

# INSTITUTE OF INCLUSIVE EDUCATION (BSPU)

## Monitoring and evaluation of the results of education and upbringing of schoolchildren with hearing disorder



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**Monitoring (control) in the pedagogical process** – appraisal procedure which includes actions with using a variety of pedagogical measures and measurement methods to obtain information about the course and results of training.

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**Pedagogical monitoring** – a way to obtain information about the quality of the learning process.

### **Functions of pedagogical control:**

- - **diagnostic** (the identification of the level of knowledge, skills, habits, customary actions; evaluation of actual behavior);
- - **teaching** (displayed in used forms, aimed at assimilation of educational material by children);
- - **educative** (forming of creative attitude to the subject, the desire to develop their own abilities, to identify in a timely manner gaps in knowledge).

**Methods of monitoring** – methods of diagnostic activity which allow to realize feedback in the educational process timely to obtain data about it's efficiency.

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### **Methods of control**

- **Methods of oral control:** conversation, narrative, explanation, commented text reading, scheme reading, routing reading, report, quiz and etc.
- **Methods of writing control:** home writing works, *dictations, test papers, exposition, composition, essay and etc.*
- **Laboratory and practical works.**
- **Observation.**
- **Didactical tests and etc.**



In Belarus the main **types of control of the learning outcomes of pupils are:** by the lesson, thematic, intermediate, final.

The main types of control of the learning outcomes of pupils are realized in **oral, writing and practical forms** and in their combination.

S.A. Puiman to **the forms of control** includes the **initial (preliminary), current, thematic, final control**.



The choice of the form of control depends on the content and specificity of the material of the subject, amount of hours allocated for its study, the stage of training and planned results, the age and individual pupils' characteristics.



**Control by the lesson** is carried out to check the assimilation of program material by the pupils. It has a stimulating, educational and corrective meanings.

□ During realization of the control by the lesson it is important to evaluate the learning process of pupils, their thinking operations, cognitive and general educational skills, using by them rational ways of making tasks with considering the manifestation of interest in learning, the desire to achieve the goal, volitional efforts and other individual and personal qualities.

□ The teacher, along with the requirements, takes into account the previous achievements of pupils.





- **Grade in the result of the control by the lesson** necessarily should have integrative character; as an indicator, which in aggregate reflects and characterizes the results of the pupil's learning activity. On condition the students assimilate the material according to the goals set in the lesson, the results of their educational activity are estimated from 1 to 10 points inclusive.





**Thematic control** is carried out to identify the degree of assimilation by the children a certain program topic.

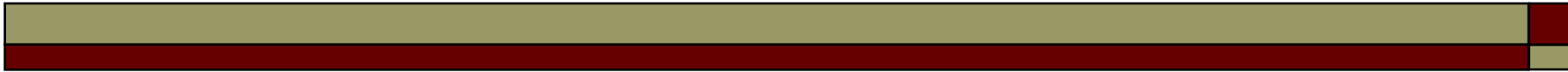
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The requirements for evaluating the results of pupils' learning activities are increasing, because of in this case it is an evaluation of the results of the completed stage of training.

**Depending on the specifics of the subject, training program there are determined** the number of measurements, oral, writing, practical or combined forms and the most appropriate methods of verification.

The number of mandatory paper tests for the implementation of the thematic control is established by the Single Speech Regime of the institution of general secondary education, approved by the Ministry of Education. **The results of thematic control are determinant to mark as a result of the training quarter.**





**Carrying out the final control** realized according to the requirements of the Unified speech regime, establishments of general secondary education, the Rules of attestation, transfer, organization of final examinations and the release of students of institutions providing general secondary education.

**Annual mark** is set as the arithmetic average of the marks for the quarters (terms, half-year) with considering of the dynamics of individual educational achievements of pupils at the end of the academic year.

**The final mark** for the graduating class pupils in subjects that are taken for final examinations is set on the basis of annual and examination marks in accordance with the Rules for attestation, transfer, organization of final examinations and graduation of institutions providing general secondary education.

The results of pupils' learning activities are evaluated from the lowest to the highest score, regardless of the type of control and level of studying of the subjects (basic, heightened or advanced).





The problem of evaluation should be given special attention as the evaluation is essential for the development of the pupil's personality with hearing disorders.

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The modern concept of evaluation the achievement of pupils with hearing disorders in the educational standard provides **a criterial-orientational approach to the evaluation system**, which suggests evaluating the fact of achievement (inaccessibility) by the pupil that minimum education level that is defined by the standards.

**Assessment of knowledge, abilities and skills** – the process of comparing the pupils' achieved result in education with the standard representations described in the Training program.





