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COLLAEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATIO

**THE TRENDS AND PRACTICES OF ACCOMMODATING
STUDENTS WITH DISABILITIES IN NATIONAL EXAMINATIONS
OF ETHIOPIA**

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Abstract

The main purpose of this study was to assess the trends and practice of national exam accommodation for students with disabilities and suggest the necessary recommendations. The study used descriptive design as a research design to explain the current trends and practices of national exam accommodation. To this end, 11 officials at National Educational Assessment and Examination Agency and 127 students with disabilities were selected using purposive and random sampling respectively. With regard to data gathering instrument, questionnaire, semi structured interview and FGD were used to collect data from the participants. Accordingly, the data obtained from different sources were analyzed using both quantitative and qualitative methods. The result obtained revealed that the existing practice of national exam accommodation for students with disabilities in our country is not up to the standard. The Agency does not give much attention for the issue of students with disabilities in national examination especially for students with hearing impairments and physical disabilities, The extended time accommodation provided for students with visual impairments and hearing impairments are not in legalized way there is no specific time to be added that is agreed and ratified by experts in Agency and most of the time it depends on the will of the invigilators and supervisors at the exam centers, There is no national policy implementation guideline that deals about accommodation of national examination for students with disabilities and the existing manual also does not address the issue of all students with disabilities indeed, it deals about the compensation subject for students with visual impairments, and there are many challenges that hinder the implementation of national exam accommodation for students with disabilities among these absence of clearly formulated policy implementation guideline regarding exam accommodation is the big challenge that hinders the implementation of national exam accommodation for students with disabilities Finally, possible recommendation had been forwarded based on the findings.

Chapter One

Introduction

This chapter introduces the background of the study, statement of the problem, significance of the study, scope of the study, limitation of the study, and operational definitions.

1.1 Background of the Study

Federal legislation requires that students with disabilities be included in statewide assessment programs (Individuals with Disabilities Education Act [IDEA] Amendments of 1997; IDEA, 2004). The provision of exam accommodations has been associated with increasing the exam participation rates of students with disabilities (Olson & Goldstein, 1996) and has become increasingly common. A report based on data from the 1998 National Assessment of Educational Progress indicated that anywhere from 1% to 5% of all students were tested with accommodations across the 50 states, which translates into approximately 12% to 60% of students with disabilities having received accommodations (U.S. Department of Education, 2003). According to more recently collected information from state performance reports, anywhere from 6% to 100% of students with Individualized Education Plans (IEPs) receive accommodations on statewide tests, and an average of approximately 63% provided accommodations across states for both math and reading tests (Thurlow, Moen, & Altman, 2006).

An accommodation is an adjustment to a course, program, activity, and exam that enables a qualified student with a disability to participate equally in a program, exam, or activity at any organization. A “reasonable” accommodation refers to an accommodation that is

appropriate as well as effective and efficient, and is agreed upon by the organization and the consumer with a disability (IDEA, 1997).

Many accommodations are available at the school and higher education program to ensure that students with disabilities participate fully in academic and student life. They provide a student with a disability equal access to the educational and co-curricular process, without compromising essential components of the curriculum. Accommodations are determined on an individual basis, based on the student's documentation (National Center for Learning Disabilities 2007).

The No Child Left Behind Act of 2001 mandates that states, districts, and schools be accountable for the academic achievement of all students, including students with disabilities. Although this requirement is extremely important for states and school districts to implement, it is also an extremely challenging one for a number of reasons, particularly when applied to students with disabilities. One reason this requirement is challenging for states and school districts is that the number of students with disabilities now currently educated in public schools is not small.

According to the United States Government Accountability Office, in the 2003-4 school year, more than 6 million students with disabilities—approximately 13 % of all students—attended US public schools (NCLB Act, 2001). A second complicating factor is that assessments for students with disabilities are also required under the Individuals with Disabilities Education Act (1997), and this act clearly stipulates that states must provide a means for participation (through accommodations and/or modifications) in state wide assessments for students with disabilities. This requirement often raises challenges

for the interpretation of the scores from these assessments because of the possible lack of standardization of test administrations brought about by the use of these test accommodations and the potential for the test accommodations to impact the construct(s) that these tests measure.

