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**DIFFERENTIATED ASSESSMENT OF THE ENGLISH LANGUAGE SKILLS IN A
BILINGUAL LEARNING ENVIRONMENT IN A PRIVATE SCHOOL OF SANTIAGO DE CALI**

Juan Camilo Caicedo, Valentina Hinestroza, Jhon Eder Ramírez,
and Yury Daniela Vélez

Thesis Professors

Johanna Patricia López Urbina, M.A.

Yonier Hernández Echavarría, M.A.

Faculty of Education, Santo Tomás University
Bilingual Learning Environments Master's degree

orcid.org/0009-0008-1552-2123 Juan.caicedog@usantotomas.edu.co orcid.org/0009-0004-6008-4522

valentinahinestroza@usantotomas.edu.co

orcid.org/0009-0003-4928-5721 jhon.ramirez@usantotomas.edu.co

orcid.org/0009-0008-9320-1915 yuryvelez@usantotomas.edu.co

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Abstract

This study aimed at investigating how teachers are implementing differentiated assessment to analyze the learning process of the English language skills of students who are part of the Individual Plan of Reasonable Adjustments (IPRA) at a private school in Santiago de Cali. This qualitative exploratory research employed a case study approach that followed an inductive method for data analysis derived from the triangulation of nonparticipant observations and semi-structured interviews. The findings displayed numerous teachers' practices for assessing IPRA students according to their specific diagnosis and considering their needs. From these, three main categories emerged. The considerations to design and apply differentiated assessment, coherent assessment in terms of student learning styles and learning environment adjustments. Finally, it was noticed that differentiated assessment is generally applied from teachers' perspective and experience. Additionally, replacing some abilities for others to verify outcomes could lead to negative implications such as the underdevelopment of certain skills.

Keywords: differentiated assessment, individual plan of reasonable adjustments, learning environment, learning needs



Resumen

Este estudio tuvo como objetivo investigar cómo los docentes están implementando la evaluación diferencial para analizar el proceso de aprendizaje de las habilidades del idioma inglés de los estudiantes que forman parte del Plan Individual de Ajustes Razonables (PIAR) en un colegio privado de Santiago de Cali. Esta investigación exploratoria y cualitativa empleó un enfoque de estudio de caso siguiendo un método inductivo para el análisis de datos derivado de la triangulación de observaciones no participantes y entrevistas semiestructuradas. Los hallazgos evidenciaron numerosas prácticas docentes para evaluar a los estudiantes del PIAR según su diagnóstico específico y considerando sus necesidades. De estas surgieron tres categorías principales. Las consideraciones para diseñar y aplicar la evaluación diferencial, la evaluación coherente en términos de estilos de aprendizaje de los estudiantes y ajustes del ambiente de aprendizaje. Finalmente, se observó que la evaluación diferencial generalmente se aplica desde la perspectiva y la experiencia de los docentes. Además, reemplazar algunas habilidades por otras para verificar resultados podría tener implicaciones negativas, como el subdesarrollo de ciertas habilidades.

Palabras clave: ambiente de aprendizaje, evaluación diferenciada, necesidades de aprendizaje, plan individual de ajustes razonables



Résumé

Cette étude vise à comprendre comment les enseignants implémentent l'évaluation différentielle pour analyser le processus d'apprentissage des compétences en langue anglaise des élèves qui font partie du Plan Individuel d' d'apprentissage (PIA) et ont besoin des aménagements raisonnables (AR) dans une école privée à Santiago de Cali. Cette recherche mobilise une approche qualitative dans le cadre d'une étude de cas. Suivant une méthode d'analyse de données qui résulte de la triangulation d'observations non participantes et d'entretiens semi-directifs. Les résultats ont montré de nombreuses pratiques pédagogiques pour évaluer les étudiants du PIA en fonction de leur diagnostic spécifique et en tenant compte de leurs besoins. Par conséquent trois catégories principales ont émergé. Considérations pour la conception et l'application d'une évaluation différentielle, l'évaluation cohérente en termes de styles d'apprentissage des élèves et finalement les ajustements de l'environnement d'apprentissage. Enfin, il a été observé que l'évaluation différentielle est généralement appliquée à partir du point de vue et l'expérience des enseignants. De plus, remplacer certaines compétences par d'autres pour vérifier les résultats pourrait avoir des implications négatives, comme le sous-développement de quelques compétences.

Mots-clés: besoins d'apprentissage, environnement d'apprentissage, évaluation différentielle, plan individuel d'apprentissage et aménagements raisonnables

DIFFERENTIATED ASSESSMENT OF THE ENGLISH LANGUAGE SKILLS IN A BILINGUAL LEARNING ENVIRONMENT IN A PRIVATE SCHOOL OF SANTIAGO DE CALI

Education is a public service of all children to ensure access to knowledge, including science, culture, technology, and values that lead to the achievement of a social transformation (Political Constitution of Colombia, 1991, article 67). To respond to this demand, an education attention scheme was described to attend to the population with disabilities (Statutory Law 1618 of 2013, 2017). The Individual Plan of Reasonable Adjustments [IPRA] (Figueroa, 2019), was introduced by Decree 1421 in 2017, as a strategy that aims “to guarantee inclusive education in terms of relevance, quality, effectiveness and efficiency and the elimination of barriers that limit their participation in the educational field” (n.p). IPRA is not only addressed to students with physical disabilities, but it also covers students diagnosed with developmental disorders such as autism, attention deficit hyperactivity disorder, or conduct disorder. IPRA implies that adjustments must be carried out by school stakeholders about the curriculum, pedagogical approaches, methodology, assessment, and infrastructure, among other learning factors that must respond to the learners' needs (Decree 1421, 2017).

To correspond to the previously mentioned legal requirements and demands to address a more equitable and responsible educational system, these adjustments have been progressively included in both public and private schools. Therefore, it becomes necessary for teachers to be aware of these upcoming policies and their implications, which represent a challenge because of the lack of training, and experience; and the complexity of the process itself.



For this reason, this research raises the question: “How are teachers implementing differentiated assessment to analyse the learning process of the English language skills of fourth grade students who are part of the Individual Plan of Reasonable Adjustments at a private school in Santiago de Cali?”. The research question is based on the consideration that assessment must respond to the multiple educational necessities present in the classroom (Díaz, 2021). From this follows the general objective of the research, that is to design a differentiated assessment guide for teachers to be aware and build assessment according to the IPRA learners’ basic educational needs in the English class.

Thus, four specific objectives derive: a) to characterise the criteria used by the teacher to design the differentiated assessment in the English class learning environment; b) to describe how differentiated assessment is applied by the teacher in the classroom context and how students take part in it; c). to find stakeholders’ perspective regarding the significance and implementation of differentiated assessment, and d). to suggest a differentiated assessment strategy from the stakeholders’ view.

The school under study has started to implement differentiated assessment since 2019-2020, which is part of its current policy, recognizing the diversity of student profiles. This reasonable adjustment is designed for students who have different learning needs, and its main purpose is to reduce barriers to learning. Some of the following learning barriers have been identified in the students who are the focus of the study in relation to their diagnoses (Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and Alteration in the Attentional System): difficulty communicating with others, oversensitivity to noise that causes discomfort, short attention spans, overwhelming feelings when facing long activities, class size, ambiguous questions or decontextualized, lack of flexibility incorporating assessment activities that involve their learning styles, and so on. In terms of pedagogical practices, in some cases these children are assessed in the same way as the rest of the students, and usually do not meet the learning



objectives that were proposed in the assessment. That is why this is presented as a great opportunity for improvement and involves the institution in terms of the adjustments that must be made in the design of the assessment from the institutional bilingualism project itself, the curriculum, lesson plans and methodologies established within the classroom. Although each of the teachers of the different areas has prior knowledge about which students present some type of diversity and which are the characteristics of each one of them, there is no evidence of a differentiated treatment at the time of assessing them.

To meet the objectives proposed for this paper, it is required to gather information related to the designed assessment and the students' performance. Data was collected between November 2023 and February 2024 with the previous approval of the students' parents and school administrators. The collected data and its analysis displayed how teachers understand and present differentiated assessment, its features, and application. In conclusion, it is expected to address a characterization and guidance about differentiated assessment in this context, so that the school community engages in further work on this matter.

Literature Review

While the papers, articles, books, and other resources used in this research agree that much progress has been made in building new theories on the terms learning environment, assessment, and IPRA, it is crucial to realise that not all the ways in our context have been explored and some others are questionable and worthy of analysis.

This literature review delves into the dynamic intersection of the three concepts and how in the modern landscape of education, the convergence of these three elements has gained increasing attention due to its potential to transform traditional educational practices.



Individual Plan of Reasonable Adjustments (IPRA)

The Colombian Ministry of Education has issued laws and guidelines to establish a route to the achievement of quality education of the population with disabilities (Ministry of National Education [MNE], 2017). In 2005, the MNE recognized the Special Educational Needs [SEN], which integrate a part of the population who have a disability, limitation of capacities, or exceptional talents. It states that recognizing that someone has SEN leads to an understanding of his/her learning development and must be addressed by implementing adjustments and pedagogical practices for them to enrol and to make progress within the education system and to successfully complete their educational journey (MNE, 2005).

In another effort to materialise real pedagogical practices the MNE issued the Statutory Law 1618 of 2013, known as the Act of Inclusion, whose purpose was to align the services of educative attention for the population with SEN. Figueroa (2019), criticised its implementation due to teachers not having enough training, or sufficient pedagogical management tools to guarantee the success of inclusion.

