A Study of Evaluation Practices Used for the Students with Hearing Impairment at Internal Level in Special Schools of Punjab

Tayyaba Naz[1]
Rukhsana Bashir[2]
Aneeka Zafar[3]

Abstract

This descriptive study was aimed to identify the evaluation practices used for the students with hearing impairment at elementary. The major objective of the study was to identify the various evaluation practices used for the students with hearing impairment inside the schools. Research questions were formulated under the light of objectives. The population of the study was the teachers of hearing-impaired students teaching in the special schools of Punjab province. A sample of 102 teachers was selected with the help of stratified random sampling technique. For data collection, researchers made questionnaires after validation. Data was analyzed by using descriptive statistics. The findings of the study suggested that only a few teachers use different types of assessment practices to make decisions about academic achievement of students with hearing impairment. The most common practice of assessment was identified as short questions answers followed by the multiple-choice questions. It was concluded that teachers do not use problem solving questions to analyze the academic performance of hearing impairment students.

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[1]PhD Scholar, Department of Special Education, Allama Iqbal Open University Islamabad. tayyabanaz114@gmail.com
[2]Assistant Professor, Institute of Special Education, University of the Punjab, Lahore Pakistan. rukhsana.dse@pu.edu.pk
[3]SSET (H.I), Govt. Deaf & Defective Hearing School for Boys, Gujranwala Pakistan. aneekazafar@gmail.com

Introduction

Evaluation practices are such procedures that are widely used to determine that any particular subject (like student) meets the required eligibility criteria or not, for example having eligibility requirements for special services (Overton, 2009). Evaluations as well as assessments are basically conducted for one or two basic reasons: to find out the areas which are needed improvement and/or to conduct an assessment in order to judge or analyze the overall quality, and it usually used for decision making and reporting purpose (Davidson, 2000).

There are three major types of evaluation; first is formative evaluation which is focused on the point that implementation of any particular program will achieve ultimate desired success, the second types is process evaluation which mainly focuses on the description of the overall content of any particular program, and the third and last type of evaluation is outcome evaluation which mainly focuses on to bring high level outcomes in the end results of any particular program or event (Paul, 2009).

If we talk about the relevance of assessment and evaluation procedures with the overall progress of deaf and hard of hearing students, then one can realize that it's the most important as well as complex process. Mostly the problems and issues go undetected by individuals who are unfamiliar with the hidden impact of a hearing loss. Challenges and issues for the professionals in the field of D/HH education are also very critical especially in the areas related to access to information, modalities of communication, speech and language, selection and application of appropriate assessment tools, access to appropriate technology and access well educated professionals (Rose et al, 2008).

Researchers have indicated that many students with hearing impairment do poorly in achievement tests and standardized tests, it's not due to the reason that they lack behind in accomplishment of skills that are essential to make right responses of tests, but its due to the reason that they do not easily comprehend the various tasks that they are required to perform in any particular situation (Case, 2005). The 2004 reauthorization of Individuals with Disabilities Education Act contains the mandate and aim that all students having any types of disabilities will participate and take part in the assessments and evaluation programs conducted at statewide or district wide. It states that "children with disabilities are included in general state and district-wide assessment programs with appropriate accommodations, where necessary" (IDEA, 2004).

In special schools of Pakistan, there are studying thousands of students with hearing impairment. They are studying the same compulsory and

optional subjects which are taught to their hearing counterparts. The prescribed syllabus for students with hearing impairment adapted and modified under the supervision of curriculum planners, and other specialist personnel involved in the overall process of curriculum designing. There are different types of evaluation practices used for the elementary level hearing impaired students. Most of the time, they are evaluated and examined by the same methods used for their hearing counterparts, without any adaptation in the testing procedures. Ultimately, most of the time they failed to achieve and maintain high scores in the exams. Moreover, there are several flaws and limitations in this examination system. The biggest issue of the system is that it is not offering any alternate way of communication to the students with hearing impairment.

Operational Definition of Evaluation Practices

The Evaluation practices mean all the activities done by the teachers to make educational decisions about the educational program and achievements of students with hearing impairment.