The National Center for Learning Disabilities (2007) claimed that accommodations are tools and procedures that provide equal access to instruction and assessment for students with disabilities. They are provided to “level the playing field.” Without the right accommodations, students with disabilities may not be able to access grade level instruction and have every opportunity to demonstrate their knowledge in national level assessments.

An exam accommodation is provided because of a student need, not to give a student an advantage. When students with disabilities use exam accommodations, it is to show what they know without being impeded by their disabilities. For example, if there is a student with cerebral palsy who is working toward the same instructional goals or standards as other students in the classroom, to participate in the assessment, the student needs a scribe to write her responses and extended time to complete the test.

By providing these response and timing accommodations, this student and other students who previously would have been excluded from assessments are provided the means to participate (National Center for Learning Disabilities 2007).

Exam accommodations are provided for students with disabilities receiving special education services and students who require alternative support. However, not all special education students will need assessment accommodations. In some states,

assessment accommodations are provided to any student for whom a need is demonstrated (NCLB Act, 2001).

1.2. Statement of the problem

The world is moving towards inclusive education but there is still exclusion of students with different types of disabilities due to the failure to provide the necessary assessment accommodations to students with disabilities. Participation of students with disabilities in national assessments is required under the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), and providing assessment accommodations is one aspect of ensuring participation.

Many research agreed that students with disabilities can benefit greatly from access to appropriate accommodations. However, without consistent implementation, improved research and improved national peer review of accommodations policies, our students with disabilities are at great risk as they fall victim to the inconsistencies and random application of accommodation policy across the country.

Our country Ethiopia is undertaking numerous educational reforms for instance special needs education implementation strategy, inclusive education implementation strategy, ESDP,VI. However, students with disabilities have often been left out of such educational reforms, in part because students with disability sometimes have trouble showing what they know on an exam because of absence of the necessary exam accommodation and very strict rules about how the test are to be given. Despite this it is possible to say that there is no research conducted in this area in Ethiopian context and there is knowledge gap about the existing practices of implementing national exam accommodation for students with disabilities. As a result of these and other similar

concerns, the researcher has motivated to conduct research in this area and fill the existing gap.

Exam accommodations are often necessary in order for students with disability to show their true knowledge on an exam. Because exams are being used to make important decisions about students, class rooms, and schools, it is important to make sure that students with disability are provided the support they need on an exam so that they can show what they really know and can do(Thurlow, M., Scott, D., & Ysseldyke, J. (1995). Therefore it is on this background that this research paper tries to examine the trends and practice of exam accommodation for students with disabilities at national exam, grade 10 and 12 based on the following research questions:

1. What is the trend of the practice of national exam accommodation in Ethiopia?
2. What kinds of exam accommodations are provided for students with disability?
3. What policy guidelines are available for exam accommodation?
4. What are the benefits of exam accommodation?
5. What is the perception of students with disability and officials at National Educational Assessment and Examination Agency towards exam accommodation?
6. What are the challenges to implement exam accommodation?

1.3. Objectives of the Study

1.3.1 General objective

To assess the trend of practices of national exam accommodation for students with disabilities in Ethiopian national examination with reference to the type of exam

accommodation, challenges and barriers to implement exam accommodation, national guidelines and policies concerning exam accommodation in Ethiopia.

1.3.2. Specific objectives

- Assess the existing trend of practices and types of national exam accommodation for students with disabilities in the Ethiopian national examination in line with guideline and policy
- Examining the importance of national exam accommodation for students with disabilities.
- Examine the perception of students with disability and officials at national agency for examination about exam accommodation of national examination.
- Identify barriers and challenge related to national exam accommodation for students with disabilities in Ethiopian national examination.
- Provide recommendation to improve practices of national exam accommodation for students with disabilities.

1.4 Significance of the study

The present study has enormous implications in identifying challenges/barriers of national exam to accommodate students with disabilities and the type of accommodation provided for students with disabilities in Ethiopian national examination. In addition, it contributes a lot to increase the awareness and insight of National Educational Assessment and Examination Agency officials and the concerned bodies about the situation of these segments of students in order to address their needs and develop guidelines to accommodate national examination based on their needs.

1.5. Scope of the Study

The trends and practice of national exam accommodation is not limited to schools of Addis Ababa. It rather covers all regions and federal administrative cities of Ethiopia. It is also believed that the trends of national exam accommodation in regions will have a lot of challenges than the trends in Addis Ababa. However, due to limitation in time, materials, and financial resources, this research is delimited to assess the information in the research topic only in selected schools of Addis Ababa City.