Decree 1421 (2017) was published to serve as a more precise document to put adjustments into effect. According to the former Ministry of Education, Yaneth Giha (2018), the goal of the decree is “to regulate the provision of educational services for the population with disabilities from access, permanence and quality, so that children can transition from preschool education to higher education or education for work and human development” (par. 2).

It was necessary to determine a route to assist the gap between people with disabilities and education, according to the SIMAT (Sistema Integrado de Matrícula), in 2016 from all the 10.3% of people enrolled in the Colombian educational system, 1.3% had special needs, and from all these only 37.9% get to finish primary school (Lastre et al., 2019).

Decree 1421 included the enactment of the Individual Plan of Reasonable Adjustments, which directs educational inclusion actions that lead educational institutions and teachers to



create better tools for curricular flexibility according to the students' characteristics and capacities (Figeroa, 2019). IPRA is defined as:

A tool used to guarantee the teaching and learning processes of students, based on pedagogical and social assessment, which includes the supports and reasonable adjustments required, including curricular, infrastructure and all others necessary to guarantee learning, participation, permanence, and promotion. They are input for the classroom planning of the respective teacher and the Institutional Improvement Plan (PMI), as a complement to the transformations carried out based on the Universal Design for Learning (MEN, 2017, section 2).

The Individual Plan of Reasonable Adjustments contains “actions, adaptations, strategies, supports, resources, or modifications of the educational context, based on the specific needs of each student and thus ensure their development, learning, and participation to eliminate exclusion” (MNE, 2017, Section 2). In that sense, Fundación Saldarriaga Concha (2019) proposes five steps when creating the IPRA:

1. To know the IPRA guidelines issued by the MEN and qualify teachers to implement them.
2. To describe the student's context to comprehend his/her family circle, previous learning educational experience, and social environment.
3. To identify and recognize the student's characteristics, abilities, and interests to enhance the teaching and learning practices.
4. To formulate the adjustments: to propose curricular, methodological and assessment adjustments, in addition to the physical, technological, and didactic



resources that teachers must support the learning of students with disabilities or special educational needs.

5. To provide recommendations and commitments among the family, the teachers, and the school administrators.

(Adapted from Fundación Saldarriaga Concha, 2019, p. 2-3).

It is notable from national investigations the importance of the IPRA for academic achievement. For example, Briñez and Peña (2019) affirm that the IPRA becomes the ideal tool to guarantee the pertinence of the teaching and learning process of the students with disabilities in the classroom since it addresses and respects their learning styles and pace.

IPRA could be considered a route map for the teacher because it is used as input in the classroom planning. However, it is not limited to pedagogical purposes, it contains information related to the student's health, family context, abilities, and personality. The MNE (2017) affirms that every diagnosis or disability entails a). Social and family context; b). Intellectual abilities; c). Emotional wellbeing; d). Adaptive behaviour and personal development; e). Physical wellbeing; f). Participation and social inclusion, and g). Learning objectives. (MNE, 2017, p. 58). In consequence, Decree 1421 (2017) establishes that each educational institution must design and complete the IPRA collaboratively, including the school administrators, teachers, specialists, and families who can bring recommendations and views to enrich the IPRA document.



Learning Environment

The Ministry of National Education (2018) defines learning environments as contexts for the “growth, development and learning of children, as they build their own life experience, weave and exchange knowledge and opinions, establish bonds of care and affection with their peers, community educators, cultural facilitators, families, communities and the territory in general” (p. 8). For this research, the concept of learning environment is considered a fundamental factor considering that this is where the students who present learning diversities interact and are the focus of the study. This concept can be addressed from different fields of study. Araque (2021), states that “the qualities and characteristics of a learning environment are determined by a wide variety of factors such as school policies, governance structures, and other features” (p. 14). However, other authors integrate the concept from a perspective more allied to the medical or psychological field. For instance, Rusticus (2019), mentioned that “the learning environment can be broadly conceptualized as the physical, social, and psychological context in which learning, and socialization takes place” (p. 62).

It is important to mention that this study involves all the aforementioned perspectives, that is, the participation of the psychology department, the students' families, the teachers and the students themselves are elements that are part of this environment. It is important to consider their active participation in the learning process. According to Munna and Kalam (2021), the teaching and learning process is a process of knowledge transformation from teachers to students, which involves the combination of several elements within the process, including the identification and establishment of learning objectives.

Highlighting the relevance of integrating differentiated assessment in a bilingual learning environment. It cannot be overlooked that assessment is a key element in ensuring that all stakeholders have equal opportunities to demonstrate their learning. But to achieve this it is good to analyse each of the nuances of the concept of learning environment. In order to develop



the above, it is essential to work hand in hand, since the design of one depends on the good execution of the other. in this regard we can say that:

Experts in other fields understand that any environment requires certain factors (biological, social, physical, etc) to allow any type of interaction. However, these considerations might seem a rather limited, particularly when this idea is used in human sciences. This suggests understanding any learning environment requires a wider perspective but also consider a set of conditions and pedagogical actions that could determine how they could facilitate or restrict learning (Araque, 2021, p. 7).

Joining the aspects above, it can be identified that each time new challenges appear that imply an adaptation of the participants and the environment in which they relate to each other. This adaptation would lead us to transform the concept of learning environment to a differentiated environment or differentiated classroom, being a challenge that leads us through several paths that lead us to meet the needs of the new contexts. Moon et al., (2020) define it as differentiation that occur in response to learners' interests that may have relevance to the new content to learn, readiness to learn the new content, and/or through the ways in which best set students up for success in learning the content.

In brief, the learning environment should be designed to facilitate interaction between students regardless of their diversities, teachers and others considering their particularities and the design of assessment. This implies an approach that is diverse, up-to-date and respectful of individual differences.



It is also the case that students come to the classroom with a wide array of experiences both inside and outside of school, a variety of ways in which they approach learning, and varying social identities. All these sources of learner variance, of course, have considerable bearing on learning success. This sweeping range of diversity, perhaps more than any other characteristic, defines 21st-century classrooms. Challenging as it is to effectively teach each learner in classrooms typified by such a degree of diversity, these classrooms also provide a considerable opportunity to prepare young people for life in a 21st-century world (Moon et al, 2020, p. 4).

Assessment

Assessment within the field of education is a multifaceted and dynamic process encompassing a range of systematic activities aimed at gathering, analysing, and interpreting. Educational assessment is a procedure for making inferences about student learning. Assessment is when “learners engage in tasks, which generate data. These data become evidence when they are used in support of claims” (Black & William, 2018, p. 553). Assessment enables teachers and students to draw inferences from the information obtained and act accordingly. Such actions may aid in making the necessary improvements to teaching and learning, or simply provide a picture in time of students’ competence or achievement (Black & William, 2018).

New authors mention how important assessments are for equity and inclusion. According to Tai et al. (2021), an equity assessment is looking into how well test practices include all types of students, no matter what their background or abilities. Furthermore, assessment serves as a means of promoting accountability and transparency in educational systems, ensuring that educators, policymakers, and stakeholders have a means of gauging the effectiveness of educational programs and policies. It is essential to differentiate between summative assessment, which provides a comprehensive evaluation of learning outcomes at



the end of a period of instruction, and formative assessment, which is used during the learning process to provide feedback for improvement (Bennett, 2011).

Differentiated Assessment

Likewise, it is crucial to define the meaning of differentiated assessment. According to Moon et al. (2020), differentiated assessment is a method of assessing that identifies and responds to pupils' various learning requirements. It entails collecting data on student learning using a range of assessment tools, and then using that data to differentiate instruction and provide targeted support to students.

In order to fulfil the aforementioned requirements for assessment it is stated by the Ministry of Education in Colombia (2017) the teacher can follow different strategies to compile data about the students with special needs in the form of assessment, for instance through class observation, the results from specific developed activities, the school environment, students interaction and anything else that an educator considers pertinent to obtain a complete perception of the student. Followed by this the support teacher gathers and systematises all teachers' perspectives including his/her own, considering student's limitations and virtues identifying the qualities and capabilities in the tasks the learner can perform and in which such abilities are not evident to plan how to reach a specific goal. In short, differentiated assessment is a process of assessment of students' learning that considers their characteristics, contexts, and particular needs. It is based on the principle of educational inclusion, which seeks to ensure that all students, regardless of their conditions, have the same opportunities to learn and develop.

Differentiated assessment can be implemented at different educational levels, from preschool to higher education. In the case of basic and secondary education, the Ministry of National Education establishes that educational institutions must have an Institutional Student Assessment System (ISAS) that includes differentiated assessment criteria. These criteria may



consider factors such as mother tongue, socioeconomic conditions, cognitive abilities, and special educational needs.

Differentiation in the learning practices can occur when: a). differentiating content, which refers to what students learn (knowledge, concepts and skills proposed on the curriculum); b). differentiating the process (how students make sense of the knowledge involving their readiness, interests, learning styles...); or c). when differentiating the products (how students demonstrate their understanding and learning achievement in various modes) (Moon et al, 2020; Rafi and Pourdana, 2023). Hence, educators adjust instruction accordingly to support every learner effectively not only during assessment (product), but also during the previous teaching and learning practices (content and process). Some adjustments in differentiated assessment include:

Table 1.

Considerations about differentiated assessment

Considerations in differentiated assessment and instruction	Instruments/strategies
How students have access to the assessment?	Paper-and-pencil, audio-recorded
How do students respond?	Paper-and-pencil, computer, verbally, gesturally.
Conditions around test complexity	Extended time, completion of the items in a different location.

