



5.

TEACHING ENGLISH
FOR DEAF STUDENTS

ASSESSMENT TOOLBOX



COMPREHENSION

LISTENING COMPREHENSION

Sign language hearing impaired users



General recommendations

- listening capacities cannot be assessed like they are for hearing pupils
- keep in mind that the objective is to enhance hearing impaired pupils' capacities

Specific recommendations

- oral listening competences not evaluable
- “SIGN listening“ competences evaluable on the condition that hearing impaired pupils and specialized teachers or native sign users all master / use a sign language (e.g. British Sign Language or American Sign Language).

Oral language hearing impaired users



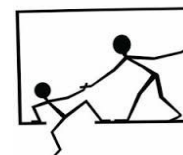
General recommendations

- listening capacities cannot be assessed like they are for hearing pupils
- keep in mind that the objective is to enhance hearing impaired pupils' capacities

Specific recommendations

- pupils trained at Cued Speech : evaluation possible if messages are transliterated with Cued Speech by a specialized teacher or a cued speech transliterater
- pupils not trained at Cued Speech : evaluation possible with one interlocutor who pays specific attention to articulation, visual information
- (face to face for easy lip-reading) and repetition
- oral listening changed into “written“ listening : a written transcription of the audio document is given to the pupil, he reads on the same conditions the hearing pupils listen to the document

Hearing impaired users with additional disabilities



General recommendations

- listening capacities cannot be assessed like they are for hearing pupils



- keep in mind that the objective is to enhance hearing impaired pupils' capacities

Specific recommendations

- same recommendations as for Sign Language users and Oral Language users

Hearing impaired users in a mixed group



General recommendations

- listening capacities cannot be assessed like they are for hearing pupils
- keep in mind that the objective is to enhance hearing impaired pupils' capacities

Specific recommendations

- same recommendations as for Sign Language users and Oral Language users

See docs. attached

EXAMPLES OF ASSESSMENT	TARGET GROUP
Doc.1. A French DVD using Sign Language and written English	
Doc.2. "Find the differences"	
Doc.3. "Find the differences" for students with learning disabilities	
Doc.4. Minimal pairs – lip reading + Cued speech	
Doc.5. Lip reading – a list of words	
Doc.6. A situation of communication	
Doc.7. "Listen and point/colour"	



COMPREHENSION

READING COMPREHENSION

Sign language hearing impaired users



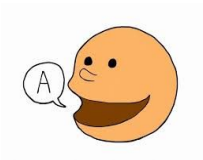
General recommendations

- same evaluation as for hearing students

Specific recommendations

- same evaluation as hearing pupils but questions have to be asked in Sign Language (FSL or other native sign language)

Oral language hearing impaired users



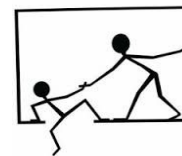
General recommendations

- same evaluation as for hearing students

Specific recommendations

- same evaluation as hearing pupils or adapted evaluation (a written evaluation)

Hearing impaired users with additional disabilities



General recommendations

- same evaluation as for hearing students

Specific recommendations

- a) Sign Language users - same evaluation as hearing pupils but questions have to be asked in Sign Language (FSL or other native sign language)
- b) Oral Language users - adapted evaluation (a written evaluation):
 - practical reading of simple texts (reading a text to do/create something, see example: create your own game)
 - texts with illustrations
 - texts written by the teacher

Hearing impaired users in a mixed group
























General recommendations

- same evaluation as for hearing students

Specific recommendations

- Sign Language users - same evaluation as hearing pupils but questions have to be asked in Sign Language (FSL or other native sign language)
- Oral Language users - adapted evaluation (a written evaluation):
 - practical reading of simple texts (reading a text to do/create something, see example: create your own game)
 - texts with illustrations
 - texts written by the teacher

See docs. attached

EXAMPLES OF ASSESSMENT	TARGET GROUP
Doc.8. Read and complete.	   
Doc.9. True/False.	   
Doc.10. Match the headings.	   
Doc.11. Signing a text.	
Doc.12. Correct the mistakes.	   
Doc.13. A text with illustrations.	   



SPEAKING

INTERACTION

Sign language hearing impaired users



General recommendations

- speaking capacities require big effort for hearing impaired pupils
- necessity to enhance their speaking abilities
- necessity to give hearing impaired pupils confidence

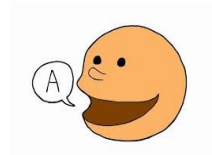
The grid of evaluation for hearing pupils must be adapted with the help of specialized teachers for hearing impaired pupils (intelligibility, intonation, pronunciation, phonology)

Specific recommendations

Assessment adapted if pupils express the will of speaking:

- a written interaction (label games / computer / slate)
- a British Sign Language interaction
- an adapted video tool using both Sign Language and English subtitles with interactive exercises on a computer

