Case-by-Case Framework

for Educational Assessment

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Summary

The case-by-case framework for educational assessment has been developed to enable a structured account of protective and risk factors of children and adolescents and their environment. As an additional instrument, the framework complements our case study book ("Fallbuch zum sonderpädagogischen Schwerpunkt Lernen", Lutz and Gebhardt (2023)). The case study book focuses on children and young people with learning disabilities and gives an overview of the Bavarian school system and ways of supporting students with special educational needs (SEN) from preschool to vocational training. It presents exemplary cases of children and young people with learning difficulties in different school contexts. Realistic but fictitious cases were developed by SEN expert practitioners.

The case-by-case framework may for instance be used for dealing with the cases of the case study book. It can also be employed by staff practicing in both school and non-school settings. These settings do not necessarily have to be specific SEN settings, since the case-by-case framework is not limited to children and adolescents with SEN. It is also highly relevant in inclusive and socio-pedagogical as well as school and non-school contexts. It may be employed to compile a competency profile of a child or adolescent, to analyse a classroom situation or the social environment of a child or adolescent. When compiling a report, it may serve as a basis for information and add to subsequent support decisions.

The case-by-case framework has been designed as an alterable work to be published Open Access. It is available in two versions, a comprehensive one and a short one.

The case-by-case framework has already been published in a German version: "Einzelfallraster für pädagogische Diagnostik" (Lutz, 2023).

Key Words

case-by-case framework, educational assessment, protective factors, risk factors, learning difficulties, inclusive education

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Contents

Case-by-case framework for educational assessment – explanations

The case-by-case framework for educational assessment has been developed as a tool in addition to the [Fallbuch zum sonderpädagogischen Schwerpunkt Lernen](#) (Lutz & Gebhardt, 2023). The case study book focuses on children and young people with learning disabilities and gives an overview of the Bavarian school system and ways of supporting students with special educational needs (SEN) from preschool to vocational training. It presents exemplary cases of children and young people with learning difficulties in different school contexts. Realistic but fictitious cases were developed by SEN expert practitioners.

The case-by-case framework has already been published in a German version: [Einzelfallraster für pädagogische Diagnostik](#) (Lutz, 2023).

The case-by-case framework incorporates educational assessment models and approaches (Heimlich, 2012; Vernooij, 2013), observes the match with different curricula and includes essential requirements of the school system. It has been developed in agreement with SEN expert practitioners. Following the model of resilience research (Masten & Powell, 2012; Petermann & Resch, 2013), inhibiting factors and difficulties in the case-by-case framework are assigned to **risk factors**. Conducive aspects, strengths and resources are designated **protective factors** that are helpful to ensure a normal development despite a high risk (Werner, 2020). An in-depth presentation of the theoretical principles of the single aspects and levels of the case-by-case framework may be found in chapter 5.1 of the case study book.

Due to resultant interdependencies and interrelationships between the child/adolescent, the school and the wider environment (e.g. Ingenkamp & Lissmann, 2008; Lauth et al., 2014; Linderkamp, 2018; Nickel, 1990), the framework encompasses different levels, namely those:

- **of the child or the adolescent**
  - school performance, competencies, previous knowledge
  - learning and work behaviour, (learning) motivation
  - social and emotional competences
  - language competencies, communication
  - perception and motor skills
  - cognitive skills, metacognition and learning strategies

- **of the school environment**
  - learning environment, classroom management
  - interaction between teaching staff and learners
  - cooperative learning, interactions between the learners
  - individual (support) measures
  - supporting partners and institutions

- **of the family environment**
  - family background
  - occupational background of the parent(s) or legal guardian
  - supporting measures and institutions
  - learning management
  - leisure behaviour
  - open-mindedness towards school as an institution

- **of the further social environment and external partners**
  - peers
  - social contacts/network
  - extracurricular support
  - therapies and (medical) treatments

In addition, the case-by-case framework gathers further **demographic or school career data**:

- preschool support measures and interventions incl. (alteration of) date of school enrolment
- information about the spoken (family) language
- migration background
- identification of special educational needs (SEN) and support
- details of school career (school attendance year(s), class level, school (type) attended)

The area of application of the case-by-case framework is manifold. The case-by-case framework may for instance be used for dealing with the cases of the case study book. It enables a structured account of the data collected in diagnostic processes that is comprehensible for all parties involved in the process. It can be employed by staff practicing in both school

and non-school settings. These settings do not necessarily have to be specific SEN settings, since the case-by-case framework is not limited to children and adolescents with SEN. It is highly relevant in inclusive and socio-pedagogical as well as in school and non-school contexts. In addition to compiling a competency profile of the child or adolescent, it may be employed to analyse a classroom situation and/or the social environment of a child or adolescent. It enables structured monitoring in SEN and inclusive settings and can be used as a basis of information when compiling a report to add to subsequent support decisions (Lutz & Gebhardt, 2023).

