

# In my time

**Ted Moore** looks back through the last century and reflects on the changes to attitude and purpose of assessment

I hope the following concoction will make you think of how the education and assessment of deaf children has changed over the years. It sets out to look at how deaf children were tested and also how Teachers of the Deaf (ToDs) had to suffer. Most of the quotes and articles are taken from the magazines and journals at the time.

## Of course, children first:

### The Teacher of the Deaf

*A Journal of Current Thought on the Education of the Deaf*

Feb 1942 pg 13 Ernest Lund (PhD) Manchester University

#### A Study of Language Ability in Children with Defective Hearing

Two groups of tests were devised for deaf children aged 11-12 with three subtests in each:

Group 1: Comprehension, Comprehension & Expression, and Composition

Group 2 Vocabulary, Knowledge of Class Names, and Knowledge of Specific Language Usages

Summary (6 points made – 2 selected)

- 1 The construction of highly valid and highly reliable tests capable of indicating the relative success with which a school for the deaf is fulfilling its language aims, is fully practicable.
- 2 Whilst there is no evidence that, by itself, hearing for speech will guarantee language development superior to that which can occur in its absence, there is considerable evidence that language in the individual bears a demonstrable relationship to his ability to hear speech; the fullest exploitation of remaining hearing for speech by the use of hearing aids and by all possible means, is closely indicated.

### The Teacher of the Deaf

*A Journal of Current Thought on the Education of the Deaf*

February 1948 pgs 16–18.

#### Intelligence tests for the Deaf, E. Donovan

Before a group test can be classified as good, it must observe five major principles:

- 1 As it demands the child's concentration, it must be interesting
- 2 It must be well standardised

- 3 It must contain a large number of items:
  - a) To eliminate chance;
  - b) To have careful grading from easy to difficult within the test;
  - c) To grade children who are very similar;
  - d) To test all types from the very bright to the dull and backward in the same test
- 4 It must be easy to administer
- 5 It must be easy to mark.

In addition, for deaf children, it must be entirely non-verbal.

### From 'A Beginner's Introduction to Deaf History'

pgs 104–106

#### Raymond Lee, Editor, 2004

In 1934 a committee was appointed by the Chief Medical Officer "to inquire into and report upon the medical, educational and social aspects of the problems attending children suffering from defects of hearing not amounting to total deafness".

The Committee's Report suggested that children suffering from deafness should be classified into 3 grades – of which Grade 3 consisted of children for whom education in a school for the deaf was essential.

The classification was:

Grade I – pupils in ordinary schools no help

Grade IIA – pupils in ordinary schools with special help

Grade IIB – partially deaf in special classes or schools

Grade III – deaf in special schools

Subsequently, questions were asked in the University of Manchester's Examination for the Certificate for Teachers of the Deaf such as:

Plan a History lesson for a senior class of deaf boys or girls (Grade III). Justify your aims and choice of lesson subject. Indicate clearly what part in it you would expect your pupils to take.

### The Teacher of the Deaf

*A Journal of Current Thought on the Education of the Deaf*

April 1951 pgs 43–47

#### Reading for Deaf Children

An investigation into stages in pre-reading for, and assessment of, Reading readiness in young deaf children by Jean Walter

The sample: The 11 children tested were between the ages 3 yrs 5 months and 6 yrs 6 months and had been pupils at a nursery-infant school for deaf children for periods ranging from 1 month to 2 yrs 5 months. The children were selected as follows:

- a. 1 child who was already reading simple stories
- b. 1 late school beginner who had not yet begun reading
- c. 1 poor reader
- d. 8 nursery children who had not yet begun reading.

Outline of Tests (procedures not included):

- Test A Matching objects to picture
- Test B Matching pictures of single objects
- Test BB Matching detailed coloured pictures
- Test C Detecting small differences in pictures
- Test CC Detecting differences in shapes
- Test D Detecting differences in letters
- Test E Word-matching and discriminating
- Test EE Visual memory of words
- Test F Sentence-matching and discriminating
- Test FF Visual memory of sentences
- Test G Arrangement of pictures in sequence
- Test H Interest in and handling of a book.

