



UNIVERSITY *of*
RWANDA

**FACTORS AFFECTING TEACHERS IN THE ASSESSMENT OF LEARNERS WITH
INTELLECTUAL DISABILITIES AT G.S BUREMA IN NYARUGENGE DISTRICT**

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**A research proposal submitted to School of Inclusive and Special Needs
Education in partial fulfillment of the requirements for the Degree of Master
of Education in Special Needs Education.**

**University of Rwanda, College of Education
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I, William SAFARI, hereby declare that this research proposal is my original work and has not been presented for a degree in any other University or Institution of higher learning for an academic award, nor is it being submitted concurrently for any other degree. It contains no materials previously published or written by another person, nor material which to a significant extent has been accepted for the award of any degree or diploma at the University of Rwanda or any other institution, except where due acknowledgement is made. For any contributions made to this research by different authors, and other sources, it is clearly acknowledged in this work. The intellectual content of this research proposal is the product of my own work except to the extent that assistance from others in the thesis 'design and conception or in style, presentation and linguistic expression are exclusively referenced in accordance with anti-plagiarism regulations.

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This is to confirm that the work reported in this thesis entitled “Factors affecting teachers in assessment of learning for learners with intellectual disabilities learning in primary school in Rwanda. A case study of G.S Burema in Nyarugenge district” was carried out by William Ally SAFARI in Partial Fulfillment of the Requirements for the Degree of Master of Education in Inclusive and Special Needs Education.

Signature:

Supervisor: Dr. Mukarwego Beth Nasiforo

Date: March 9th 2022

DECLARATION

I declare that this work titled “Factors affecting teachers in assessment of learning for learners with intellectual disabilities in primary school in Rwanda. A case study of G.S Burema in Nyarugenge District.” is my own work and has not been submitted for any degree or examination in any other high learning institution, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

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DEDICATION

To my parents, siblings &
To all my supportive friends
I dedicate this work.

APPROVAL

This research has been submitted with my approval as the university supervisor.

Supervisor name: Dr Mukarwego Beth Nasiforo

Sign _____ Date _____

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ABBREVIATION AND ACRONYMS

ADHD	: Attention-Deficit / Hyperactivity Disorder
AoL	: Assessment of learning (AoL)
CWDs	: Children With Disabilities
FAO	: Food and Agriculture Organization
G.S	: Groupe Scolaire
ID	: Intellectual Disability
IQ	: Intelligence Quotient
NECDP	: National Early Childhood Development Program
UNDP	: United Nations Development Programme
SEN	: Special Educational Needs
UNESCO	: The United Nations Educational, Scientific and Cultural Organization
UR	: University of Rwanda
WHO	: World Health Organization

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ABSTRACT

The concern of this study was to explore the factors affecting teachers in assessment of learning for learners with intellectual disabilities in G.S Burema primary school in Nyarugenge District. Specifically, the study sought to identify challenges teachers face in assessment of learners with intellectual disabilities in G.S Burema in Nyarugenge District, to assess ways of copying with learners with intellectual disabilities during assessment of learning in G.S Burema in Nyarugenge District and to find out possible approach to be used in assessing learners with intellectual disabilities in G.S Burema in Nyarugenge District. The study adopted descriptive research design using quantitative and qualitative approaches. The researcher targets a headteacher, a Dean of studies and teachers from G.S Burema. Thus, the total number of the population was 40 persons. The study used structured questionnaires and interview guide as instruments to collect primary data. Excel was used to present quantitative data in the form of tables by using frequencies and percentages. From findings, the study revealed that there was agreement of the majority of respondents who strongly agreed (84%) and 13% agreed that there was an agreement that matching reliable, valid, and appropriate learning assessment and tools tom all course learning objective is among challenges teachers face in assessment of learners with intellectual disabilities and 3% were neutral. Besides, the findings revealed that the use of ongoing evaluation in a practice-orientated process as the majority of 97.3% respondents strongly agreed and 2.6% agreed. Besides, ongoing evaluations should meet certain requirements is another way of copying with learners' intellectual disability as agreed by 30%, 28% of respondents strongly agreed, 18% were neutral, 13% disagreed and 10% of respondents strongly agreed. Lastly, the findings of results also showed that there are some strategies used in assessing of learners with intellectual disabilities as the results indicated that there was an agreement of 55.2% of respondents and 31.5% strongly agreed that statement on the first strategies which is to allow extensions to assignment deadlines. The study recommended in copying with them at G.S Burema, the teacher should use AoL practice-orientated process, in meeting certain requirements.

CHAPTER ONE: GENERAL INTRODUCTION

1.0.Introduction

The aim of this study is to assess factors affecting teachers in the assessment of learning for learners with intellectual disabilities. This chapter presents the background to the study, the problem statement, research objectives which include general and specific objectives, research questions, significance of the study, the scope of the study and structure of the study.

1.1. Background of the study

Education is intended to provide diverse students with the skills and competencies needed to enhance their lives. This includes assessment practices that enable teachers to identify students' current level of skills, their strength and weaknesses, target instruction at student's personal level, monitor student learning and progress and plan and conduct adjustments in instruction, and evaluate the extent to which students have met instructional goals (Purdue, 2009). When a student was identified experiencing obstacles in learning, an extraordinary education is needed if the student is not able to be accommodated with the usual learning process. The student probably needs a media or learning strategy that is designed to accommodate learning individually. One unique type of disabled children is a student with intellectual disorder which is known as general learning disability and mental retardation.

American Association on Mental Deficiency (2010) define general learning disability and mental retardation as:

“...an abnormality that includes general intellectual functions below the average (sub-average), which IQ (Intelligence Quotient) up to 84, that appears before the age of 16 and shows detention in adaptive behavior”

There is a need for the identification and implementation of assessment practices that can assist students with intellectual disabilities achieve learning objectives (Yildirim, 2016) and ensure the acquisition of the necessary skills to become independent, informed, and productive. Access to the general education curriculum greatly improves their knowledge of human society as well as their understanding of the world and how it works (Thurlow, 1998).

Nevertheless, a major educational challenge remains in the gaps that students with learning intellectual disabilities develop as they move into more challenging and abstract concepts, possibly falling behind regular education students and getting caught in a circle of frustration and academic deficits. Because assessment practices can be teaching tools, it is important to investigate classroom assessment practices that enable teachers to identify students' current level of skills, their strength and weaknesses, target instruction at student's personal level, monitor student learning and progress, plan and conduct adjustments in instruction, and evaluate the extent to which students have met instructional goals (Schmitt, 2010).

In Rwanda, the special Needs Education Policy calls for schools to be made physically accessible, and to some extent, effort at increasing the accessibility of the built environment have succeeded. However, gaps between inclusive education policy and implementation remains. Notably, students with intellectual disabilities have very little access to basic education due to the extreme social stigma and exclusion they face and also because educators have neither the training nor the facilities to make reasonable accommodations for them. Because students with mild intellectual disabilities do not receive the support they need, they struggle at mainstream schools and regularly drop out (Aminta, 2013). The present study, therefore will seek to investigate factors affecting teachers in the assessing learners with intellectual disabilities in primary school in G.S Burema in Nyarugenge District, Rwanda.

1.2. Problem statement

Learners with intellectual disabilities have an IQ below 70 and hence low reasoning capacity, delays in oral language development, deficits in memory skills, delays in the development of adaptive behavior among others (Gargiulo, 2009). Most of them cannot cope with the regular curriculum. The teaching of these children is characterized by several challenges like inadequate training of teachers, poor attitude towards these learners, and inadequate facilities to teach these children. Inadequate training of teachers leads to use of poor methods of teaching. Lack of training also leads to poor curriculum delivery. Hence most learners do not gain the adaptive skills in schools (Ruteere, 2009).

Although it has already been mentioned that the education of children/learners with intellectual disabilities in regular schools, especially on the aspect of assessment, remains a major challenge

not only in the Rwanda context, but also around the world, it is important to add that in the international contexts, there is a massive literature exemplifying the assessment practices of teachers in primary schools for children with intellectual disabilities.

Research conducted by Bouck and Joshi (2012) suggests that teachers in academic assessment require understanding and perseverance; teachers are also required to more closely observe all activities related to the assessment objectives. Many conceptual and technical issues in preparing assessment instruments can assess whether the assessment information obtained is accurate, reliable, and valid. According to Browder (2012), assessment refers to data collection. Data can be collected in various ways, one of which is testing. Most people think of testing when they think of judgment, but assessment also includes gathering, to measure an ability through questions.

