possible way - where the child is locating himself/herself in this area, i.e. how he/she is doing in this area and does he or she need help.
- c) [Strength-Problem grid](#) (this grid is used within the preparatory form, explained in chapter 3 above).

In the fifth section [Add-On: Feedback to Teaching Person](#), you can find some cards which you can use to ask the child about feedback: [what would he/she like to change in this field or area](#), or [what would he/she like to remain the same](#) regarding each of the areas.

In addition, under the last section [Publications on picture cards](#), you can find a few documents referring to a presentation of an example about the usage of the ICF cards with a child, and a publication about school-based discussion with the ICF (these documents are available only in German language).

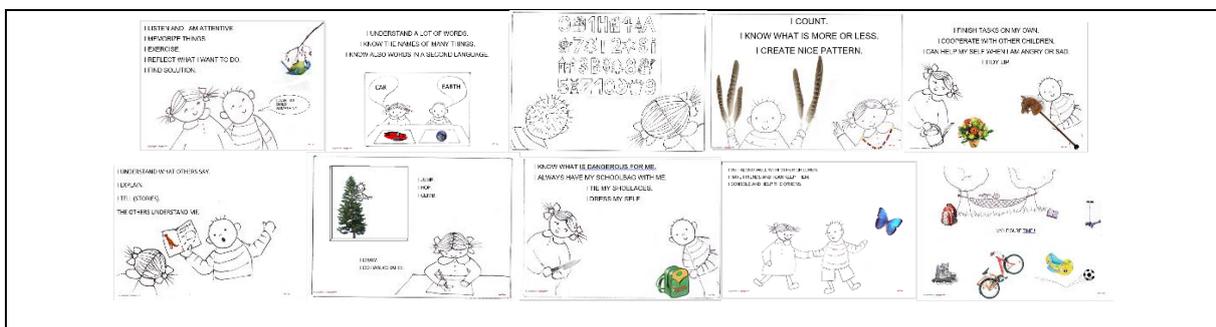
Print all the documents which you need according to the appropriate school level of the child.

3.2.3. Conducting assessment

To conduct the assessment together with the child you should use the picture cards which you have printed out. Each picture card contain key sentences in which the abilities of the child for the respective area are described.

A) Presentation of the cards

Put the printed cards for the appropriate school level of the child (Preschool, Primary school 1st or 2nd class, Primary school 3rd and 4th class, and Secondary school) on the table. Please note that you do not have to discuss all the cards with the child. It is your decision, as teacher, which cards you will use, i.e. which aspects you will discuss with the child. Present the cards referring to the 9 or 10 topics (according to the school level) in front of the child (and his/her parents).

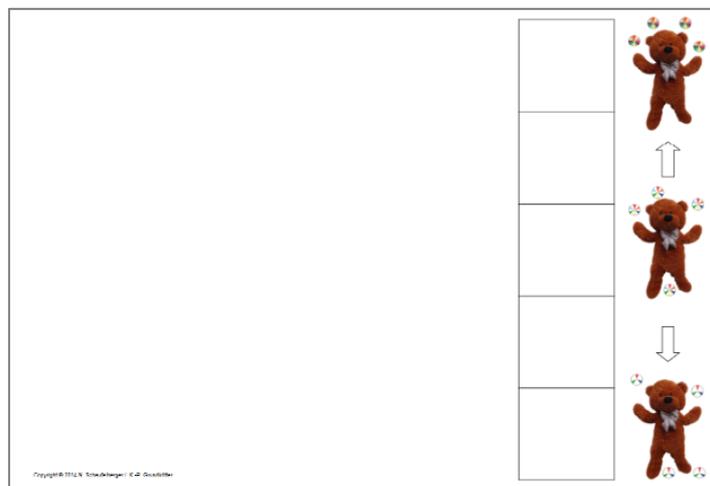


B) Assessment of the abilities.

Go together with the child through each of the cards and ask him/her to evaluate each area one after another. When discussing each of the cards with the child, you can either ask the child to read the text on the card or you can read the text for the child. For example, if you discuss the area [learning to calculate with the child](#) (e.g. the child is primary school 1st or 2nd), first tell the child that this card refers to learning to calculate, then ask the child to read the written sentences on the card or read them for him/her.



Then, start a conversation with the child about the situation presented on the card. For example, a story about mathematical calculation is shown on this card. Ask the child what are his/her experiences in this area. Subsequently, ask the child how well he/she can do this. The child can assess how well he/she can do this by using the [competence grid \(bear grid\)](#). Ask him/her to mark an X in the field that best matches his/her assessment in this area.