1.6. Definition of key terms

Exam: in this study refers to tests and assessments given at national level at grade 10 and grade 12.

Accommodation: in this study refers to an adjustment or adaptation in terms of settings, timing, presentation and response during examination or assessment.

Practice : in this study refers to doing something usually or regularly , often as a habit, tradition, or custom for long period of time developed through experience and knowledge.

Trend: in this study refers to the general course or prevailing tendency for national exam accommodation for students with disabilities.

Perception :in this study refers to an opinion or belief that a person or group accepts as true or something that somebody believes in.

Chapter two

2. Review of related literature

2.1. Historical background of exam accommodation

Federal legislation requires that students with disabilities be included in statewide assessment programs (Individuals with Disabilities Education Act [IDEA] Amendments of 1997; IDEA, 2004). The provision of testing accommodations has been associated with increasing the test participation rates of students with disabilities (Olson & Goldstein, 1996) and has become increasingly common. An exam accommodation is an alteration in the way a test is administered. Accommodations can be categorized into at least six types: setting, presentation, timing, response, scheduling, and other. The "other" category catches any accommodations that a student may need that do not fit neatly into the other five areas (Thurlow, M., Scott, D., & Ysseldyke, J. (1995).

Historically, there has been a greater willingness to provide accommodations to students with physical disabilities than to those with mental disabilities. According to Buist Bouwman et al., (2006) by physical disabilities, we mean a disability with a very clear physical cause (e.g., deafness, blindness), and by mental disability we mean a disability that clearly affects Cognitive abilities and learning rates But may not have a clear physical cause (e.g., learning disability, mental retardation, emotional/behavioral disorder). Furthermore, it is often the case that students with physical disabilities are simply not capable of engaging in processes that the test requires (e.g., visual processing of printed material among students who are blind), whereas students with mental disabilities may be able to engage in the given processes, but may have much greater

difficulty in doing so (e.g., decoding print on a math test for students with dyslexia, ability to self-manage to complete work).

The skills that students with mental disabilities may be lacking may be more closely tied to what an achievement test is intended to measure than those skills that students with physical disabilities may be lacking (e.g., vision, hearing, motor skills). However, it is important to recognize that skill deficits in all of these areas may prevent students from demonstrating their knowledge in a given academic area (Stanovich, 1999). There are some historical evidences that reveals potential for discrimination against students with mental disabilities. Negative attitudes may lead to differential treatment of students from these different groups and differential willingness to provide accommodations. Fichten (1988) suggested that faculty attitudes toward individuals with disabilities may play an important role in the success or failure of students. It is important that attitudes do not lead to inappropriate decisions about who should and should not receive accommodations.

Although practices are changing, there has historically been a tendency to offer accommodations more liberally to students with physical disabilities than to those with mental disabilities. Testing accommodations have been provided to students with physical disabilities for a longer period of time than to those with cognitive disabilities (Phillips, 1994).

Even today, students with sensory/physical disabilities receive accommodations more consistently than do students with mental disabilities. Many state education agencies tend to consider accommodations for students with sensory and physical disabilities as

standard (e.g., Braille for blind students, sign-language interpreter for deaf students), whereas fewer states consider accommodations provided to students with mental disabilities to be standard (e.g., reading aloud a test to a students with reading disabilities, providing extended time and/or frequent breaks to a students with attention problems; Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005). Survey results indicate that teachers find the former accommodations more acceptable than the latter accommodations (Gajria, Salend, & Hemrick, 1994; Jayanthi, Epstein, Polloway, & Bursuck, 1996). Given that the disability-related difficulties experienced by students with disabilities may represent skills that an achievement test is intended to measure for all students, there may be considerable controversy concerning that the provision of accommodations to students with these disabilities will give such students an unfair advantage and not allow for appropriate measurement of target skills (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005).

This concern is likely greater than what is common for accommodations provided to students with physical disabilities. However, few empirical data exist to support or refute these opinions about whether accommodated test administrations allow for appropriate measurement of skills for these groups of students. To avoid discrimination when making decisions about providing accommodations, it is important to carefully examine data on the actual effects of accommodations. This can help to dispel any misinformed beliefs about who should and should not be provided accommodations.