Oral language hearing impaired users



General recommendations

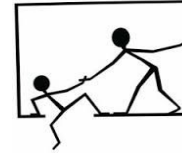
- speaking capacities require big effort for hearing impaired pupils
- necessity to enhance their speaking abilities
- necessity to give hearing impaired pupils confidence
- the grid of evaluation for hearing pupils must be adapted with the help of specialized teachers for hearing impaired pupils (intelligibility, intonation, pronunciation, phonology)

Specific recommendations

- assessment adapted in a small group (2 or 3 people maximum) paying specific attention to lip-reading and face-to-face interaction



Hearing impaired users with additional disabilities



General recommendations

- speaking capacities require big effort for hearing impaired pupils with additional disabilities

Specific recommendations

- the grid of evaluation for pupils with additional disabilities must be adapted with the help of specialized teachers
- assessment adapted in a small group (2 people maximum)

Hearing impaired users in a mixed group



General recommendations

- speaking capacities require big effort for hearing impaired pupils
- necessity to enhance their speaking abilities
- necessity to give hearing impaired pupils confidence
- the grid of evaluation for hearing pupils must be adapted with the help of specialized teachers for hearing impaired pupils (intelligibility, intonation, pronunciation, phonology)

Specific recommendations

Adapted evaluation if pupils express the will of speaking

a) Sign Language users:

- a written interaction (label games / computer / slate)
- a British Sign Language interaction
- an adapted video tool using both Sign Language and English subtitles with interactive exercises on computer

b) Oral Language users:

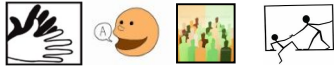
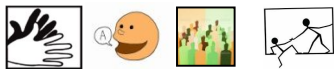

- adapted evaluation in a small group (2 or 3 people maximum) paying specific attention to lip-reading and face-to-face interaction.

See docs. attached

EXAMPLES OF ASSESSMENT

TARGET GROUP



Doc.14. Question-answer matching.	
Doc.15. What would you say? – multiple choice.	
Doc.16. Speech bubbles.	

SPEAKING

SPEECH



Sign language hearing impaired users

General recommendations

- speaking capacities require big effort for hearing impaired pupils
- necessity to enhance their speaking abilities
- necessity to give hearing impaired pupils confidence

The grid of evaluation for hearing pupils must be adapted with the help of specialized teachers for hearing impaired pupils (intelligibility, intonation, pronunciation, phonology)

Specific recommendations

- only possible with British Sign Language

Oral language hearing impaired users



General recommendations

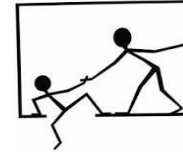
- speaking capacities require big effort for hearing impaired pupils
- necessity to enhance their speaking abilities
- necessity to give hearing impaired pupils confidence

The grid of evaluation for hearing pupils must be adapted with the help of specialized teachers for hearing impaired pupils (intelligibility, intonation, pronunciation, phonology)

Specific recommendations



- assessment possible but do not take too much care on intelligibility, intonation, pronunciation, phonology



Hearing impaired users with additional disabilities

General recommendations

- speaking capacities require big effort for hearing impaired pupils
- necessity to enhance their speaking abilities
- necessity to give hearing impaired pupils confidence

The grid of evaluation for hearing pupils must be adapted with the help of specialized teachers for hearing impaired pupils (intelligibility, intonation, pronunciation, phonology)

Specific recommendations

- Sign Language users - only possible with British Sign Language
- Oral Language users - assessment possible but do not take too much care on intelligibility, intonation, pronunciation, phonology

Hearing impaired users in a mixed group



General recommendations

- speaking capacities require big effort for hearing impaired pupils
- necessity to enhance their speaking abilities
- necessity to give hearing impaired pupils confidence


The grid of evaluation for hearing pupils must be adapted with the help of specialized teachers for hearing impaired pupils (intelligibility, intonation, pronunciation, phonology)

Specific recommendations

- Sign Language users - only possible with British Sign Language
- Oral Language users - assessment possible but do not take too much care on intelligibility, intonation, pronunciation, phonology



See docs. attached

EXAMPLES OF ASSESSMENT	TARGET GROUP
<p>No example available due to the fact that we do not assess the hearing impaired students' speech at specialized centres.</p> <p>In the mainstream system you should adjust the assessment to individual abilities of the students. The decision whether to assess the pupils or not is up to the teachers.</p>	

WRITING



Sign language hearing impaired users

General recommendations

- same evaluation as for hearing students

Specific recommendations

- same evaluation as for hearing pupils and possibility to add pictures of sign words

Oral language hearing impaired users



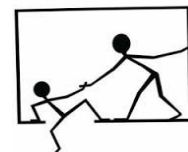
General recommendations

- same evaluation as for hearing students

Specific recommendations

- same evaluation as for the hearing pupils

Hearing impaired users with additional disabilities



General recommendations

- same evaluation as for hearing students

Specific recommendations

- Sign Language users - same evaluation as for hearing pupils and possibility to add pictures of sign words
- Oral Language users - same evaluation as for the hearing pupils

Hearing impaired users in a mixed group



General recommendations

- same evaluation as for hearing students

Specific recommendations

- Sign Language users - same evaluation as for hearing pupils and possibility to add pictures of sign words
- Oral Language users - same evaluation as for the hearing pupils

See docs. attached

EXAMPLES OF ASSESSMENT	TARGET GROUP
Doc.17. Guided writing – a profile.	
Doc.18. Guided writing – a story.	
Doc.19. Guided writing – a postcard.	
Doc.20. Writing a postcard.	



