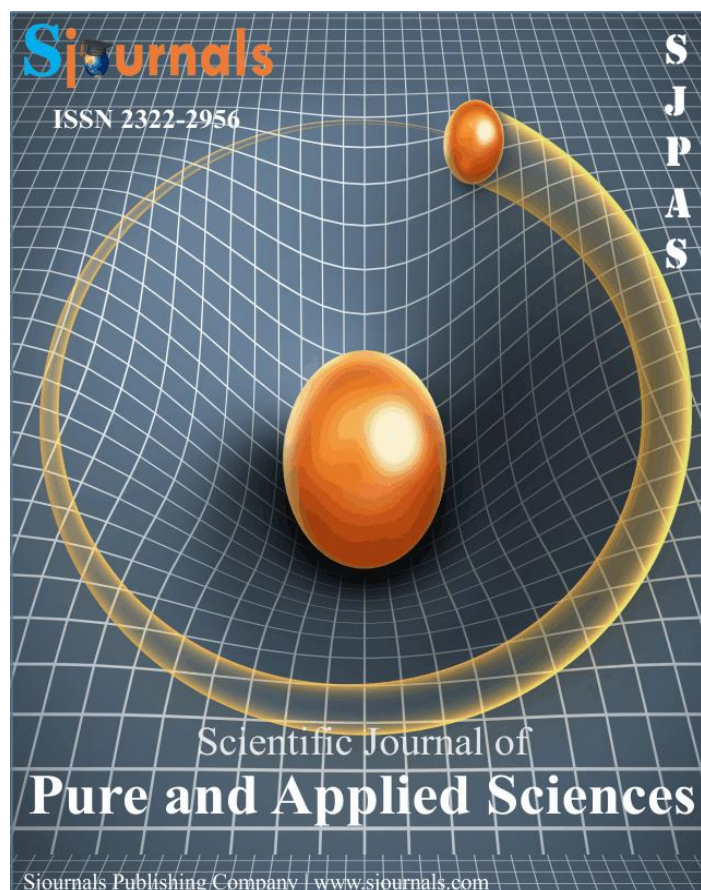


Provided for non-commercial research and education use.

Not for reproduction, distribution or commercial use.



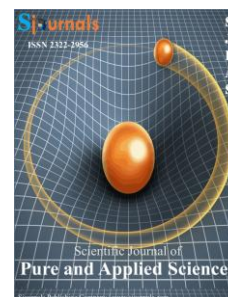
This article was published in an Sjournals journal. The attached copy is furnished to the author for non-commercial research and education use, including for instruction at the authors institution, sharing with colleagues and providing to institution administration.

Other uses, including reproduction and distribution, or selling or licensing copied, or posting to personal, institutional or third party websites are prohibited.

In most cases authors are permitted to post their version of the article (e.g. in Word or Tex form) to their personal website or institutional repository. Authors requiring further information regarding Sjournals's archiving and manuscript policies encouraged to visit:

<http://www.sjournals.com>

© 2017 Sjournals Publishing Company



Contents lists available at Sjournals

Scientific Journal of Pure and Applied Sciences

Journal homepage: www.Sjournals.com

Case Study

Perceptions of college lecturers and students towards the assessment of student teachers with special needs in inclusive contexts: A case of one college of teacher education in Zimbabwe

Patrick Sibanda^{a,*}, Mlungisi Moyo^b, Royal Ntini^b

^aFaculty of Applied Social Sciences, Zimbabwe Open University, Zimbabwe.

^bUnited College of Education, Zimbabwe.

*Corresponding author: patrickssibandac@gmail.com

ARTICLE INFO

Article history,

Received 19 June 2017

Accepted 13 July 2017

Available online 20 July 2017

iThenticate screening 21 June 2017

English editing 10 July 2017

Quality control 17 July 2017

Keywords,

Assessment

Students with special needs

Inclusive contexts

ABSTRACT

Assessment processes are critical in educational practice since quality education can be measured through these processes. The purpose of this study was to explore perceptions of college lecturers and students on the nature of assessment procedures obtaining for students with special needs in inclusive contexts. The study is grounded in Howard Gardner's theory of multiple intelligences and the social model of disability. The observation that teachers' colleges in Zimbabwe often have no inclusive policy guidelines on the assessment of students with special needs motivated the study. A case study was conducted within the qualitative paradigm. Semi structured questionnaires and focus group discussions were used as the main data collection instruments for 15 lecturers and 20 students chosen using simple random and purposive sampling respectively. The main findings revealed that there were challenges of assessing students with special needs together with their peers without special needs. It was observed that extra time given to students with special needs was done ad hoc as there were no policy guidelines. The results further revealed that it was not clear whether the bases for assessment were premised on the student's level of disability, educational skills, competences or concepts. Ultimately, the study concluded that there was no equality of opportunities in the assessment of students with disabilities at the teachers college. In view of these findings, the study recommended

the need for modifications whose decisions should be based on agreed policy guidelines and a national framework for the assessment of tertiary education students with special needs.

