

# Awareness among Special Educators about School Based Assessment for Children with Hearing Impairment

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## ABSTRACT

**Purpose:** The importance of special educators is especially enormous during the formative years when children with special needs first join the schools. The special educators should have the necessary competencies of teaching, adaptation, accommodation as well as evaluation skills to perform their tasks efficiently in schools. Therefore, it is very important to have professionally qualified and skilled special educators to ensure the right development of students and to achieve higher standards in education. This study was undertaken to make out the awareness among special educators about school based assessment for children with hearing impairment. **Method:** The survey method was followed. A questionnaire developed with 20 items classified into awareness of philosophy, planning, execution and reporting of school based assessment. Samples of 30 respondents working in the special schools as special educators were selected. **Result:** The major finding was that the special educators were least aware about the philosophy and planning, and average aware about the execution and reporting. **Conclusion:** The study make out the awareness and challenges among special educators about school based assessment they need to attend some workshops, CREs, and collaborate with experienced teacher than they become strengthen in implementing the SBA.

**KEY WORDS:** Awareness, School Based assessment, Special Educators Children with Hearing Impairment.

## INTRODUCTION:

The special and mainstreams schools are considered as the key agencies for imparting education to children with disabilities. The scholastic and co scholastic activities undertaken in schools are aimed at achieving the various goals of education. In this effort, assessment is considered a benchmark for measuring whether the goals are achieved or not. Hence, assessment of student's progress is always a primacy in schools (Mathew, 2014). In the context of school education, evaluation is the process of collecting analyzing and interpreting students' progress and achievement both in scholastic and co scholastic domains. Assessment of student's progress and achievement is cardinal to the understanding of the education because it provides information feedback on teaching and learning. According to MHRD (2015) today, our country engages 52, 30,165 teachers spread over around 12,72,212 schools to educate about 197666 thousand children. While 82 per cent of habitations have a primary school within a radius of 2 one kilometer, there is an upper primary school within 3 kilometers for 75 per cent of habitations. The 86<sup>th</sup> amendment of the Indian constitution brought out education as a fundamental right, which resulted in the enactment of Right of children to free and compulsory education act (2009). The Government of India has also taken education of children with disabilities on a priority basis. The Government being a signatory member in United Nations Convention on the Rights of Persons with Disabilities (2006), BIWAKO Millennium Framework (2002) is committed to safe guard the rights of disabled including education. Disability specific legislations like PWD Act (1995) promotes the access to free education in an appropriate environment for children with disabilities till 18 years. Thus education is given top priority in India.

## ASSESSMENT:

Assessment is the process of collecting information from multiple and diverse sources on the progress of students' learning. The process and purpose of assessment should shift from merely assigning grades, awarding marks to include constructive feedback and assist with students' improvement. Assessment defined in four terms (i) Assessment of learning refers to possible for students to demonstrate their competence and skills, (ii) assessment for learning involves teacher about students' knowledge, understanding and skills to inform their teaching. (iii) assessment as learning helps students to make more responsible and monitor their future direction and (iv) assessment in learning. Assessment as learning helps students to take more responsibility for their own learning and monitoring future directions.

DES (1988) state that the glossary of the Task Group for Assessment and Testing, evaluation is defined as a general term enhancing all methods customarily used to appraise the performance of an individual or group. Evaluation also refers to the work, which teachers undertake to determine the learning and learning needs of pupils. While evaluation in its broader perspective focuses on assessing the scholastic and co

scholastic activities, evaluation in its narrower perspective focuses more on measuring the scholastic activities within the four walls of the classroom and in particular the process of teaching and learning of subjects like Language, EVS, Mathematics etc. It includes a close examination of the students' learning and their achievement in various subjects or lessons. A good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback. For the better result school based assessment comes in supremacy.

### **SCHOOL BASED ASSESSMENT:**

School based assessment embedded in the teaching and learning process within the broader educational philosophy of assessment for learning. It incorporates teacher, parent and peers into the process of determining learning outcome in other to support and motivate a child to become interested in learning and make a steady progress. It can be adapted or modified by the teacher to match the teaching learning goals of particular class and enhancing individual learning in the class and at home. School based assessment has number of characteristics i.e. (i) involves the teacher from beginning to end, (ii) allow to collect the evidence related to student's performance, (iii) carried out in regular classroom, (iv) conducted by the class-teachers (v) provide the continuous and constructive feedback to students, (vi) rules in systematic in nature, (vii) emphasized on individual development of learners.

School based assessment was first proposed for the Education System in Hong Kong, published in September 2000. Ministry of Education Malaysia and implemented it in 2011 as part of Malaysia educational reform. School based assessment which includes both scholastic and co-scholastic area of students growth from class I -XII (NCF, 2000).