VOCABULARY

Sign language hearing impaired users



General recommendations

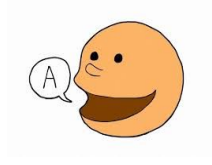
- same evaluation as for hearing students

Specific recommendations

Evaluation on the conditions that:

- sign words on written documents (the sign of the word is shown, the pupil writes it into English for example)
- words are signed by an Sign Language interpreter, a specialized teacher
- teachers and pupils master British Sign Language

Oral language hearing impaired users



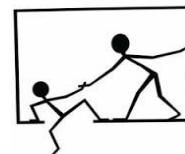
General recommendations

- same evaluation as for hearing students

Specific recommendations

- words are written
- words are cued

Hearing impaired users with additional disabilities



General recommendations



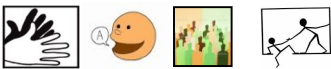
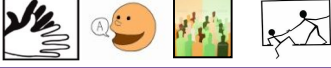
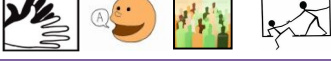
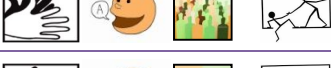
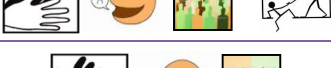


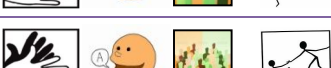
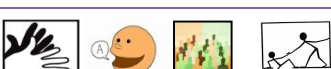


- assess iconic and practical words with pictures, illustrations, photos, drawings...

Specific recommendations

- Sign Language users - sign words on written documents (the sign of the word is shown, the pupil writes it into English for example)
- teachers and pupils master British Sign Language

- words are signed by an Sign Language interpreter, a specialized teacher
- Oral Language users
- words are written
- words are cued

See docs. attached

EXAMPLES OF ASSESSMENT	TARGET GROUP
Doc.21. Evaluation with sign language words – matching.	
Doc.22. Evaluation with sign language words – labelling.	
Doc.23. Labelling pictures with the given words – 1.	
Doc.24. Labelling pictures with the given words – 2.	
Doc.25. Gap filling.	
Doc.26. Matching the opposites.	
Doc.27. Odd one out.	
Doc.28. Labelling pictures.	
Doc.29. Collocations.	
Doc.30. Missing letters.	
Doc.31. Word scramble + word search.	
Doc.32. Word puzzle.	
Doc.33. Word translation.	



GRAMMAR

Sign language hearing impaired users



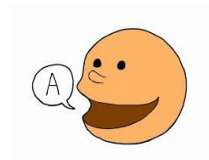
General recommendations

- same evaluation as for hearing students

Specific recommendations

- same evaluation as for hearing students

Oral language hearing impaired users



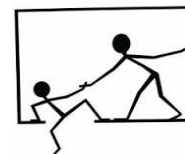
General recommendations

- same evaluation as for hearing students

Specific recommendations

- same evaluation as for hearing students

Hearing impaired users with additional disabilities



General recommendations

- same evaluation as for hearing students

Specific recommendations

- same evaluation as for hearing students

Hearing impaired users in a mixed group



















General recommendations

- same evaluation as for hearing students

Specific recommendations

- same evaluation as for the hearing pupils

See docs. attached

EXAMPLES OF ASSESSMENT	TARGET GROUP
Doc.34. Multiple choice.	   
Doc.35. Proper grammar forms.	   
Doc.36. Filling gaps 1.	   
Doc.37. Filling gaps 2.	   



BSL – BRITISH SIGN LANGUAGE

Sign language hearing impaired users



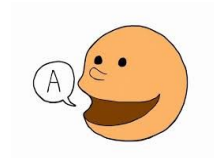
General recommendations

- good environment conditions: face to face, quality of lighting, other visual interferences (no rings or jewellery, dark colour of clothes, plain clothes)

Specific recommendations

- respect and require the right position of the hands and a correct speed of spelling.

Oral language hearing impaired users



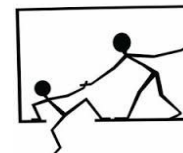
General recommendations

no BSL assessment

Specific recommendations

no BSL assessment

Hearing impaired users with additional disabilities



General recommendations

- good environment conditions (face to face, quality of lighting, other visual interferences (no rings or jewels, neutral colour of clothes, plain clothes...))

Specific recommendations

- respect and require the right position of the hands.



Hearing impaired users in a mixed group




General recommendations

no BSL assessment

Specific recommendations

no BSL assessment

See docs. attached

EXAMPLES OF ASSESSMENT	TARGET GROUP
Doc.38. Finger spelling assessment – reception.	
Doc.39. Finger spelling assessment – production.	