In Rwanda, children with intellectual disabilities are far less likely to start and stay in school than their peers without disabilities. Few schools have sufficient procedures, facilities, and qualified teachers to support these students, and their families often lack information about the services that exist and how to best support their children. Understanding these learners is essential for designing policies and programs that improve their learning outcomes. But data on children with disabilities is lacking, so the SNE policy highlights this as a priority. Thus, accurate learning assessments are critical for evaluating whether inclusive education approaches are working (National Union of Disability Organizations in Rwanda, 2016). Due to the technical nature of inclusion and the various special skills, competences and, resources required and expertise of personnel, in the assessment of learners with special needs a number of problems have to be content with in schools. Every learner is unique and should be assessed in their own right with special consideration to their circumstances. It is in that perspective that this study will be carried out in order assess challenges affecting learners with intellectual disabilities in assessment of leaning in Primary school.

1.3. Objective of the study

1.3.1. General objectives

The aim of this study is to investigate and examine factors affecting teachers in assessment of learning for learners with intellectual disabilities with in G.S Burema primary school in Nyarugenge District

1.3.2. Specific objectives

Therefore, the specific objectives were to:

1. To identify challenges teachers face in assessing learners with intellectual disabilities also known as examination in G.S Burema in Nyarugenge District.
2. To assess ways of coping with learners with intellectual disabilities during assessment in G.S Burema in Nyarugenge District.
3. To find out possible approach to be used in assessing of learners with intellectual disabilities in G.S Burema in Nyarugenge District.

1.4. Research questions

In this study, the following research questions are drawn to act as guide to the researcher.

1. What challenges do teachers face in assessing learners with intellectual disabilities in G.S Burema in Nyarugenge District?
2. Which ways used to copy with learners with intellectual disabilities during assessment of learning in G.S Burema in Nyarugenge District?
3. What are possible approaches to be used in assessing of learners with intellectual disabilities in G.S Burema in Nyarugenge District?

1.5. Significance of the study

This study is relevant and timely to what the Rwanda is trying to accomplish within its education system. This research is a paramount to the department of Special Needs Education, to teachers of G.S Burema, to children with intellectual disabilities and to the researchers. First, the study

will help the Department of Special Needs Education in strengthening education policies related to the assessment of children with intellectual disabilities enrolled in regular schools. Second, learning from teachers' experiences in using assessment strategies will create an opportunity for other teachers to learn from these experiences and improve their assessment practices in the classroom. Third, this study will benefit children with intellectual disabilities because they will be provided with assessment strategies that are responsive and relevant to their needs. Fourth, to the Teacher Education Institutions this might utilize the findings of this study by including more contents related to assessment of children with intellectual disabilities in their pre-service education programs. Finally, one benefit seen in this study is the opportunity for its findings to be used as a basis by other researchers to replicate the study in different classrooms and teachers within the Rwanda context.

1.6. Scope of the study

This study strictly focused on factors affecting teachers in assessment of learning for learners with intellectual disabilities in assessment of learning in primary school in G.S Burema in Nyarugenge District. It purposes to offer suggestions on those challenges.

Geographically, the study was designed to cover all the entire Burema village, Mataba cell and Mageragere sector in Nyarugenge District. As a matter of time scope, this study was carried out for a period of four years spanning from 2016 to 2019.

1.7. Definition of key concepts

-Disabilities: A disability is defined as a condition or function judged to be significantly impaired relative to the usual standard of an individual or group (Henry, 2009). The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness, and various types of chronic disease. (WHO,2006).

- Intellectual disabilities: Intellectual disability (ID), once called mental retardation, is characterized by below-average intelligence or mental ability and a lack of skills necessary for day-to-day living (Babie, 2001). People with intellectual disabilities can and do learn new skills, but they

learn them more slowly. There are varying degrees of intellectual disability, from mild to profound (Foucault, 2006).

-Learner with intellectual disability: This is learner cannot cope with basic academics in schools but can learn other skills leading to independence in their future adult life (Gallagher, 1989).

-Assessment of learning (AoL): it refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students' future programs or placements (Shane, 2011). It also known as formative assessment, is designed to measure student achievement and gauge what they have learned.

1.8. Organization of the study

This research proposal covers three chapters. The first chapter deals with the general introduction including the background of the study, the statement of the problem, the significance of the study, the objectives of the study, the research questions, the scope of the study and the present subchapter. The second chapter is the literature review. It is an overview of various ideas from books which relate to the topic of this study. Therefore, it includes ideas relating to assessment of learners with intellectual disability. The third chapter is the research methodology. It comprises the design of the study, the area of the study, the population of the study, the sample and sampling techniques, the instruments of data collection, method of data collection and methods of data analysis.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

The purpose of the study was to investigate factors affecting teachers in assessment of learning for learners with intellectual disabilities in G.S Burema primary school in Nyarugenge District, Rwanda. The aim of this chapter was to provide a review of existing issues that have been explored and studied by different authors about the topic. It is basically related to the views extracted from the books, internet and tables etc.

2.1. Theoretical literature

Individuals with intellectual disabilities (ID, formerly mental retardation) benefit from the same teaching strategies used to teach people with other learning challenges. This includes learning disabilities, attention deficit/hyperactivity disorder, and autism.

Studies (Oyle, 2011) that include students with intellectual disabilities have shown that assessment practice is more complex since the student group is often very heterogeneous. Kleinert (2009) pointed out that: “... as a field, alternate assessment for students with disabilities is in its infancy”.

A criterion for successful work in assessment for learning is the student’s awareness and understanding of the learning goals of their education. This includes assessment that accurately reflects such learning goals (Wiliam, 2006). Unfortunately, studies have shown that students are not always given such conditions, and teachers do not always have the competence to create accurate “tools” with which they can conduct the appropriate assessments for students with intellectual disability that are reliable and valid (Brown, 2014).

Kleinert (2009) carried out a study in three states in the United States that concludes that students who need a more alternative assessment can be divided into two subgroups. In AOL, it is crucial for students to be involved in their own learning and have knowledge about the goals that have been set in order to develop their goals in education. This implies that when a student’s goals and learning process are followed accurately and supported in collaboration with the students, teachers and paraprofessionals are an essential component of the process.

Due to the technical nature of inclusion and the various special skills, competences and, resources required and expertise of personnel, in the assessment of learners with ID a number of problems have to be content with in schools. Every learner is unique and should be assessed in their own right with special consideration to their circumstances. Challenges faced by teachers in classroom situations in identifying and assessment of special learning needs in learners include among many other needs, hearing impairment and deafness, visual impairment and blindness, dyslexia, mental retardation, gifted learners.

Allbritten et al. (2004) postulated that inclusive education is founded on the belief that the right to education is a basic right and the foundation for a just society. This notion rejects exclusion, segregation or discrimination of learners for whatever reason from admission into public mainstream schools. The problems that arise due to the adoption of these noble positions are diverse in schools regardless of the intent, the ultimate goal of educational assessment is to provide an appropriate instructional program for the student to enable them to develop and reach their individual maximum potential.

According to Bradley (2007), assessment and inclusion are naturally connected, and that equity in schooling relies on both. Since the government of Swaziland advocates for the practices of an inclusive educational system, they recognize that assessment is critical to the achievement of such inclusion. It is acknowledged generally that assessment has a direct influence on teaching and learning, and that its power can be harnessed and directed towards positive outcomes. It is important that pupils with special needs derive maximum benefit from assessment to ensure maximum participation in school, and eventually society. However, the teachers in schools are not all trained professionals in the identification and assessment of learners with special needs. In the situation of Swaziland, the writers have observed that most students with ID are progressing through schools without proper assessment.

2.2. Empirical literature

2.2.1. Assessment of learners with intellectual disability

A student with an intellectual disability is one who has been determined to have significantly sub-average intellectual functioning as measured by a standardized, individually administered

test of cognitive ability in which the overall test score is at least two standard deviations below the mean, when taking into consideration the standard error of measurement of the test; and concurrently exhibits deficits in at least two of the following areas of adaptive behavior: communication, self-care, home living, social interpersonal skills, and use of community resources, self-direction, functioning academic skills, work, leisure, health and safety and manifested during the developmental period (Shawn, 2014).