□ **By the level of generalization pedagogical evaluation is divided into partial, fixed and integral.**

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□ **Partial appraisal (evaluation)** – the initial form of pedagogical evaluation. It doesn't represent the qualification of the success of the pupil generally, but refers only to private knowledge, abilities, skill or an individual act of behavior. Most often it's expressed in a verbal evaluation form of judgments and can be commendable or condemning.

□ **Fixed appraisal** – reflects the pupil's intermediate or completed successes, his diligence and discipline during the lesson. It is expressed quantitatively in one of the rank values of a ten-point scale.

□ Partial and fixed appraisals serve as the basis for the **pedagogical characteristics as an integral form of pedagogical evaluation**, which determines the personality and behavior of the pupil generally.



- By the way of presenting ***pedagogical evaluation is divided into direct and indirect.***
- **Direct appraisal** directly addressed to the person who being evaluated.
- **In an indirect form** the evaluation of one of the pupils is done through the evaluation of some other person.

**Evaluation is not the same as the mark.** Their distinction is an important condition for a pedagogically competent organization of educational activities.

**Evaluation is a process of evaluation carried out by a person.**

The evaluation makes possible to determine in what degree are assimilated the ways of solving the educational problem and how much is the result of the training activities corresponds to their ultimate goal.

Evaluation "reports" to the student, solved or not a certain educational problem.



**The mark** is the result of the evaluation process, it's conditionally-formal reflection in points.

The teacher can set *a point by the lesson* and *situational point*.


In school practice **process of evaluation** can be expressed in the form of **detailed judgment**, in which teacher substantiate the mark, or in **minimized form**, as a direct marking.



**In the detailed evaluation judgment** the teacher first explains the positive and negative aspects of the pupil's answer (work), notes the presence or absence of progress, gives recommendations, and then, as a conclusion from what he said, he calls the mark.

**The detailed evaluation not only notes pupils' demonstrated knowledge, but also their efforts and diligence, the rationality of the methods of work, the motives of the teaching,** and so on. An indication of the positive aspects of the child's work is a mandatory component of this evaluation.





In the traditional practice of school education the evaluation function is completely rely on the teacher: he checks the pupil's works, compares it with the sample, finds errors, points to them, expresses judgment about the results of training activities, etc.

The pupil, usually, rid of this, and his own evaluation activity is not formed. That's why junior schoolchildren find it difficult to judge why the teacher has put this or that mark. In most cases, children of this age don't see the connection between the mark and their own knowledge and skills.

**If the child doesn't participate in the evaluation of the results of his educational activity, the connection between the mark and the learning content of the educational activity remains closed to him. A mark deprived of its foundation (meaningful evaluation) acquires an independent, self-sufficient value for the child.** Thus, junior classes there is usually a "collecting" of marks counting of "nine", "eights", etc.

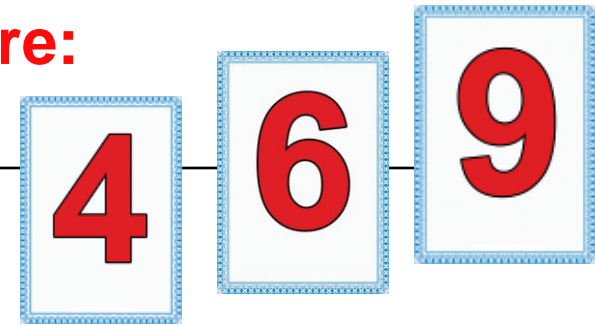




- The mark becomes for pupils the most important motive of educational activity. In fact, many children learn for the sake of marks. Strengthening the motivational role of the mark harms the development of cognitive motives.
- **The school mark as a powerful motivational factor affects not only cognitive activity, stimulating or inhibiting it. The mark deeply affects all spheres of the child's life.** Acquiring special importance in the eyes of others, it turns into a characterization of the child's personality, affects his self-esteem, largely determines the system of his social relations in the family and school.
- For people around the child - parents, relatives, teachers, classmates - it is very important, is the child "excellent student" or "unsuccessful", wherein the prestige of the first is not comparable with indifference or negative attitude to the second.

## The main typical subjective errors of evaluation in school are:

- - generosity, condescension;
- - intentional understatement;
- - bias;
- - center tendency (don't marks "three", "ten");
- - transference of the evaluation of behavior to the mark on the subject;
- - propinquity of the marks to those that were set earlier;
- - personification of evaluation ("binding" certain marks to certain pupils);
- - percentomania and others.



There is a problem of matching the individual evaluation styles of different teachers, the unity of the requirements imposed on the assimilated knowledge and skills.

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Partially this problem can be solved by applying **didactic tests** as a way of correcting subjective appraisal trends.