© 2017 Sjournals. All rights reserved.

1. Introduction

Assessment is a critical process in education. Meyer (2003) emphasizes the importance of assessment arguing that it serves both the pedagogic and administrative functions. A plethora of literature on inclusion relates to school children with special needs and it has only been recently that some scholars have focused on inclusion and assessment at tertiary level. According to Wray (2002) it has also only been recently that academic researchers and educational developers have written much about the way in which assessment methods for students with special needs in higher education could be designed, modified or adapted more effectively for the improvement of students' learning. From literature (Salend, 2005; Pepper, 2007; Reeves, 2008; Snell and Brown, 2011; Hallahan, 2012), modifications and adaptations of curriculum, instructional and assessment processes are necessary to meet the unique needs of the students with special needs. Lack of these modifications and adaptations would lead to the exclusion of the students particularly from assessment processes. In the USA, for example, the Americans with Disabilities Act (1990) cited in American Psychological Association (2016) stipulates that post-secondary institutions are responsible for providing necessary accommodations when a student discloses that s/he has a disability for instance. This is the case in many developed countries today (Gartner and Dorothy, 1997) but in Zimbabwe, policies that relate to examination concessions for students with special needs like Director's Circular Minute Number 24 of 2001 on ZIMSEC special examination conditions for blind and deaf students in schools does not relate to tertiary institutions. This study presupposes that policy frameworks and perceptions of stakeholders in tertiary institutions influence the assessment processes and outcomes. Therefore, the purpose of this study was to analyse the perceptions of college lecturers and students towards the current assessment procedures for student teachers with special needs.

1.1. Statement of the problem

There seems to be no specific policy guidelines for the assessment of students with special needs in teachers colleges in Zimbabwe. Such lack of policy, coupled with likely negative perceptions towards the assessment of student teachers with special needs in inclusive contexts could fuel the exclusion of these students from participation in the academic activities. There is also likelihood of implementing unfair assessment procedures in these regards.

Research question

- How do college lecturers and students perceive the assessment of student teachers with special needs in teachers colleges in Zimbabwe?

Sub-questions

- To what extent are coursework and examination assessment procedures in teachers colleges accommodative of student teachers with special needs?
- How do college lecturers and students feel about current assessment procedures for student teachers with special needs?
- In what ways do students with special needs feel about the current conditions of their assessment?
- Why are there no policy guidelines for the assessment of student teachers with special needs in teachers colleges in Zimbabwe?

1.2. Educational practices in inclusive contexts

A growing body of knowledge and research point to the efficacy of educating students with special needs within inclusive contexts. Inclusion is the educational philosophy that provides all students with community membership and greater opportunities for academic and social achievement (NVPIE, 2016). The fundamental

principle of inclusive contexts in this regard is that all students should learn together and be subjected to similar educational outcomes (UNESCO, 1994) notwithstanding the need for adaptations and other supports to create a level playing field for students with special needs. In this context, Meijer (2003) regards inclusive contexts as ‘... those educational settings where (students) with special needs follow the largest part of the curriculum in the mainstream class alongside peers without special educational needs...’ Thus inclusion is about ensuring that all students including those with special needs are educated at their nearest institutions of learning together with their peers without special needs and that each and every student feels welcome and has his/her unique learning needs attended to (NVPIE, 2016).

UNESCO (2005) elucidates that inclusion is viewed as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education. Within inclusive contexts, students with special needs are subjected to the general curriculum. NVPIE (2016) implores that research shows that most students with special needs learn and perform better when exposed to the richness of the general education curriculum provided the appropriate strategies and accommodations are in place. For UNESCO (2005), it is important that the curriculum be flexible enough to provide possibilities for adjustments to individual needs and to stimulate educators to seek solutions that can be matched with individual student needs.