Assessing students with learning disabilities can be challenging. Some learners, such as those with Attention-Deficit / Hyperactivity Disorder (ADHD) and autism, struggle with testing situations and cannot remain at a task long enough to complete such assessments. But assessments are important; they provide the child with an opportunity to demonstrate knowledge, skill, and understanding. For most learners with exceptionalities, a paper-and-pencil task should be at the bottom of the list of assessment strategies.

Assessment plays a foundational role in special education. Students with disabilities are complex learners who have unique needs that exist alongside their strengths. Effective special education teachers have to fully understand those strengths and needs. Thus, these teachers are knowledgeable regarding assessment and are skilled in using and interpreting data. This includes formal, standardized assessments that are used in identifying students for special education services, developing students' IEPs, and informing ongoing services. Formal assessments such as statewide exams also provide data regarding whether students with disabilities are achieving state content standards and how their academic progress compares to students without disabilities (Heller, 2013).

Allan (2008) noted that:

“Teachers are also knowledgeable about and skillful in using informal assessments, such as those used to evaluate students’ academic, behavioral, and functional strengths and needs. These assessments are used to develop students’ IEPs, design and evaluate instruction, and monitor student progress. As reflective practitioners, special educators also continuously analyze the effect and effectiveness of their own instruction. Finally, these teachers are knowledgeable regarding how context, culture, language, and poverty might influence student

performance; navigating conversations with families and other stakeholders; and choosing appropriate assessments given each learners' profile”

When considering whether or not the individual understands a specific concept, assessment becomes more substantial than just a simple ‘yes’ or ‘no’. The assessment seeks to provide greater depth to the overall educational profile of each student. Assessment aims to diagnose learning difficulties, monitor skill acquisition, considers an individual’s strengths and weaknesses, and detects incorrect learning (Wiggins, 1993). Furthermore, Wiggins purports that the function of assessment should be greater than the role of auditing; it should improve student performance through an intimate understanding of the individual’s cognitive rationale to his/her answer.

Understanding the student’s thought process is achieved through formative assessment, which occurs spontaneously in the learning environment in response to lesson content and stimulus (Torrance & Pryor, 1998). During formative assessment, the teacher may question how a student obtained an answer, paying close attention to the method and logic involved. A key advantage of this manner of assessment is the ability of the teacher to provide useful feedback to the student throughout the learning process.

Educational assessment of a student with special needs can be challenging and, if not administered correctly, can provide a misrepresentation of the child’s actual academic abilities. For instance, a standardized written test would not be relevant for a disabled student who has delayed or inhibited language acquisition. In this hypothetical, seeking a verbal justification or response is also problematic. Subsequently, it is essential for the educator to understand the idiosyncrasies of the student’s disability, and have a solid knowledge of his/her potential to ensure content is relevant whilst still being challenging. Although development may be delayed, it does not mean that some learning in the area is impossible, but rather that it is different to the expected ability at that chronological age.

Despite more clinical relevance, *Children with Neuro development Disabilities* offers a guide to insightful assessment methods which educators can employ to ascertain the abilities of a child with special needs. Knowledge of the student’s disability is essential prior to the commencement of the teaching-learning process, as this allows educators to be aware of possible challenges to

learning, in addition to some relevant preparation regarding how best such challenges may be overcome. The editors emphasize the necessity of liaising with the parents to quickly deduce a substantial amount of valuable information regarding the child. This includes strengths and weaknesses, behavioral problems, particular interests, medication, and current functional and cognitive abilities. Parents are an invaluable source of information and support in the quest to provide the most fulfilling education for a student with special needs (Will, 1985). Thus, ongoing communication between parents and educators is encouraged.

Assessment accommodation is another component necessary for successful evaluation of students with special needs. Assessment accommodation refers to adjustments made to the method of testing and can consist of modifications such as timing, setting, presentation, response, and scheduling (Gregg, 2009). Additional adjustments may include any alternate accommodation provided that does not fit into one of the five aforementioned adaptations. Assessment accommodation is not enacted for the student's academic advantage, more so it is essential in ensuring the child is not penalized due to his/her disability. For example, a child with cerebral palsy can be given additional time or the aid of a scribe to record their responses. In this instance, the student may have similar cognitive abilities to his/her classmates but would be severely disadvantaged without consideration of the physical limitations to complete the test. Accommodation provides the most accurate and comprehensive representation of the true ability of a student with special needs, by making the test relevant and accessible to the individual (Abedi, 2009).

2.2.2. Suggestions to enhance the assessment of learning for intellectually disabled students

There is a need for the identification and implementation of assessment practices that can assist students with disabilities achieve learning objectives (Harris & James, 2006) and ensure the acquisition of the necessary skills to become independent, informed, and productive. Access to the general education curriculum greatly improves their knowledge of human society as well as their understanding of the world and how it works (Rourke, 1991).

Nevertheless, a major educational challenge remains in the gaps that students with learning disabilities develop as they move into more challenging and abstract concepts, possibly falling

behind regular education students and getting caught in a circle of frustration and academic deficits. It is important to investigate classroom assessment practices that enable teachers to identify students' current level of skills, their strength and weaknesses, target instruction at student's personal level, monitor student learning and progress, plan and conduct adjustments in instruction, and evaluate the extent to which students have met instructional goals (Elzein, 2001)).

2.3. Theoretical framework

There are many different beliefs about how people learn. Within schools, these theories are applied by teachers to maximize the experience of students. By applying an applicable theory that is prevalent to the students, the teachers can help students to retain pertinent information. This applies to how learning theories and special education can work together.

In special education classrooms, teachers need to apply these learning theories, so that students in special education classrooms can get the most out of their learning. This study on factors affecting teachers AoL with intellectual disabilities in primary school will be guided by cognitive development theory and attribution theory.

2.3.1. Piaget's theory of cognitive development

The Theory of Cognitive Development by Jean Piaget(09/08/1896-16/9/1980), the Swiss psychologist, suggests that children's intelligence undergoes changes as they grow. Cognitive development in children is not only related to acquiring knowledge, children need to build or develop a mental model of their surrounding world (Miller, 2011). His work is regarded as the cornerstone in the field of developmental psychology. In this article, we examine the implications his work has for the intellectual development of children in classroom.

The most well-known and influential theory of cognitive development is that of French psychologist Jean Piaget (1896–1980). Piaget's theory, first published in 1952, grew out of decades of extensive observation of children, including his own, in their natural environments as opposed to the laboratory experiments of the behaviorists. Although Piaget was interested in how children reacted to their environment, he proposed a more active role for them than that suggested by learning theory. He envisioned a child's knowledge as composed of schemas, basic

units of knowledge used to organize past experiences and serve as a basis for understanding new ones.

Schemas are continually being modified by two complementary processes that Piaget termed assimilation and accommodation. Assimilation refers to the process of taking in new information by incorporating it into an existing schema. In other words, people assimilate new experiences by relating them to things they already know. On the other hand, accommodation is what happens when the schema itself changes to accommodate new knowledge. According to Piaget, cognitive development involves an ongoing attempt to achieve a balance between assimilation and accommodation that he termed equilibration.

At the center of Piaget's theory is the principle that cognitive development occurs in a series of four distinct, universal stages, each characterized by increasingly sophisticated and abstract levels of thought. These stages always occur in the same order, and each build on what was learned in the previous stage. They are as follows (Zinner, 2004):

- Sensorimotor stage (infancy): In this period, which has six sub-stages, intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited, but developing, because it is based on physical interactions and experiences.
- Pre-operational stage (toddlerhood and early childhood): In this period, which has two sub stages, intelligence is demonstrated through the use of symbols, language use matures, and memory and imagination are developed, but thinking is done in a non-logical, non-reversible manner. Egocentric thinking predominates.
- Concrete operational stage (elementary and early adolescence): In this stage, characterized by seven types of conservation (number, length, liquid, mass, weight, area, and volume), intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops (mental actions that are reversible). Egocentric thought diminishes.
- Formal operational stage (adolescence and adulthood): In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts.

Piaget did not want to measure how well children can spell, count or solve problems to check their I.Q. He was more intrigued to find out how the fundamental concepts such as the very idea of time, number, justice, quantity and so on emerged (Greenfield, 2019). This is well linked with this study as most of time in assessment of learners with intellectual disabilities, there are some factors that teachers need to consider.