C) Assessment of the participation goals of the child

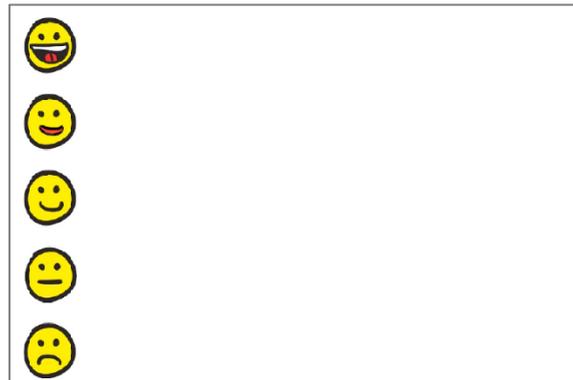
In a next step, give the child the cards for feedback to the teacher: [Different](#) or [Remain the same](#), and ask him/her if there is something that he/she would like to change or what he would like to achieve regarding his/her learning to calculate.



This description by the child of what he/she would like to change in this area refers to the participation goals of the child.

D) Assessment of the need of help

In a last step, ask the child how he/she is doing this or does he/she need help with learning to calculate. Give the child the [smileys grid](#) and ask him/her to evaluate or to mark the smiley, which match in a best possible way his/her need of help.



Repeat this procedure for all the relevant areas that you think are important for the child. In doing this, be careful to not express your opinion or your assessment, as the child should be the one who leads the discussion. The evaluation of the child is then noted in the preparatory form mentioned above as a part of the whole procedure, which is used in the primary schools in Switzerland. The preparatory form and more information about the procedure can be found on the following web-page:

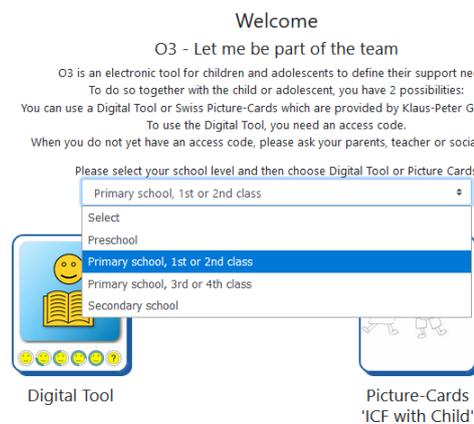
https://vsa.zh.ch/internet/bildungsdirektion/vsa/de/schulbetrieb_und_unterricht/sonderpaedagogisches0/ssg/formulare_ssg.html#a-content.

3.3. Using: “Combination of the SWISS picture cards with the O3 electronic online tool”

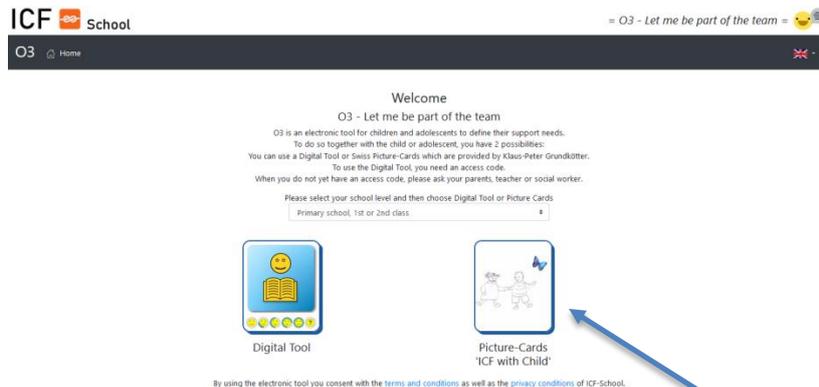
You can also combine both the possibilities explained above (chapter 3.1. and 3.2.) and use them together, i.e. in parallel.

3.3.1. Select school level

Before you start the assessment with the child by using the combination, you have to select the school level the child is attending from the drop-down menu showed on the screenshot below.