Literature Review

Hearing impairment stands as the prevailing congenital condition observed in newborns, affecting roughly three out of every one thousand infants with a notable hearing deficit. Regardless of the degree, any level of hearing loss can impede the educational development of the affected individual (Ross, 2001). Investigators and researchers have found and stated that students with hearing impairment have same intelligence as having by their hearing counterparts (Maller, 2005; Simeonsson & Rosenthal, 2001). Various findings of different research stated that language development is more important for the intellectual development of students with hearing impairment than that of their cognitive ability. Unfortunately, the system of education based upon such practices which assess and evaluate the academic achievements of students through the oral and written expression, hence the students with hearing impairment are unable to meet these criteria and they are still lack behind in all educational fields (Geers, 2006). Students with hearing impairment are three to four years below and lack behind than that of their age-appropriate class levels. It is even observed that students with mild to moderate hearing loss exhibit relatively lower standards in their educational tasks or performance areas (Williams & Finnegan, 2003). Reading is also the most affected damage area for the students with hearing impairment. Any type of hearing loss, whether is it mild, moderate, severe or profound, adversely affect the student's reading abilities, that's why hearing-impaired students are lack

behind in all related tasks of reading (Gallaudet Research Institute, 2007).

Internal evaluation practices are those which include the all testing and assessment procedures that are used inside a school boundary in order to make decisions about the current level of performance of students with disabilities. In simple words, when one may talk about the internal evaluation practices, it may refer to all assessment and evaluation practices used by the any particular teacher in any classroom in order to make final decisions and judgement about the student's overall academic performance.

Classroom Evaluation Practices

Classroom evaluation practices are those testing and assessment procedures which are widely used for the purpose of making final decisions about the student's ability in any academic area. Usually, classroom evaluation practices include a variety of testing procedures and every procedure used according to nature of subject, task, and activity and also according to the strengths and weaknesses of the students with disabilities.

UDL Applied to Assessment

If the teachers design their assessments with keeping in mind the unique characteristics of Universal Design of Learning, and by viewing the learner's diverse needs, then it will be very useful (Gargiulo & Metcalf, 2010).

Informal and Formal Assessments

We can describe about both of these assessments in the following lines:

Formal Assessments

Formal assessment procedures are basically those procedures which are widely used to make comparisons in different standardized tests based on statistics. The role and function of formal assessments are:

- Comparing different groups of learners.
- Placing learners appropriately.
- Tracking the progress of individuals or groups.
- Ensuring accountability through formal assessment methods.

a. *Criterion-referenced*

It is the type of formal assessment that measures the skill of any student based on any given specified level.

b. *Norm-referenced*

It is the second formal assessments that

measure the performance of any student in comparison of his/her normative sample like achievement tests.

c. Standardized

A test conducted with uniformity in administration, where all aspects such as items, conditions, scoring, and interpretations are carefully controlled to maintain consistency (e.g., Curriculum-Based Measurement - CBM) (Rose, et al., 2008).

Curriculum-based measurement

Curriculum based assessment is the type of assessment that measures the performance of any student in reading, writing and spelling with documented results and appropriate formats (Deno, Fuchs, Marston, & Shin, 2001). According to Howell and Nolet (2000), CBM is a specified process of measurement for assessing and evaluating the student's progress and growth over specific period of time, and it also includes the identification of suitable instructional and pedagogical support for upcoming diagnostic testing.

CBM allows a teacher to:

- Track progress towards IEP objectives.
- Record advancements in fundamental skills.
- Adapt teaching strategies.
- Predict performance in state assessments.
- Assist in decisions regarding eligibility and placement.
- Evaluate the effectiveness of educational programs.
- Identify students who may be at risk.

Informal Assessments

Informal assessments and testing procedures are of great importance due to the difficulties and problems in the formal assessment procedures. The functions of informal assessments include:

- Validating or challenging information acquired from formal assessment methods.
- Gathering data that is not covered or accessible through formal assessments.

- Assessing a student's functional skills in both familiar and unfamiliar environments.

