

# “Met Taal Vooraan”

Assessment of interaction skills of pedagogical associate

## Introduction:

In this study is a reliable assessment protocol set up for assessing the video assessments belonging to the project: 'Met Taal Vooraan' (interaction skills and language-stimulating behaviors).

## Aim

The aim of the project is to set up a reliable assignment protocol, so the different pedagogical associates with the training “Met Taal Vooraan” will be graded in the same, reliable and valid manner.

## Research questions

Which components should be included in the assignment protocol to ensure the interaction skills of pedagogical associate in order to make them as reliable as possible?

What difference is there in the interactive-provoking strategies and language-expanding strategies between pre- and post-test for the pedagogical associates?

## Methods

We set up the assessment protocol, in which the interrater's reliability should be as high as possible. This assessment protocol describes that, after calibration with a test video, all video assessments were scored by at least three different assessors. The assessor scored 26 items, which were scored as 'present' or 'absent' every 30 seconds. Subsequently, the assessment protocol and the results have been analyzed.

## Discussion & Conclusion:

The assessment protocol that we've made wasn't reliable enough. A new assessment protocol has been set up by Annelies Halm. Not all of the items were specific enough.

It wasn't possible to grade all of the video assessments. Therefore we couldn't include them in our results. For the next video assessments it's important that the videos are finished on time.

It can be concluded that there are many different results per item. There were five items reliable and the rest of the items weren't reliable.



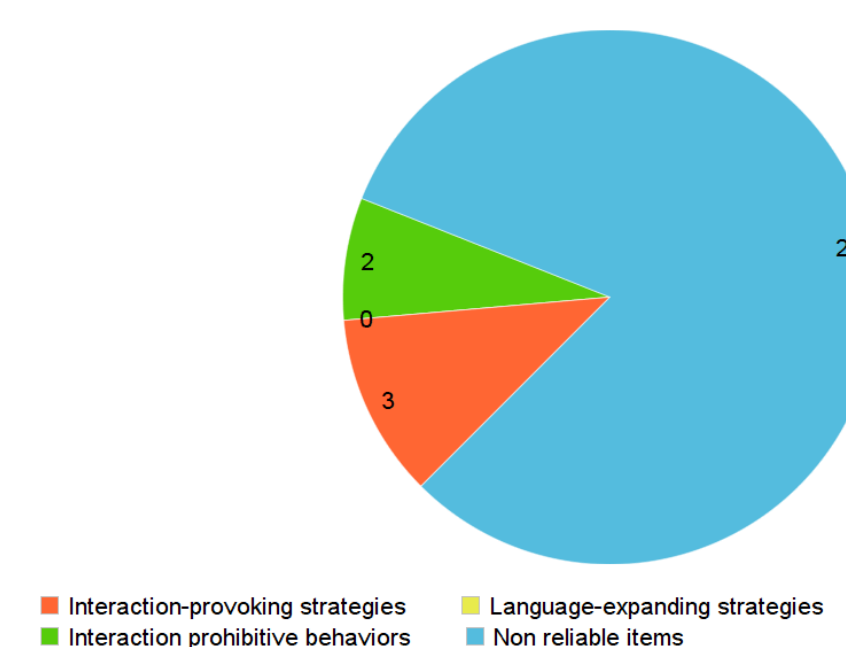
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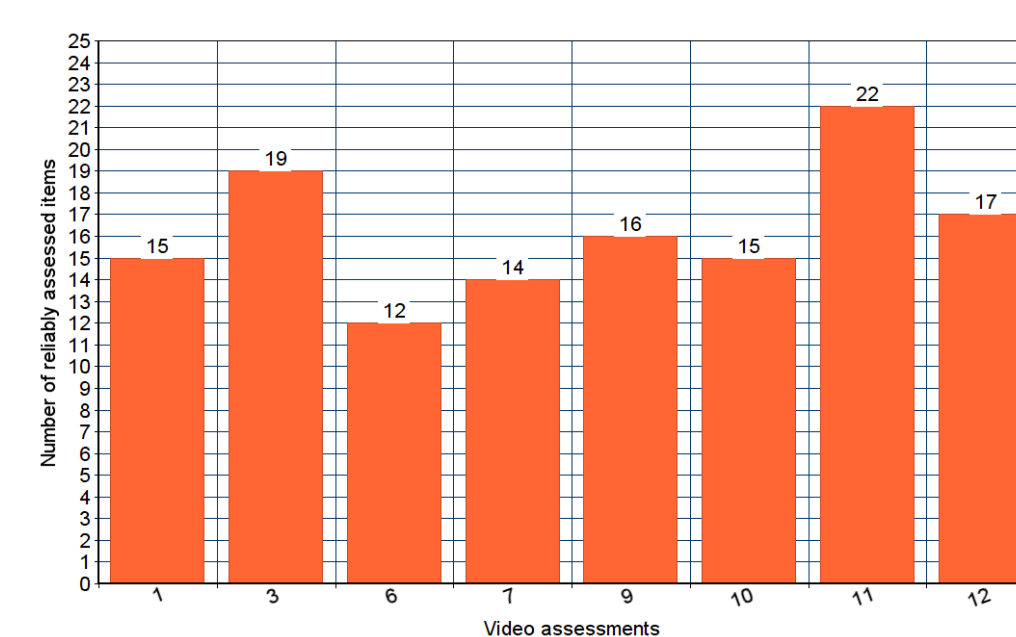
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## Results