Hong Kong SBA Consultancy Team et al. (2005) state the using SBA in teaching a language subject such as English, include (i)re providing stable and continuous pressure-free assessment, (ii) reducing the reliance on standardized examination, (iii) improving test item reliability, (iv) reflecting students' ability, (v) promoting leisure reading, (vi) fostering teaching, (vii) enforcing independent learning, (viii) facilitating learning autonomy and (ix) empowering teachers in the evaluation process. Alonge (2004) investigated School Based Assessment could be formative, summative, performance, authentic and so on. The purpose is to provide continuous feedback to both the learners and teacher concerning the teaching and learning process.

### **Need of the Study**

School -based assessment can be very effective if they are designed on informal-formative or process-formative approaches. Collectively institutional efforts in this regard will be very constructive. It is the best appropriate and alternative form to the external/public examination. It is holistic assessment-learning process oriented, student-oriented and development oriented (Viswanathappa, 2015). The school based assessment covered the cognitive, affective and psychomotor domain. Special educators play a central role in special schools. Today, they are entrusted with the duties of planning, teaching and evaluating and reporting all enrolled children with hearing impairment. They are also responsible for bringing equity and fairness in all these teaching-learning practices including evaluation. Experience and expertise of teachers are detrimental in the success/failure of education of CWHI in special schools (Mathew 2014). Hence the study was undertaken to make out the awareness among special educators about school based assessment for children with hearing impairment

### **OBJECTIVE:**

To study make out the awareness of Special Educators about School Based Assessment for Children with Hearing Impairment

### **RESEARCH QUESTION:**

What extent the awareness of Special Educators about school based assessment for CWHI? **METHOD**

Survey method was adopted to make out the awareness of Special Educators about school based assessment for children with hearing impairment.

**PARTICIPANTS:** 30 special educators were selected as the subjects of the study.

**SAMPLING TECHNIQUE:** Purposive sampling

### **TOOL:**

A researcher - made closed -ended questionnaire i.e. 'MCQ', 'matching', 'fill in blank', 'true false', based on the philosophy, planning, execution and reporting has been taken and validated by an expert group of 5 special educators, was used as the tool.

**Table1: Sample Items in the questionnaire**

SBA	Sample Items
Philosophy	School based assessment should be..... (i) Provide the lower skills of learning (ii) Reduce the stress on children (iii) Completion of course (iv) Interpretation of the marking
Planning	MATCH COLUMNS A AND B (i) Test (a) to assign qualitative to quantitative (ii) Assessment (b) ingredient of value judgments (iii) Measurement (c) conditions that exists at a particular time (iv) Evaluation (d) is one of the assessment instruments (e) Identify the levels of cognitive process
Execution	The major work of school based assessment is ..... (i)Diagnosis, remedial action, improvement in teaching (ii)Remedial action, progress test, improvement in teaching (iii)Diagnosis, progress test, improvement in teaching (iv)Diagnosis, remedial action, progress test
Reporting	..... is the purpose of school based assessment. (i) To make a decision, (ii) To make a prediction, (iii) To make a judgment (iv) To make an opinion

**DATA COLLECTION**

As a part of data collection procedure, the first step carried out by the researcher was to contact the special educators. Based on the schedule developed, the questionnaire was given to 30 special educators personally. The educators were requested to follow the instructions given by the researcher and answered on the most appropriate. All the duly filled questionnaire of special educators was collected. The qualitative data converted into quantitative data for convenience of data analysis.

**DATA ANALYSIS**

This study is regulated for finding of questionnaire on the percentage basis.

**RESULT AND DISCUSSION**



Figure 1 shows that though the percentage of awareness of special educators about school based assessment for children with hearing impairment varies on philosophy, planning execution and reporting. The study shows the 39.79% awareness about the philosophy against the 08 items and 40% awareness related to planning against 06 items out of 20, which was less. Special educators got 60.83% in execution against 04 items and 50% in reporting against 02 items out of 20, were average aware. The reason less awareness might be lack of knowledge and practices of SBA may be or maybe not. As for practical related challenges faced by the teachers such as lack of literature; lack of activities and techniques; concerns about the type of recordings of oral performance; lack of practical support for teachers at the school level; and lack of time to implement and discuss assessments. They can short out the challenges after attending some workshops, CREs, and collaborate with experienced teacher and become strengthen in implementing the SBA.

**CONCLUSION**

Assessment is a way to measure student learning as well as to study programme effectiveness. Through assessment teachers can attain information on the students learning styles; effectively they learned the concepts and skills taught in the classroom (Mohan, 2016). School-based assessment should be integrated naturally into the normal teaching-learning cycle, and should include a continuous process of reflection, observation and monitoring, recording and reporting, with feedback and self and peer assessment being integral components of all teacher-student interaction.

**LIMITATIONS**

The participants in this study were selected only from the special schools in Bhavnagar, Gujarat that were used the state board of Gujarat and offer the primary and upper primary education for children with hearing impairment.

**IMPLICATIONS**

SBA is making students school-oriented. The student-teacher ratio in the schools of our country is not favorable for the implantation of SBA. Primarily the teachers are to be provided and equipped with advanced professional competence and efficiency towards future oriented assessment skills in general, and in particular, to developing and establishing a school based assessment. Secondly, they need to self-equip themselves to continuously upgrade their assessment skills.

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