Informal assessment process may include the followings:

a. *Systematic observations*

Systematics observations allow a teacher to evaluate and assess the students' current level of performance in the all-core areas of academics deliberately. This particular technique is specifically helpful in determining the eligibility of any particular student's for recommending him/her for individualized educational plan (IEP) and for suggesting appropriate and relevant accommodations and modifications for the purpose of authentic instructional planning system (Gargiulo & Metcalf, 2010).

b. *Student interviews*

Interviews can be widely used for the purpose of identifying all problematic areas of students and the related techniques and methodologies by using of which the potential areas of student's can be enriched with useful skills and abilities.

c. *Student portfolios*

Portfolios are an excellent way to document success in performance-based assessment or alternative assessments. Portfolios are a collection of students who work over a specific period. To incorporate UDL principles, portfolios can be represented in an electronic format. Portfolios may be a collection of writing sample, pictures, drawings, video clips, and PowerPoint presentation displayed through multiple means of representation to demonstrate mastery of skills or objectives (Alper, Ryndak, & Schloss, 2001)

According to Tylor, there are six steps to putting together a portfolio:

Step 1: determine the conceptual content and physical format.

Step 2: determine the types of procedures to be included.

Step 3: determine which products to include.

Step 4: develop scoring criteria.

Step 5: specify evaluation procedures.

Step 6: decide how to utilize the portfolio.

Selected Response Assessments

In this traditional assessment, students pick the correct answer from options provided. It involves essential testing practices such as:

a. Multiple-Choice Items

It is the most commonly used evaluation practice used in the class. In such types of questions, the students are given different two-four options for the solution of any statement or problem, and they require exhibiting their exact knowledge about that particular phenomenon. The most important part of these questions are the distractors which may truly reflect the student's authentic knowledge about any phenomenon (Gronlund, 2003; Popham, 2005; Smith, Smith, & De Lisi, 2001).

b. Matching Items

This type of evaluation consists of two equal columns, in which different statements are placed and the student is required to identify the exact correct related statement of every statement given in the other column.

c. True–False Items

True–false items are such statements which are based upon the assessment of factual knowledge of the students. In such statements, students have a high chance of guessing the right answer (Linn & Miller, 2005).

Constructed-Response Assessments

Unlike selected-response assessments, constructed-response assessments involve students generating answers rather than choosing from a set of options. Various types of constructed-response items, such as short-answer, essay, completion, and problem-solving, can be utilized by teachers for classroom assessments.

a. Short-Answer Items

These types of items are required to check the student's comprehension and understanding about any particular topic. Sometimes, students are asked short questions in order to facilitate them or to check their factual knowledge about any natural phenomenon.

b. Essay Items

Essay items are required to asses and evaluate the student's comprehension abilities in terms of writing longer paragraphs and essays on any given topic.

c. Completion Items

Completion items are such items in which students are asked to

complete any statement regarding different subjects of their overall curriculum. These types of questions are very useful in assessing the knowledge and comprehension of students studying at lower grades in any school.

d. *Problems-Solving Items*

Problem solving items are mostly related to mathematics and these are highly recommended in order to develop the logical as well as problem solving skills of any particular student.

Performance Assessments

Performance assessment mostly includes the performance of any practical work in the related lab or in the class. It is the type of alternative assessment, and it measures the student's skills in performing any task (McMillan, 2007).

Universal Laws about Testing Accommodations and Adaptations for the Individuals with Disabilities

According to the law, students with disabilities are entitled to be part of assessments used for accountability. The Individuals with Disabilities Education Act (IDEA) ensures the right to education through due process. Additionally, Section 504 of the Rehabilitation Act of 1973 prohibits exclusion based solely on a disability. The Americans with Disabilities Act of 1992 mandates equal access to exams for credentialing or licensing. Agencies conducting tests must offer auxiliary aids or modifications to facilitate the participation of individuals with disabilities in assessments, without charging them for associated costs. Possible adaptations include accessible testing sites, distraction-free spaces, alternative locations, varied test schedules, extended time, and the use of a scribe, sign language interpreter, reader, adaptive equipment, and modifications to test presentation or response format.