Nota. Adapted from Moon et al., (2020)

In the same way, Tomlinson (2018) and Harding et al. (2015, as cited in Rafi and Pourdana, 2023) propose some characteristics for differentiation in the assessment processes:

- a) Observing the individual participant's weaknesses and strengths.
- b) Persistent use of guided formative assessment to inform teaching and learning:



assessment must respond to the learning targets since it serves as a guide for daily planning to give a route to development.

- c) Focus on understanding and learning.
- d) Instruction that addresses students' varied readiness levels, interests, and approaches to learning.
- e) Flexible grouping: students can work in a variety of groups sometimes determined by their learning preferences or interests. Groups can be homogeneous, heterogeneous, or assigned by the teacher.
- f) Respectful tasks: assignments must be important, appealing and engaging for all students, who can see each other capable of completing them. Activities consider the children's learning styles, interests, capabilities, and strengths.
- g) Teaching Up: scaffolding contents finding a balance between the academic challenge and the student's proficiency level.
- h) Classroom (flexibility and stability): students are active participants of a differentiated classroom. While the teacher works on managing routines with students, they contribute to support the learning success of each member of the classroom.
- i) Emphasis on feedback: providing stepwise, individualized, and detailed feedback.

Method

In the ensuing section, we shall unveil the methodological design that will serve as the guiding compass for this project. This design comprises three primary components. Firstly, it encompasses the methodological approach, the type of study, and the typology that underpinned the execution of each project phase. Secondly, it delves into the participants and the relevant contextual factors. Lastly, it explores the techniques and instruments employed for the meticulous collection of information.

Research Approach

This research project was conducted from a qualitative method approach which is defined by Hernández and Mendoza (2018) as a type of research that usually produces questions before, during or after the collection and data analysis through the collection of data related to the institutional proposals. In that sense, the qualitative method helped to establish the meaning of a phenomenon from the views of the participants (Creswell, 2018), in this case the need to expand the interpretation of how the differentiated assessment of students' English language skills is being implemented into those students who have educational diversities and to understand their context.

This project will delve into a simple case study research type. Priya (2021) conceives case study as research that entails an in-depth study of a social unit over a long period of time, it requires immense patience and meticulousness on the part of the researcher. The case study has been selected because it is necessary to observe the reality of what is happening in the learning environment, to identify the causes of the problem and to understand in depth the particularities of this group of students in a profound way, to collect evidence and to plan an enquiry that clarifies which aspects are needed for the construction of the guide and through the conclusions, decide if the guide to construct a differentiated assessment can be applied to children from other grades with levels of difficulty consistent with the age or grade in which they are located.

The rationale for using a case study approach for this type of project is that it makes it possible to focus on the learning process and the fourth grade of kids out of all the students with learning difficulties in the classroom. The group is made up of four students with different diagnoses: Student one has autism spectrum disorder (ASD), the second student has attention deficit hyperactivity disorder (ADHD), and the students three and four have



alterations in the attention system. Through the observation of these students in the learning environment, information concerning the challenges they face because of their diagnosis could be obtained. Some of the students may have diverse learning needs such as autism spectrum disorder where student may find it hard to socialize or communicate or students with ADHD where they struggle with attention or controlling their impulses. As a result, studying students with attentional impairments and digging deeper into their needs and requirements, it can solve the secrets of their learning process and performance, as well as create special strategies to organize interventions aimed at their enhancing academic progress. Also, this approach assists in documenting more specific information on how differentiation of the assessments plan is effective to these students.

Given the recent mandatory nature of differentiated assessment in the Colombian educational system, this research is an exploratory study that intends to know how this phenomenon is being addressed in a private bilingual school. According to Creswell (2009) exploratory studies are needed when there is not much information about the topic, or the population being studied. Therefore, interviews were conducted to listen to participants (teachers and families) and develop a deeper understanding of the role of differentiated assessment in students who are part of the Individual Plan of Reasonable Adjustments. As mentioned by Hernández and Mendoza (2014) "exploratory studies serve to become proficient with relatively unknown phenomena, and to obtain more information about a particular context or to explore new challenges or concepts" (p. 91).

There are three stages in the development of this study:

1. First stage: at this moment descriptive information was obtained, such as the family perceptions, the teacher's theoretical knowledge, the students' performance, and stakeholders' contributions.
2. Second stage: to structure the information and establish connections between what is being said and what happens in the classroom.



3. Third stage: to analyse the data collected to design a strategy that considers the points of view and the reality of the student.

Participants and Context

This study occurs in a private bilingual school in Santiago de Cali. The research involved a sampling group of four students who have an IPRA document created in the institution. The criteria to select the sampling group was described by Hernández & Mendoza (2018) as intensity sampling, which is the combination of a homogeneous sample and a case type sample. It means that all students have a common profile. In this case, they all have been diagnosed and have consistently been attending external therapy sessions to help them through their social, interpersonal and educational process. On the other hand, they are a representation of the 9,5% of students' population who are also part of the Individual Plan of Reasonable Adjustments from 4th to 7th grade.

Table 2.

Classification of the sample group in accordance with their diagnosis.

<i>Sample Group</i>	DIAGNOSIS SPECIFIED IN THE INDIVIDUAL PLAN OF REASONABLE ADJUSTMENTS SCHOOL FORMAT
Student 1	Autism Spectrum Disorder (ASD)
Student 2	Attention deficit hyperactivity disorder (ADHD)
Student 3	Alteration in the attentional system



In this elementary level, there are 72 students divided into three classrooms, the four members of the sampling group were placed in two different classrooms according to last year's teachers' criteria. The learners are between the ages of 9 and 10. In terms of the socioeconomic characteristics, the population belongs to stratum 4 and 5. These students are active, participative, and creative. Besides, the school has designed other learning spaces to integrate all students according to the subjects' requirements to guarantee that they have multiple means to access knowledge.

Apart from students, this research will have the participation in semi-structured interviews of stakeholders such as the students' families, two English teachers, and two members of the school's psychology department, a school psychologist and a special needs teacher. These participants were selected due to their continuous interaction with the sampling group and their contribution towards the creation, implementation, and monitoring of the Individual Plan of Reasonable Adjustments of fourth grade.

Instruments

The next section describes the instruments that will be used to collect quantitative and qualitative data in a qualitative method study. They are designed to answer research questions and provide information that allows for a more complete understanding of the phenomenon under study. According to the type of research, the instruments used to collect information are direct non-participant observation and semi structured interviews.

Semi-structured Interview

Hernández & Mendoza (2018) states, "Semi-structured interviews are based on a guide of issues or questions and the interviewer has the freedom to introduce additional questions to



clarify concepts or obtain more information” (p. 403). This instrument was used to gather detailed and contextualized information about the implementation processes of differentiated assessment for students with IPRA. The first interview was applied to the English teachers, and it focused on their experiences with the implementation of different strategies and methods of differentiated assessment ([See Appendix B](#)).

The second interview was used to collect detailed and contextualised information on the parents’ perceptions and opinions about the implementation of differentiated assessment for students with IPRA. Interviews were conducted with families. The questions focused on the parents' experiences with the differentiated assessment, and their perceptions of the effectiveness of the differentiated assessment ([See Appendix B](#)).

Finally, the third interview focused on the perception of the school’s psychologist and special needs teacher, about differentiated assessment and their role in the characterization and the monitoring of reasonable adjustments for differentiated assessment. ([See Appendix B](#)).

Observation

To observe is quite different from just seeing since there is a level difference between both actions. As defined by Hernández & Mendoza (2018), “observational research is not limited by the sense of sight, but all senses” (p. 444). Therefore, it is not mere contemplation but instead implies to be completely immersed in social situations keeping both an active role and a state of permanent reflection by staying alert for details and the potential events and interactions that may occur.

The type of observation implemented to collect data for this study is non-participant since as described by Williams (2008) it “is a relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants” (p. 561). This to have a more accurate perception of the natural conditions of the environment in which the individuals interact.



The observation was conducted in a semi structured way since as considered by Cohen et al. (2000) would allow the study to focus on certain issues, permitting to gather qualitative data while increasing the validity and reliability of the interpretations of the witnessed events within a limited time, organising data into specific categories that are analysed in a triangular manner with the other instruments of data collection. Thus, an observation guide was designed ([see appendix C](#)), tested, and adjusted through a pilot observation to, as expressed by Campos & Lule (2012), collect information systematically about the subject of study in a more clear and objective way. Including concepts and possible situations in the form of categories connected to the objectives of the research but also registering other events that may have occurred unexpectedly and help the investigation. Additionally, an observation time of 40 minutes was established for a total of eight class observations. The following table provides a summarized overview of the applied instruments, along with their respective purposes and corresponding coding. Ultimately, the research group was made up of four English teachers who work in the school where the study was carried out, and who had a direct participation on the case study project. However, none of the researchers intervened in the classrooms involved in this research. The interviews and class observations were performed between December 2023 and March 2024.

Table 3.

Summary of Applied Instruments.

Instruments	Purpose	Participants	Code of Participant
Semi-structured interview	To gather information from teachers on how they design and implement differentiated assessment.	English teachers	T1
Click here to access the interview			T2
Semi-structured interview	To respond to and obtain direct data on the perspective	Students' families	F1



Click here to access the interview	of families of four students of the institution regarding differentiated assessment to respond to the research objective linked to this perception.		F3 F4
Semi-structured interview Click here to access the interview	To obtain direct data on the perspective of the psychological assistance department of the institution regarding differentiated assessment to respond to the research objective linked to this perception.	School psychologists	Ps1 Ps2
Non-participant observation Click here to access the Non-participant observation	To account for how differentiated assessment is implemented in practice.	English Teachers	T1 T2
Non-participant observation Click here to access the Non-participant observation	To account for how differentiated assessment is implemented in practice.	Four students	S1 S2 S3 S4

Note: This table presents a summary of the applied instruments, along with the purpose of each, the participants involved, and the generated coding.