2.3.2. Attribution theory

Weiner developed a theoretical framework that has become very influential in social psychology today. Attribution theory assumes that people try to determine why people do what they do, that is, interpret causes to an event or behavior. A three-stage process underlies an attribution: : behavior must be observed/perceived, behavior must be determined to be intentional and behavior attributed to internal or external causes (Weiner, 1972).

Black and William (2003) explained attribution theory of assessment by saying that people explain their own successes or failures to themselves in different ways. Some factors that lead to success or failure are controllable and some are not. Examples of factors that a learner might feel able to control include how much effort they make and how interested they are in the subject. Non-controllable factors include luck or the amount of help the learner receives from the teacher.

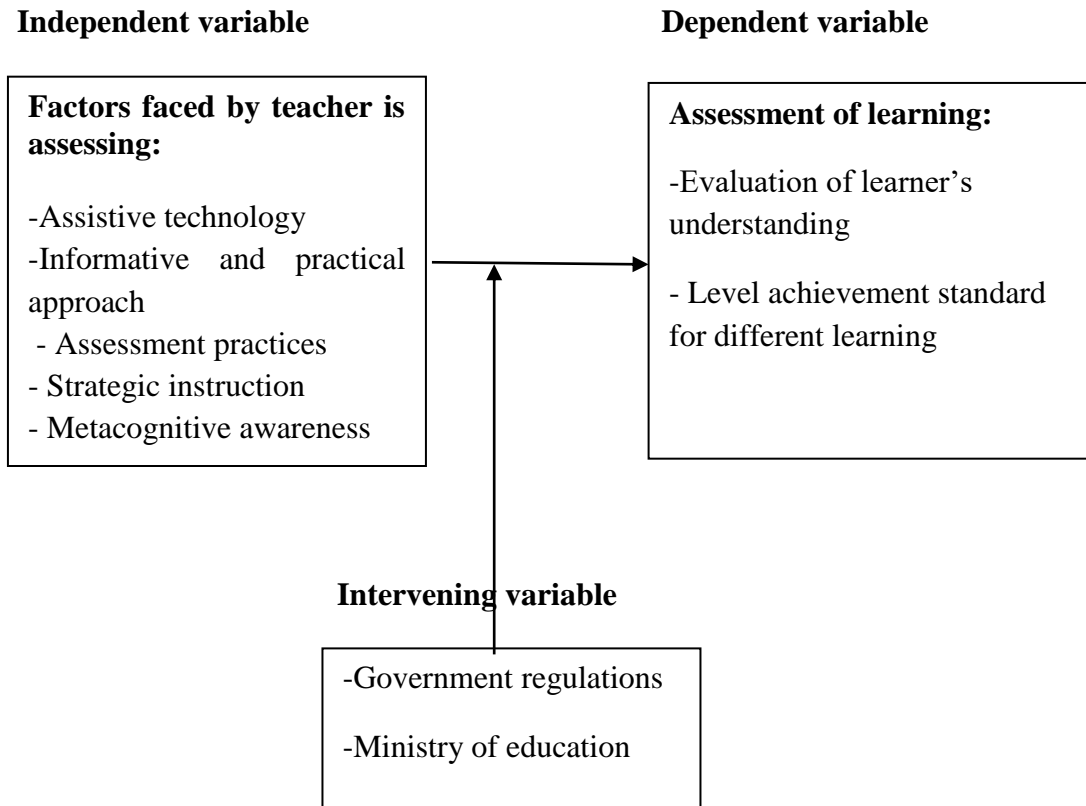
Learners who take part in self-assessment (as part of AoL) learn to attribute failures to controllable factors. For example, a learner doing badly on a homework assignment might realise that they focused on the wrong subject matter. Because the choice of subject matter was in their control, they can review, edit and improve the work. Being in control in this way will boost the learner's confidence and achievement.

2.4. Conceptual framework

Rwanda intends to build a strong education system that will be internationally competitive, meet the demands of Rwandan and regional economy for skilled and educated workers, and deliver research, innovation, and knowledge transfer to support social and economic development (Republic of Rwanda, 2008). Thus, all children must have equal opportunity to the higher education without any discrimination. However, students with different disabilities encounter

many problems in their assessment for learning in lower levels which private them to arrive in higher level. There are many factors which affect effective assessment of learning for learners with ID in primary school as indicated in the following conceptual framework.

Figure 1: Conceptual framework



Source: Researcher, 2022

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

This chapter describes the research design, target population, sample and sampling techniques, the research instruments, data collection and data analysis.

3.1. Research design

The study adopted a descriptive survey design involving both qualitative and quantitative approaches (mixed methods) to investigate factors affecting teachers in assessment of learners with intellectual disabilities in G.S Burema primary school in Nyarugenge District. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2000). Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2000). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2002).

3.2. Population

Grinnell and Williams (1990), define study population as totality of persons or objects, which the study is concerned with. Further, according to Jill and Roger (2003) the target population, is “a group of individuals or a body of people or any collection of items under consideration from which samples are taken for measurement”.

This study focused on G.S Burema regular primary classroom teachers in Nyarugenge District who have children with intellectual disabilities included in their classrooms. The different grade levels and schools that these teachers came from represent diversity of experiences which was essential in this study. The population under study is comprised by 38 primary teachers, 2 administrators (Dean of studies and head teacher) from G.S Burema. They are about 40 persons.

Table 1: Table representing the population

Category	Frequency
Teachers	38
Dean of studies	1
Head teacher	1
Sample size	40

Source: Primary data, 2022

3.4. Research instrument

Research instrument refers to the tools to be used for collecting data. The study used questionnaires and interview schedules as the main instruments of data collection.

3.4.1. Questionnaire

A questionnaire has the ability to collect a large amount of information in a reasonably quick space of times (Orodho, 2010). It also ensures confidentiality. The questionnaires were given to the teachers and dean of studies. They were used to obtain relevant and specific data to enable the study to be more focused and realistic in its data. The Likert scale items allowed the respondents to give their views and opinions on challenges affecting learners with intellectual disabilities in assessment for learning in G.S Burema.

Questionnaires were used purposely to elicit relevant information to teachers who made our sample size. In this technique, the researcher used a series of questionnaires.

3.4.2 Interview

To complement data collected from questionnaire, the researcher used unstructured interview where the respondents were asked questions that they could give free responses

Bailey (1982) defines an unstructured interview as an interview without any set format but in which the interviewer may have some key questions formulated in advance. Thus, the respondents gave the subject of the whole issue in general and the respondents were asked to relict the information without any bias. The interview was used especially to the headteacher of G.S Burema.

3.5. Data collection technique

Both secondary and primary data were analyzed, processed with a plan developed prior to field visits. The data were processed so as to condense it in a convenient form to facilitate analysis.

Primary data were collected from the field using questionnaires and interviews. Answers which were written on questionnaires given by respondents and also the answers were obtained using the interviews at the field were the main source of the primary data.

Besides, secondary data were used where relevant existing documents, reports, journal and other documents related to the topic was critically consulted to cross check the real facts about the topic. The data were analyzed with references to the research questions guiding the study.

3.6. Data analysis procedures

Judd, Charles and McClelland (1989) defined data analysis as a process of inspecting, purification, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. In current research data were collected from the study was both quantitative and qualitative in nature following the research questions. Descriptive statistics were used to analyze quantitative data. Data collected from questionnaires were coded and presented in frequency distribution, percentage and tabulation. Data were collected through interview as qualitative in nature and were analyzed by thematic analysis and the dominant themes were captured and presented through narratives.

3.7. Validity and reliability

3.7.1 Validity

Validity is the extent to which a concept, conclusion or measurement is well-founded and corresponds accurately to the real world. The validity of a measurement tool is considered to be the degree to which the tool measures what it claims to measure (Ovine, Hall, Robinson, & Blackmore, 2007). To ensure validity of instruments the expert judgment was used and was ascertained that the items of questions were related to the objectives of the study and suitable for their task. This means that Consultation with the experts in the area of special needs education was done and the instruments were modified and redesigned accordingly to determine the relevance of the content of questionnaires and objectives and to ensure the clarity of information in the questionnaires.

3.7.2 Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results (Cosby, 2001). To test reliability, test- retest technique used. The reliability of the research

instruments for this study were measured and calculated using the test-retest method. Thus, the questionnaires were administered to the group members twice with a break interval of two weeks between the first and the second administrations. After administering the second test instrument, the results indicated the reliability of the study.