The reauthorization of the Individuals with Disabilities Education Act in 1997 (IDEA 97) requires that students with disabilities be included in state and district assessments, with appropriate accommodations as necessary. Accommodations are changes in assessment

materials or procedures that address aspects of students' disabilities that may interfere with the demonstration of their knowledge and skills on standardized tests. Accommodations attempt to eliminate barriers to meaningful testing, thereby allowing for the participation of students with disabilities in state and district assessments.

In the early 1990s, students with disabilities often were excluded from participating in state and district assessments. Not only did this lack of participation result in inaccurate pictures of the success of educational programs, but there were also other unintended consequences such as increased referrals to special education, low expectations for students with disabilities, and programmatic decisions based on incomplete or inaccurate information (Phillips, 1994).

Assessments can be used to measure the extent to which schools are including all students in standards-based reforms, monitor the degree to which instructional strategies are helping all students achieve at high levels, and identify curriculum areas that need improvement for specific groups of students. Students with disabilities can participate in assessments in three ways:

- Participate in assessments in the same way as other students.
- Participate in assessments with accommodations.
- Participate in alternate assessments developed for students who cannot participate in general assessments even with accommodations (Phillips, 1994).

Currently there is limited consensus on what constitutes an "appropriate" accommodation. Although providing accommodations for sensory or physical disabilities

(e.g., Braille, large print, etc.) has rarely been questioned, accommodations for students with disabilities that specifically affect cognitive functioning (e.g., read the test to the student, extended time, etc.) have been considered more controversial due to beliefs that these accommodations may alter the construct the test is intended to measure (Phillips, 1994).

This controversy is evident from analyses of state policies of testing accommodations. Thurlow, House, Boys, Scott, and Ysseldyke (2000) found that although there has been an increase in the number of states with accommodation policies, states continue to vary in terms of which accommodations they will either allow on statewide tests or treat in the same way as "standard" test administrations.

2.2. Concept of exam accommodation

An **accommodation** is an adjustment to an activity or setting that removes a barrier presented by a disability so students with disabilities may have equal access to the same opportunities available to students without a disabilities. Legislation in most states requires that students with disabilities also be tested just as students without disabilities (Byrnes & MaryAnn, 2006). Therefore, testing accommodations and modifications must frequently be made to meet these students' special needs. The same authors claim that an accommodation should not alter the essential purpose of the test but provide an alternate way of testing. In other words, the testing environment or administration changes, not the content of the test. Since accommodations allow equal access, an educator is legally bound to provide them.

Accommodations are changes in testing materials or procedures that enable students to participate in state or district assessments in a way that assesses abilities rather than disabilities. They are provided to “level the playing field.” Without accommodations, an assessment may not accurately measure an individual student’s knowledge and skills. Providing test accommodations has been shown to increase the participation rates of students with disabilities in assessments (Byrnes & MaryAnn, 2006).

National exams or statewide exams are a common part of educational systems throughout the world. However, some aspects of national exams make the administration of these exams infeasible or unfair to certain students, particularly students with disabilities (SWD). To address this problem, many exams are altered, or the exam administration conditions are adjusted, to “accommodate” the special needs of these students. Such practices are designed “to level the playing field” (Sara E. Bolt, Jim Ysseldyke, 2007). So, that the formats of the test or the test administration conditions do not unduly prevent some students from demonstrating their “true” knowledge, skills, and abilities.

According to Stephen G. Sireci, Stanley E. Scarpati, and Shuhong Li(2005), exam accommodations are often given to students with disabilities as one means of removing construct-irrelevant barriers to proper measurement of their knowledge, skills, and abilities. The use of assessment accommodations is really about ensuring that students with disabilities have an equal opportunity to demonstrate what they know without being impeded by their disabilities. It is recommended that, at the very minimum, written assessment policy reflect inclusive practices for student participation in assessment, and that clear assessment accommodation policy relate both to participation and reporting of assessment results (Elliott, J., Thurlow, M., & Ysseldyke, J., 1996).