The Individuals with Disabilities Education Act (IDEA) of 1997 and its subsequent amendment in 2004 emphasize the inclusion of students with disabilities in statewide assessment systems. To facilitate their participation, necessary accommodations are mandated. As of July 2000, states were required to have alternate assessments in place. These assessments serve students who, despite
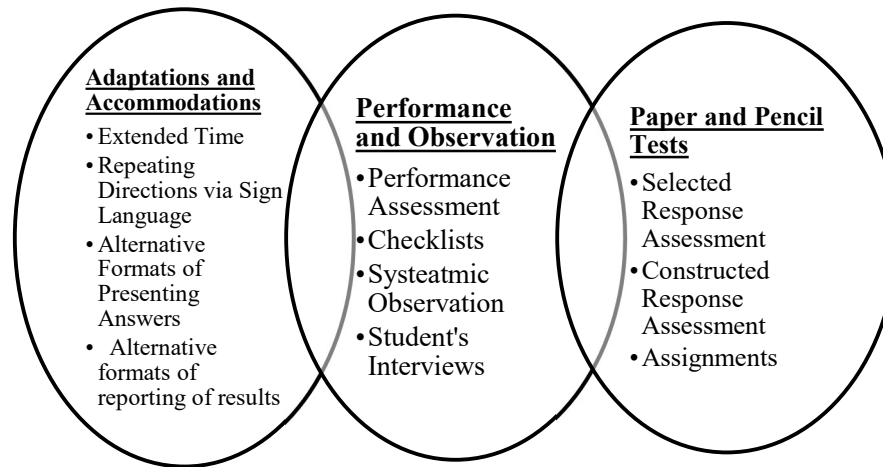
accommodation, find it challenging to participate in the standard assessments.

Alternate assessments present alternative methods of collecting data, often relying on portfolios or performance measures. They are designed to ensure that students with disabilities have fair and accessible opportunities to demonstrate their knowledge and skills in alignment with educational standards. This approach acknowledges the diverse needs of students and aims to create a more inclusive educational environment, where every learner, regardless of disability, can be appropriately assessed and supported in their academic journey (Salvia, Ysseldyke & Bolt, 2010).

Theoretical Framework

The theoretical framework of the study has been adapted from Heartland Area Education Agency (AEA), 1992, in which the author has described various classroom assessment practices, which are widely used for the testing of students. Either the students are from general population or from the disabled population, these classroom evaluation practices equally proved useful in terms of enhancing student's comprehension and also in making judgment about his/her academic achievement. The researcher has adapted the following framework for the purpose of exploring the various classroom evaluation practices used for the students with hearing impairment at elementary level. Heartland proposed a model comprising of different classroom assessment tools. The researcher adapted this model and add one particular factor of adaptations in accommodations in the classroom assessment practices as per the unique needs of students with hearing impairment.

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Figure 1
Assessment Tools inside the classroom

Adaptations and Accommodations
- Extended Time
- Repeating Directions via Sign Language
- Alternative Formats of Presenting Answers
- Alternative formats of reporting of results

Performance and Observation
- Performance Assessment
- Checklists
- Systeatmic Observation
- Student's Interviews

Paper and Pencil Tests
- Selected Response Assessment
- Constructed Response Assessment
- Assignments

Research Objectives
The objectives of the study were:
1. To explore the evaluation practices used by the teachers of students with hearing impairment in the internal exams at elementary level.
2. To identify the most commonly utilized evaluation practice by the teachers in internal exams at elementary level.

Research Questions
In the light of research objectives, the following research questions are formulated:
1. What are the various evaluation practices used by the teachers of students with hearing impairment in the internal examinations system at elementary level?
2. How do teachers adapt evaluation practices to accommodate the unique needs of students with hearing impairments in internal examinations at the elementary level?

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3. Are there specific assessment tools or techniques favored by teachers when evaluating the academic performance of students with hearing impairment during internal examinations?

Significance of the Study

The findings of the study can provide insights into effective evaluation strategies for teachers working with students with hearing impairments. This knowledge can be shared among educators, facilitating the development and implementation of more successful teaching and assessment methods. The study adds to the body of academic literature on special education and assessment practices. Researchers, policymakers, and educators can use the findings to build upon existing knowledge, fostering a continuous cycle of improvement in educational approaches and evaluation practices for students with hearing impairment.

Delimitations of the Study

The study was delimited to the public special schools of students with hearing impairment, situated in the province of Punjab. The teachers at these schools (from grade 3-8) were selected for the purpose of data collection in order to explore the various internal evaluation practices.

Research Methodology

Research Design

The present study was descriptive in its nature. Descriptive research is one of the most common type of research in the particular field of education (Lodico, Spaulding & Voegtle, 2006, P.174). It involves the collection of data for testing the hypothesis or for answering the particular questions related to the existing status of any study.

