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Evaluation and Assessment for Inclusive Education: a Literature Review

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Abstract

Evaluation and assessment in inclusive education are critical aspects and key elements in measuring academic achievement while ensuring that every individual has an equal opportunity to develop their potential. This study aims to identify effective evaluation and assessment strategies applicable to inclusive education across different educational levels. The research employs a literature review method, analyzing previous studies and articles that discuss assessment models and evaluation approaches within the context of inclusive education in elementary schools, secondary schools, and higher education institutions. The findings of this study provide valuable insights for educators and researchers regarding appropriate evaluation instruments and techniques for inclusive education, the challenges encountered, and adaptable strategies to meet the diverse needs of students, including those with special needs. By implementing more inclusive assessment models, education

systems are expected to enhance equity and learning effectiveness for all students.

Keywords: assessment; evaluation; inclusive education;

INTRODUCTION

Inclusive education refers to an educational approach that provides equal opportunities and fairness to all students, including those with disabilities or exceptional talents (Kemendiknas, 2009). The global attention toward inclusive education is significant, as it aims to ensure equal rights for students with diverse cultural backgrounds, regional origins, cognitive and psychomotor abilities, as well as physical, emotional, and mental differences or exceptional talents. The digitalization era and artificial intelligence has further highlighted the importance of quality education as a foundation for promoting inclusive education, inclusive societies, and an inclusive world (Salas-Pilco et al., 2022). Inclusive education is not only an effective approach to ensuring equal educational opportunities for individuals with disabilities but also plays a crucial role in fostering a more civilized world that promotes integration and rejects discrimination (Zhou, 2024).

In Indonesia, the implementation of inclusive education is regulated under the Ministry of National Education Regulation No. 70 of 2009, which mandates that each district/city must have at least one inclusive elementary school, each subdistrict must have at least one inclusive secondary school, and there must be at least one inclusive higher education institution (Kemendiknas, 2009). The emphasis of inclusive education is not on students' strengths or weaknesses but on the potential and development of all learners, providing opportunities to

learn regardless of their individual characteristics and learning challenges (Masruroh & Hendriani, 2022). Inclusive education is an approach within the educational system that enables children with special needs and those without special needs to participate together in regular programs (Widana et al., 2023).

Although inclusive education is regulated by government policies, its implementation in schools often does not align with the intended practices. A study by Clark et al. (1999) on inclusive education in the United Kingdom found a significant gap between policy and practice, along with a lack of teachers' understanding of student diversity (Mangope et al., 2012). Similarly, research by Pagano (2024) highlighted that while inclusive education is highly desirable and mandated by both international and national regulations, its practical implementation still tends to lean toward "school integration," where students with disabilities are expected to adapt to schools originally designed for non-disabled students.

The main challenge faced by the education system is how to create a fair and inclusive learning environment for all students, including in assessment and evaluation (Terzi, 2014). Evaluation and assessment are essential components of the educational process, as they provide insights into students' achievements and progress while helping teachers plan more effective instruction (Popham, 2011). They play a crucial role in identifying learning levels, tracking progress, and refining previous implementations (Jungjohann & Gebhardt, 2023). Educational institutions that accommodate students with diverse abilities and exceptionalities, applying uniform assessment techniques to all students while ignoring their differences would be an injustice (Tai et al., 2023).

Fair assessment and evaluation in the context of inclusive education are not only related to equity and equality but also have broader implications for unlocking each individual's potential and achieving more inclusive educational goals (Opperti et al., 2014). If an educational institution aims to truly implement inclusive education, it must carefully consider its evaluation and assessment strategies (Nieminen, 2024).

Students with special needs may require accommodations or modifications in the assessment process, while those from diverse backgrounds may have different learning styles or preferences (Salvia et al., 2013). Therefore, a deep understanding of fair evaluation and assessment practices is crucial for educators, policymakers, and other stakeholders in fostering a more inclusive education system and ensuring academic success for all students (Eka et al., 2024).

Fair and inclusive assessment not only considers students' individual needs but also ensures that the evaluation process itself is free from bias or discrimination (Laitusis et al., 2012). The UNESCO Conference on *Assessment in Inclusive Settings* in 2008 emphasized that all assessments should be coherent, well-coordinated, and guided by the goal of informing and promoting learning (UNESCO, 2017). The conference also recommended that targeted program development should serve as a valuable foundation for discussing policy changes and actions (Aarsæther, 2021). By adhering to these principles, evaluation and assessment in inclusive education can become powerful tools for fostering meaningful learning, enhancing equity, and valuing diversity within the school environment (UNESCO, 2020).