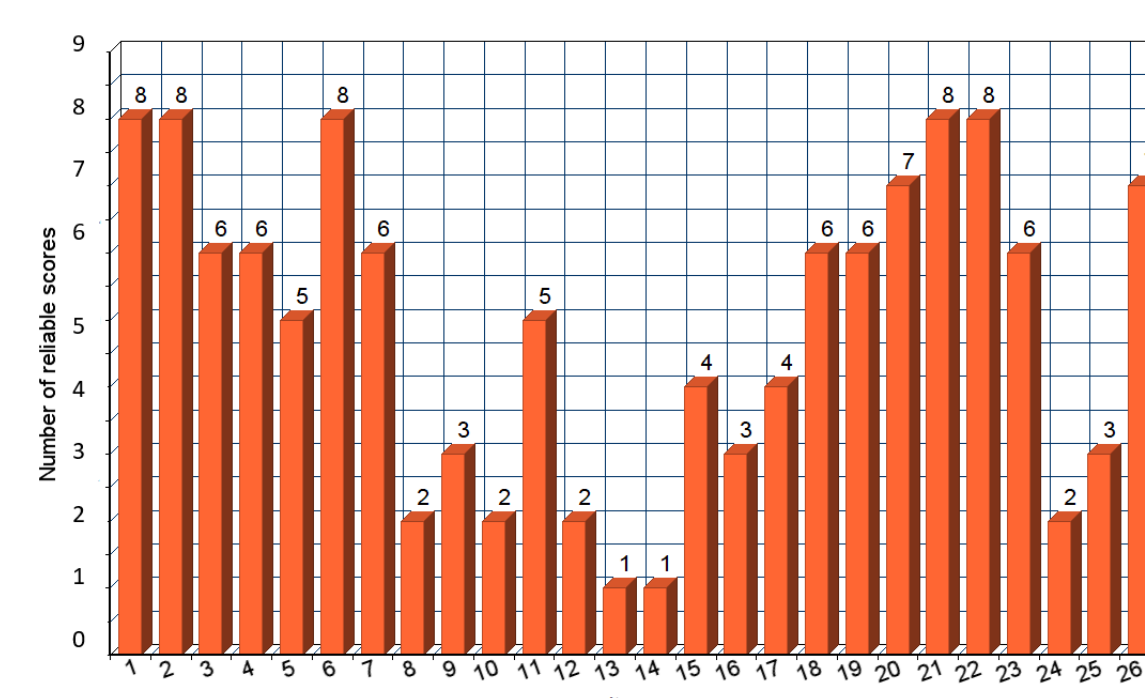
### Total of reliable items



### Reliable items of each video assessments



### Reliable scores of each item



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