Population of the Study

The population of the study was teachers of hearing-impaired students working in all secondary schools of special education in Punjab province and teaching from grades (3-8).

Sample of the Study

There are 39 schools for hearing-impaired students in Punjab province. The researcher selected 102 teachers from 34 high schools (3 from each) of students with hearing impairment situated in Punjab province. For this purpose, a stratified random sampling technique was used.

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Figure 2
Sampling Framework
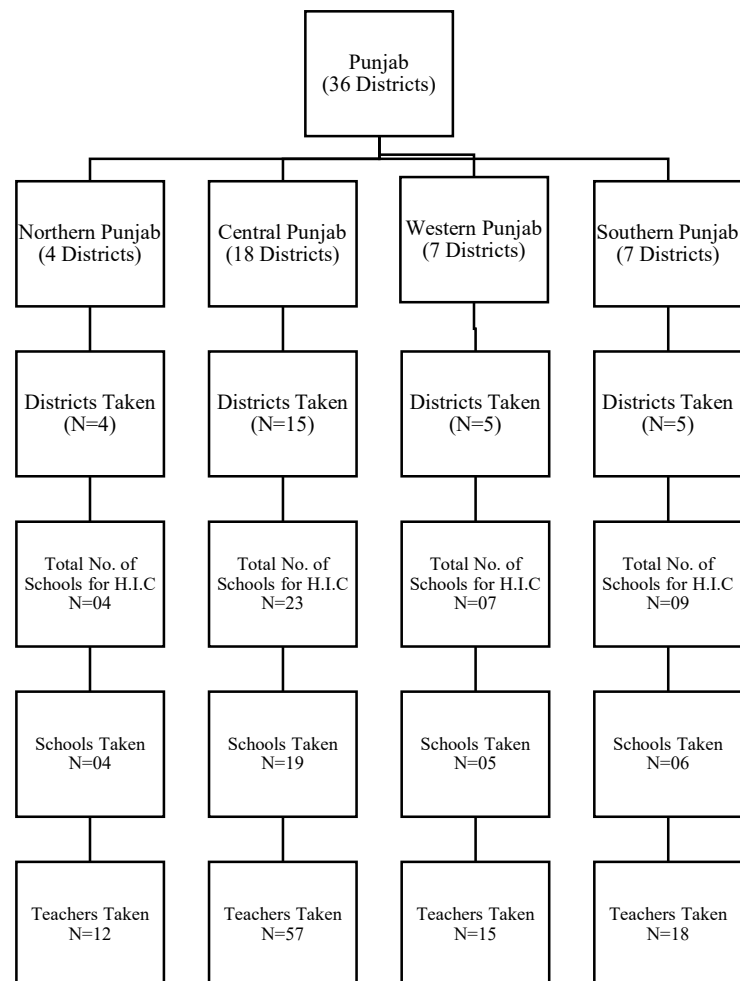
Instrumentation

Questionnaire for the Teachers of SWHI

A questionnaire was developed in order to collect data about the different types of assessment and evaluation practices used by the teachers of students with hearing impairment in the class (from grade 3 - 8) inside the classroom.

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Validation of Instrument

After developing the initial draft of the questionnaire, it was presented to a panel of experts for determining the content validity. Based on the feedback received from the experts the questionnaire was further revised and prepared for pilot testing.

Pilot Testing

The pilot test was conducted on 20 teachers from special education schools of private sector who were teaching SWHI from grades (3-8). The Cronbach's alpha coefficient of this instrument used to collect teachers' response was found as 0.776.

Table 1
Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	No. of Items
.776	51

Data Collection

Data were collected through a structured questionnaire distributed to teachers responsible for students with hearing impairment. The selected samples were provided with questionnaires along with a covering letter from the researcher. This communication included detailed instructions guiding the teachers on how to effectively fill out the questionnaire, ensuring a comprehensive and accurate collection of data.

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Data Analysis

The data collected from the teachers of SWHI were tabulated and coded by using SPSS. Descriptive statistics were applied to compare the responses of teachers.