Validity and Reliability

Due to the increasing need of the Colombian system for addressing students with specific educational needs it is of paramount importance for teachers to be aware of their learning process and the way they are assessed to guarantee equal learning opportunities as intended through the IPRA tool, different steps were followed to guarantee the validity and reliability of the research. Firstly, instruments were carefully designed considering how accurate they would be for retrieving data, therefore the semi-structured interview was carried out in



Spanish to decrease anxiety from English teachers, creating a more comfortable environment to gather contextualized and reliable information regarding their praxis, as for the observation, it was taken into account a nonintrusive technique followed by an observation guide with categories that addressed the established research objectives in order to have a more objective approach for data collection, similarly the sample participants belong to classrooms which are not familiar to the researchers to decrease biased or subjective judgments. Secondly, the Research aimed to fill a literary gap by providing primary source information regarding assessment and inclusion in bilingual learning environments ensuring reliability on the exploratory results that is the reason why multiple types of participants were selected and involved for data collection based on their direct interactions with the sampling group. Finally, Nvivo software coding was applied using an inductive approach for categories to emerge from coding itself allowing to compile and integrate individual perceptions and events into major concepts.

Analysis

Given the qualitative nature of this research, and its general objective: “to design a differentiated assessment guide for teachers to be aware and build assessment according to the IPRA learners’ educational needs in the English class bilingual environment in a private school of Santiago de Cali”; data collection was undertaken through the application of eight semi-structure interviews and eight class observations.

In this respect, the analysis of the collected data was conducted from an inductive perspective because it allowed to integrate the particular into the general while going hand in hand with the chosen research approach. Since inductive analysis as previously referenced by Hernández & Mendoza (2018), is a distinctive feature of qualitative research, and it starts with exploring and describing individualities to later produce theory. Thomas (2003) explains that one



of the aims of inductive data analysis is to provide understanding of meaning in collected data through the development of around three to eight categories from the raw data.

According to Hatch (2002), an inductive data analysis is based on grounded theory approach principles. Regarding this Charmaz (2006) states that grounded theory coding helps us to further understand the studied life and provides future data on the analytic issues that want to be defined, through asking questions about the raw initial collected data. For this process the two main phases of grounded theory coding were developed:

Phase 1 Initial Coding

The transcriptions of the interviews ([see appendix D](#)) and the data registered in the observation guide were inserted in the data analysis software Nvivo to be studied one by one in a line by line way, selecting important fragments and coding them openly, for their analytic import, paying close attention to the participants points of view, acts, sentiments, stories and situations (Charmaz, 2006). ([See appendix E](#))

Phase 2 Focused Coding

The most significant and frequent initial codes were grouped and then organized through axial coding into more conceptual and selective themes or categories that permitted to synthesize and explain larger segments of data, this by moving across the different transcriptions and information to compare participants experiences and perspectives, the resulting categories were analysed to selectively revise what concepts and interpretations were connected and adequate for the theory of the research question.

Results

After having analyzed the data collected through interviews and observations, three main categories emerged (See table 3). Each category demonstrates how differentiated

assessment is being understood and implemented in the English class as part of the adjustments outlined by the Colombian Ministry of Education through Decree 1421.

Table 4.

Relationship between the research question, main categories and subcategories.

Research Question	Main Categories	Subcategories	Number of excerpts
How are teachers implementing differentiated assessment to analyze the learning process of the English language skills of fourth grade students who are part of the Individual Plan of Reasonable Adjustments at a private school in Santiago de Cali?	Considerations to design and apply differentiated assessment	Design of physical resources for assessment	12
		Teacher's actions to implement differentiated assessment	25
	Coherent assessment in terms of students learning styles	Kinaesthetic learners	3
		Auditory learners	5
		Visual learners	4
	Adjustments of the learning environment	Peers' awareness	5
		Response time	6
		Location in the school and classroom's layout	10

Category 1: Considerations to Design and Apply Differentiated Assessment

The first category evidences a correlation between the step four described by Fundación Saldarriaga Concha (2019) in the creation of the IPRA format, and the adjustments that the teachers' sample formulated in favour of the assessment practices to support the students'



performance. These adjustments were classified into two subcategories i). design of physical resources for assessment, and ii). teacher's actions to implement differentiated assessment.

Design of Physical Resources for Assessment

Firstly, adaptations regarding the number of questions, test length, and structure were identified. In observation 6, for instance, for S1 and S2, the number of questions were administered differently. The class had to answer seven questions in total, but T1 created two separate papers with three and four questions, respectively. Thus, S1 and S2 could choose to start with either one paper or the other, both students picked first the paper that had four questions and more images. Observation 4 revealed another example, in this case the test length was reduced for S3 since the T2 allowed him to write only the answers instead of having him writing the entire test.

In the interview, F2 and F3 commented about questions' formulation as part of their children needs:

I mean, it would be better for him to take a different assessment, instead of asking him 10 questions, ask him 5. (F2)

In the case of our grandson (...) for example, the other students are asked 10 questions, but he will be asked 8 questions that are well-contextualized so that he can understand and using a language that is, let's say, more understandable for him to be able to give the answers. (F3)

Furthermore, designing physical resources for assessment was portrayed as a challenge “because we all have diversities, so we need to consider the boy with specific characteristics, and the other one who also has different skills” (Ps1). This indicates that teachers must be aware of their students' strengths and weaknesses to provide from this perspective the proper adjustments and interventions when creating a test. Apart from structure, test length, and the



number of questions, other aspects related to assessment design were pointed out by S1, including font type and size, margins, images, and visual aids.

Secondly, there were adaptations concerning the structure of assessment. To illustrate, as observed in observation 3, T1 decided to apply the same assessment structure to all students; nevertheless, as the activity continued, S1 and S2 could not complete the assessment because they did not understand its form and content. Therefore, T1 decided to adapt the activity's structure without affecting the learning goal, as a result, both students could take part in the assessment by recognizing the grammar component and the sentences' syntax.

The teachers' understanding of adaptations for a differentiated assessment, goes along with what Moon et al. (2020) describe as "Teaching up", which means that "teachers plan first for advanced students, and then differentiate by scaffolding other students to work with the challenging assignments" (p.9). The adaptations on assessment did not imply the decrease of complexity, instead they served as an alternative pathway that tackled the needs of students ensuring equal access to learning opportunities.

Teacher's Actions to Implement Differentiated Assessment

Once the assessment was presented to students, T1 and T2 carried out differentiated actions before, and during its implementation. In observation 1 there is an indirect interaction teacher-students before taking the test. Its purpose was to prepare the children to start the activity. T1, asks students to remove distractors from their desks, but as she speaks, S1 and S2 were the only one who did not follow the instruction, she repeated it without mentioning their names but making sure they did listen and executed what was being asked.

Among the actions implemented during the assessment, it was possible to identify actions to respond immediately to each child's educational needs. For example, observations 1 and 3 exemplify how T1, seeing that the learning objective was not being accomplished by the students, made changes during the activity proposed. This means that she had a plan B for her



students and was fast enough to implement the modifications in favour of the children. In addition, in observation 6, T1 allowed S1 to use the computer to look for unknown words and facilitate comprehension to avoid confusion.

Interaction teacher-student had an outstanding role in the development of assessment. Both teachers were constantly monitoring students' understanding and progress. To illustrate, S3 told T2 that he cannot concentrate due to the noise. By observing this, T2 approached and constantly asked if he needed assistance, as the teacher regularly checked in with the student to offer support. T1 constantly interacts with students to get them involved in the activity, it is also evident that instructions were given personally and focused (observation 3). Also, on repeated times, T1 and T2 make students aware of the time they must complete their tasks (observations 3 and 6).

These series of differentiated pedagogical instructions may demand more time in terms of monitoring each student to give targeted support. It can be hampered by the number of students in the classroom and the time to develop assessment. Accordingly, differentiated pedagogical instructions must be unambiguous and allow for the use of the mother tongue as a valuable aspect of the children's cultural background. Differentiated pedagogical instructions require a clear level of conscientiousness from teachers, who must become researchers to meet the demands of students. Tomlinson & Imbeau (2010, as cited in Saravanapava, 2015), characterized the role of teachers when given differentiated instruction in two questions: "1). What does this student need at this moment to be able to progress with this key content? and, 2). What do I need to do to make that happen?" (p. 183). The two questions are not more than teachers ensuring that all children have equal opportunities to demonstrate their capacities in the language when they are being assessed. It implies that teachers must fully know their students beforehand to employ a variety of instructions to ensure fair and accurate assessment. This aspect was acknowledged by Ps2 when she stated that "a sensitization process is also



carried out regarding the group that each teacher receives, and what are the elements that are necessary to accompany the student, whether they are a child or adolescent, in an optimal manner”. It is also important to establish collaboration with other educators, experts, and families to help tailor assessments to the individual needs and learning styles of each student.

Category 2: Coherent Assessment in Terms of Students Learning Styles

Multiple adjustments and practices regarding students learning styles were evidenced through the data collection and coding processes providing more insight and helping to comprehend how teachers are implementing differentiated assessment for the English language skills of students with IPRA from the selected context and also contributing to the understanding and description of the criteria used by teachers to design and apply differentiated assessment and how students tackle it and take part in it.

Regarding the previously mentioned, the following evidence displays data about the emerging category regarding the coherence in assessment for students' different learning styles.