Students with disabilities often have particular characteristics that make it difficult for them to access exam content. To remove barriers to effective examination, changes in exam administration have been suggested and subsequently offered to them. Such changes to the examination procedures used for the majority of individuals have been termed *exam accommodations* (Sara E. Bolt, Jim Ysseldyke, 2007)

2.3. Types of exam accommodation

Test accommodations play a critical role in enabling students with disabilities to meaningfully participate and demonstrate their skills and knowledge on tests. Accommodations represent changes in the medium through which information is presented, the response formats, the external environment, or the timing of the testing situation that are designed to mediate the effects of a student's disability that inhibit understanding or expression of domain-specific knowledge (Haladyna & Downing, 2004). The followings are the most common types of accommodation:

A, Braille Edition of the Test

Academic tests are not designed to measure students' sensory abilities. However, if students with blindness are required to take a regular-print version of the test, their performance will be more representative of their visual disability than of their academic abilities. By taking a Braille version of a test, students with blindness are able to demonstrate their true academic abilities. Phillips (1994) pointed out that providing accommodation to students with sensory deficits has traditionally been a common practice.

Braille editions of tests are developed to accommodate students with blindness or significant visual impairments. Sixty-three possible dot combinations that can be read tactually form the basis for the Braille code, which is now universally accepted as the graphic symbol for blind readers (Barraga, 1983). In addition to this, students taking a Braille assessment may need extra time to complete the test. According to Phillips (1994), reading in Braille is a slower process than reading print materials. Braille shorthand can help speed up the process; however, Barraga (1983) suggests that extensive abbreviation can actually make it more difficult for students to recognize words in an unfamiliar context and it is found that the majority of students who were given twice the normal amount of time were able to finish the test.

B. A reader

According to Phillips (1994), a reader is a person who reads the test to the test-taker. This person should be familiar with the terminology or language used on the test. A reader does not interpret, re-word, or explain the test. A reader reads the test directions, questions, and answer choices to the test-taker.

A variety of adaptations are frequently made in how test directions are communicated to students with disabilities. Directions may be read aloud or paraphrased, additional examples may be given, or the student may be allowed to ask to have directions and questions repeated. Frequently, this accommodation is included along with extended time accommodation for the compensation of the time spent in repeatedly reading. This accommodation appears to be most appropriate for students with visual impairments and students with reading related disabilities.

C. Dictate Response to a Scribe

Students are sometimes offered the opportunity to orally respond to test items and have a scribe record their answers instead of providing a written response. This accommodation is offered to students with a variety of disabilities including learning disabilities, behavioral disorders, mild mental retardation, physical impairments, and communication disorders (Haladyna & Downing, 2004). The same authors further explained a scribe as:

A scribe is a person who writes down, or otherwise records, the test-takers responses. The scribe does not create answers for the test-taker or help the test-taker identify correct answers. The scribe simply writes the test-takers answers down on the test or answer sheet.

In order to accurately answer test items, students need writing skills. It is possible for test results to inaccurately represent a student's ability in a particular subject area simply because the student's writing skills hinder his or her ability to demonstrate achievement. For instance, students who can accurately solve a math problem may have difficulty demonstrating this ability if they cannot write. The dictated response accommodation should be provided to students for whom it is determined will benefit from this accommodation on tests not specifically designed to measure writing ability that includes specific skills such as spelling (Haladyna & Downing, 2004).

D. Extended Time

Students with disabilities are often allowed extra time to complete tests that are normally administered under timed conditions. This accommodation is frequently given in addition to other common accommodations (read aloud, Braille, large print, etc.), and is offered to students with a variety of disabilities. Extended time is often understood as "unlimited

time" although in some cases it simply means that a specified amount of time is added to the normal time allotted for students to complete the test. Research has used both (Huesman, 1999).

Several studies examined the effects of extended time on test scores of students with disabilities in elementary, middle, and high school. Some of these studies examined the effects of the extended time accommodation on tests in separate content areas, including language arts and math. Others have looked at the effects of this accommodation on scores from standardized tests covering multiple subject areas (Marquart ,2000).

Deficits in information processing rates are common among students with learning disabilities (Huesman, 1999). When a test is timed, students with learning disabilities may not be given enough time to show what they know and can do. Students with other disabilities, similarly, may require extra time if their disability hinders their ability to respond in a timely manner. Extending the amount of time that a student has to complete a test, therefore, can help to alleviate these problems, and consequently can make the test a more accurate measure of the student's level of achievement (Huesman, 1999).