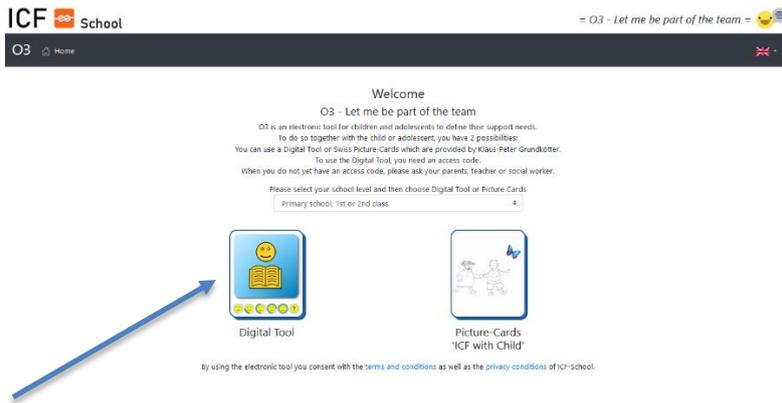


3.3.2. Select “Picture Cards “ICF with Child””

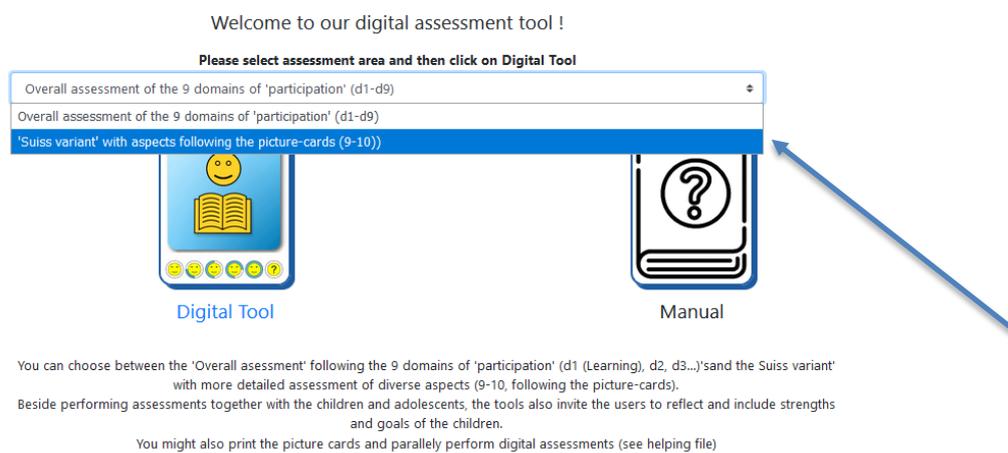


Under this part, (as already explained in chapter 3.2.2) you will be able to download all the necessary materials according to the school level the child is attending. Download the materials before proceeding further.

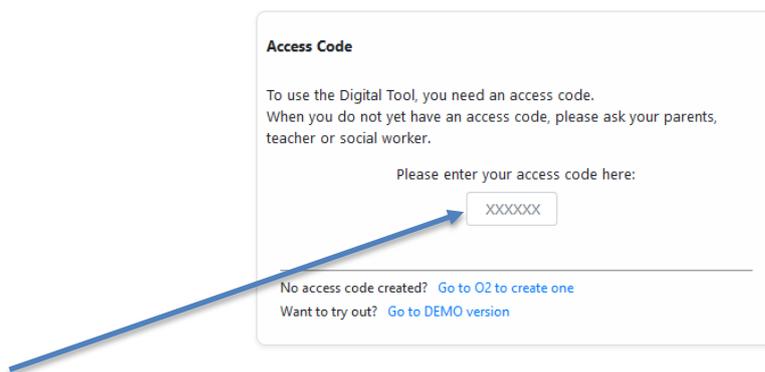
3.3.3. Select “Digital tool”



3.3.4. Select “Swiss variant with aspects following the picture cards (9-10)”



After selecting the assessment area and clicking on the icon “Digital Tool” you will be asked to enter the access code for O3, which you have created during the usage of O2 (see chapter 1.2 for more information). Enter the access code and click “Enter” to continue further.



3.3.5. Conducting assessment

A) Presentation of the cards

Put the printed cards for the appropriate school level of the child (Preschool, Primary school 1st or 2nd class, Primary school 3rd and 4th class, and Secondary school) on the table. Present

the cards referring to the 9 or 10 topics (according to the school level) in front of the child (and his parents).