1.3. Theoretical framework

In these regards, this study was premised on the social model of disability which postulates that disability is constructed through society’s lack of sensitivity to the unique needs of persons with disability (Michigan Disability Rights Coalition, 2014). The study also borrows from Howard Gardener’s theory of multiple intelligences which calls for differentiation of assessment tasks in order to respond to the various individual abilities of a diverse student population (Tomlison, 2001).

1.4. Assessment procedures in inclusive contexts

According to Watkins (2007) assessment refers to systematic collection and use of information about the students’ levels of achievement and/or development in different areas of their educational experience. Different actors are involved in assessment and assessment information can be used variously. It is important to note that this assessment information is not only concerned with the student, but with the whole educational or learning environment as well. Thus, assessment is a pedagogic process and is also an administrative act as based on provisions laid down by law (Meijer, 2003).

UNESCO (2015) asserts that assessment in inclusive contexts is directly linked to the mainstream curriculum goals. In this respect, for instance, formative assessment (which in this study would relate to coursework assessment) is usually goal-related and directly linked to the objectives of the curriculum for all students (Watkins, 2007). For students with special needs there is an added need for lecturers to link curriculum goals and assessment schedules to the student’s Individual Education Plan (IEP) (European Agency for Development in SNE, 2005). There is also the need for modifying or adapting the assessment procedures to meet the student’s individual specific needs (Snell and Brown, 2011). Similarly, summative assessment (which in the context of this study would mean final examinations) is equally important since it is used to make final decisions on the student’s future (Philips and Clarke, 2010). Concessions such as use of ICTs, Braille, larger print, Sign language interpretation and extension of times are some of the accommodations in summative assessment. In extreme cases, students with special needs can be allowed to repeat an academic year or be referred for specialist clinical assessments. According to Watkins (2007) entitlement of students with special needs to national examinations (which in this study would refer to final college examinations) and how these examinations could be modified to accommodate specific needs of the students should be an issue of national strategy. This calls for appropriate assessment strategies.

1.5. Strategies for assessment of students with special needs in inclusive contexts

The most critical approach to the inclusion and assessment of students with special needs is involvement of all stakeholders such as professionals, families, community leaders, NGOs, industry and communities and exercising multicultural sensitivity (UNESCO, 2003; NVPIE, 2016) observe that the involvement and cooperation of educators, parents and community leaders, for instance, is vital for the creation of better schools and inclusive contexts. In addition, one of the strategies is the promotion of quality education through individualization of instruction. UNESCO (2005) postulates that in inclusive contexts changes that recognize human variation and

difference are necessary to enable educational institutions offer opportunities for individualized learning in order that no student is obliged to stand outside the fellowship of and school participation.

Reforming educational institutions into inclusive contexts is not only about putting in place inclusive policies but also about changing the whole culture of doing things. To start with, such strategies should aim towards changing existing attitudes and values, mindsets and inappropriate organization of the programmes and activities (UNESCO, 2005; UNESCO, 1994; UNESCO, 2009). The institution has to ensure availability of necessary skills and resources such as assistive technology and work on making both the physical and social environment accessible as well as on embracing policies on inclusion which should specify assessment procedures for students with special needs.

1.6. Accommodations and modifications of assessment of students with special needs

An accommodation is a reasonable adjustment of the typical teaching techniques or practices to enable the students with special needs to learn the same material with the 'typical' peers but in a more accessible format (Pepper, 2007). Thus, accommodations for instruction and for assessment of coursework for students with special needs may include changing presentation and response methods. The accommodations also include rescheduling of lessons/ lectures to allow for rest periods for the students and setting coursework in a different mode e.g. using large print or Braille for blind students. According to Snell and Brown (2011) modifications are changes or adaptations to learning materials to make them simpler in terms of level of difficulty, level of mastery, assessment techniques and in terms of any other aspects of the curriculum. These modifications may include skipping subjects or certain difficult topics, use of extra aids, use of relevant assistive devices/technologies, simplified or shorter assignments and extended times for both coursework assignments and examinations (Hallahan, 2012). Meanwhile, students with special needs may be accorded special arrangements, such as writing their examinations in a more flexible venue than usual, use of Braille machines or computers installed with appropriate software for the blind students and signed examinations for the deaf students. All these modifications should be done in such a way that quality and standards are not compromised.