Case-by-case framework for educational assessment

Name:

☐ **Day nursery/kindergarten – preschool:**	☐ **Specific preschool preparatory interventions:** (e.g. inclusive day nurseries, …)
_____ _____ Period of time: _____	_____ _____ Period of time: _____
☐ **Measures of early intervention:** (sociopediatric/early intervention centres, …)	☐ **Other relevant preschool support:** (training programs, …)
_____ _____ Period of time: _____	_____ _____ Period of time: _____

Beginning of compulsory school attendance: _____	**Postponement of school enrolment** by _____ year/s	☐ no	☐ yes, because: _____

Language(s) spoken: ☐ German ☐ other/s: _____	**Migration background**	☐ no	☐ yes, 1st generation	☐ yes, 2nd generation	☐ yes, 3rd generation

Diagnosed special educational needs (SEN) support	☐ no	☐ yes: _____

School attendance year	1	2	3	4	5	6	7	8	9	10	11	12	13
Class level													
School (type)													

Additional information:

		Risk factors	**Protective factors**
Child/adolescent	**School performance, competencies, previous knowledge** Reading abilities, extraction of meaning, (correct) spelling and maths competencies, preparatory skills, subject-specific knowledge, general knowledge, etc.		
	Learning and work behaviour, (learning) motivation Way of working, working speed, independence/self-reliance, participation, orderliness/diligence/accurateness, frustration tolerance, concentration, stamina/perseverance, interest, etc.		
	Social and emotional competencies Contact behaviour, social responsibility, relational capability, emotional attitude/sensitivity, self-worth, self-concept, empathy, behavioural occurrences, etc.		
	Language competencies, communication Articulation, lexicon, word building, syntax, verbal expression, pronunciation, oral fluency, speech comprehension, comprehension of classroom instructions, verbal and non-verbal communication, etc.		
	Perception and motor skills Visual, auditive, tactile-kinaesthetic perception, joy of movement, gross and fine motor skills, physical/body coordination, physical fitness, (sense of) balance, physical strength, manual dexterity, etc.		
	Cognitive skills, metacognition and learning strategies Reception of learning content, processing of learning content, memory, grasping factual context(s), reproduction of factual content/connections, transfer of learning, etc.		

		Risk factors	Protective factors
School – lessons	**Learning environment, classroom management** Teaching methods, teaching media, classroom design, individual support during lessons, etc.		
	Interaction between teaching staff and learners Interaction between teaching staff and students, commitment of teaching staff, role model, etc.		
	Cooperative learning, interactions between learners Cooperation with (learning) partners, in groups, relationships between students, position in class, friendships, interactions in extra-curricular times (during breaks), etc.		
	Individual (support) measures Purposefully employed materials and support offers, disadvantage compensation, modified assessment conditions, grade exemption, support and training programs, assistive technologies, etc.		
	Supporting partners and institutions School escort, school counselling, special needs school escort, stand-by special needs school escort (MSD), school psychologists, school social work, nursing staff, education provider, enterprise, job centre, etc.		

		Risk factors	Protective factors
Parent(s) or legal guardian – family	**Family background** Family constellation, position amongst siblings, housing situation, social environment, language/s spoken, etc.		
	Occupational background (Level of) education of parents, (practised) profession (held), employment, financial situation, etc.		
	Supporting measures and institutions Prescribed interventions, youth welfare service, parenting support measures, residential care, other forms of care, etc.		
	Learning management Learning support, encouragement to learn, (quality of) equipment, homework, etc.		
	Leisure behaviour Special interests, preferred leisure activities, media consumption (habits), sporting activities, club memberships, etc.		
	Open-mindedness towards school as an institution Willingness to cooperate with child's/adolescent's school, quality of cooperation, etc.		
		Risk factors	**Protective factors**

		Risk factors	Protective (support) factors
Further social environment	**Peers** Friendships, contact with peers, etc.		
	Social contacts/network Contacts outside the family, attachment figures, friendships, etc.		
External partners	**Extracurricular support** After-school care facility, private lessons, remedial courses, (flanking) assistance during (vocational) training, etc.		
	Therapies and (medical) treatments Counselling services, physicians, psychologists, therapists, psychiatrists for adolescents, etc.		

Case-by-case framework for educational assessment – short version

Name:	
☐ **Day nursery/kindergarten – preschool:** _____ _____ Period of time: _____	☐ **Specific preschool preparatory interventions:** _____ _____ Period of time: _____
☐ **Measures of early intervention:** _____ _____ Period of time: _____	☐ **Other relevant preschool support:** _____ _____ Period of time: _____

Beginning of compulsory school attendance: _____	**Postponement of school enrolment** by _____ year/s	☐ no	☐ yes, because: _____		
Language(s) spoken: ☐ German ☐ other/s: _____ _____	**Migration background**	☐ no	☐ yes, 1st generation	☐ yes, 2nd generation	☐ yes, 3rd generation
	Diagnosed special educational needs (SEN) support	☐ no	☐ yes: _____		

School attendance year	1	2	3	4	5	6	7	8	9	10	11	12	13
Class level													
School (type)													

		Risk factors	Protective factors
Child/adolescent	**School performance, competencies, previous knowledge**		
	Learning and work behaviour, (learning) motivation		
	Social and emotional competencies		
	Language competencies, communication		
	Perception and motor skills		
	Cognitive skills, metacognition and learning strategies		

		Risk factors	**Protective factors**
School – lessons	**Learning environment, classroom management**		
	Interaction between teaching staff and learners		
	Cooperative learning, interaction between learners		
	Individual (support) measures		
	Supporting partners and institutions		
Parent(s) or legal guardians – family	**Family background**		
	Occupational background		
	Supporting measures and institutions		
	Learning management		
	Leisure behaviour		
	Open-mindedness towards school as an institution		
Further social environment	**Peers**		
	Social contacts/network		
External partners	**Extracurricular support**		
	Therapies and (medical) treatment		

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