

RUBRIC: AN EVALUATION TOOL TO ASSESS THE SPECIAL NEEDS OF THE HEARING-IMPAIRED STUDENTS

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Abstract

Communication is a basic need to our humanity as social beings. Our relationships are built and maintained through communication, our education and work is also depended on communication (Jago, n.d.). Most importantly, hearing connects us to people and enable us to communicate in a way that none of our other senses can achieve. Different formative evaluation tools and techniques can help to fulfil the special needs of the hearing impaired students. . Role play, Group discussion, oral presentation, survey & discussion and poster making & presentation are few of the useful techniques which can be used for formative evaluation of the hearing-impaired students. Role play gives a good platform to these students to build the skill of communication which also develops their confidence. Bolton in his research paper found that rubrics helped students to understand the detailed points regarding the assignment. Thus, rubric will also be helpful for them to evaluate their own performance and provided immediate feedback on their strengths and weakness (Bolton, 2006). Thus, the teacher can work on the special needs of the hearing impaired students by implementing formative evaluation techniques along with its rubric.



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Introduction: Being human beings, we all are blessed with the boon of communication. We connect and interact, exchange our ideas and information. Communication is a basic need to our humanity as social beings. Our relationships are built and maintained through communication, our education and work is also depended on communication (Jago, n.d.). Most importantly, hearing connects us to people and enable us to communicate in a way that none of our other senses can achieve. Thus, effective communication depends on the ability to understand speech. Here the hearing impaired people get into trouble. They need more concentration and it is also so much tiring, especially when many people are talking. Thus, it becomes very difficult for the students with hearing impairment to socialise with friends and family. Zraigat, E. and Ibrahim, A. (2013) carried out a study, “Assessing Special Needs of
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Students with Hearing Impaired in Jordan and its Relation to Some Variable". The results indicated that the hearing-impaired students who have 55-69 dB hearing loss were more affected by communication needs, audio logical rehabilitation needs and learning style needs than hearing-impaired students who have 90 dB hearing loss and beyond hearing loss. Communication, social and emotional needs, personal needs, behavioural needs and academic needs are also found affected. The study recommended on meeting the needs of students with hearing impairment throughout planned programs (Zraigat, 2013).

To fulfil these special needs of the hearing impaired students, formative evaluation plays a vital role. Different formative evaluation tools and techniques can be used. Before going towards the details will discuss the term evaluation:

Evaluation: In the teaching-learning process, evaluation occupies an important place. Evaluation is the collection, analysis and interpretation of information about any aspect of an education to what extent the desirable objectives have been achieved. Evaluation is the feedback for both the teachers and students about their performance.

There are two types of evaluation:

1. Formative evaluation and 2. Summative evaluation.

Formative Evaluation: This programme is directed to modify or to improve the learning of the students. It is an active learning process that the teachers and the students continuously and systematically use to improve the students' achievement. In this process, both the teachers and students are actively involved. The focus is always on the learning goals and actions are taken to move closer to the goal. The teacher needs to conduct it throughout the course. This means it is a cycle where the goals and objectives are achieved through targeted instructions and informed teaching. The results of that are put to data analysis where the finding of the data is responded properly and carefully for an effective achievement of goals or objectives (Boyle and Charles, 2014).

Evaluation Techniques to assess the Special Needs of the Hearing-Impaired:

The given below figure indicate the list of techniques which can be used to assess the special needs of the hearing-impaired students.



Rubric: Rubrics are useful grading tools that add reliability, validity and transparency to assessments. They are used as it increases the transparency in assessment and decrease the subjectivity (Silvestri and Oescher, 2006). These rubrics can be used daily in the classrooms for descriptive writings, course projects, oral presentations etc. Such well-designed rubric not only helps the teachers to judge students' work effectively but also helps the students acquire certain skills and knowledge (Chowdhury, 2018).

A rubric is a scoring tool that lays out the expectations of a task or assignment across 3 to 5 levels of performance. Rubrics can be used to state standards, instructional goals and objectives for the type of performances that students should be able to achieve while completing a task. Instructors use rubrics to divide assignments or tasks into different component parts with a detailed description of each component reflecting what constitutes acceptable or unacceptable levels of performance. Rubrics can be classified in two ways: Analytic or Holistic and General or Task-Specific.

Analytic or Holistic: Each criterion is assessed separately in an analytic rubric where all dimensions are evaluated simultaneously in a holistic rubric. Analytic rubrics are good for formative assessments and take more time to score tasks compared to holistic rubrics. Where in holistic rubrics scoring can be done faster and this rubric is suitable for summative assessment too. Holistic rubric provides a single overall score that fails to give clear information about where and how improvement can be done by the learner. Most of the educators prefer to use analytic rubric for effective assessment as it focuses on one criterion at a time and provide detailed feedback to the learner about the strengths and weaknesses on each task component which can help the child for future improvement.