Results

Table 2
Distribution of Respondents on the basis of Demographic Variables (n=102)

Designation	Frequency	Percent
SSET	70	68.6
JSET	29	28.4
Psychologist	3	2.9
Total	102	100.0
Gender		
Male	29	28.4
Female	73	71.6
Total	102	100.0
Age		
21-30 Year	39	38.2
31-40 Year	48	47.1
41-50 Year	13	12.7
51-60 Year	s2	2.0
Total	102	100.0
Academic Qualification		
M.A (Special Education)	54	52.9
M.Phil. (Special Education)	23	22.5
M.Sc (Psychology)	7	6.9
MA (Education)	1	1.0
M.Sc (Chemistry)	1	1.0
MA (Islamiat)	3	2.9
MA (Urdu)	2	2.0
MA (Political Science)	1	1.0
Other	10	9.8
Total	102	100.0
Professional Qualification		
T.D	11	10.8
B.Ed. (General)	22	21.6

B.Ed. (Special Education)	5	4.9
M.Ed. (General)	5	4.9
M.Ed. (Special Education)	27	26.5
Diploma in Speech Therapy	15	14.7
None	17	16.7
Total	102	100.0
Teaching Experience		
1-5 Year	46	45.1
6-10 Year	34	33.3
11-15 Year	18	17.6
20 Year Above	4	3.9
Total	102	100.0
Grades in which Teaching		
Grade 3	1	1.0
Grade 4	12	11.8
Grade 5	17	16.7
Grade 6	20	19.6
Grade 7	26	25.5
Grade 8	26	25.5
Total	102	100.0

Table 2 shows that most participants hold the designation of Special Education Teacher (SSET), with a smaller percentage designated as Junior Special Education Teachers (JSET) or Psychologists. Females constitute a significant majority. Age distribution ranges from 21 to 60 years, with a higher concentration in the 31-40 years category. Academic qualifications are diverse, with a significant proportion holding a master's in special education. Professional qualifications include Teacher Diploma (T.D) and various B.Ed. degrees. Participants exhibit varied teaching experiences, predominantly falling within the 1-10 years category. Lastly, participants are engaged in teaching across multiple grade levels, notably in Grades 5, 6, 7, and 8. This comprehensive overview sheds light on the diverse background and experiences of educators involved in the study.

Table 3
Evaluation Practices used by Teachers.

Evaluation Practices	Scale	Frequency	Percent
Multiple Choice Questions	Always	46	45.1
Matching Items	Often	37	36.3
True-False Items	Sometimes	37	36.3
Short-Answers Items	Always	34	33.3
Essay Type Items	Sometimes	33	32.4
Completion Items	Always	39	38.2
Problem-solving Items	Rarely	34	33.3
Portfolio Assessment (IEP)	Rarely	39	39.7
Performance Assessment techniques	Sometimes	46	45.1

Checklist	Rarely	44	43.1
Observations	Often	34	33.3
Student's Interviews	Rarely	33	32.4
Assignments	Always	50	49.0
Quiz	Sometimes	36	35.3
Appropriate Adaptations and Accommodations in Tests	Often	56	56.1
Reporting of Results	Always	64	62.7

Table 3 shows that the most commonly utilized internal evaluation practices for SWHI are multiple choice questions (45.1 %), matching items (36.3%), short answer questions (33.3%), completion items (38.2$) and assignments (49.0%). As the teachers stated they widely used these methods. Whereas the most common not utilized evaluation practices included problem-solving items (33.3%), portfolio assessment (39.7$), checklists (43.1%), student's interviews (32.4%), and quizzes (35.3). The teachers also stated (56.1%) that they often do appropriate adaptations and accommodations in the evaluations procedures as per the unique needs of students with hearing impairment.

Table 4
Evaluation Practices used for SWHI in Terms of Adaptations and Accommodations

Questions	Yes		No	
	N	%	N	%
Do you repeat various directions / oral explanations (interpretation in sign language)?	100	98.0	2	2.0
Do you allow extra-time during tests?	87	85.3	15	14.7
Do you provide time-checks during the tests?	85	83.3	17	16.7
Do you provide visual aids and cues, verbal and visual prompts for word retrieval?	86	84.3	16	15.7

The table 4 presented the proactive measures taken by teachers to support hearing impaired students in the learning environment. Almost 98.0% of teachers affirm the practice of repeating various directions and