E. Interpreter

Students with hearing impairments are often allowed to have an interpreter communicate entire tests in sign language through interpreters. According to Bourquin (1996), interpreting is "the process of receiving a message in one language and transmitting an equal meaning into a second language." For students with hearing impairment to demonstrate their knowledge and perform well on tests, they must understand what the

test requires them to do and through the use of an interpreter for test directions, tests can measure achievement rather than sensory deficits of students with hearing impairments.

Providing an interpreter for instructions to students with hearing impairments appears to be a very reasonable testing accommodation. Students need to be able to comprehend task demands in order for them to demonstrate what they know and can do on a test. Perhaps the only controversy identified has to do with the quality of the interpretation. If interpreters do communicate directions accurately to students with hearing impairments, the accommodation does not meet its intended purpose (Bourquin, 1996).

F. Large Print Edition of a Test

Large-print editions of tests are frequently used to accommodate students with visual impairments. Burns (1998) states that large-print applications are also used by students who are distracted by cluttered test formats and by very young children. Research studies have defined large-print in several similar ways: "14-point Helvetica font" (Mick, 1989), "double the size regular print" (Burk, 1999), and "16-point type" (Grise, Beattie, & Algozzine, 1982).

Few academic tests are developed with the intent to measure either visual abilities or a student's degree of distractedness. However, the way students are currently tested requires that they have adequate visual abilities and that they attend well to regular print tests. Consequently, the score of a non-accommodated student with a visual impairment on a reading comprehension test may reflect his or her visual difficulties rather than his

or her comprehension skills. A large-print edition of a test can ensure that the student's academic abilities rather than his or her visual abilities are measured (Burk, 1999).

G. Mark Answers in Test Booklet

In some situations, the typical multiple-choice "fill-in-the-bubble" separate sheet response format may not be an appropriate way for a student to complete a test. The "mark answers in test booklet" accommodation may be necessary for some students to demonstrate what they truly know and can do. This accommodation allows students to respond to test items directly in the test booklet rather than on a separate answer sheet. Burns (1998) suggested that if a student does not understand the "bubble-task," is record answers using a bubble format, or has a mobility or coordination problem, marking answers in the test booklet might be an effective accommodation. Bubbling-in answers on a separate answer sheet requires adequate student attention to ensure that the intended item is being marked. It also requires adequate motor coordination. If a student does not have these prerequisite abilities, his or her test performance may not reflect what the test was intended to measure.

This accommodation should be allowed for students with motor coordination problems that hinder their ability to respond appropriately in a standard test format. Furthermore, this accommodation should be favored above other response accommodations (e.g. dictated response to a scribe) because it is less likely to result in test bias. If a student does not know how or is not attentive enough to mark answers appropriately on a separate answer sheet, this accommodation should be provided; however, it may be that

the student should be taught how to appropriately use the standard bubble sheet format for later testing purposes (Burns, 1998).

H. Setting accommodation

For some students with disabilities, the standard location for test administration may not be appropriate. Separate setting means a student is administered the test in a separate room apart from the standard setting being used to administer the test. The student can be administered the test individually or in a small group. In all instances, the special location should be one that is comfortable and appropriate for test administration. Setting accommodations are changes in the location in which an assessment is administered. (Haladyna & Downing, 2004). This can include:

- changes in the *conditions* of the setting, such as special lighting or adaptive furniture, or
- Changes in the *location itself*, accomplished by moving the student to a separate room.

Flexibility in setting may be needed in conjunction with other accommodations provided to the student. For example, changing the location of an examination may be needed to effectively provide extended time or use of a scribe (Haladyna & Downing, 2004).

According to Haladyna & Downing (2004), Types of setting accommodations include the following:

- Separate location/room – administer test individually
- Separate location/room – administer test in small group (3-5 students)

- Provide adaptive or special equipment/furniture (A special chair or table and chair may be provided)
- Special lighting (specify type, e.g., 75 Watt incandescent light on desk)
- Special acoustics (specify manner, e.g., minimal extraneous noises)
- Location with minimal distraction (in an environment with reduced visual and/or auditory distractions.)

2.3. Policy directions for exam accommodation

For the past decade, states across the nation have been setting high academic content standards for all children, and developing assessment and accountability systems to ensure that all children learn to very high levels. Federal legislation, including the *Individuals with Disabilities Education Act Amendments of 1997* (IDEA) and the *No Child Left Behind Act of 2001* (NCLB), provides guidelines and expectations for implementation of inclusive instruction and assessment.