## Forms of registration and evaluating the success of pupils with hearing disorders:

- - using of chips (flags, figures) of different colors to evaluate each practical or speech action of the pupil during the lesson;
- - using of the rating scale with "bad", "good", "excellent« levels;
- - fixing successful and unsuccessful practical or speech actions of each pupil by putting "plus" and "minus" during the lesson;
- - marking out on a ten-point scale both for doing of a separate task, and for all the work during the lesson (mark by the lesson), etc.

## The results of pupils' learning activities are evaluated on a ten-point scale:

1 (one), 2 (two), 3 (three), 4 (four), 5 (five), 6 (six), 7 (seven), 8 (eight), 9 (nine), 10 (ten). The mark "0" (zero) is marked in case of absence of the results of the pupil's learning activity at the moment of attestation.

## The main functions of the 10-point system for assessing the results of students' learning activities are:

- **educational**, which orients the teacher to use a variety of forms, methods and tools to control learning results that help pupils move towards higher levels of assimilation of learning material;
- **stimulating** (is to establish the dynamics of pupils' achievements in assimilation of knowledge, the character of cognitive activity and the development of individual qualities and personality characteristics at all stages of learning activity);
- **diagnostic**, which provides analysis, operational and functional regulation and correction of the educational process and educational activities;
- **controlling** (expressed in the definition of the level of assimilation of the educational material in conditions of various types of control and attestation of pupils);
- **social**, which reflected in a differentiated approach to monitoring and evaluating the results of pupils' learning activities with considering of their individual capacities and needs in accordance with the social order of society and the state.



## To evaluate the results of students' learning activities there are five levels of assimilation of learning material:

- **The first level (low)** - the actions to recognize, discern and distinguish concepts (objects of study).
- **The second level (satisfactory)** is the actions of reproducing the learning material (learning objects) at the memory level.
- **The third level (medium)** is the actions of reproducing the educational material (objects of study) at the level of understanding; description and analysis of actions with objects of study.
- **The fourth level (sufficient)** - actions of applying knowledge in a familiar situation on the model; explanation of the essence of the objects of study; implementation of actions with clearly defined rules; application of knowledge on the basis of a generalized algorithm for solving a new learning problem.
- **Fifth level - (high)** - actions of applying knowledge in unfamiliar, non-standard situations for solving qualitatively new tasks; independent actions of describing, explaining and transforming the objects of study.

**The established levels of assimilation of educational material in order to carrying out monitoring and evaluation activities are correlated with the basic functions of the educational process**

**– recognition, description, explanation and transformation of real and ideal objects of study.**

At each of the levels marks graduation are carried out by two points, increasing from 1 to 10 points in the form of a 10-point scale for evaluating the results of students' learning activities.

Based on the 10-point scale for evaluation pupils' learning activities, appropriate evaluation norms are established for all subjects.



***The results of upbringing*** in a school that has created conditions for the education of children with hearing disorders **are evaluated within the framework of assimilation of the basic life competencies** (*the value-semantic component of competence, cognitive, activity*) among students:

- general cultural,
- sociocultural,
- subjective,
- communicative,
- sanitary and hygienic,
- civil- law,
- information-cognitive competencies.



# Evaluation of the results of the education of pupils with hearing disorders

## Level of formation of leading personality qualities

<b>collectivism</b>	<b>diligence</b>	<b>honesty</b>	<b>independence and organization</b>	<b>curiosity</b>	<b>emotionality</b>
<ol style="list-style-type: none"><li>1. Ability to reconcile personal and public interests</li><li>2. Solicitude</li><li>3. Sensitivity</li><li>4. Friendliness</li><li>5. Pliability</li><li>6. Sociability</li><li>7. Modesty</li><li>8. Responsiveness</li></ol>	<ol style="list-style-type: none"><li>1. Frankness</li><li>2. Diligence</li><li>3. Generosity</li><li>4. Help</li><li>5. ability to serve yourself</li><li>6. Accuracy</li></ol>	<ol style="list-style-type: none"><li>1. Frankness</li><li>2. Ability to keep the word</li><li>3. Trusting</li><li>4. Honesty in the performance of duties</li><li>5. Aversion to the bad</li></ol>	<ol style="list-style-type: none"><li>1. Organizationality</li><li>2. Exercise</li><li>3. Initiative</li><li>4. Self-monitoring and self-assessment skills</li><li>5. Abstention from irrational behavior</li><li>6. Ability to obey and lead</li></ol>	<ol style="list-style-type: none"><li>1. Observation</li><li>2. Applying knowledge in practice</li><li>3. Steady interest in learning</li><li>4. Thoughtfulness</li><li>5. Steady working capacity</li></ol>	<ol style="list-style-type: none"><li>1. Vital activity</li><li>2. Goodwill</li><li>3. Do not fail at failure</li><li>4. Shyness</li><li>5. Susceptibility</li><li>6. Compassion</li></ol>



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