Wray (2002) conceptualizes accommodation, modifications and other arrangements as means of leveling the playing field in the assessment of students with special needs in inclusive settings. The author argues that when adjustments, accommodations or adaptations are put in place, the assessment is altered in its implementation and therefore assessors should ensure that the fundamental focus of assessment remains the same and that it measures the same learning outcomes. According to Sharp and Earle (2000), offering alternative assessment may entail offering the student with a special need a viva instead of the written examination or allowing the student to produce a video instead of an essay. However, it is critical for the assessors to be conscious that they are assessing the same learning outcomes as the original method (Wray, 2002). Additional arrangements, such as providing a separate room, a Braille machine, a laptop and so on can also be put in place, but these additional arrangements could be expensive since they require additional resourcing. Concerns have been raised that accommodations and modifications serve to compromise the standard and quality of assessment (Salend and Duhaney, 2002; Reeves, 2008). However, Salend (2005) argues that, instead, accommodations and adaptations are designed to allow students with special needs to access and make progress on assessment. In this way, Salend believes, they do not affect the level of mastery expected of other students. Gartner and Dorothy (1997) concur that, in many developed countries, it is actually a requirement that students with special needs are accorded some degree of accommodation and special provisions. For example, the Americans with Disabilities Act (1990) cited in The American Psychological Association (2016), stipulates that post-secondary institutions are responsible for providing necessary accommodations when a student discloses that s/he has a disability.

1.7. Grading of students with special needs in inclusive contexts

One other strategic consideration in the assessment of students with special needs in inclusive settings is grading. Wood (1998) and Salend (2001) describe grading as a way of attaching value symbols to students' work and sharing information about students' performance. Although there are various perspectives on grading systems for students with special needs in inclusive contexts, Salend (2005) recommends one which is aligned with best practices, legal guidelines and individual needs and one which is fair, acceptable and agreed on prior to its implementation. There are strong feelings in some circles that having different standards for students with special needs will lead to a watering down of the curriculum and lowering of standards. However, Bauer and Brown (2001) posit that, if students with special needs learn differently, then it is only logical to assess them variously. The

authors suggest fair assessment entails providing students with equal opportunity to demonstrate what they know and to avoid unbiased assessment. On those bases, Tomlison (2001) advocates for practices that foster differentiated instruction, enhance student learning and facilitate the grading process.

Existing grading practices and criteria would need to be modified to give more weighting to particular components based on student needs, for example, grading on the basis of improvement or progress (Munk and Bursuck, 2003) and avoid ineffective grading systems. Reeves (2008) identifies the common ineffective grading systems as those that use zero for missing work, use the average of all the scores throughout the semester, or use the semester killer, that is, a single assignment to make the final decision. Instead, teachers/ lecturers may require students to make up for missing work or apply more weight to areas of strength or to assignments accomplished towards the end of the semester. Munk and Bursuck (2003) see prioritization of essential knowledge and related assignments, assessment of student's effort, incorporation of progress in the IEP goals, basing the grade on the amount of progress and varying grading weights as some of the effective grading adaptations.

1.8. Inclusive policies and assessment of students with special needs

Policies on inclusion are enacted at national level and are often informed by international frameworks and conventions and best practices. Development of national policies on inclusion and appropriate curriculum and assessment reforms are some of the critical factors in creating the right context for the development of inclusion. According to UNESCO (2009) the major impetus for inclusive education was provided at the World Conference on Special Needs Education in Salamanca, Spain in June 1994 where the Salamanca Framework of Action on Special Needs Education was enacted. In Zimbabwe, several piece meal operational policies on inclusive education in schools have been published by the Ministry of Primary and Secondary Education but little, if any, has been done with regards to tertiary education at Higher Education Ministerial level. Rather some colleges and universities have, through their initiatives, established Disability Resource Centers meant to support students with special needs.

2. Methodology

This study was predominantly informed by the qualitative research paradigm so as to gather views of the participants at their natural settings. Case study and descriptive survey research designs were used. This allowed the researchers to gather in-depth knowledge about the feelings, views and opinions of the participants (Chiromo, 2006). In these regards the study utilized open ended semi-structured questionnaires, focused group discussions and observations with a sample of 15 college lecturers and 20 student teachers. Use of multiple sources assisted the researchers to triangulate hence authenticate the data (Neuman, 2011).

3. Results and discussion

Findings for the study have been presented and discussed making focus on the five research questions that provided the framework for the study.

