THE EFFECTIVENESS COMPUTER-BASED ASSESSMENT IN TEACHING WRITING IN INCLUSIVE EDUCATION

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Abstract*: Computer-based assessment [CBA] has emerged as a valuable tool in inclusive education, particularly in the realm of teaching writing skills. This article explores the significance of CBA in inclusive education settings, focusing on its role in assessing and enhancing writing abilities among diverse learners. By reviewing existing literature, this article underscores the benefits of CBA in promoting equitable learning opportunities and addressing the diverse needs of students with varying abilities. The integration of technology in assessment practices not only facilitates personalized learning experiences but also fosters inclusive environments conducive to academic growth and success.*

Introduction:

Inclusive education aims to provide equitable learning opportunities for all students, regardless of their abilities or backgrounds. Central to this goal is the effective assessment of students' learning progress and the identification of areas for improvement. Traditional assessment methods often fall short in accommodating the diverse needs of learners in inclusive classrooms, particularly in the realm of writing instruction. However, the advent of computer-based assessment [CBA] has revolutionized the way educators evaluate and support students' writing skills in inclusive settings. This article delves into the role of CBA in teaching writing within the context of inclusive education, examining its benefits, challenges, and implications for practice.

Literature Review:

Computer-based assessment [CBA] encompasses a wide range of digital tools and platforms designed to evaluate students' writing proficiency. These tools offer several advantages over traditional pen-and-paper assessments, particularly in

inclusive education settings. Firstly, CBA allows for the customization of assessment tasks to meet the unique needs and abilities of diverse learners. By providing adaptive feedback and scaffolding support, CBA tools can help students with disabilities or language barriers develop their writing skills more effectively[1]. Moreover, the interactive nature of digital assessments promotes student engagement and motivation, contributing to improved learning outcomes[2]

Inclusive education emphasizes the importance of accommodating diverse learning styles and preferences. CBA facilitates differentiated instruction by offering a variety of modalities for assessing writing, including text-based responses, multimedia presentations, and interactive simulations [3]. This flexibility enables educators to tailor assessment tasks to students' individual strengths and preferences, thereby fostering a more inclusive learning environment. Additionally, CBA tools often feature built-in accessibility features such as text-to-speech functionality and adjustable font sizes, making them more accessible to students with disabilities[4].

Despite its potential benefits, the integration of CBA into inclusive writing instruction is not without challenges. Technical issues, such as limited access to digital devices or unreliable internet connectivity, can impede the implementation of CBA in some contexts[5]. Moreover, concerns about privacy and data security may arise when using online assessment platforms, particularly with sensitive student information[6] (Gierl & Haladyna, 2018). Addressing these challenges

[1] Foltz, P. W. Using computer-based assessment of writing to support student learning. Assessment in Education: Principles, Policy & Practice- 2018, 25(4), 390-405.

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[3] MacArthur, C. A., & Haynes, J. B. Writing instruction in inclusive classrooms: Using digital technologies to support all learners. Teaching Exceptional Children,-2019. 51(3), 168-175.

[4] Hasselbring, T. S., & Glaser, C. H. The challenges of computer-based assessment in inclusive education. Journal of Special Education Technology,- 2021, 36(1), 18-29.

[5] Hasselbring, T. S., & Glaser, C. H. The challenges of computer-based assessment in inclusive education. Journal of Special Education Technology,- 2021, 36(1), 18-29.

[6] Gierl, M. J., & Haladyna, T. M. Computer-based assessment and the challenges of ensuring fairness. Educational Measurement: Issues and Practice,- 2018, 37(4), 31-38.

requires careful planning and collaboration between educators, technologists, and policymakers to ensure that CBA is implemented ethically and equitably in inclusive education settings.

Conclusion:

Computer-based assessment (CBA) holds immense promise for enhancing writing instruction in inclusive education settings. By leveraging digital tools and platforms, educators can create more personalized and engaging learning experiences for diverse learners. The flexibility and adaptability of CBA enable educators to accommodate students' individual needs and preferences while promoting equity and inclusivity in the classroom. However, the successful implementation of CBA requires careful consideration of technical, ethical, and pedagogical factors. Moving forward, continued research and collaboration are needed to harness the full potential of CBA in supporting the writing development of all students in inclusive education environments.

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