METHODS

This study employs a literature review method, analyzing articles and research that discuss evaluation and assessment in inclusive education. The research data were collected from articles published between 2015 and 2024 in national and international journals indexed in Scopus, DOAJ, and Web of Science (WOS). The data collection process utilized search engines such as Google Scholar, Publish or Perish, and the Scopus database, using relevant keywords, including *inclusive education*, *evaluation and assessment*, and *evaluation of inclusive education*, to meet the research objectives. The selected articles, representing a sample of scientific publications focused on the field of education, were analyzed to examine trends in this domain (Duran et al., 2018). Subsequently, the relevant articles were reviewed and analyzed using a qualitative descriptive approach to identify key aspects related to evaluation and assessment in inclusive education, leading to critical findings and insights.

RESULTS

Concepts and Approaches in Evaluation and Assessment

Evaluation and assessment in inclusive education are crucial processes for measuring learning outcomes among students from diverse backgrounds, including those with special needs. According to Vujačić et al. (2019), the concept of evaluation in the context of inclusive collaborative learning must consider three key elements: social presence, cognitive presence, and teacher presence. Social presence refers to an evaluation concept that emphasizes the importance of creating a supportive social climate that fosters student interaction. It assesses the

extent to which students can engage effectively, build positive social relationships, and feel comfortable and accepted within their learning group (Akyol et al., 2009).. Cognitive presence focuses on measuring students' critical thinking abilities, knowledge exploration, synthesis, and their capacity to find solutions to problems through inquiry-based learning or deep questioning (Gutiérrez-Santiuste et al., 2015). Teacher presence involves evaluating the teacher's role in structuring, designing, delivering direct instruction, and facilitating student interactions and discussions to ensure effective learning processes (Garrison, 2003). For a smooth assessment process, several approaches are needed in the learning process, where the approach used for non-disabled students can also be used in inclusive classes, so that all students can feel the benefits (Freeman-Green et al., 2023).

The first approach is to conduct authentic assessments with the aim of providing students with skills, abilities and work readiness (Vlachopoulos & Makri, 2024). The second approach is individualized assessment, which involves tailoring evaluation methods to the needs and potential of each student, particularly those with special needs. This method views each student as a unique individual with distinct strengths and challenges in the learning process (UNESCO, 2017). The third approach is formative assessment, which is conducted continuously throughout the learning process to provide immediate feedback to both students and teachers. This formative method helps educators adjust their teaching strategies more effectively for each student (Shea & Bidjerano, 2010). The fourth approach is observational assessment, which involves directly observing students' behavior in the learning environment to assess their social, emotional, and

interpersonal skill development. This approach is particularly relevant in inclusive education as it captures non-academic aspects of student development (Leff et al., 2011; Keeley et al., 2020). Another important method is portfolio assessment, where students compile various works as documentation of their skill development, providing a holistic view of their academic and non-academic abilities (Paulson & Paulson, 1991). Lastly, collaborative assessment involves cooperation between students, teachers, and parents in evaluating student progress and solving problems collectively. This approach fosters shared goals, symmetrical structures, high-level negotiations, interactivity, and mutual dependence (Lai, 2011).

Instruments and Techniques Used in Evaluation

According to Arikunto (2018), an evaluation instrument is a tool or device used in the evaluation process to obtain better learning outcomes. A good evaluation tool should be able to assess a subject accurately, producing results that reflect the actual condition being evaluated. The selection of appropriate instruments is crucial in determining the quality of evaluation data (Arikunto, 2018).

Several commonly used evaluation instruments include written tests, observation guidelines, interview guidelines, and portfolios. According to Amirono & Daryanto (2013), written tests are categorized into two types: essays and objective tests. Written tests are effective in measuring students' cognitive understanding at various levels, from basic comprehension to analytical and evaluative abilities (Arikunto, 2018).

Observation is an instrument used to assess students' skills and attitudes through direct observation.

It is particularly relevant for evaluating non-academic aspects such as social interactions, attitudes, behaviors, and students' participation in classroom learning (Purwanto, 2010). Interviews involve a structured set of questions designed to gain in-depth insights into students' perceptions of learning, their emotions, or the difficulties they face during the learning process (Sudjana, 2016), and the last instrumen portofolio bermanfaat dalam memberikan gambaran komprehensif Portfolios provide a comprehensive representation of students' academic and non-academic progress (Paulson & Paulson, 1991).