3.8. Ethical issues

The researcher was obtained an introductory letter from the University Of Rwanda College Of Education which allowed him to conduct research. Afterwards, the researcher informed administrators of the school in order to conduct research in an appropriate way. Then, the researcher requested respondents not to write their names on questionnaires that assured the respondents of confidentiality that the information was collected from them were used for the purpose of the study.

CHAPTER FOUR:

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0. Introduction

This chapter deals with data presentation, analysis and interpretation of data. The findings are presented under the way that follows the order of specific objectives of the study.

4.1. Response Rate

The study focused on teachers, dean of studies and head-teachers of G.S Burema primary school. The survey used a sample of 40 respondents (100%). As a result, the questionnaires were given to 39 teachers (97.5%) from G.S Burema in Nyarugenge District. All questions were answered by the respondents and all returned back to the researcher. Only one respondent (headteachers) that is 2.3% had an interview with the researcher. A number of respondents of 1head-teachers (2.6%) was interviewed. The survey ultimately found the results of 39 (100%) respondents who participated in this study plus one respondent who had been interviewed.

4.2. Demographic data of teachers

The demographic data for this category of respondents were analyzed in terms of age, gender, teaching experience and the area of specialization.

4.2.1. Age and gender of respondents

The teachers were requested to specify whether they were male or female and also questioned to show their ages.

Table 2. Age and gender of respondents

Age in years	Female		Male		Total	Percentage
	Frequency	Percentage	Frequency	Percentage		
18-22	1	9.0	1	3.5	2	5.1
23-27	2	18.1	6	21.4	8	20.5
28-32	2	18.1	14	50	16	41.0
33-37	1	9.0	5	17.8	6	15.3
38-42	2	18.1	1	3.5	3	7.6
Over 42	3	27.2	1	3.5	4	10.2
Total	11	100	28	100	39	100

Source: Primary data, 2021

Table 2 indicates that teachers and dean of studies from all beyond 18 years. Few were those aged between 18-22 years (5.1%). The majority were aged between 28-32 years (41.0%). Those between 23-27 years were 20.5%, between 33-37 years (15.3%), between 38-42 were 7.6%

4.2.2. Teaching experience of teachers and dean of studies

Teachers and dean of studies were asked to mention their teaching experience. In an attempt to establish teaching experience from teachers, they were asked to indicate the period they had taught. The responses are shown in Table 4:

Table 3: Teaching experience of teachers and dean of studies

Experience	Frequency	Percentage
-3 years	8	20.5
4-6years	13	33.3
7-9years	17	43.5
+10 years	1	2.5
Total	39	100

Source: Primary data, 2021

Based on data shown in Table 3, the majority of the teachers 17 (43.5%) had taught from (7-9) years, 13 (33.3%) of teachers taught from (4-6) years while 8 (20.5%) had teaching experience of

less than 3 years and only 1 (2.5%) had teaching experience of over 10 years. If this period could be translated to good teaching and accumulation of knowledge, then these teachers should be considered to be competent and able to provide adequate knowledge about academic performance of learners with visual impairments. Data supported by administrators that teachers who were trained about teaching learners with visual impairment are few compared to the number of learners with visual impairments are admitted to special schools.

4. 2.3 Academic qualification of respondents

Teachers were inquired to state their academic qualification.

Table 4: Academic qualification of respondents

Experience	Frequency	Percentage
A2	4	10.2
A1	9	23.0
A0	26	66.6
Total	39	100

Source: Primary data, 2021

The data on Table 4 shows the academic qualification of the 39 teachers participated in this research. The big number of the teachers in these special schools were Bachelor holders which represented by 66.6%, which followed by teachers had Diploma revealed by 23.0% and 10.2% were the certificate holders of secondary schools. This qualification background was considered adequate to primary and secondary schools in Rwanda. Although teachers were trained, education of learners with disabilities still has its own challenges, which include lack of services for early identification, inadequately trained teachers and inadequate allocation of resources. Teachers are not trained to accommodate learners with disabilities appropriately, support and supplemental materials are lacking and in addition, learners with disability have requested to go back to segregated programmes because the instructors were not prepared to meet their needs appropriately.

4.3. Presentation of findings

The research work was conducted on Factors affecting teachers in assessment of learning for learners with intellectual disabilities in primary school in Rwanda. A case study of G.S Burema in Nyarugenge District. This section consists of the presentation and analysis of research information and the discussion of the results. This is provided in the following sections in accordance with specific research questions.

4.3.1. Challenges teachers face in assessment of learning for learners with intellectual disabilities.

In this research the study attempted to assess challenges teachers face in assessment of learning for learners with intellectual disabilities in G.S Burema in Nyarugenge District.

Table 5. Challenges faced in assessing learners

Statements	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)
Matching reliable, valid, and appropriate learning assessment methods	32 (84)	5 (13)	1 (3)	0 (0)	0 (0)
Creating or adapting learning assessment methods that support active and experiential learning	11 (28)	12 (30)	7 (18)	5 (13)	4 (10)
Creating or adapting learning assessment tools that are appropriate, fair, and easily understood by both school and students	4 (10)	23 (59)	11 (28)	0 (0)	0 (0)
Creating or adapting learning assessment methods that support active and experiential learning	8 (21)	27 (69)	0 (0)	1 (3)	2 (7)
Committing time and resources to implement new learning assessment methods	28 (71)	3 (7)	5 (13)	0 (0)	2 (5)
Difficulty processing information sequentially in assessment	4 (12)	12 (31)	22 (59)	0 (0)	0 (0)
Difficulty in developing social and communication skills	34 (89)	3 (7)	0 (0)	0 (0)	1 (3)
Increased time needed for cognitive processing of tasks or new learning materials	17 (45)	16 (42)	0 (0)	2 (5)	3 (7)

Source: Primary data, 2022

As indicated by the Table 5, the majority of respondents strongly agreed (84%) and 13% agreed that there was an agreement that matching reliable, valid, and appropriate learning assessment and tools to all course learning objectives is among challenges teachers face in assessment of learners with intellectual disabilities and 3% were neutral. Constructive alignment of learning assessment methods with course learning objectives presupposes that clear and relevant learning objectives have been specified for each course. Moreover, appropriate learning assessment methods may not exist for some specific learning objectives. Besides, Creating or adapting learning assessment methods that support active and experiential learning, and are suited to students' different learning styles was agreed by 30% of respondents as challenges teachers face in assessment of learners with intellectual disabilities and 28% of respondents strongly agreed, 18% of respondents was neutral, 13% disagreed and 10% strongly disagreed. The respondents were asked also to rate another challenge which is creating or adapting learning assessment tools that are appropriate, fair, and easily understood by both school and students. On that statement, 59% of respondents agreed and 10% strongly agreed. But there was another big percentage of 28% of respondents who were neutral.

Further, there was also the majority of respondents (69%) who agreed and 21% strongly agreed that creating or adapting learning assessment methods that support active and experiential learning is also another challenges that teachers are facing while assessing learners with intellectual disabilities. Committing time and resources to implement new learning assessment methods is also other challenges as rated by 71% who strongly agreed and 7% who agreed about that statement. Respectively 13% were neutral and 2% strongly disagreed. Many teachers, while expert in their disciplines, are either unaware of best practice in learning assessment, unsure of how to implement sound practices, or lacking time and resources required to develop and implement new approaches.

During assessment, there was another problem of difficulty processing information sequentially in assessment. On that statement, the majority of respondents (59%) agreed were neutral, 31% agreed and 12% strongly disagreed. Besides, not only problem processing information during the assessment but also even difficulty in developing social and communication skills during the assessment of learner with disabilities is another challenge as the majority of 89% strongly

agreed and 7% agreed that statement. Lastly, the respondents were asked to rate the statement on increased time needed for cognitive processing of tasks or new learning materials. The big percentage (45% and 42%) strongly agreed and agreed that statement, respectively 5% disagreed and 7% strongly agreed.