Kinaesthetic learners

Interview Ps1 manifests that teachers must be thoughtful about their students with specific characteristics, and consider such diversity while implementing the evaluation, This can be evidenced through observation 1 when T1 proposes as a reasonable adjustment to use a dominant kinesthetic procedure which consisted in allowing S1 to act out and represent with his body a text that was being read out loud by the teacher to verify and evaluate the reading comprehension while S1 listened and performed according to the reading. Implementing and adapting the learning style proved to be beneficial for the student while evidencing its comprehension skills serving to the assessment process and helping the teacher to collect data about the efficiency of the learning practices, this contributes to the evidence found by Gao and



Yeldham (2021) study about learners' cognitive styles for reaching learning outcomes in second

language instruction, which concludes that matching learners' cognitive styles with an

instructional approach from the teacher improves the learning process.

Auditory learners

In observation 5, T2 evaluates S3 in a differentiated way after noticing the difficulty to fit and work in a team and that S3 takes more time than expected for writing, this way T2 applies an individual reasonable adjustment by not demanding a written text to S3 like the rest of the class but doing an oral assessment. Similarly, through observation 7 it is evident that T2 has also made some adjustments to assess S3 by writing some questions on the board having S3 answering orally as T2 reads them out loud, this shows how this style preference enables the student to perform properly and demonstrate his knowledge for the task, this goes hand in hand with what Chen et al. (2024) state about auditory students processing data through talking, and favouring verbal directions and responding out loud. Thus, the importance of identifying and adjusting to students' different learning ways verifying if learning has really taken place through multiple manifestations instead of assuming and concluding that the learning objectives are not being met when clearly the issue might rely on a wrongly applied assessment format.

Visual learners

In this section it is important to consider the implementation of visual aids in assessment. As mentioned by Ps1, using images facilitates reading comprehension in some students, for example in the case of S3 and S4, T2 used the cover of a book as a tool to work on building anticipation and making predictions about a story through oral production. Furthermore, T1 designed two assessment papers, and one of them included visual aids; as a result, S1 and S2 decided to start by doing that one instead of the other paper.



In the applied interview, T2 states that she has a clear concept about how the assessment processes should be approached more effectively in the classroom “the characteristic of this evaluation is that it must innovate or have resources in which different activities are proposed and built for each of them”. (T2)

Through the analysis of this category, it became evident what Fundación Saldarriaga Concha (2019) suggested in the third step: identifying and recognizing student’s individual characteristics, skills, and interests to improve the teaching and learning practices. Additionally, the found modifications in the multiple differentiated assessment scenarios display the flexible aspect of it and its application since it adapts to the students' needs when required by switching from one style or skill to another for achieving a task or reaching a specific learning outcome. In short, teachers must consider students' learning styles so that their assessment designs are accurate for them. This will involve using visual, auditory and kinaesthetic aids and adjusting teaching methods so that all students have a level playing field.

Category 3: Adjustments in the Learning Environment

Through the analysis it was possible to see how other factors of the learning environment such as the knowledge of their peers about their diversities, response times, and classroom layout support a better process with each of the students with special needs.

Peers' awareness

The previous categories lead to the view that teachers are aware of their students’ personalities, competences, and abilities; notwithstanding, students’ awareness and sensitizing towards their peers (IPRA students) is an influential component of the learning environment. One of the participants commented about this subject that “it is necessary to sensitize students, so they understand (...) that each classmate is different”. (T1)

Two realities were observed during the interaction of learners with specific needs



with the rest of the students. In the first case, the interactions in the classroom of S1 and S2 were characterized by natural children's behaviors such as socializing, playing and laughing. The learning atmosphere was welcoming and supportive when they were given different pedagogical instructions or when their assessment was evidentially adapted. Meanwhile, in the second case, a less comprehensive learning environment was identified for S3, who tried to interact with his peers without any reciprocal interaction, instead, his interventions were ignored. On the other hand, S4 had a strong relationship with her peers, sharing activities such as drawing or painting, and holding conversations during the class.

S1 is an autistic student whose learning environment reveals an atmosphere of understanding towards his learning process and achievements. It can be seen in observation 1 when T1 implemented a reasonable adjustment to help him accomplish his presentation. His peers did not comment or judge the modification but acknowledged his performance and applauded him. As a pathway to achieve sensitizing among students, Shaw et al. (2023) proposed that in favor of a neurodiversity affirmative culture in the academic space, it is crucial to improve "familiarity with the autistic world" (p.2) instead of focusing on autistic students' limitations or differences.

On the other hand, in observation 5 a group activity is characterized, S3 was not selected by any group, consequently T2 had to place him with two more students who, according to their face expression, did not want to work with him. T2 did not notice this but had to work with the student individually because at the end of the class he was not included in the group's proposal. Awareness on the peers' side is evident on one of the observed classrooms; however, the school's stakeholders have an important improvement opportunity within learning environments to confront the challenges of implementing measures to guarantee awareness not only on the teachers' behalf but also the students community.



Location in the school and classroom's layout

As mentioned by Armstrong (2012, cited in Lopera, 2017) ADHD individuals exhibit "a style of attention different from that of neurotypical individuals" (p. 253) that has not been sufficiently studied and recognized. Different points of view are evidenced regarding how the importance of the environment seems to be determining in greater percentage the success or failure of individuals with this attention. The aforementioned supports what was observed in O4 where external noise was evidenced, which affects the execution and development of S2's activity, since he repeatedly expresses his discomfort, similarly in observation 7 it was observed how the classroom layout (spatial location) can influence the learning environment and comfort of students, due to the organization of IPRA students in the front part. Finally, F4 highlights the importance of S3 location as an adjustment since being positioned in the front helps reduce their distractions and improves performance. All those necessary, appropriate, and relevant modifications or adaptations are defined as reasonable adjustments, this highlights how the different adaptations in the learning environment from the spatial location play an important role in the application of adjustments for assessment, as these should not only be implemented in the in assessments.

In observation 4 it is perceived how S3 is affected by loud noises when telling T2 on multiple occasions that he cannot focus due to the noise to the point he covers his ears with his hands to concentrate. This goes hand in hand with what was mentioned in the interview of F1 when the family expressed "there are kids who have auditive hypersensitivity and hear louder the fan and feel discomfort by hearing everything too much the environment must be minded" (F1).

Student's response time

This subcategory analyzes the application of extra time response as a support measure for the chosen population (students). Furthermore, like what Castillo (2017) establishes, the



assessment process also changes and transforms assessment instruments logically. They offer them in different formats and have set a differential reaction time depending on the learning disability of the students. It means, makes it possible to ensure that every learner has equal chance to show his or her comprehension and skills during the evaluation process. F1, for example, mentions that the benefit of this additional time is manifested in the student's ability to absorb and execute sequential tasks more effectively, in contrast to the limitation they could face with a set of simultaneous instructions. F4 also supports how time is a strategy that can be used as an adjustment, where the aim is to ensure that students do not fall behind in their learning and can progress at the same pace as their peers:

As I'm telling you, following the guidelines they give, because of the slightly longer waiting times, uh... for the following of instructions, it's not the same as a person who's given three instructions and then doesn't do any, you have to read only one and then can execute the other tasks. (F1)

So, the adjustments are like giving them more time to write, perhaps some assistance during exams, getting closer to help them understand, giving them a little extra time in exams, and they modify things so that the child does not fall behind and can progress along with the other children. (F4)

This perspective emphasizes the need to consider additional time not only in the context of assessments, but also as an essential component of the teaching process, where understanding and execution of assigned tasks is enhanced.

In the interview, F2 commented on how time is not always guaranteed as a reasonable adjustment for all children:

For example, the option that language teacher answers me is to say I give him more time to answer the exams, in none of the recommendations, both the ones made by the previous psychologist when she was here, as well as the therapist and the clinical



neurologist, as well as France. Nowhere is the recommendation to give him more time to answer the exams, that is new, ready, so I do not know who gave him that recommendation. (F2)

In this regard, the evidence shown above is supported by observations 4 and 6, where it is noted that this strategy is not necessary for all students, as mentioned, the teachers made time adaptations for the students depending on their individual needs, since it is evident that despite sharing the same diagnosis, they do not necessarily share the same need.



Conclusions

Taking into account that the general objective was related to the design of a differentiated assessment guide for teachers to ensure that students with special needs receive specific support in the English class, this segment concludes that although teachers adapt the design and implementation of the assessment in order to meet the diverse learning styles and needs of IPRA students such as physical resources, adjustments in structure and characteristics of the learning environment, other opportunities for changing the learning and adjustments in the assessment practices were identified. For instance, it is convenient to mention that even though some abilities in the English language replaced others or had a more prominent role in the assessment activities, the main purpose was to provide students with learning scenarios that allowed them to demonstrate their knowledge. Nevertheless, it is crucial in language learning to work equally on the development of all skills as children continue their process, to ensure they get quality education and the same learning opportunities as others, this way avoiding negative implications such as the underdevelopment of the less dominant skills or generating dependency from unidirectional assessment procedures. Students need to be challenged but those challenges need to be addressed properly considering their family context, personality, and interests. Other suggestions that may benefit the implementation of differentiated assessment in this learning context are offering teachers' training based on the own educational context; reconsidering the class size to reduce the number of students; and monitoring the assessment adjustments to enrich these practices and evaluate their effectiveness. However, one of the challenges to guarantee consistency in the assessment practices, is to bring these educational experiences outside the classroom towards standardize tests that measure proficiency in the language, since all learners are expected to fit in a certain type of communication.