3.1. To what extent are coursework and examination assessment procedures in teachers colleges accommodative of student teachers with special needs?

Respondents were required to confirm first whether student teachers with special needs were assessed both in coursework and examinations together with their counterparts. Basically, they all (100%) concurred that these student teachers were exposed to the same coursework and examination assessment. Student teachers further mentioned that the same assessment criterion had seen none of the students with special needs doing practical subjects as their main study areas. Asked whether the assessment procedures in these two elements were accommodative or not to students with special needs, respondents had mixed views. 40% lecturers and 30% student teachers indicated that assessment criterion was quite user friendly. In justifying their responses, they expounded that the college's special needs department has been engaged to ensure that all work for the visually impaired student teachers was translated to Braille. Furthermore, these respondents confirmed that the visually impaired student teachers are being supported with the Braille machines to write their coursework assignments and the examinations. However, this research noted that the accommodativeness of the assessment criterion as viewed by these respondents singled out student teachers that are visually impaired. This observation by the

respondents could be quite accurate and influenced by the fact that student teachers with special needs that are quite visible at the studied institution currently are those that are visually challenge.

60% respondents felt that the assessment criterion was not user friendly. These respondents argued that user friendly conditions have been created for student teachers that are visually impaired, whilst those with hearing challenges and learning disabilities have been left out. They also confirmed that the assessment criterion does not provide room for student teachers with special needs to be assessed in practical subjects. As a result, it is the discretion of the practical subject area to create a conducive environment for the student teachers.

3.2. How do college lecturers feel about assessment of student teachers with special needs together and in the same way with their peers without special needs?

This study revealed that all the respondents (100%) were not amused by the assessment criterion. In their responses they indicated that assessing student teachers with special needs in the same way as their peers without these needs, created a ground that was not level. As a result, they all concurred that there was need to create an environment that would cater for the individual differences for the special needs student teachers. According to the lecturers, for example, time given for student teachers with special needs to do their coursework and even during the writing of examinations should not be the same. Thus, student teachers with special needs should be given more time to source information and assembly their work. In justifying the need for more time, these respondents were quick to point out that material resources in the library for special needs areas, for example, the visually impaired, were not adequate. They also pointed out that it was not an easy task for student teachers with special needs to access relevant information and produce quality work without being given extra time.

Respondents also felt that the assessment criterion for both coursework and examinations should have options, for example, they suggested that student teachers with critical challenges in manual dexterity could answer questions orally, which are read to them by the assessor where there should be less writing or no writing at all. They also proposed the use of practical and sign language where these student teachers with special needs maybe found to be doing quite well. Respondents also concurred that, student teachers with special needs should be accorded special assessment criterion by ensuring that they are being handled by specialist human resource from the department of special needs education area. For example, during their teaching practice phase, student teachers with learning disabilities (LDs) could be assessed by lecturers manning the LDs section.

3.3. What are the views of student teachers about the special arrangements for the assessment of those with special needs?

All respondents concurred that the special arrangements were quite pivotal. In support of their answers, students without these special needs said that it would be an unfair situation to expose their counterparts in the same treatment with them since they were special in a way. For instance, they echoed that accessing information and carrying out preparatory activities for both coursework and examination articles was not easy for student teachers with special needs. As a result, during the discussions these student teachers felt that their fellow counterparts need to be given more time to do their work which could also be simplified for it to be user friendly. The need for special arrangements was also raised by the student teachers with special needs. According to these students, it was uncomfortable that when it comes to making special arrangements for them, not all lecturers were kin to do that and they felt this was an attitudinal problem. The students hence felt that it was quite pivotal for them to be assigned specialist lecturers with regards to their different needs. Asked on the areas which they felt were challenging both in coursework and examinations for those with special needs, respondents identified the following:

- Assembling the files and other documents, for example, scheming and planning
- Practical assessment, for example, teaching practice
- Time management
- Availability of adequate and appropriate materials

3.4. What is the nature of policy guidelines for the assessment of student teachers with special needs in teacher's colleges in Zimbabwe?