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providing oral explanations, including interpretation in sign language, demonstrating a commitment to enhancing communication accessibility. Additionally, 85.3% of teachers recognize the importance of allowing extra time during tests, acknowledging the potential impact on processing speed for hearing impaired students. Furthermore, 83.3% of teachers provide time-checks during tests, illustrating a commitment to ensuring effective time management. Employing a multi-sensory approach, 84.3% of teachers utilize visual aids, cues, and verbal and visual prompts for word retrieval during assessments, reinforcing the dedication to addressing diverse learning needs. Collectively, these findings underscore the teachers' dedication to creating a supportive learning environment for hearing impaired students through appropriates accommodations and adaptations.
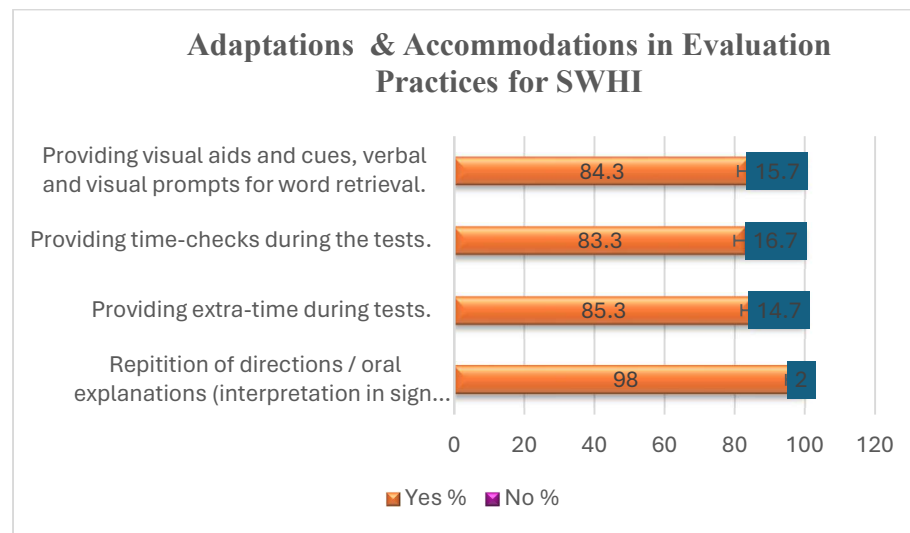
Figure 3
Adaptations & Accommodations for SWHI

Figure 3 shows the significant adaptations and accommodations implemented by teachers of SWHI during classroom assessments. Notably, 84.3% of teachers use visual aids and cues, along with verbal cues, to help students and recall words. Approximately 83.3% of teachers provide time-checks to students during assessments, while 85.3% offer extra time during tests. Moreover, 98% of teachers repeat instructions or explanations orally to ensure students understand the written words in tests.

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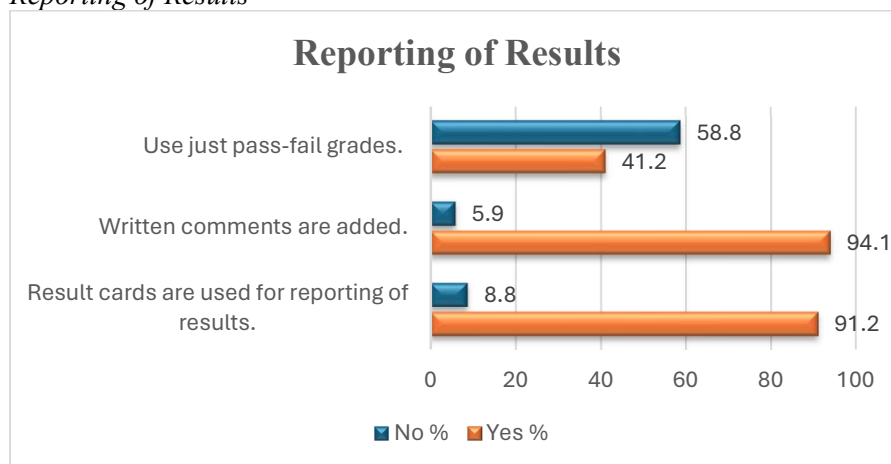**Figure 4**
Reporting of Results

Figure 4 illustrates key aspects of reporting and grading practices. Notably, 91.2% of teachers use result cards for reporting, and 94.1% include written comments. In terms of grading, 41.2% adopt a pass-fail approach, while 58.8% utilize a more nuanced grading system. These visual representations offer insights into prevalent practices within the surveyed context.