In terms of how teachers apply differentiated assessment in the classroom and how students participate, it can be said the participants of the study have a clear definition of the goal and implications of the Individual Plan of Reasonable Adjustments. Nevertheless, it is carried out by teachers according to their own experience, perception, and considerations; therefore, is in large part a subjective exercise that results from the educators' previous exercise to compile data about the student's learning requirements, characteristics and needs to provide targeted support to students. This exercise mirrors what Moon et al. (2020) and the Colombian Ministry of Education (2017) highlight in their proposals about differentiated assessment. However, it is necessary to establish mechanisms to ensure a more consistent and effective implementation of differentiated assessment, maximizing its benefits for students with diverse learning needs. Whereas the main responsibility lies with the teachers' decisions made inside the classroom, implementing differentiated assessment cannot be seen as something separate from the parents' perspective and the psychologists' guidance and recommendations. It is a practice that is built between all the stakeholders who look after the education of children with diverse diagnoses.

Consequently, by knowing the perspectives of the parties involved in relation to the importance and application of differentiated assessment, it could be noticed that the families' participation is essential to have coordinated efforts with teachers and the school's psychology or guidance department, since families are the first to intervene in this process by providing vital information about their children's diagnoses. Thus, the negative implications that fall on learners whose families might still be in denial, unwilling to acknowledge or refuse to believe that their children have a diversity and require differentiated instruction, this way they unknowingly become a barrier for the proper development of the student's learning process by keeping in dark the essential information that specialists supply and that ought to be shared with the school psychologists to be socialized afterwards with the teachers through a series of



recommendations and pedagogical data, that will be later processed and taken into account while designing and applying differentiated assessment in the classroom. In other words, each stakeholder has a role of paramount importance and responsibility to play, in the way of a chain or a net whose links must be strongly connected and intertwined for the assessment process to work correctly in order to guarantee that the disability and social inclusion policy from the Ministry of Education attached to the IPRA and therefore differentiated assessment be followed and executed, going from what is established on the law to the learning environment.

Finally, in relation to the last specific objective of this research, it was intended to suggest a differentiated assessment strategy that incorporates the views of stakeholders based on the importance of a collaborative approach in which all parties are involved. To achieve this, a differentiated assessment guide was designed, informed by detailed information on the characteristics, context, and specific needs of each student. The goal was to foster a transformative change in the educational environment, promoting equal opportunities for all students' educational needs. It is based on the components of this type of assessment described by Tomlinson (2018), Hardine et al (2015, as cited in Rafi and Pourdana, 2023) and Castillo (2017) including aspects related to the learning environment, classroom interactions, design and others. This contribution allows the school stakeholders to comprehend their role in the differentiated assessment process and the process itself to be followed and carried out correctly, this way nurturing the already implemented Individual plan of reasonable adjustments (IPRA) scheme by helping to fulfil and fully execute the national and institutional inclusion policies and requirements currently demanded. Consequently leading the institution to a more equitable and fair way to approach assessment by enlightening old and upcoming teachers, families, counselors and other stakeholders who are not completely familiar with this reality about how to tackle and cope with diversity in the learning environment while assessment takes place, uplifting awareness on the matter and the possible implications of not conducting the



proper adjustments for students with learning disabilities. This is expected to increase the involvement from families who so far had been reluctant to participate since the guide offers clear understanding about the coherent assessment alternatives and their benefits when learning difficulties are addressed, therefore reducing and taking down barriers that might have led to academic failure in failing to demonstrate students developed abilities and knowledge.

Ultimately, sensitizing students about their peers' capacities instead of their differences or limitations, must be constantly reinforced to avoid labeling and value judgments, for the sake of a healthy learning atmosphere where all students feel comfortable, challenged, and happy.

Limitations

During the development of this research project, some limitations were found, and in this section, they will be presented. The first limitation was time. Due to certain situations that arose during the process of signing the consent authorization of the parents from the chosen population. Likewise, with the agreed time to collect the data with the population involved in this study since the schedules sometimes did not coincide, which is why the process of collecting all the data was a little delayed, also one of the selected families ignored the request for consent, so the data collection process with them was not possible, causing loss of valuable information, observations and perspectives.

Secondly, another limitation this research encountered is the restricted sample size due to the specific and constrained characteristics and requirements needed from the selected participants who made part of the sample to be analyzed. However, including a bigger sample size despite providing more information would have yet posed other limitations regarding how impractical data coding and manual verification would have been due to the large amount of open data that would have been gathered and the complexity in the analysis of the intertwined interactions among stakeholders and participants.



Thirdly, the differentiated assessment strategy needs to pass through an approval process to guarantee that it fulfills the school's guidelines and the national demands established in Decree 1421. From the overall previous analysis and considering the main results a guide for teachers to design and apply differentiated assessment was proposed and developed as a contribution to the selected research context or other institutions with similar features and background. With the purpose of increasing teachers' awareness about the considerations and implications to be considered in the assessment process for guaranteeing equal opportunities and possibilities for IPRA students to successfully reach their learning objectives. ([See Appendix F](#))



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Appendixes

Appendix A: Participants Informed Consents Form.

To consult the informed consents [\(See Appendix\)](#)

FORMATO DE CONSENTIMIENTO DOCENTE



SANTOTOMÁS
—SEDE PRINCIPAL BOGOTÁ—

Yo: _____, identificado(a) con la cédula de ciudadanía número _____ de _____, en calidad de (cargo) vinculado con el Colegio Bilingüe Lacordaire ubicado en Santiago de Cali, Valle del Cauca a través de este documento, manifiesto que fui informado suficientemente en relación con el objetivo de la investigación, el procedimiento de mi participación y los beneficios implicados en el proyecto de investigación:

DIFFERENTIATED ASSESSMENT OF THE READING COMPREHENSION SKILLS IN A BILINGUAL LEARNING ENVIRONMENT IN A PRIVATE SCHOOL OF SANTIAGO DE CALI

El cual está a cargo de los investigadores

Juan Camilo Caicedo juan.caicedog@usantotomas.edu.co
Valentina Hinestroza valentinahinestroza@usantotomas.edu.co
John Eder Ramírez jhon.ramirez@usantotomas.edu.co
Yury Daniela Vélez yuryvelez@usantotomas.edu.co

Procedimiento de participación

- Observación de clases
- Entrevista

Participación Voluntaria

Mi participación en este estudio es completamente voluntaria, en caso de negarme a participar o decidir retirarme, esto no me generará, ni tendrá consecuencias a nivel institucional, ni académico, ni social.

Riesgos de Participación

El riesgo por participar en este estudio es (referir los riesgos si los hay)

Confidencialidad

La información suministrada por la organización **será confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación.

Así mismo, declaró que fui informado suficientemente y comprendo que tengo derecho a recibir respuesta sobre cualquier inquietud institucional que se presente antes, durante y después de su ejecución y a acceder a los resultados de la información recabada. En consecuencia, **me**



permito informar que consiento, de forma libre y espontanea, mi participación en el desarrollo del proyecto de investigación.

En constancia de lo anterior, firmó el presente documento, en la ciudad de _____, el día _____, del mes _____ de _____,

Firma: _____
Cargo: _____
C. C. No. _____ de _____
Nombre: _____

FORMATO DE CONSENTIMIENTO

Yo: Laura María Jaramillo, identificado(a) con la cédula de ciudadanía número 1.005.866.989 de Cali, en calidad de (cargo) vinculado con el Colegio Bilingüe Lacordaire ubicado en Santiago de Cali, Valle del Cauca a través de este documento, manifiesto que fui informado suficientemente en relación con el objetivo de la investigación, el procedimiento de mi participación y los beneficios implicados en el proyecto de investigación.

DIFFERENTIAL ASSESSMENT OF THE READING COMPREHENSION SKILLS IN A BILINGUAL LEARNING ENVIRONMENT IN A PRIVATE SCHOOL OF SANTIAGO DE CALI

El cual está a cargo de los investigadores

Juan Camilo Caicedo juan.caicedo@usantotomas.edu.co
Valentina Hinestroza valentinahinestroza@usantotomas.edu.co
John Eder Ramírez jhon.ramirez@usantotomas.edu.co
Yury Daniela Vélez yuryvelaz@usantotomas.edu.co

Procedimiento de participación

- Observación de clases
- Entrevista

Participación Voluntaria

Mi participación en este estudio es completamente voluntaria, en caso de negarme a participar o decidir retirarme, esto no me generará, ni tendrá consecuencias a nivel institucional, ni académico, ni social.

Riesgos De Participación

El riesgo por participar en este estudio es (referir los riesgos si los hay)

Confidencialidad

La información suministrada por la organización **será confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación.

Así mismo, declaro que fui informado suficientemente y comprendo que tengo derecho a recibir respuesta sobre cualquier inquietud institucional que se presente antes, durante y después de su ejecución y a acceder a los resultados de la información recabada. En consecuencia, **me permito informar que consiento, de forma libre y espontanea, mi participación en el desarrollo del proyecto de investigación.**

En constancia de lo anterior, firmó el presente documento, en la ciudad de Cali, el día 10, del mes noviembre de 2023.

Firma: [Firma]
Nombre: Laura María Jaramillo Franco
Cargo: Maestra
C. C. No. 1.005.866.989 de Cali

VIGILADA MINEDUCACIÓN - SMIES 1704



Appendix B: Semi-structure Interviews

To consult the semi-structure interviews ([See Appendix](#))

Entrevista a Padres de Familia

Fecha:

Hora:

Lugar: Santiago de Cali, Colegio Bilingüe Privado

Entrevistador:

Entrevistado (nombre, edad, sexo, cargo, dependencia):

Introducción

El propósito de este estudio fue explorar cómo los docentes implementan la evaluación diferenciada para evaluar las habilidades comunicativas en inglés de los estudiantes de cuarto grado con PIAR. La evaluación diferenciada es un proceso de modificación o adaptación de evaluaciones para satisfacer las necesidades de todos los alumnos, independientemente de sus capacidades. Es importante implementar una evaluación diferenciada para garantizar que todos los estudiantes tengan las mismas oportunidades de demostrar su aprendizaje. ¿Autoriza participar de forma voluntaria de la siguiente entrevista y que se haga uso de los datos recopilados?