From the finding above, the results revealed that constructive alignment of learning assessment methods with course learning objectives presupposes that clear and relevant learning objective have been specified for each course. This is not always the case in different subjects. Moreover, appropriate learning assessment methods may not exist for some specific learning objectives. In assessing, the teachers are beginning to create and adapt appropriate learning assessment methods that align with their course learning objectives. Besides, deeper understanding of concepts is a pre-requisite for applying knowledge and skills in practical and professional situations. Formative assessment methods, for example, the use of concept questions, give teachers and students opportunities to monitor the development of understanding and the surfacing of misconceptions. Summative assessment methods, for example, oral or written exams, need to target deep, conceptual understanding in addition to problem-solving applications. In addition, the results also showed that just as learning assessment methods are aligned with learning objectives, so too, are they aligned with teaching and learning methods. In some cases, the same method used to teach a concept or skill can be used for assessment, for example, concept questions or performance assessment. Using a variety of teaching, learning, and assessment methods makes it possible to accommodate a wider variety of learning styles among the students.

This finding concurs with Keller (2011) who pointed out that many engineering teachers, while expert in their disciplines, are either unaware of best practice in learning assessment, unsure of how to implement sound practices, or lacking time and resources required to develop and implement new approaches.

During the interview done with the headteacher on the same statement he argued that:

“Due to the technical nature of inclusion and the various special skills, competences and, resources required and expertise of personnel, in the assessment of learners with special needs a number of problems have to be content with in schools. Every learner is unique

and should be assessed in their own right with special consideration to their circumstances. Challenges faced by teachers in classroom situations in identifying and assessment of special learning needs in learners include among many other needs, hearing impairment and deafness, visual impairment and blindness, dyslexia, mental retardation, gifted learners.”

This was in line with Bahr et al. (2008) who postulate that inclusive education is founded on the belief that the right to education is a basic right and the foundation for a just society. This notion rejects exclusion, segregation or discrimination of learners for whatever reason from admission into public mainstream schools

Table 6: Challenges to sound program evaluation

Challenges	Percentage	Frequency
Implementing a variety of program evaluation methods	23	60.5
Implementing and documenting a continuous improvement process	15	39.5
Total	38	100

Source: Primary data, 2022

The table 6 depicts challenges to sound programme evaluation of learner with intellectual disabilities. As the table indicated, implementing a variety of program evaluation methods to gather data from students and even teachers as highlighted by the majority of 60.5% of respondents. Similar to learning assessment methods, program evaluation methods need to be constructively aligned with program goals. Sound program evaluation gathers data from all key stakeholder groups. Futhermore, implementing and documenting a continuous improvement process based on program evaluation results is another challenge as accepted by 39.5%. They added that most of their programs collect volumes of data about their students and teachers. The challenge is to analyze the data and summarize results into information that is useful for decision making. Program evaluation results need to form the basis for a continuous improvement process.

During the interview done with the headteacher B, he stated:

Most of the teachers teaching in these Special schools for the intellectual disability were not well equipped with the appropriate training required to impart relevant skills in preparing the learners with intellectual disability for life after schools. Therefore, they may not fully understand and utilize the teaching and learning activities in the curriculum and due to this learner may not acquire sufficient skills for independent living

4.3.2. Ways of coping with intellectually disabled learners during assessment

The aspect of education for all is not effectively implemented despite having policies and a legal framework that advocate education for all. The education should enhance teachers who teach children with learning disability and also create awareness in the society to accept children with special educational needs. Therefore, there is a need to introduce comprehensive special needs education in all teacher professional development programs. In this research, the study attempted to assess ways of coping with intellectually disabled learners during assessment in G.S Burema in Nyarugenge District.

Table 7. Agreement on ways of copying with learners with intellectual disabilities

Statements	SA	A	N	D	SD
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)
Use of AoL in a practice-orientated process	37 (97.3)	1 (2.6)	0 (0)	0 (0)	0 (0)
AoL should meet certain requirements	8 (28)	22 (30)	3 (18)	3 (13)	2 (10)
AoL be held early in the process, be in close proximity to the students	31 (81.5)	3 (7.8)	1 (2.6)	3 (7.8)	0 (0)
Teachers contribute as a basis for development-oriented learning and the achievement	18 (47.3)	17 (44.7)	1 (2.6)	1 (2.6)	1 (2.6)
Teachers are assessed according to cognitive disabilities	34 (89.4)	1 (2.6)	1 (2.6)	0 (0)	2 (5.6)
The students' understanding of their learning goals and the assessment criteria are essential for positively affecting learning outcomes	10 (26.3)	21 (55.2)	2 (5.2)	2 (5.2)	3 (7.8)

Source: Primary data, 2022

The table above highlights ways copying with intellectually disabled learners during assessment. On the first statement, the table shows that use of ongoing evaluation in a practice-orientated process as the majority of 97.3% respondents strongly agreed and 2.6% agreed. Besides, ongoing evaluations should meet certain requirements is another way of copying with learners' intellectual disability as agreed by 30%, 28% of respondents strongly agreed, 18% were neutral, 13% disagreed and 10% of respondents strongly agreed. On top of that, ongoing evaluations be held early in the process, be in close proximity to the students is another way of copying with learner of intellectual disabilities during assessment as 81.5% of respondents strongly agreed and 7.8% agreed that statement. Respectively, 2.6% were neutral, and 7.8% strongly disagreed. Concerning the statement of teachers who should contribute as a basis for development-oriented learning and the achievement the big percentages agreed (47.3% and 44.7%) that but small portion of 1(2.6) was neutral, 1(2.6%) agreed and 1(2.6%) strongly disagreed. Besides, the majority of respondents also strongly agreed that in copying with learners with intellectual

disabilities, teachers should be assessed according to cognitive disabilities as 89.4% of respondents strongly agreed and 2.6% agreed about that statement but a small portion of 5.6% strongly disagreed. Finally, on the statement regarding the students' understanding of their learning goals and the assessment criteria are essential for positively affecting learning outcomes as way of copying with learners with intellectual disability, the greater number of respondents (55.2%) agreed that statement, 26.3% strongly agreed, 5.2% neutral, 5.2% disagreed, 7.8% strongly disagreed respectively.

From the findings above, the results show that in assessing learners with intellectual disabilities can be stressful, difficult or otherwise inaccessible and that is why they can need require high levels of support and resources. In copying with them, the teacher should use AoL practice-orientated process, in meeting certain requirements and in early in the process, be in close proximity to the students. These finding went along with Butler and Schnellert (2015) who stated that promoting learning autonomy may be an especially important support for students with intellectual disabilities who have poor executive functioning. Butler and Schnellert (2015) suggest that teachers create a classroom environment that supports learning autonomy when they set tasks that give students opportunities for planning, thinking, and learning over time, and managing their learning. These opportunities promote students' metacognition, motivation, and strategic action. Some students with intellectual disabilities, Butler and Schnellert point out, will need routines and structures to support such work, clear learning goals, feedback, and involvement in the assessment process. These are exactly the qualities featured in formative assessment.

During the interview with the head teacher of G.S Burema, on ways of coping with learners with intellectual disabilities, he pointed out:

“For children with an intellectual disability, certain aspects of developing and learning can be stressful, difficult or otherwise inaccessible. These challenges are especially obvious in the classroom, with many students with ID struggling with learning effectively. These characteristics can lead to impaired understanding and difficulty with understanding concepts or ‘keeping up’ with other students.”

He also added that:

“When it comes to offering students with ID a fulfilling, suitable and productive learning environment, it’s important to consider the accommodations and requirements the child may need to perform as well in a mainstream education setting as other students. As such, employing practical strategies can be the perfect place to start”

4.3.3. Possible approach to be used in assessing learners with intellectual disabilities

Children with intellectual disabilities (sometimes called cognitive disabilities or mental retardation) may take longer to learn to speak, walk, and take care of their personal needs such as dressing or eating. They are likely to have trouble learning in school. They will learn, but it will take them longer. There may be some things they cannot learn. In assessing learners with intellectual disabilities, the teacher may apply some strategies during the assessment. In this research, the study also attempted to find out possible approach to be used in assessing of learners with intellectual disabilities in G.S Burema in Nyarugenge District.

