

Looking through the archives

Paul Simpson takes us back through the archives to a range of articles on Assessment

It is not surprising to find that the topic of this edition of the magazine – assessment – provides rich pickings in the archives. Assessment is such a key element of the work of a Qualified Teacher of the Deaf (QToD) providing as it does the foundation of much of the work undertaken and covering so many different areas. Over the years there have been articles covering many aspects of assessment – linguistic, curricular, audiological, social and emotional and, of course, the whole area of formal ‘national’ assessment, public examinations. As always, it is fascinating to see those aspects of assessment that have stayed the same and those that have changed over the years in keeping with the rate of change in the subject area – especially audiology and language. Other relevant areas are the development of various internal and external standards which are used to assess the provision of services to deaf children as a basis of the evaluation of the effectiveness of support to deaf children and young people (for example, the whole of the March 2010 edition was devoted to quality standards).

It is for this reason that several of the last 20 years of magazines have been concerned with aspects of

assessment. From the website archives the first magazine that covers this topic was in November 1999, which has an article written by my namesake, Paul Simpson (no relation), on the NDCS’s development of a set of standards concerned with early years, working with parents and inclusion.

June 2002 saw the first magazine with a focus on assessment within the archive and the aspects covered were wide-ranging and included an overview of all aspects of assessment from Elizabeth Andrews, a key contributor to our magazines over the years and then working at Royal National Institute for Deaf People (RNID). This was followed by an analysis of the RNID’s educational guidelines where assessment was being considered. This

was certainly a walk down memory lane for me as I was then employed part time by RNID to oversee and write those guidelines (with others). Other areas were writing, phonology and Speech and Language Therapy (SaLT)

assessment, video analysis of children’s communication, a look at the Burwood assessment centre and advice to ToDs about their role in statutory assessment.

In May 2006 the keynote article was one of many over the years from Wendy McCracken, professor of deaf education at Manchester University, looking in particular at the assessment of deaf children with

additional needs in an edition called ‘adapting the curriculum to meet differing needs’. Wendy has played a huge part over the years in raising awareness of the role of Qualified Teachers of the Deaf in supporting and assessing these children who are in danger of not getting the specific QToD support they need as time and effort are devoted to their other needs. Wendy wrote another leading article on this topic in September 2015.

In January 2010 the entire magazine was devoted to assessment issues and covered both practical and theoretical aspects. One article looked at the whole area of assessment of deaf pupils including how and whether to standardise assessments for deaf pupils or use those for the whole population. The edition included consideration of assessment of sign language, cochlear implant use, speech tests of hearing, neonatal screening – the very first assessment deaf children have – literacy development, deaf students in further education (FE), and access to public examinations. It is well worth a look at this comprehensive edition.

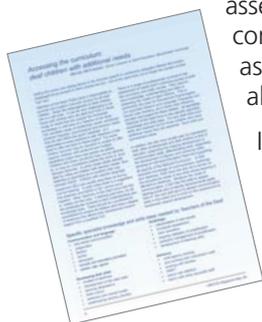
Seven years later another edition was devoted to assessment. It is always very informative to compare editions several years apart to be able to evaluate how things have changed and continue to change over time. The January 2017 edition had some very interesting theoretical discussions in the opening articles – the ethics of assessment, the use of dynamic

assessment and a historical review of assessment going back to the late nineteenth century. Other articles looked at audiological and speech perception assessment, and aspects of social and emotional development assessment and that of memory, writing, BSL and students in FE. From a different assessment angle looking at services from the outside, there was an interesting article about Ofsted’s local area inspections.

Please make some time to look at some of these archived magazines – it is amazing what insights they can provide! They can all be accessed from here:

<https://www.batod.org.uk/information-category/publications/magazine/> or through the search engine on the website.

Paul Simpson is one of BATOD’s National Executive Officers and was Editor of BATOD Magazine from 2007 to May 2019.



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Assessment

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