**Conclusions:** (brief)

It would seem that a thorough examination similar to this small investigation into pre-reading stages for deaf children would be valuable.

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## The Teacher of the Deaf

*A Journal of Current Thought on the Education of the Deaf*

February 1955 pg1

### For Our Readers

The recently published report by the Chief Medical Officer of the Ministry of Education deals with two subjects which have claimed attention for some time past – the detection of hearing defects in school children, and auditory training. In relation to the former it is becoming clear that sweep-frequency testing with a pure-tone instrument is displacing gramophone eudiometry as a means of ascertainment. There seems also to be evidence that more authorities are undertaking this work than had been supposed, although there is still need to press for a more widespread application so that all children, quite early in their school careers, have their hearing systematically and accurately examined, in order that those with defects may be screened out for further investigation.

The reports of some of the School Medical Officers, which are quoted in the Report, show that these tests do not bring to light a great number of new cases requiring full-time special educational treatment (although they might bring forward more if they were given early enough), but they do ensure that light defects are detected and treated as early as possible so that further deterioration is often prevented and in some cases normal hearing is restored. The position is perhaps best summed up by Dr. M. C. Taylor of Sheffield, who sees it as a 'useful implement of preventative medicine.'

## And now for adults:

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### The Teacher of the Deaf

*A Journal of Current Thought on the Education of the Deaf*

August 1942 University of Manchester

### NCTD Diploma

Exam Question: Section B

A totally deaf child fails to produce by direct imitation the following sounds NG, S, L

Describe the way in which you would help the child to say those sounds correctly.

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### The Teacher of the Deaf

*A Journal of Current Thought on the Education of the Deaf*

1955 pgs 133-136

**There were four or more questions under each heading but it does not state how many questions had to be answered!**

The Headings were

**HYGIENE, ANATOMY & PHYSIOLOGY**

**THEORY OF SPEECH TEACHING**

**PRINCIPLES OF EDUCATION**

**& LANGUAGE**

+ **HISTORY OF THE EDUCATION OF THE DEAF**

**Write an essay on: "The establishment of Schools for the Deaf, their growth, expansion and scope."**

I HAVE SELECTED TWO:

**Under 'HYGIENE, ANATOMY & PHYSIOLOGY'.**

Enumerate the cartilages of the larynx and explain how each is connected with the others.

**Under 'PRINCIPLES OF EDUCATION'**

"The appreciation of the purchasing value of money is influenced by opportunity and teaching"

Discuss this statement and indicate methods you would use to ensure that a congenitally, totally deaf child appreciates money values.

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### The Teacher of the Deaf

*A Journal of Current Thought on the Education of the Deaf*

December 1956 pg 207

### University of Manchester Certificate for Teachers of the Deaf

(Under the heading **Psychology of Deafness** (3 questions were to be chosen, I've selected one)

Q2 What are the psychological problems which may be

encountered by a partially deaf child of eleven, who is transferred from a special school to a school for ordinary children?

Q3 How far are school records useful to teachers when planning activities for deaf children both in and out of school?

### University of Manchester Examination for the Certificate for Teachers of the Deaf

*Teacher of the Deaf August 1958 pg 118*

Under the heading **Curriculum & Method**

Section A: "A child is often held up in his ability to reason, not by his general intelligence but by his lack of experience" (Sconell) Consider this statement with relation to the teaching of (a) English subjects or (b) arithmetic to pupils in special schools or classes for deaf children.

### University of London Institute of Education:

*Diploma in the Education of the Deaf and Partially Hearing*

1973 (from author's personal archives)

#### Paper 1 Language

Discuss the use of conversation methods in language development.

Addendum: This last question was one that I answered when I undertook the Diploma in 1973.

### The Teacher of the Deaf

*A Journal of Current Thought on the Education of the Deaf*

October 1950 pgs 165–166

### University of Manchester Certificate for Teachers of the Deaf

Exam Question: Section Educational Hygiene

Fortunately, I passed.



Ted Moore is a former President of BATOD and former Head of Oxfordshire Sensory Support Service.

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# Assessment

**NSPCC update**  
**Barbados Calypso project**  
**Communication is connection**

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