Preguntas:

1. ¿Qué conoce usted sobre la evaluación diferenciada para los estudiantes con formato PIAR?
2. ¿Cree usted que la evaluación diferenciada puede beneficiar a su hijo (a)? ¿Por qué?
3. ¿Considera que los padres de familia deberían estar involucrados en el proceso de evaluación diferenciada de su hijo (a)?
4. En caso afirmativo, ¿qué aspectos considera que se deben tener en cuenta a la hora de diseñar y aplicar la evaluación diferenciada en su hijo(a)?



5. A partir de la socialización del formato PIAR, ¿podría compartir algún ejemplo de cómo se ha implementado la evaluación diferenciada en su hijo (a)?

6. ¿Cree usted que los ajustes razonables en la evaluación diferenciada han sido efectivos para ayudar a su hijo(a) en el proceso de aprendizaje?

7. ¿Cuál es su percepción frente a la implementación de la evaluación diferenciada en su hijo(a)?

Entrevista a Docentes

Fecha:

Hora:

Lugar: Santiago de Cali, colegio bilingüe privado

Entrevistador:

Entrevistado (nombre, edad, sexo, cargo, título, departamento):

Introducción:

El propósito de esta entrevista es caracterizar los criterios en el diseño e implementación de la evaluación diferenciada por parte de los profesores cuando se trata de evaluar habilidades comunicativas en inglés de los estudiantes de grado cuarto que forman parte del plan individual de ajustes razonables (PIAR). ¿Autoriza participar de forma voluntaria de la siguiente entrevista y que se haga uso de los datos recopilados?

Preguntas:

1. Según su profesión y cargo, ¿cómo definiría la evaluación diferenciada?
2. ¿Cuáles son las características de este tipo de evaluación?
3. ¿Cuál es el proceso detrás del diseño de la evaluación diferenciada al evaluar habilidades comunicativas en inglés de los estudiantes de grado cuarto?
4. ¿Cuánto tiempo lleva implementando la evaluación diferenciada para estudiantes con necesidades educativas diversas?



5. ¿Cuáles son los retos que ha tenido que asumir al implementar la evaluación diferenciada dentro del aula?
6. ¿Cuáles son algunas de las recomendaciones que tiene para mejorar la implementación de la evaluación diferenciada para estudiantes de cuarto grado con PIAR?
7. ¿Cómo se socializan los resultados de la evaluación diferenciada a los padres y otros interesados relevantes?
8. ¿Ha recibido orientación sobre cómo realizar una evaluación diferenciada por parte de los padres de familia o psicólogos?

Entrevista a Departamento de Acompañamiento Psicológico

Fecha:

Hora:

Lugar: Santiago de Cali, Colegio Bilingüe Privado

Entrevistador:

Entrevistado (nombre, edad, sexo, cargo, dependencia):

Introducción

El propósito de este estudio fue explorar cómo los docentes implementan la evaluación diferenciada para evaluar las habilidades comunicativas en inglés de los estudiantes de cuarto grado con PIAR. La evaluación diferenciada es un proceso de modificación o adaptación de evaluaciones para satisfacer las necesidades de todos los alumnos, independientemente de sus capacidades. Es importante implementar una evaluación diferenciada para garantizar que todos los estudiantes tengan las mismas oportunidades de demostrar su aprendizaje. ¿Autoriza participar de forma voluntaria de la siguiente entrevista y que se haga uso de los datos recopilados?

Preguntas:



1. Teniendo en cuenta su profesión y cargo, ¿cuál es su rol en la caracterización y seguimiento de los ajustes razonables para la evaluación diferenciada?
2. ¿Puede describir cómo se desarrolla la evaluación diferenciada en los niños de grado cuarto?
3. ¿Cuáles considera que son las características de la evaluación diferenciada para evaluar las habilidades comunicativas en inglés en niños con diversidades educativas?
4. ¿Desde su percepción, ¿cuáles han sido los grandes retos al diseñar e implementar la evaluación diferenciada?
5. ¿Qué se logra con la implementación de la evaluación diferenciada en los estudiantes con diversidades educativas?
6. ¿Cuál es su percepción frente a la evaluación diferenciada en el colegio?

Appendix C: Observation Guide Format

To consult the observation guide ([See Appendix](#))



Appendix C – Guía de Observación

Observador:	Aula:	Fecha:	Hora:	
Código de participante:	Clase:	Duración de la observación:		
Aspecto	Si	No	Descripción	Interpretación
¿La profesora establece un plan de clase desde el principio?				
¿Están siendo evaluados los estudiantes durante la clase?				
¿Qué habilidades comunicativas se están evaluando?				
¿Hay evidencia de evaluación diferenciada?				
¿Se muestra una amplia gama de formas en las que se evalúa a los estudiantes?				
¿Hay algún trato diferencial o consideraciones por parte de la profesora o de los pares hacia los estudiantes con PIAR?				
¿La profesora interactúa directamente con los estudiantes con PIAR durante la evaluación?				
¿Cuál es el comportamiento de los estudiantes con PIAR durante la clase?	N/A	N/A		
¿Los estudiantes con PIAR prestan atención durante la clase?		A		

Aspecto	Si	No	Descripción	Interpretación
¿Qué objetos utiliza el estudiante con PIAR durante la evaluación?	N/A	N/A		
¿La lengua materna se utiliza durante la evaluación?				
¿Qué tipo de actividades fueron desarrolladas durante la clase?	N/A	N/A		
Notas y otros aspectos observados durante la clase.				

Appendix D: Interviews and Observations Transcripts.

To consult instruments' transcriptions ([See Appendix](#))

Entrevista a Padres de Familia

Fecha: 06 de diciembre 2023	Hora: 9:00 am
Participante: F3	Código de entrevista: I3
Investigador: Juan Camilo Caicedo	
Lugar: Santiago de Cali, colegio bilingüe privado	

Entrevistador: muy buenos días, ¿cuál es tu nombre?

Entrevistada: mi nombre es Fabiola Totena Sanchez

Entrevistador: ¡Fabiola! y a nivel profesional... eh... usted en qué se ha desempeñado o en cuanto al nivel...

Entrevistada: yo me desempeñé... pues mi profesión es contadora, yo me desempeñé como auditora, contadora, revisora fiscal, gerente post-venta, trabajé muchos años en



concesionarios y ahora soy pensionada y soy la abuela de un niño que estudia acá en el colegio.

Entrevistador: ah... okay, bueno El propósito de este estudio fue explorar cómo los docentes implementan la evaluación diferenciada para evaluar las habilidades comunicativas de los estudiantes con PIAR. La evaluación diferenciada es un proceso de modificación o adaptación de evaluaciones para satisfacer las necesidades de todos los alumnos independientemente de sus capacidades, es importante implementar una evaluación diferenciada para garantizar que todos los estudiantes tengan las mismas oportunidades de demostrar su aprendizaje, ¿autoriza participar de forma voluntaria de la siguiente entrevista?

Entrevistada: sí, autorizo.

Entrevistador: la primera pregunta sería ¿qué conoce usted sobre evaluación diferenciada para estos estudiantes que tienen formato PIAR? ¿Qué conoce usted...?

Entrevistada: Eh... Pues en el caso nuestro conocemos mucho de esta evaluación, porque es llevar al estudiante, por ejemplo, en el caso de nuestro nieto, o de mi nieto pues, es llevarlo con una serie de preguntas que no son digamos la misma cantidad de preguntas que le van a hacer al resto del salón, sino que por ejemplo al resto del salón le hacen 10 preguntas a él le harán 8 dentro del contexto de que él pueda comprender y con un lenguaje pues digamos más comprensible para él poder dar las respuestas.

Entrevistador: okay y ¿cree usted que la evaluación diferenciada puede beneficiar en este caso a su nieto?

Entrevistada: sí mucho.

Entrevistador: ¿por qué?

Entrevistada: muchísimo porque él... él... pues yo lo veo en sus calificaciones y veo pues mucho avance, eh... veo que él comprende más de esa manera que como venían haciéndolo anteriormente

Entrevistador: ¿Cómo era anteriormente?

Entrevistada: pues si hacían 10 preguntas, 10 preguntas también para él, sí? Es más, pues antes el colegio no tenía... digamos...

Entrevistador: el formato.



Entrevistada: esa capacitación digamos en inclusión. Apenas Ahora están digamos implementando y sé que muchos profesores aún no están empapados del tema, entonces para nosotros ha sido mucha ayuda eso más las terapias que le hacen al niño, el niño tiene terapias constantes en la casa.

Entrevistador: ¡Ok! ¿Considera usted que los padres de familia deberían estar involucrados en el proceso de evaluación diferenciada de los estudiantes?