Evaluation techniques refer to the methods or strategies used to implement evaluation instruments in the learning process. Formative evaluation is conducted continuously throughout the learning process. It is an effective technique for supporting adaptive and responsive learning (Brookhart, 2013). Summative evaluation is carried out after the learning process is completed to determine students' final achievements and assess how well the learning objectives have been met (Arikunto, 2018). Self-assessment allows students to evaluate their own learning outcomes. This technique contributes to students' reflective abilities, encouraging them to become independent learners who take responsibility for their own learning process (Black & Wiliam, 2010). Peer assessment involves students evaluating the work or learning process of their classmates. In addition to fostering collaboration, this technique helps students learn from their peers' mistakes while developing critical and analytical thinking skills (Brookhart, 2013).

Performance-based assessment focus on the abilities and skills of students directly. This method allows teachers to assess students' practical abilities in an

authentic and real-world context (Nitko & Brookhart, 2011).

Challenges in Implementing Evaluation and Assessment in Inclusive Education

The goal of inclusive education is to provide equality to all students, including those with special needs or disabilities, to learn in the same environment (Kefallinou et al., 2020). However, there are significant challenges in the implementation of evaluation and assessment that affect its effectiveness in practice. The first challenge is the limited competency of teachers. Not all teachers have sufficient skills and knowledge on how to effectively support students with special needs (Baguisa & Ang-Manaig, 2019). UNESCO (2017) highlights that a lack of teacher competency in understanding the characteristics of students with special needs results in inaccurate assessments, leading to biased or even irrelevant evaluations. Many teachers still have a limited understanding of student diversity, making it difficult to apply evaluations that align with individual student characteristics (Larios & Zetlin, 2023). This lack of knowledge results in evaluation approaches that remain generic and fail to address the specific needs of inclusive students (Purwanto, 2010).

Another challenge lies in developing adaptive evaluation instruments tailored to the needs and conditions of each student. Difficulties arise when teachers struggle to create assessment tools that comprehensively and accurately accommodate diverse student needs (Florian & Hawkins, 2011). Time constraints also pose a significant challenge for teachers, who are burdened with administrative and teaching responsibilities (Sudjana, 2016). Assessments in inclusive

education are vulnerable to subjectivity due to emotional involvement and personal connections between teachers and students with special needs. This subjectivity can lead to biased results that do not accurately reflect students' actual conditions (Arikunto, 2018). Assessment techniques such as observation or interviews are particularly susceptible to personal interpretation by teachers. To address this challenge, specialized training is needed to guide teachers in using clear evaluation rubrics and objective assessment criteria (Brookhart, 2013).

A further challenge is the limited availability of specialized evaluation facilities that support the assessment process in inclusive education, such as tailored instruments, designated assessment rooms, and other necessary support tools. The lack of such resources often results in suboptimal evaluation outcomes (UNESCO, 2017). Additionally, the role of parents is crucial in providing supplementary data regarding students' conditions outside of school. However, not all parents are prepared or capable of actively participating in the assessment process (Sudjana, 2016). Research indicates that enhancing communication between teachers and parents is vital. Schools need to implement clear educational approaches to inform parents about their roles and the benefits of their involvement in the evaluation process of inclusive students (Black & Wiliam, 2010).

DISCUSSION

In general, the evaluation and assessment process for inclusive education follows the same fundamental principles as conventional educational assessment, from instrument preparation to evaluation techniques. However, the implementation of assessment in inclusive

education presents distinct challenges that require careful consideration. This section explores strategies and approaches to address these challenges, with the ultimate goal of fostering fairness and equity for all learners.

In inclusive education, assessment must be conducted on an individual basis to accommodate the unique characteristics of each student. Teachers must recognize the importance of selecting appropriate evaluation instruments and techniques that align with students' conditions, abilities, and specific needs (Floriano & Hawkins, 2011). This aligns with Nieminen's (2024) study on assessment in inclusive higher education, which found that individual assessment accommodations can be provided to ensure that all students have an equal opportunity to succeed in evaluations (Kivijärvi & Rautiainen, 2021). Individualized evaluation enables teachers to develop a deeper understanding of their students, including those with special needs who require tailored approaches in learning assessments (UNESCO, 2017).

Teachers play a crucial role in the educational process within schools. Their competencies must be enhanced, particularly in implementing specialized methods for inclusive evaluation techniques such as in-depth observation, portfolio assessment, and the use of adaptive instruments to ensure more valid assessment outcomes (Brookhart, 2013). Teachers should be able to develop differentiated evaluation instruments that allow assessments to be tailored to individual student needs.