Responses to address this question were gathered from the lecturers. To begin, lecturers were asked to confirm whether there was policy on the assessment of students with special needs. In their responses, they had

different opinions. Eighty percent (80%) Of them said there was no policy and the remaining 20% said there were uncertain. Through the questionnaire, this paper requested these respondents to comment on the nature of the policy that guided the assessment of student teachers with special needs in an inclusive context. All the lecturers concurred that this was done ad hoc. Thus, it was left on the discretion of the subject areas' head to decide on the conditions during the assessment and then pass on the suggestion to other members monitoring the process, for example, examinations writing. The respondents also raised concern that the system was really pathetic where conditions created without policy could either advantage or disadvantage the students with special needs or their peers. They went on to suggest that there was need for the college academic board as the nerve center of the institution to consider crafting a viable policy that will guide assessment of student teachers with special needs in an inclusive setting.

The study revealed that the current assessment criterion at United College of Education does not cater for various categories student teachers with special needs. As a result, many of these students hardly take practical subjects as their main study areas. This was noted to be in contrary with NVPIE (2016) who recommended that in learning institutions students with special needs should feel welcomed and have their unique learning needs attended to. UNESCO (2005) has also echoed the importance of ensuring that the curriculum becomes flexible enough so that it provides possibilities for adjustments to individual needs. Moreover, Snell and Brown (2011) have also for the need for modifying or adapting the assessment procedures to meet the student's individual special needs.

It also emerged from this study that college lecturers feel that student teachers with special needs should be assessed differently and by specialist lecturers. This could be done in order to create a user-friendly environment that caters for individual needs for the students both in coursework and examinations. These findings concurred with Watkins (2007) who advocated for a national strategy to ensure that examinations could be modified to accommodate special needs of the students. Pepper (2007) and Snell and Brown (2011) have also concurred that learning materials could be made simpler in terms of level of difficulty, level of mastery, assessment techniques and in terms of any other aspects of the curriculum. However, the findings seemed to be in variance with UNESCO (1994) who recommends that in inclusive contexts all students should learn together and be to similar educational outcomes. Hence, the need for students with special needs to be handled by specialist lecturers would stigmatise and make them feel unique, which should not be the case.

To this end, the study also established that special arrangements for student teachers with special needs both in coursework and examinations are necessary and pivotal. This is despite the fact that these arrangements are currently done ad hoc and not favoring all the students. The need for the examinations to be modified in order to accommodate specific needs for the students, have been raised by Watkins (2007). Phillips and Clarke (2005) have also echoed the need for inclusive contexts to recognize human variation and difference so that these educational institutions offer opportunities for individualized learning. This therefore will entail making special arrangements for those students with special needs.

4. Conclusion

This research sought to explore perceptions of lecturers and student teachers on the assessment criteria that are used for student teachers with special needs in inclusive settings. From the findings, the study concluded that there was no equality of opportunities in the assessment of students with special needs in the teachers college. The assessment processes did not respond to individual needs or learner diversity. This was due to lack of deliberate policy guidelines. Based on the findings of the study, the following recommendations were proffered:

- College academic boards to craft policies that will clearly define assessment procedures for students with special needs in inclusive settings.
- Colleges with their leadership and the academic board to recommend Department of Teacher Education for a wide spectrum of assessment procedures which could include oral examinations amongst others. This could be done to ensure that different needs of students are met.
- There is need for regular staff development for all the lectures so as to prepare them to effectively interact with students with special needs during coursework and examinations assessment.
- Similar researches to be conducted in other teachers' colleges found outside Bulawayo Metropolitan Province in Zimbabwe.