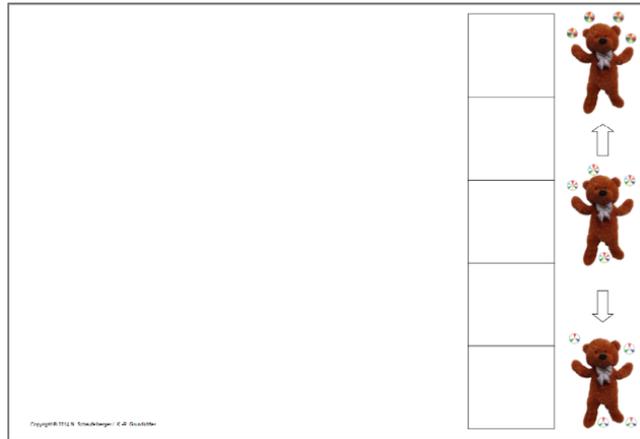


B) Assessment of the abilities

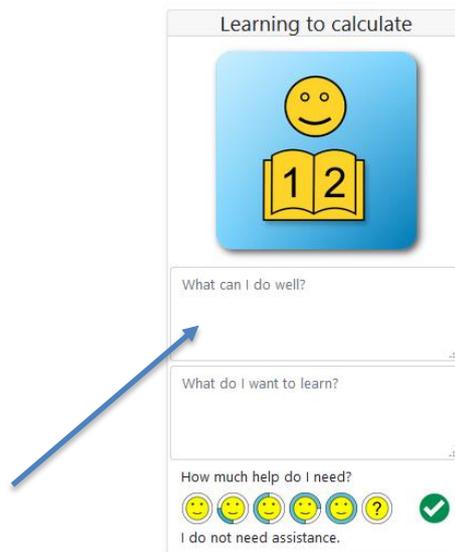
Together with the child, go through each of the cards, and ask him/her to evaluate the areas one after another. When discussing each of the cards with the child, you can either ask the child to read the text on the card or you can read the text for the child. For example, if you discuss the area [learning to calculate with the child](#), first tell the child that this card refers to learning to calculate, then ask the child to read the written sentences on the card or read them for him/her.



Then, start a conversation about the situation presented on the card with the child. Ask the child which are his/her experiences in this area. Subsequently, ask the child how well he/she can do this. The child can assess how well he/she can do this by using the [competence grid \(bear grid\)](#). Ask him/her to mark an X in the field that best matches his/her assessment in this area.



Then, go to the digital tool, select the area: “Learning to calculate” and insert the evaluation and the description of the child within the field: “What can I do well?”.



C) Assessment of the participation goals of the child

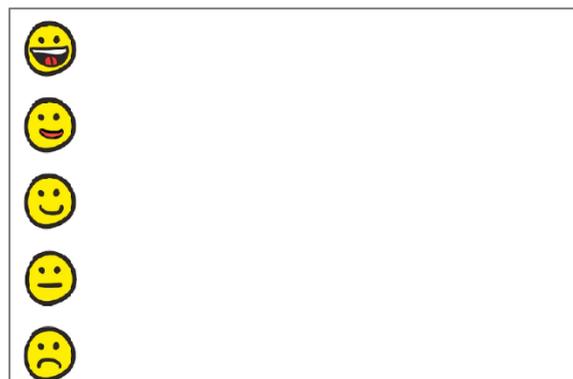
In a next step, give the child the cards for feedback to the teacher: [Different](#) or [Remain the same](#) and ask him/her if there is something that he/she would like to change or what he/she would like to achieve regarding his/her learning to calculate.



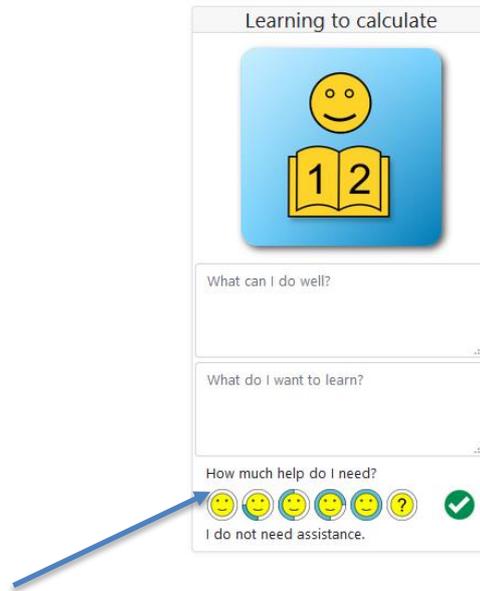
This description by the child of what he/she would like to change in this area refers to the participation goals of the child. Insert the description of the child within the online tool in the field: “What do I want to learn?”.

D) Assessment of the need of help

In a last step, ask the child does he/she think he/she needs help with this area, i.e. with, for example, learning to calculate. Give the child the [smileys grid](#) and ask him/her to evaluate or to mark the smiley, which match his/her need of help in a best possible way.