Table 8: Strategies used in assessing learners with intellectual disabilities

Statements	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)
Allow extensions to assignment deadlines	12 (31.5)	21 (55.2)	3 (7.8)	0 (0)	2 (5.2)
Use technology to record students work, e.g., digital photography, tape and video.	10 (26.3)	19 (50)	1 (2.6)	7 (18.4)	1 (2.6)
Encourage the student to submit an early draft of assignments to allow the opportunity for feedback to the student as a formative process	14 (36.8)	18 (47.3)	1 (2.6)	1 (2.6)	4 (10.5)
Intellectually disabled learners need extra time in an examination for reading and analyzing questions	32 (84.2)	2 (5.2)	3 (7.8)	0 (0)	3 (7.8)
Let students to benefit from an exam timetable that features a number of days between exams to assist in exam preparation.	19 (50)	10 (26.3)	1 (2.6)	3 (7.8)	5 (13.1)

Source: Primary data, 2022

The Table 8 above depicts the strategies to use used in assessing of learners with intellectual disabilities. The table indicates that there was an agreement of 55.2% of respondents on the first strategies which is to allow extensions to assignment deadlines. Respectively 31.5% strongly agreed, 13% were neutral and 2.6% disagreed. Furthermore, to encourage the student with intellectual disability to submit an early draft of assignments to allow the opportunity for feedback to the student as a formative process during assessment is among good strategy a teacher may use as agreed by by 47.3% and strongly disagreed by 36.8% of respondents. On the next strategy stated that intellectual disabled learners need extra time in an examination for reading and analyzing questions, the majority of respondents strongly agreed (84.2%) and respectively 26.3% agreed, 7.8% were neutral and 7.8% strongly agreed that statement. On the last statement as strategy used by teacher in assessing of learners with intellectual disabilities is to let students to benefit from an exam timetable that features a number of days between exams to assist in exam preparation as strongly agreed by the majority of 50% and 26.3% also agreed that statement but small portions of respondents disagreed (7.8%) another strongly disagreed (13.1%).

From the findings above, the results found out that learners with intellectual disability may need particular adjustments to assessment tasks. Once there is a clear picture of how the disability impacts on learning, it can be considered alternative assessment strategies. In considering alternative forms of assessment, equal opportunity is not a guaranteed outcome, it is the objective. Learners may take longer to organize thoughts and sequence material. They would benefit from discussing their outlines, with particular attention being paid to appropriate relationship and connections between points. Besides, the findings also they learners with intellectual disability will also need extra time in an examination for reading and analyzing questions and for planning the answers. Some students will request that examination questions be read to them. Short answer questions will be a better test of their knowledge. These findings were in disagreement with Elzein (2001) who pointed out that assessment practices can be teaching and assessment tools, it is important to investigate classroom assessment practices that enable teachers to identify students' current level of skills, their strength and weaknesses, target instruction at student's personal level, monitor student learning and progress, plan and conduct

adjustments in instruction, and evaluate the extent to which students have met instructional goals.

The headteacher was also interviewed on possible approach to be used in assessing learners with intellectual disabilities. This one stated that:

“Students with intellectual disability may need particular adjustments to assessment tasks. Once you have a clear picture of how the disability impacts on learning, you can consider alternative assessment strategies. In considering alternative forms of assessment, equal opportunity is not a guaranteed outcome, it is the objective. You are not expected to lower standards to accommodate students with disability but rather are required to give them a reasonable opportunity to demonstrate what they have learner.”

Table 9: Assessment of learning for intellectually disabled learners

Assessment	Frequency	Percentage
Informative and practical approach	18	47.3
Strategic instruction	12	31.5
Metacognitive awareness	8	21.0
Total	38	100

Source: Primary data, 2022

The table above indicates assessment of learning for intellectually disabled learners. The first group of 18 respondents (47.3%) accepted that the first type of assessment to use is informative and practical approach. They said that informative assessment would focus on how teachers and students make use of assessment information from multiple sources to inform and to drive teaching and learning. The second group of 12 respondents (31.5%) asserted that teachers should use strategic instruction for learners with intellectual disabilities which would help them to learn the content or skills they need to acquire as it provides students with clear strategies to help them process, remember and express the information they learn because strategic instruction helps student understand foundational concepts and skills. With that knowledge base, higher order thinking becomes more accessible for all students. Finally comes the last group of 8 respondents (21%) who accepted that metacognitive awareness is very important of assessment to be used for

learners with intellectual disabilities. They added that this approach support student learning by involving promotion of metacognition. This method refers to help students understand the way they learn. In other words, it means processes designed from students to think about their thinking.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter is made of discussion of the findings in right of the objective of the study, conclusions and recommendation to different organs.

5.1. Summary of findings

This study examined Factors affecting teachers in assessment of learning for learners with intellectual in primary school at GS Burema A case-study of G.S Burema in Nyarugenge District. The study was guided by three specific objectives, those were identifying challenges teachers face in assessing learners with intellectual disabilities also known as examination in G.S Burema in Nyarugenge District, assess ways of coping with learners with intellectual disabilities during assessment of learning in G.S Burema in Nyarugenge District and find out possible approach to be used in assessment of learners with intellectual disabilities in G.S Burema in Nyarugenge District.

The researcher targeted all teachers, dean of studies and headteacher teachers from G.S Burema. Thus, the total number of the population was 40. As the total population was small, the study used the same number as the sample size. Data collected from the field was edited. The coding process then was used. Qualitative data was analyzed through content analysis and emerging major themes were identified. Descriptive statistics analyses were done from which percentage, frequency and tables were generated.

5.1.1. Challenges teachers face in assessment of learners with intellectual disabilities

The first objective of this study was to identify challenges teachers face in assessment of learning for learners with intellectual disabilities in G.S Burema in Nyarugenge District. The study revealed that there was agreement of the majority of respondents who strongly agreed (84%) and 13% agreed that there was an agreement that matching reliable, valid, and appropriate learning assessment and tools tom all course learning objective is among challenges teachers face in assessment of learners with intellectual disabilities and 3% were neutral. Besides, Creating or adapting learning assessment methods that support active and experiential learning, and are suited to students' different learning styles was agreed by 30% of respondents as challenges

teachers face in assessment of learners with intellectual disabilities and 28% of respondents strongly agreed, 18% of respondents was neutral, 13% disagreed and 10% strongly disagreed. The respondents were asked also to rate another challenge which is creating or adapting learning assessment tools that are appropriate, fair, and easily understood by both school and students. On that statement, 59% of respondents agreed and 10% strongly agreed. But there was another big percentage of 28% of respondents who were neutral. Further, there was also the majority of respondents (69%) who agreed and 21% strongly agreed that creating or adapting learning assessment methods that support active and experiential learning is also another challenges that teachers are facing while assessing learners with intellectual disabilities. Committing time and resources to implement new learning assessment methods is also other challenges as rated by 71% who strongly agreed and 7% who agreed about that statement. Respectively 13% were neutral and 2% strongly disagreed. Many teachers, while expert in their disciplines, are either unaware of best practice in learning assessment, unsure of how to implement sound practices, or lacking time and resources required to develop and implement new approaches.

During assessment, there was another problem of difficulty processing information sequentially in assessment. On that statement, the majority of respondents (59%) agreed were neutral, 31% agreed and 12% strongly disagreed. Besides, not only problem processing information during the assessment but also even difficulty in developing social and communication skills during the assessment of learner with intellectual disabilities is another challenge as the majority of 89% strongly agreed and 7% agreed that statement. Lastly, the respondents were asked to rate the statement on increased time needed for cognitive processing of tasks or new learning materials. The big percentage (45% and 42%) strongly agreed and agreed that statement, respectively 5% disagreed and 7% strongly agreed.

5.1.2. Ways of coping with learners with intellectual disability during assessment of learning.

The second objective was to assess ways of coping with learners with intellectual disability during assessment of learning in G.S Burema in Nyarugenge District. The results show that use of ongoing evaluation in a practice-orientated process as the majority of 97.3% respondents strongly agreed and 2.6% agreed. Besides, ongoing evaluations should meet certain requirements

is another way of copying with learners' intellectual disability as agreed by 30%, 28% of respondents strongly agreed, 18% were neutral, 13% disagreed and 10% of respondents strongly agreed. On top of that, ongoing evaluations be held early in the process, be in close proximity to the students is another way of copying with learner of intellectual disabilities during assessment as 81.5% of respondents strongly agreed and 7.8% agreed that statement. Respectively, 2.6% were neutral, and 7.8% strongly disagreed. Concerning the statement of teachers who should contribute as a basis for development-oriented learning and the achievement the big percentages agreed (47.3% and 44.7%) that but small portion of 1(2.6) was neutral, 1(2.6%) agreed and 1(2.6%) strongly disagreed. Besides, the majority of respondents also strongly agreed that in copying with learners with intellectual disabilities, teachers should be assessed according to cognitive disabilities as 89.4% of respondents strongly agreed and 2.6% agreed about that statement but a small portion of 5.6% strongly disagreed. Finally, on the statement regarding the students' understanding of their learning goals and the assessment criteria are essential for positively affecting learning outcomes as way of copying with learners with intellectual disability, the greater number of respondents (55.2%) agreed that statement, 26.3% strongly agreed, 5.2% neutral, 5.2% disagreed, 7.8% strongly disagreed respectively.

