

## Evaluation Techniques for Children With Special Needs (CWSN) in SSA

### General Evaluation Techniques for CWSN

- **Extra time may be provided, as per the needs of the child. Breaks may be allowed during this time to counter fatigue**
- Use of devices to be allowed as per the individual needs of the child e.g. **calculators**, abacus, Braille, Taylor Frame communication board, slant boards, pencil/ pen grips etc.
- Use of technology e.g. computers, tape recorders, voice synthesizers to be allowed as per the needs of the child
- Flexibility in syllabus allocated for testing. **For example, if the child is learning at a slower pace**, s/he may be tested on smaller units of content rather than the whole syllabus at one time
- Assessment procedures may include objective type questions, instead of essay type questions for **children with difficulties in language acquisition**, questions to be modified e.g. simple language
- Accommodations are to be provided in the area of response methods. Example, oral responses instead of written (can be taped) or amanuensis to write down answers, which would be given orally or through a communication board
- Instructions and questions to be read out to student when needed
- Braille and print size to be enlarged according to needs of students
- Suitable posture and seating arrangement to be made by providing adapted chair/table and separate room, if required
- Timing of evaluation may be necessary, where children are on specific regular medication.
- **Disabilities which have language acquisition problems** may be exempted from the 3-language formula. **Sign language** can also be provided as an option.

## Category Specific Evaluation Techniques

### For Children with Seeing Problems

Commonly used methods of examination/evaluation for children with seeing problems.

- Question papers should be provided to **children with visual impairment** in Braille/ large print or a scribe should be provided
- The child should be allowed to provide answers in Braille/ large print/ **computers** or with the help of a scribe
- The **examination should be same except writing can be in Braille or large print.** The child may be evaluated based on oral performance in consultation with parents, child and others
- Questions may be provided on the tape-recorder and the child's answers/ responses may also be recorded on the tape recorder, **only if required. If the child can write, then this opportunity should be provided**
- The child may be permitted to write his/her answers in computers
- Wherever possible, computers with talk software should also be used as examination/evaluation mode.
- If the child writes in Braille, more time should be provided, if required. **Teachers, in consultation with the parents can decide on the extra time. Alternatively, less number of questions may be given to the visually impaired child using Braille**
- Allow rest time if the child has to write for long time as writing Braille for a long time causes fatigue
- Marks should not be deducted for Braille dot errors (except for Braille reading/writing test). If required, ask the child to give answers orally to find out if s/he knows the answers
- For providing a large print question paper, the teacher should assess the print size suitable for the individual child, which s/he can see. The child should be allowed to write using a felt pen and on a plain paper (if required)
- Separate seating arrangement could be provided when the child is answering through tape recorder or dictating to a scribe to reduce noise
- Alternative questions for drawing/ **diagrams (pictorial)** questions **can be provided, only in cases required**
- Clear instructions for objective type questions needs to be given
- For essay type questions when the child is writing through Braille, marks should be given on key points, not on length of the answers. **Both the teacher and the parents should be involved in this.**
- The child should be allowed to use all the assistive devices required by him/her.

### For Children with Hearing Problems

- Question papers for **children with language acquisition problems** should be simple, mainly comprising objective type questions

- As far as possible, marks should not be cut for punctuation, spelling and grammatical errors. **Teachers in consultation parents can decide this**
- Mathematical word problems should be short and simple, **if need be**
- Extra time may be provided where absolutely necessary (15 minutes extension per hour **or as decided by the teacher**)
- Oral evaluation should be substituted by written responses, **if required**
- The child should be exempted from the 3-language formula and **should be taught the language/s according to the cultural context of the child. Sign language can also be used**
- All oral directions given during the exam should also be written on the board.

### **For Children with Locomotor Impairment**

- Ensure physical access to room where evaluation/examination is taking place
- If the child has problem in writing due to impairment in a hand, more time should be provided, depending on the needs of the child or alternatively less number of questions may be given or a scribe may be provided.

### **For Children with Cerebral Palsy**

- Ensure physical access to test area
- Separate room to be provided
- Provide writer, when needed
- Use of technology for e.g. computers, voice synthesizers
- Use of communication boards for responding to questions
- Modifications of question types to accommodate motor difficulties for e.g. do not test on drawings, geometry questions. **These can be decided by the teacher and parents**
- If associated conditions such as visual, hearing, intellectual impairment co-exist, refer to specific evaluation techniques mentioned under each impairment above
- Suitable postural and seating arrangement to be made by providing adapted chair/table
- Time for answering questions should be extended, **if need be**. Breaks may be allowed to counter fatigue
- Use of adapted devices and equipment e.g. pencil grips, wedges etc.
- The paper/ answer sheet provided should be thick enough (as children with cerebral palsy at times use lot of pressure while writing).

### **For Children with Mental Retardation**

- The language used in the question paper should be simple
- The difficulty level of the questions framed for evaluation of **children with mental retardation** should be at the child's level of understanding
- Time for answering questions should be extended. Breaks may be allowed to counter fatigue

- Flexibility should be given to use appropriate teaching learning material for the purpose of evaluation of these children, wherever required. For example use of concrete material, flash cards, visual aids, pictorial illustrations etc.
- The children with mental retardation should not be penalized for punctuation/spelling/ grammatical errors. **But they should be told about the errors made**
- Fewer number of questions should be given to such children, **if required**
- Questions should mainly be objective type/ multiple- choice/ **pictorial**, if required.

### **For Children with Multiple Disabilities**

- **Extra time to be given to children with multiple disabilities**
- Special furniture to be provided to these children
- Arrangements to be made for adequate space
- Assistance should be provided to the child in ensuring physical comfort
- Ensure easy access to toilets
- Provisions to be made for a writer or a scribe, if required by the child
- Suitable modifications should be made in the question paper according to the needs of the child
- Some children with multiple disabilities may require additional cues and provisions for the same should be made during exams.

### ***Note:***

*These are just guidelines for the States to help them develop some mechanism for the evaluation of children with special needs. However, these may be adapted/ modified according to the individual needs of the child.*