Table 5
In your opinion which classroom test practice is most helpful in evaluating students learning?

Evaluation Practices	Frequency	Percent
Assignment	3	2.9
Checklist	1	1.0
Completion Items	5	4.9
Curriculum based Assessment	8	7.8
Essay Type Questions	2	2.0
Matching Column	6	5.9
MCQs and Short Answer Questions	6	5.9
MCQs and Structural Observation based Assessment	2	2.0
MCQs, Observation and short Answer Questions	2	2.0

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Multiple Choice Questions	10	9.8
Observation Technique	3	2.9
Observation, Sentence Completion, Portfolio and Role Playing	2	2.0
Performance based Assessment	7	6.9
Portfolio Assessment	6	5.9
Problem Solving Items	2	2.0
Quiz Questioning	3	2.9
Role Playing	13	12.7
Short Answer Questions	19	18.7
True False Items	2	2.0
Total	102	100.0

Table 5 shows that most teachers suggested that role playing and short answer questions along-with multiple choice questions are the most appropriate practices for SWHI.

Discussion

The study has many anticipated results. The major objective of the study was to evaluate the internal evaluation practices used for the students with hearing impairment at elementary level. The study revealed a restricted range of testing procedures employed by teachers in schools for students with hearing impairment at the elementary level. This limitation may have implications for the comprehensive assessment of students' academic achievements. The predominant use of objective and subjective testing procedures was highlighted in the study). This finding suggests a potential need for diversification in assessment methods to capture a broader understanding of students' abilities and challenges. The study identified a notable underutilization of checklists in the assessment practices for students with hearing impairment. This observation raises questions about the potential benefits of incorporating structured checklists into the evaluation toolkit for a more comprehensive assessment. Teachers demonstrated a reluctance to employ problem-solving questioning techniques as part of the evaluation process. Exploring the reasons behind this trend could provide insights into potential barriers or challenges faced by educators in implementing these techniques. The also study found that

systematic observations were infrequently utilized by teachers in assessing students with hearing impairment. The study reported a general reluctance among teachers to use student interviews as part of the evaluation process. Investigating the reasons for this hesitancy may uncover opportunities for promoting more student-centric assessment approaches. Considering the study's findings, there may be a need for targeted professional development programs to enhance teachers' knowledge and skills in diverse assessment strategies for students with hearing impairment. This aligns with the broader goal of continuous improvement in special education practices.

Conclusions

On the basis of findings, the researcher made the following conclusions:

There are few testing procedures used by the teachers of students with hearing impairment at schools' level, mostly teachers' use objective and subjective type testing procedures for the assessment of student's academic achievements, and they do not prefer the use of checklists, problem solving questioning techniques and systematic observations along with student's interviews in the class. Teachers suggested that among all evaluation practices, the technique of short answers is considered best to check the academic performance of students with hearing impairment. The study also concluded that teachers of students with hearing impairment do not use or prefer to assess the students' performance with the help of development of an IEP (Portfolio Assessment). Mostly teachers stated that they use related adaptations and modifications in the overall testing procedures in the class and they always report results and report cards are widely used for that particular purpose, but they do not use the alternative formats of reporting of results like use of letter grades instead of numerical scores.

Recommendations

Following recommendations were made based on findings and conclusions:

1. There is a need to conduct targeted professional development programs for teachers to enhance their knowledge and skills in employing diverse assessment strategies for hearing-impaired students. These programs should focus on creating a more inclusive and effective learning environment.
2. Teachers can introduce and promote the incorporation of checklists, problem-solving questioning techniques, systematic observations, and student interviews to gain a more comprehensive understanding of students' abilities and challenges.

3. There is a need to provide specialized training for teachers working with hearing-impaired students. This training should cover

4. Effective communication strategies, understanding the unique needs of students with hearing impairment, and implementing inclusive assessment practices.

5. Techers of SWHI may consider the alternative formats of presenting question papers in class for example the use of videos, overhead projectors and use of pictures in sign language.

6. Government should establish and enforce a policy on the assessment and evaluation of students with hearing impairment in order to follow the principle of "No Child Left behind Act of 2001".

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