A CASE STUDY FROM ITALY: IN TESTING STUDENTS WITH SPLDS: FAIRNESS AND VALIDITY

Chapter Nine
2.1 Legislation on SPDS

The legislation on Special Educational Needs (SPDS) refers to a set of regulations that aim to ensure that children with educational needs, as defined by the Education Act 1996, receive appropriate education. The regulations require schools to identify and meet the needs of all pupils, including those with Special Educational Needs (SEN). The regulations also ensure that schools provide a clear statement of special educational needs for each pupil and that parents have access to information about the support provided.

2.2 Disputes in Legislation

Disputes over the interpretation of legislation can occur, particularly in cases where the language used is ambiguous or where there is a lack of clarity in the regulations. In such cases, legal advice and consultation with educational experts may be necessary to ensure that the provisions of the legislation are correctly applied.

2.3 Compliance and Enforcement

Schools are required to comply with the legislation and ensure that all pupils receive an appropriate education. Failure to comply can result in legal action and enforcement measures by the local authority.

2.4 Review and Amendment

The legislation may be reviewed and amended from time to time to reflect changes in educational practice and policy.
2.2 Legislation on Foreign Language Learning and Testing

In addition to the national guidelines for learning and assessment for foreign language proficiency, the Ministry of Education and Training issues regular instructions and guidelines. These guidelines are focused on improving the quality and effectiveness of foreign language education in schools. The 2021 regulations specifically highlight the importance of oral testing and listening for students with SLDs. The regulations emphasize the need for oral proficiency assessments and the use of technology to support learning.

- 90% oral proficiency in spoken language
- 80% oral proficiency in written language
- Written tests are conducted in English

The key points of the legislation are:

- Teachers and school administrators must implement the legislation
- Students with SLDs require additional support
- The assessment process must be fair and inclusive

The legislation emphasizes the importance of inclusive education and the need for specialized support for students with SLDs.


Chapter Nine

3. Dyslexia and Related SLDs

This issue in the next sections discusses the challenges and implications of dyslexia and related learning disabilities. We will focus on the educational and behavioral issues that arise and explore potential strategies to support students with dyslexia and related SLDs. This section will cover the characteristics, causes, and implications of dyslexia, as well as strategies for supporting students with dyslexia in the classroom.

Dyslexia is a specific learning disability that affects reading, writing, and spelling. It is estimated that 1 in 50 children in the United States has dyslexia. Dyslexia is associated with the brain's difficulty in processing and decoding sounds and words. Dyslexia is not related to intelligence or motivation and can affect people of all ages and backgrounds.

There are different types of dyslexia, including specific, developmental, and non-specific dyslexia. Specific dyslexia is the most common type, affecting reading, writing, and spelling. Developmental dyslexia is associated with brain development and is typically identified in childhood. Non-specific dyslexia affects reading, writing, and spelling and may be associated with other learning disabilities.

The impact of dyslexia on education and employment is significant. Students with dyslexia may struggle with reading comprehension, writing, and spelling, which can affect their academic performance and confidence. They may also face challenges in social interactions and self-esteem.

To support students with dyslexia, schools and educators need to implement effective strategies and interventions. These include differentiated instruction, accommodations, and technology-based interventions. It is essential to create a supportive and inclusive learning environment that accommodates the needs of students with dyslexia.

In conclusion, dyslexia is a complex and multifaceted learning disability that requires a comprehensive approach to support students. By understanding the nature of dyslexia, educators can provide effective strategies and interventions to support students with dyslexia and promote their academic success and well-being.
4. Issue of Validity and Reliability in Language Learning

Essentially, the purpose of high-stakes English language tests is to ensure that the learners demonstrate the necessary language proficiency required for their intended purpose. In this context, the concept of validity and reliability becomes crucial. Validity refers to the ability of a test to measure what it claims to measure, while reliability is about the consistency and accuracy of the test results. These two concepts are interrelated, and their assessment plays a vital role in ensuring the effectiveness of language assessments.

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5. Issues of Validity and Fairness in the Italian Context

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Fluency and validity in teaching students with SPLEDS

6. FLUENCY: A Case Study

In the context of examining the English language proficiency of students with comprehension measures, it is important to explore some of the challenges faced by educators. Here we present a case study of a student to illustrate some of the issues and strategies involved in teaching students with language difficulties.

The student in question, a high school student with SPLEDS, was referred to the Department of Linguistics and English Language Office for assessment. The student had been identified as having difficulties with language comprehension and production. The assessment involved both standard language tests and a task-based language assessment.

The student achieved a B1 level of English proficiency on the Common European Framework of Reference for Languages (CEFR). This indicates that the student is able to understand and produce simple texts and conversations in everyday situations.

However, the English language curriculum in schools is not an easy process to teach students with disabilities. For this reason, the Department of Linguistics and English Language Office has implemented a range of strategies to support the student's learning.

In conclusion, teaching students with SPLEDS requires a multi-faceted approach that involves not only language tests but also classroom strategies and individual support. The goal is to enable students to reach their full potential and to ensure that they are able to participate fully in educational activities.
7. Discussion and Future Research

Discussion of these issues in the final section below.

First, the test was modified to the highest possible level of English proficiency at this stage. The paper identified the possible level of English proficiency for the test. The purpose of this paper was to determine the impact of these modifications on the final level of English proficiency. The second section of the report was designed to investigate the impact of these modifications on the final level of English proficiency. The third section of the report was designed to investigate the impact of these modifications on the final level of English proficiency. The fourth section of the report was designed to investigate the impact of these modifications on the final level of English proficiency.
7.1 Directions for Future Research

Administrative and educational improvements could be made to enhance the process of test-taking. Less jargon, less jargon, less jargon.

The case study discussed here provides useful information for future research.

Chapter Nine
Language learners with special needs: An individualized perspective.


I. Introduction

Assessing English as a Foreign Language (EFL) reading competence

orthography skill

Students with SLDs need to be addressed in EFL literacy and EFL
This assessment accommodations and modifications for the growth of
consequence and has the group of students with SLDs look for those skills
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Chapter Ten

Differences

Students with Specific Reading
Reading Competence for Stolene EFL
Assessment Accommodations in EFL

Florida Erble and Karin Pizorn

language Testing 27(2):147-170
XL Xingming, 2012. "How do we go about investigating test fairness?"
Approach. Experimental, 5th ed. (Taylor and Francis, 2001)
Practical assessment. Research and Evaluation. 1(8)
Multiple design, Multiple design, Multiple design, One design, Two design
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