This is supported by research conducted by Goyibova et al. (2025), which emphasizes that differentiation in education is essential to addressing diverse student needs, promoting inclusion, and improving academic performance. Additionally, teachers

can design assessment frameworks that incorporate effective accommodations (Weis & Beauchemin, 2020) and implement diverse and inclusive assessment practices (Waterfield, 2008; Nieminen, 2024). Teachers must also avoid subjectivity in assessment, which can arise from emotional involvement and personal connections with students who have special needs. Such subjectivity may lead to biased evaluations that do not accurately reflect students' actual abilities and conditions (Arikunto, 2018). To overcome this challenge, specialized training is necessary to guide teachers in utilizing clear evaluation rubrics and well-defined assessment objectives (Brookhart, 2013).

Enhancing teachers' competencies in inclusive evaluation through continuous training and workshops is essential to ensure that educators can effectively implement adaptive assessment strategies (Nitko & Brookhart, 2011). This aligns with research conducted by Jungjohann & Gebhardt (2023), who distributed a questionnaire to 252 prospective special education teachers in Germany, covering four dimensions of inclusive education: decision-making, assessment, identification of students with special educational needs, and progress monitoring. The study concluded that comprehensive and systematic training is necessary for practitioners, emphasizing the need for ongoing professional development for teachers actively working in schools. Additionally, research by Matolo & Rambuda (2022), which evaluated the implementation of inclusive education policies in South African schools—including screening policies, identification, assessment, and learner support—recommended that teacher training institutions should equip future educators with the necessary knowledge of inclusive education policies, principles, and

their effective implementation in schools. Similarly, Larios & Zetlin (2023) investigated the challenges faced by teachers in developing skills and attitudes necessary for inclusive education. Their study found that teachers require additional time for lesson planning and greater guidance on implementing inclusive practices effectively.

The evaluation and assessment process in inclusive education must also take into account the perspectives and needs of students with special needs. Teachers should establish effective communication with students to identify potential obstacles that may hinder the learning process. Research by Matolo & Rambuda (2022) found that barrier assessment is conducted by educators, schools, or the entire education system to evaluate the level or intensity of challenges faced by students. Similarly, a study by J. Tai et al. (2024), which analyzed 13 articles on inclusive education assessment, identified key strategies for making assessments more inclusive. These strategies include providing students with assessment choices, implementing a structured approach to assessment, and co-designing assessments and policies that promote inclusion.

The integration of information technology in inclusive education assessment represents an innovative solution that enables teachers to conduct evaluations more efficiently and accurately (Black & Wiliam, 2010). Digital tools such as applications and online platforms can be used to manage student assessment data in real-time and with greater objectivity. This aligns with the findings of Reynolds & Lategan (2021), who emphasized that educators must embrace technology—particularly computers and the internet—as an integral part of meaningful and effective education. The study further highlights that the traditional classroom evaluation

approach must be radically transformed to accommodate these technological advancements.

Authentic assessment strategies can also be implemented, referring to evaluations based on real-life situations that allow students to demonstrate their competencies in a more meaningful and realistic manner (Brookhart, 2013). Authentic assessment provides a clearer representation of student achievements, particularly in the domains of practical, social, and emotional skills. The importance of daily-life assessments is supported by Zhou's (2024) study on inclusive education in China. One of the study's key conclusions is that assessment systems focused solely on exam results are ineffective in measuring the instructional outcomes of inclusive education, ultimately hindering its long-term development.

Developing a more effective and efficient evaluation system requires collaboration among teaching teams, special assistants, classroom peers, and even the students themselves. Such collaboration can be implemented to generate more accurate, comprehensive, and continuous assessment data (Paulson & Paulson, 1991). This aligns with Afolabi (2014), who emphasized that the evaluation and assessment process necessitates strong communication between teachers and parents.

Student collaboration is also highlighted in the research of Zanuttini & Little (2022), which found that peer-mediated learning and intervention serve as an effective approach in inclusive education. This method involves utilizing typically developing peers to support the learning process of students with disabilities in general education settings. Similarly, a study by J. H. M. Tai et al. (2023) engaged students as active partners in exploring their experiences with assessment, as well as their

suggestions for designing and improving inclusive evaluation methods.

Further research by Sigstad et al. (2022) examined the success of inclusive schools in Norway by conducting interviews with 40 teachers working in inclusive school environments. The findings revealed that inclusive practices rely heavily on strong teacher collaboration to foster a sense of belonging within the community, develop social competencies, and facilitate academic achievement. Schools must implement clear educational initiatives to highlight the role and benefits of parental involvement in the assessment of inclusive students. Moreover, continuous professional development for teachers on inclusive evaluation strategies is essential. Cross-disciplinary collaboration with special education experts, psychologists, and other relevant professionals is also crucial to enhancing inclusive assessment practices (Afolabi, 2014).

CONCLUSION

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