References

- American Psychological Association, 2016. Reasonable accommodations explained. Washington: APA.
- Bauer, A., Brown, G., 2001. Adolescents and inclusion: Transforming secondary schools. Baltimore: Paul H. Brookes.
- Booth, T., Ainscow, M., 2002. Index for inclusion: Developing learning and participation in schools. London: CSIE
- Centre for Studies on Inclusive Education, 2003. Index for inclusion: Developing learning and participation in schools. <http://inclusion.uwc.ac.uk/csic/indexlaunch.htm>
- Delors, J., 1996. Learning the treasure within: Report to UNESCO of the international commission on education for the twenty first century. Paris: UNESCO.
- European Agency for Development in Special Needs Education, 2005. Assessment issues in non-European countries. Brief Lit. Rev., <http://www.europeanagency.org/site/themes/assessment>
- Gartner, A., Dorothy, K.L., 1997. Inclusion and school reform. Transforming America's Classrooms. New York.
- Gregory, G., Chapman, C., 2002. Differentiated instructional strategies: One size doesn't fit all. Thousand Oaks: Corwin Press.
- Hallahan, D., 2012. Exceptional learners. Boston: Pearson.
- International Consultative Forum on EFA, 2005. Global monitoring report: The quality imperative. Paris: UNESCO.
- Keeves, J.P., 1994. National examinations: Design, procedures and reporting. Fundamentals of Educational Planning No. 50. Paris: UNESCO.
- Marzano, R., 2000. Transforming classroom grading. Alexandria: Association for supervision and curriculum development.
- Meijer, C.J.W., 2003. Special education across Europe in 2003: Trends in provision in 18 European countries. Middelfart: European Agency for Development in SNE.
- Munk, D., Bursuck, W., 2003. Grading students with disabilities. *Educ. Leader.*, 61(2), 38-43.
- Nevada Partnership for Inclusive Education, 2016. The promise of inclusive education. <http://nvpie.org/inclusive>
- No Child Left Behind Act, 2002. PL 107-110, 115 Stat. 1425. <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>
- Opertie, R., Belalcfizar, C., 2008. Trends in inclusive education at regional and interregional levels. Issues and Challenges. Geneva: IBE.
- Pepper, D., 2007. Assessment for disabled students. An International Comparison. London: Qualifications & Curriculum Authority; Regulation & Standards Division.
- Peters, S., 2004. Inclusive education: An EFA strategy for all children. Washington DC. World Bank Disability Group.
- Philips, S., Clarke, A., 2010. Pathways for students with disabilities to tertiary education and employment project. Case Stud. Res., Dublin: HEA.
- Reeves, D.B., 2008. Leading to change/effective grading practices. *Educ. Leader.*, 65(5), 85-87.
- Salend, S.J., 2001. Creating inclusive classrooms: Effective and reflective practices (4th Ed). NJ: Merrill Prentice Hall.
- Salend, S.J., 2005. Report card models that support communication and differentiation of instruction. *Teach. Except. Child.*, 37(5), 28-34.
- Salend, S.J., Duhaney, L., 2002. Grading students in inclusive settings. *Teach. Except. Child.*, 37(5), 8-15.
- Sharp, K., Earle, S., 2000. Assessmen, disability and the problem of comepasation. *Assessment and Evaluation in Higher Education*, 22(2), 85-99.
- Snell, M.E., Brown, F., 2011. Instruction of students with severe disabilities (7th Ed). Madrid: Pearson.
- Tomlinson, C., 2001. How to differentiate instruction in mixed-ability classrooms (2nd Ed). NJ: Merrill Prentice Hall.
- UNESCO, 1994. The Salamanca statement and framework for action on special needs education. World Conference on Special Needs Education; Access and Quality. Salamanca: UNESCO.
- UNESCO, 2003. Overcoming exclusion through inclusive approaches in education. A Challenge and a Vision; Conceptual Paper. Paris: UNESCO.
- UNESCO, 2005. Guidelines for inclusion: Ensuring access to education for all. Paris: UNESCO.
- UNESCO, 2009. Policy guidelines on inclusion in education. Paris: UNESCO.
- UNESCO, 2015. Teaching children with disabilities in inclusive settings. Paris: UNESCO.
- UNICEF, 2003. Inclusive education initiatives for children with disabilities. Lesson from the East Asia and Pacific Region. Paris: UNICEF

- Watkins, A., 2007. *Assessment in inclusive settings: Key issues for policy and practice*. Odense: European Agency for Development in SNE.
- Wood, J., 1998. *Adapting instruction to accommodate students in inclusive settings*. NJ: Merrill Prentice Hall.
- Wray, M., 2002. *Modification of examination and assessment arrangements for disabled students. Additional support or added advantage?* <http://www.demos.ac.uk/course/assessment/welcome.html>.

How to cite this article: Sibanda, P., Moyo, M., Ntini, R., 2017. Perceptions of college lecturers and students towards the assessment of student teachers with special needs in inclusive contexts: A case of one college of teacher education in Zimbabwe. *Scientific Journal of Pure and Applied Sciences*, 6(7), 597-605.

Submit your next manuscript to Sjournals Central and take full advantage of:

- Convenient online submission
- Thorough peer review
- No space constraints or color figure charges
- Immediate publication on acceptance
- Inclusion in DOAJ, and Google Scholar
- Research which is freely available for redistribution

Submit your manuscript at
www.sjournals.com

Sjournals
where the scientific revolution begins