5.1.3. Approach to be used in assessment of learners with intellectual disabilities

The third objective of this study was to find out possible approach to be used in assessment of learners with intellectual disabilities in G.S Burema in Nyarugenge District. The results indicate that there was an agreement of 55.2% of respondents on the first strategies which is to allow extensions to assignment deadlines. Respectively 31.5% strongly agreed, 13% were neutral and 2.6% disagreed. Another strategy was to let learners with intellectual disability organize thoughts and sequence material as they also may take longer to respondents during the assessment. On that statement, the majority of 50% of respondents agreed and 26.3% strongly agreed that statement but 18.4% disagreed and 2.6% were neutral and 2.6% strongly disagreed that. Futhermore, to encourage the learners with intellectual disability to submit an early draft of assignments to allow the opportunity for feedback to the learners as a formative process during assessment is among good strategy a teacher may use as agreed by too 47.3% and strongly disagreed by 36.8% of respondents. On the next strategy stated that intellectually disabled

learners need extra time in an examination for reading and analyzing questions, the majority of respondents strongly agreed (84.2%) and respectively 26.3% agreed, 7.8% were neutral and 7.8% strongly agreed that statement. On the last statement as strategy used by teacher in assessing of learners with intellectual disabilities is to let learners to benefit from an exam timetable that features a number of days between exams to assist in exam preparation as strongly agreed by the majority of 50% and 26.3% also agreed that statement but small portions of respondents disagreed (7.8%) another strongly disagreed (13.1%).

5.2. Conclusion

This study had an objective of assessing factors affecting teachers in assessment of learning for learners with intellectual disabilities primary school at GS Burema A case study of G.S Burema in Nyarugenge District. The study concluded that constructive alignment of learning assessment methods with course learning objectives presupposes that clear and relevant learning objective have been specified for each course as challenge at G.S Burema. Moreover, appropriate learning assessment methods may not exist for some specific learning objectives. In assessing, the teachers are beginning to create and adapt appropriate learning assessment methods that align with their course learning objectives.

Besides, the study also concluded that assessing learners with intellectual disabilities can be stressful, difficult or otherwise inaccessible and that is why they can need require high levels of support and resources. In copying with them at G.S Burema, the teacher should use AoL assessment practice-orientated process, in meeting certain requirements and in early in the process, be in close proximity to the students.

Finally, the study wined up that student with intellectual disability may need particular adjustments to assessment tasks. Once there is a clear picture of how the disability impacts on learning, it can be considered alternative assessment strategies. In considering alternative forms of assessment, equal opportunity is not a guaranteed outcome, it is the objective. Students may take longer to organize thoughts and sequence material.

5.3. Recommendations

Based on the findings above, the following recommendations are forwarded:

To teachers:

- They should use the following general strategies for sharing learning targets and refer to the learning target before, during, and after each lesson. First, they share the learning target with students and make sure they understand it.
- They should share success criteria with students, things to look for in their work that become the yardstick by which they will assess their own evidence to decide where they are and what they need to do, study, or understand next.
- They should use informal and strategic approach while assessing questions that help students make these connections themselves.
- They should select or construct examples of work while assessing that illustrate various levels of achievement of the learning target. Ask students, in groups, to sort the work into sets of high, medium, and low quality. Working in groups, students will have to verbalize their reasoning.

To headteacher:

- i. The study revealed that all teachers are not adequately trained to manage the assessment of learning for learners with intellectual disabilities. This should have a negative impact on the management of their schools which are now inclusive. This study recommends that future studies should investigate strategies that could improve the quality of training of teachers in managing class of learners with intellectual disabilities.
- ii. The study revealed that all necessary and relevant resources are needed at G.S Burema to help teachers in assessing learners with intellectual disabilities. This study, therefore, calls the headteacher for an enquiry into the supply of teaching and learning materials.
- iii. The school management is advised to take a conscious decision to take charge of special education aspects of their schools and explore various alternatives to ensure success for learners with intellectual disability.

TO MINEDUC:

- i. It is clear from the data that there are many factors that hinder teachers while assessing learners with intellectual disabilities, however it is recommended that MINEDUC should help teachers to be provided with in service training in the form of workshops. Once the teachers are equipped with the necessary knowledge and skills related to the education of learners with intellectual disability that could change their views and perceptions towards special education.

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QUESTIONNAIRE

Dear respondents,

In line with my study entitled “Factors affecting teachers in assessment of learning for learners with intellectual disabilities in primary school in Rwanda. A case study of G.S Burema in Nyarugenge District.” I am presenting to you this questionnaire as a selected informant. Do not mention your identification anywhere. Your responses will be held confidential and will only be used for academic purposes.

Mark the appropriate answers by using a tick where required

SECTION A. PERSONAL IDENTIFICATION

1. Gender: Male Female
2. Age range: 15-20 21- 35yrs 36-45yrs
Above 45 years

3. Experience in teaching

- 1-5 years
- 1-10 years
- Above 10years

4. Qualification:

- ✓ A2
- ✓ A1
- ✓ A0
- ✓ Master

5. What is your employment status as a teacher at this school?

- Full time Part Time/Contractual staff

QUESTIONS

Using the Likert scale provided below rate the following statements on the impact of school practices and policies on drop-out (1= Strongly Disagree, 2 = Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.)

SN	Statements	5	4	3	2	1
	Part 1: Challenges teachers face in assessment learners					
1	Matching reliable, valid, and appropriate learning assessment methods and tools to all course learning objective					
2	Creating or adapting learning assessment tools that are appropriate, fair, and easily understood by both faculty and students					
3	Creating or adapting learning assessment methods that support deeper understanding of concepts					
4	Creating or adapting learning assessment methods that support active and experiential learning					
5	Committing time and resources to implement new learning assessment methods					
6	Difficulty processing information sequentially in assessment					
7	Limited access to the general education curriculum and to general education assessment for students with disabilities					
8	Difficulty in developing social and communication skills					
9	Increased time needed for cognitive processing of tasks or new learning materials					
	Part 2: Ways of coping with intellectually disabled learners					
10	Use of ongoing evaluation in a practice-orientated process					
11	Ongoing evaluations should meet certain requirements					
12	Ongoing evaluations be held early in the process, be in close proximity to the learners					
13	They contribute as a basis for development-oriented learning and the achievement					
14	Learners are assessed according to cognitive disabilities					
15	The Learners understanding of their learning goals and the assessment					

	criteria are essential for positively affecting learning outcomes					
	Implementing a variety of program evaluation methods to gather data from learners					
	Part 3. Approach to be used in assessment of learners					
16	Allow extensions to assignment deadlines					
17	Learners may take longer to organize thoughts and sequence material					
18	Use technology to record learners work, e.g., digital photography, tape and video.					
19	Encourage the learners to submit an early draft of assignments to allow the opportunity for feedback to the student as a formative process					
20	They will need extra time in an examination for reading and analysing questions and for planning their answers					
21	Learners may benefit from an exam timetable that features a number of days between exams to assist in exam preparation.					

22. What are challenges to sound programme evaluation of learners with intellectual disabilities?
 And what should be done to address those challenges?

.....

23. What are types of assessment for learning of intellectual disabled learners?

.....

INTERVIEW GUIDE

1)What do you understand by the term intellectual disability?

.....
.....

2)How do you coordinate your institution?

.....
.....

3)Are there any children with developmental disability included in the ordinary classes?

.....
.....

5)Is there any coordination between education of learner with intellectual disabilities and the parents of learners with developmental disability?

.....
.....

6)What challenges do you face when assessing learners with developmental disability?

.....
.....

7)How do you overcome these challenges?

.....
.....

8)How Does teacher choose to use a particular approach and method in assessing a learner with intellectual disabilities?

.....
.....