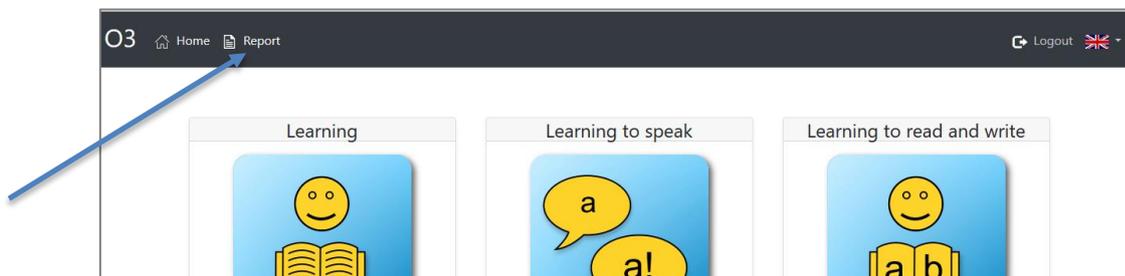
After the child has selected the smiley, click the appropriate smiley within the online tool.



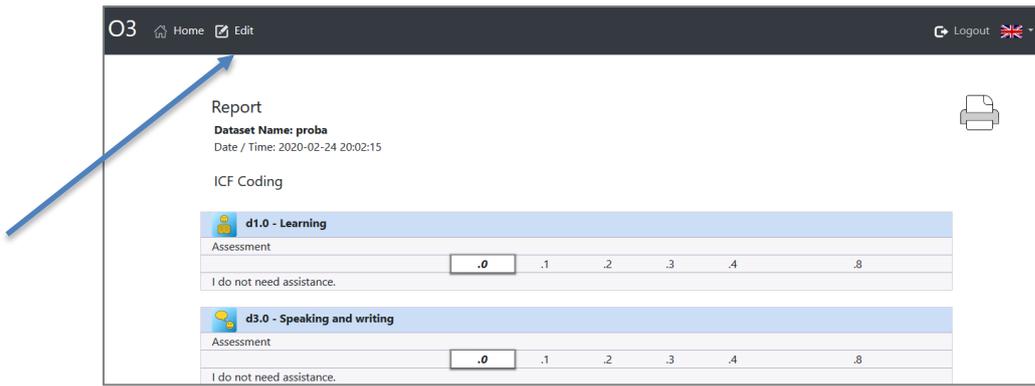
Repeat this procedure for all the 9 areas (for preschool) or 10 areas (for all other school levels), according to the school level of the child using the picture cards for discussion with the child and inserting the descriptions and the assessment of the child in the electronic online tool.

4. Report

After performing the assessment together with the child, by using one of the assessment possibilities, you will be able to create an automatic report on your whole process by clicking on "Report".



Once you have created the report, you have the possibility to go back and edit the assessment together with the child by clicking on "Edit".

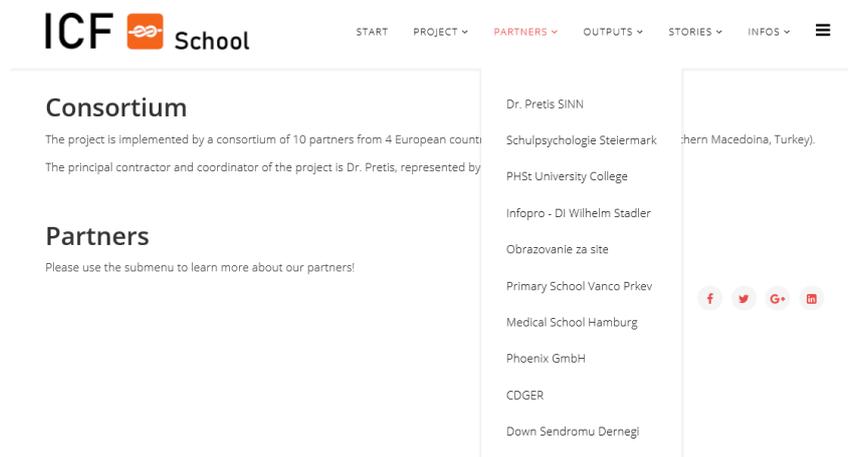


If there is no need of editing anything, then you can either save you report as a pdf document locally on your computer or you can print it for further use.



5. If you have questions

In case of any technical questions on how to use the digital tool O3, please refer to the national experts and the consortium partner mentioned in the web site section “Partners”:



6. Important issues to be considered

1. Do not use any personalized data with this tool;
2. Help the child describe his/her abilities in the appropriate area, and when filling the data into the digital tool, avoid using sentences which are describing what the child is not able to do;
3. Using ICF is ALWAYS a process of respectful exchange between all communication partners within a TEAM AROUND THE FAMILY, including parents and pupils.

7. References

Beck, R., Grundkötter, K. P., Lienhard, P., Hilde Schelbert, H. (2010): Damit alle vom Gleichen reden. Zeitschrift 4 bis 8, 10, 24—28, http://peterlienhard.ch/download/2010_10_4-8_ssg_icf_rb_kg_pl_hs.pdf abgerufen am 13.2.2020