Entrevistada: ¡Totalmente! Hay padres que ignoran..., eh... por lo menos en el caso nuestro, yo... mi hija no lo había detectado, pero yo sí. Llegó un momento en el que yo le dije, yo noto al niño raro, y me dijo “¿Cómo así?” y le dije yo... si porque él por ejemplo no hace preguntas como las hacen normalmente otros niños, que... quiere algo, sino que él señalaba, señalaba lo que quería entonces yo le dije, eso no es normal. Entonces ahí fue que nos pusimos pilas con el médico, con el psicólogo, el neurólogo, mejor dicho, de todo y ahí fue donde luego se le hicieron evaluaciones neuropsicólogas, se llaman esas evaluaciones y ahí fue donde el salió con autismo leve, pero, Ángel David ha tenido un progreso inmenso aquí en este colegio y pues los profesores han aprendido como es que se manejan estas situaciones. El inclusive tuvo terapeuta sombra, ¿terapeuta sombra es que se llama? Y ella venia aquí al colegio, pero fue una lucha tenaz pues con el estado, con el gobierno pues digamos así para... eso nos tocó que meter tutela y todo para salir adelante y usted ve a Ángel David un niño normal.

Entrevistador: Ok, la siguiente pregunta sería; ¿Qué aspectos usted considera que se deben tener en cuenta para diseñar la evaluación diferenciada?

Entrevistada: Yo digo que el profesor debe tener acceso al punto de vista médico, ¿sí? las recomendaciones médicas, las recomendaciones de los terapeutas, qué es lo que se debe manejar en el niño. Ellos sobre todo presentan dificultades en el lenguaje, para leer, para comprender, pero igual, por ejemplo, mi nieto ya es, mejor dicho, ha evolucionado mucho, y que tiene que haber esa comprensión de los profesores, no solamente el profesor de matemáticas, sino el de inglés, de todos los que conforman el grupo.

Entrevistador: La comunicación...

Entrevistado: Que van a dar clases en un salón donde haya niños que tengan una serie de dificultades para el aprendizaje. Porque como puede ser autismo, puede ser Asperger, como puede ser, son niños muy inteligentes, pero realmente pueden presentar diferentes



situaciones. Entonces el titular o el maestro debe conocer ampliamente qué estudiantes van a tener en su cátedra y que, y me imagino que, apoyados con el departamento de psicología, deben saber su historia clínica...

Entrevistador: Y las recomendaciones ...

Entrevistado: Porque para eso uno autoriza que se puedan dar esos datos. Y el maestro con eso debe hacer una planeación que es obligatoria, ¿no?

Entrevistador: Sí...

Entrevistado: Que la haga, una planeación educativa y hacer informes periódicos. Yo me he empapado mucho de esta vaina, ¿sí? Periódicos sobre la evolución del niño en las diferentes clases o áreas que le toca.

Entrevistador: Muy bien, reportando. Ok. Eh... Y... A partir de la socialización del formato PIAR, ¿podría compartir algún ejemplo de cómo se ha implementado la evaluación diferencial? Usted ha mencionado, por lo menos, cambios en el número de preguntas. ¿Ha evidenciado algún otro... ¿O alguna otra diferencia en cuanto a las evaluaciones o ajustes, o algún otro ajuste?

Entrevistado: Por ejemplo, en las pruebas del saber. Normalmente a los niños les hacen 100 preguntas. A ellos les hacen menos. 75, creo que son. Y fuera de eso, hay acompañamiento, por si presentan algún nerviosismo o algo así. No es que le vayan a hacer el examen. Pero sí los niños tienen esa...

Entrevistador: Ese apoyo...

Entrevistado: Ese apoyo... Lo más vital en esto, es que la familia se involucre. Porque hay familias que tienen niños con una cantidad de problemas y no se dan por enterados de que el niño tiene problemas.

Entrevistador: ¿Cree usted que los ajustes razonables en la evaluación diferenciada han sido efectivos para ayudar al proceso de aprendizaje?

Entrevistado: Totalmente, sí, pero la familia debe estar involucrada, esto es colegio, familia y terapeutas, o sea médico, médico tratante que da sus pautas y dice el niño necesita terapia de lenguaje, eh terapia cognitiva conductual, terapia ocupacional, terapia física, eh necesita fisioterapia u otra clase de terapias. Esto tiene que saberlo el maestro a través de los



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psicólogos, de psicología porque por ejemplo en el caso nuestro, nosotros siempre traemos las evaluaciones de los terapeutas y regularmente traemos lo que dice el médico en sus citas periódicas.

Entrevistador: Finalmente, ¿usted qué piensa?, ¿Cuál es su percepción frente a la implementación de la evaluación diferenciada en el colegio?

Entrevistado: Yo noto que, en el caso nuestro el niño aprende más el niño es muy despierto, el niño es una persona que por ejemplo él dice desde ya el que quiere ser y lo muestra en la casa, el por ejemplo dice yo quiero ser ingeniero de sistemas y si usted va a ver las notas de tecnología de él son excelentes, él dice yo quiero ser diseñador de automóviles o quiero llegar a la NASA y entonces uno lo ve en la casa haciendo experimentos desbaratando botellas, armando cosas. Entonces yo digo, sí, alguna de esas cosas va a direccionarse él.

Entrevistador: Ah bueno, muchísimas gracias por el tiempo.

Entrevistado: Es muy bueno que a estos niños les inculquen también la parte artística, por ejemplo, el en caso nuestro el niño tocaba violín, ahora está en talentos y se metió a como se llama, este año se metió fue a robótica.

Entrevistador: Bueno muchas Gracias.

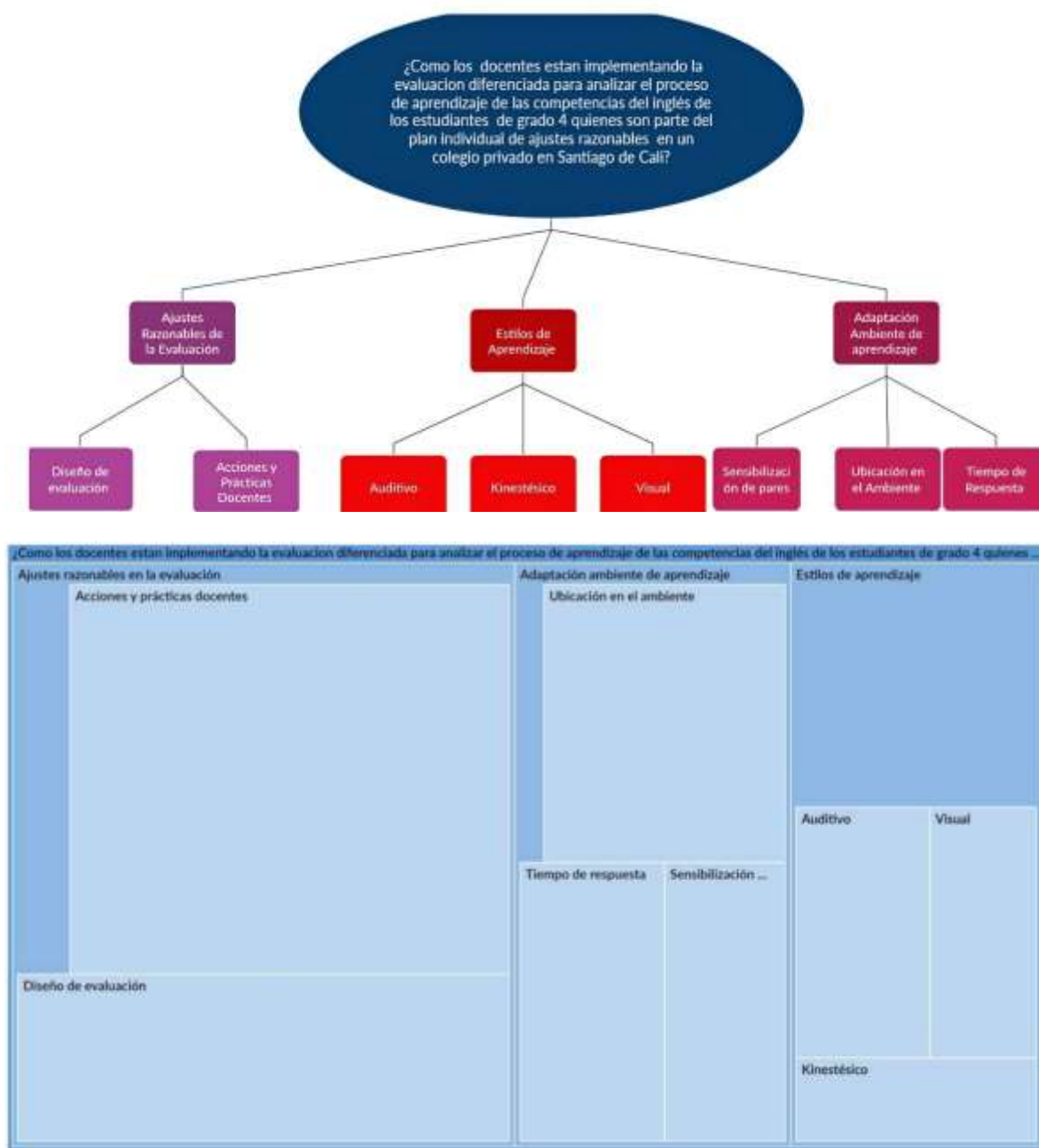
Entrevistado: Con gusto.



Appendix E: Data Analysis Evidence.

[\(See Appendix\)](#)

Mapa Jerárquico Nvivo





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Appendix F: Guide

[\(See Appendix\)](#)



Guía para la implementación de la evaluación diferenciada en la clase de inglés

Juan Camilo Caicedo
Valentina Hinestroza
Jhon Eder Ramírez
Yury Daniela Vélez



VIGILADA MINEDUCACIÓN - SNIES 1704

USANTOTOMAS.EDU.CO



santotocolombia



NIT.: 860.012.357-6
Carrera 9 # 51 - 11
PBX.: +57 (601) 5878797