

Assessing the mathematical skills of students with an intellectual disability using a dynamic test: teacher practices and student profiles

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Mathematic instruction to students with an intellectual disability (ID) is often poor even though these skills are important for everyday independence. Appropriate teaching must begin with an accurate assessment of the student's learning achievements, which allows to set appropriate learning objectives. Dynamic assessment, that includes least-to-most intrusive prompts, is particularly appropriate to identify the learning potential of these students and to identify the support that can be used to help them progress. In this ongoing Swiss study, a dynamic assessment tool has been developed to assess the core skills of students with ID in number, operations and problem solving. Thirty-two teachers are recruited so far to receive training in its use and to be filmed administrating the test to a student from 4 to 15 years old with ID. The teachers are randomly assigned in two groups staggered in time and asked to complete a pre- and post-training questionnaire. The goals of this study are to identify the teachers' practices and needs in terms of assessing and teaching mathematical skills with these students; to evaluate the fidelity with which they administer the dynamic test; to identify profiles of mathematical skills among these students through a cluster analysis; to explore whether using the test enables teachers to set more precise instructional goals; and to question them on the acceptability, utility and usability of this tool from their point of view. In this communication, we will present the test developed and the preliminary results from the data collected among teachers and students.