General or Task-specific: Instructors can use general rubrics not only for one particular task but for different types of tasks. General rubrics reflect general rather than task-specific features for the descriptions and criteria of a learning outcome. In the general rubric the basic knowledge and skills are highlighted that the students need to acquire to accomplish certain learning outcomes. Hence this can be used in solving many similar tasks. Task-specific rubrics are made for specific tasks or assignments. Details characteristics of each dimension are described for the specific task. Hence students' performance can be scored with task-specific rubrics which are more reliable and faster. Unlike the general rubrics, the task-specific rubrics are not shared with students in prior hence they do not foster students' learning (Chowdhury, 2018).

Benefits of using Rubrics of Role Play for the Hearing Impaired Students:

Following are the benefits of using rubrics for formative evaluation for the hearing impaired students:

✓ **Notifies Students of Progress:**

Due to different situations given for role play, students get experience of various situations. This practice gives chance to the teacher to experiment and deal with the special need of the hearing impaired students.

✓ **Provides Informative and Timely Feedback:**

The teacher gives informative feedback to the students immediately by highlighting the strengths and weaknesses and by identifying areas for improvement.

✓ **Fosters Student Learning and Self-Assessment:**

Rubrics give chance to the hearing impaired students to become active learners and take greater responsibility for their own learning. The teacher can provide the rubrics with the assignments, which can help students, conceptualize their learning targets and monitor their own progress. Rubrics allow students to realize what quality of standards they need to maintain for achieving a specific score or grade.

Topics for using Role Play for the Hearing Impaired Students:

Sr. No.	Std	Subject	Topic
1.	VIII	Civics	Lesson 4: The Indian Judicial System
2.	VIII	History	Lesson 11: Struggle for Equality.
3.	VIII	General Science	Lesson 18: Ecosystem

Development of a Rubric for Role Play Technique used for the Hearing-Impaired Students:

Rubric for Role Play

Name of the Student: _____

Criteria	Grades			
	Level 1	Level 2	Level 3	Level 4
Group Work and Involvement during Presentation	-Hearing-impaired student contributed only if s/he wish to work in the group and presentation	- Hearing-impaired student contributed whenever was encouraged to work in the group and presentation	-Hearing-impaired student contributed actively without any encouragement in the group work and presentation	- Hearing-impaired student contributed constantly and actively in the group work and presentation
Performance as per allotted Character	- Poor performance as the Character's feelings, situation and motive was not understood.	Better performance due to the better understanding of the Character's feelings, situation and motive.	Good performance due to the good understanding of the Character's feelings, situation and motive.	Best performance due to the best understanding of the Character's feelings, situation and motive.
Fulfilment of the Objectives	- Poor linking of the role play's objectives	- Better linking of the role play's objectives	-Good linking of the role play's objectives	-Best linking of the role play's objectives
Use of Non Verbal Gestures (Intonations, Eye Contact and Props)	- Limited use of the non-verbal gestures by the H.I. Student	- Satisfied use of the non-verbal gestures by the H.I. Student	-Good use of the non-verbal gestures by the H.I. Student	-Excellent use of the non-verbal gestures by the H.I. Student
Involvement in an Inclusive Classroom	H.I. Students doesn't take an opportunity to get involved in the Role Play. H.I. Student is unable to get included in the group.	H.I. Students sometime take an opportunity to get involved in the Role Play. H.I. Student is successful in get included in the group in some extend.	H.I. Students many times take an opportunity to get involved in the Role Play. H.I. Student is successfully able in get included in the group.	H.I. Students always take an opportunity to get involved in the Role Play. H.I. Student is successfully able in get included in the group in an excellent manner.

Conclusion: Bolton in his research paper found that rubrics helped students to understand the detailed points regarding the assignment. The study also helped them to evaluate their own performance and provided immediate feedback on their strengths and weakness (Bolton, 2006). Thus, the teacher can work on the special needs of the hearing impaired students by implementing formative evaluation techniques along with its rubric. Special needs of the hearing impaired students should be focused to make their life easy. Role play technique can help the hearing impaired students improve their communication. Different day to day life situations can be allotted for the role play techniques where the student will get a platform to practise how to speak and interact in different situation. This practice will help the child to become confident at various places in the real life. A beautiful quote of Helen Keller, “Blindness separates people from things; deafness separates people from people.” These formative evaluation techniques along with their rubric can help the hearing impaired child to grow.

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