States, districts, and schools are now keenly attuned to state Assessments that are used to Measure student achievement on academic content standards. Essential components of inclusive assessment systems that must be understood and addressed are student participation in assessments, testing accommodations, Alternate assessments, reporting results, and accountability (Fuchs, L. S., & Fuchs, D., 2001).

According to Stephen G. Sireci, Stanley E. Scarpati, and Shuhong Li (2005)The implementation of these components directly influences the extent to which inclusive policies and practices become reality. These scholars claim that the purpose of this issue of *Policy Directions* is to provide an overview of the key components of inclusive

assessment and accountability and to highlight how they fit together to form a cohesive whole that facilitates the intended benefits of standards-based reform. Although the components are interrelated, each is considered separately to address issues and opportunities. Students with disabilities are required by Federal legislation to participate in state assessments, in part because assessments are key components of educational accountability. They are used to provide information on the educational progress of students and the extent to which students are achieving state standards.

Providing test accommodations has been shown to increase the participation rates of students with disabilities in assessments. Allowing students to use accommodations is required by law.

It is important to remember that an assessment accommodation should be provided because of a student need, not to give a student an unfair advantage. When students with disabilities use assessment accommodations, it is to show what they know without being impeded by their disability. There is no set of universally approved assessment accommodations, and state policies on reportable accommodations vary tremendously (Phillips, S.E., 1994).

It is not uncommon to find an accommodation that is “best” for one disability yet “not best” in another. Some accommodations are believed to change what is being tested, yielding scores that are considered invalid. These kinds of accommodations may be referred to as “nonstandard” or “invalid.” Use of nonstandard accommodations may affect what is reported, and states may remove (Fuchs, L. S., & Fuchs, D., 2001).

Current thinking suggests that when accommodations are used, the degree to which each accommodation is expected to influence test validity should be considered and indicated,

perhaps to the level of specific parts of a test. While research on accommodations is growing rapidly, and numerous resources such as National Center on Educational Outcome (NCEO's) online searchable database are now available, it is likely that policy will always play an essential role in accommodation decisions. Thus, it is be based on critical that policy the most up-to-date research and strong theoretical underpinnings. Statewide assessments accommodations were first required as an assessment option in IDEA, NCLB regulations extend the alternate assessment requirements by specifying that each state, district, and school must be held accountable for the achievement of all students, including those participating in the alternate assessment (Helwig, R., & Tindal, G. 2003).

These assessments are intended to be aligned to academic content standards and to provide the missing piece that makes it possible to include all students with disabilities in state and district assessments and accountability systems. The approaches that states are using for their alternate assessments generally are different from those used for the general assessment.

2.4 National policy and strategies regarding students with disabilities

The Federal Democratic Republic Government Of Ethiopia has given due attention to the education of Persons with Disabilities (PWDs) and has put in place important legal and policy frameworks. In line with this, the Ethiopian Constitution establishes the universal right to education, and emphasizes the need to allocate resources and provide assistance to disadvantaged groups. In particular, the Constitution sets out the State's responsibility for the provision of necessary rehabilitation and support services for people with disabilities (art. 41 and 91). Ethiopia has also ratified various international Conventions

and instruments of relevance to inclusive education. Of particular significance is the UN Convention on the Rights of PWDs 2006.

Similarly, the Education and Training Policy (ETP, 1994) states that the “expansion of quality primary education to all citizens is not only a right but also a guarantee for development”. It also aims at providing education to all children without any discrimination and assures that disadvantaged groups will receive special support in education.

With regard to the education of PWDs, the Policy has clearly indicated:

- the provision of education for children with special needs in accordance with their potential and needs (article 2.2.3);
- The preparation and utilization of support input for special education (article 3.7.6.); and
- The training of special needs education personnel within regular teachers training program (article 3.4.9.).

in addition to this In order to implement the ETP objectives and strategies, a 20 year long term plan was devised which has been further broken down in to a five year education sector development programs . So far, four consecutive ESDPs have been planned and implemented:

ESDP I-1997/98-2001/02

ESDP II-2002/03-2004/05

❑ ESDP III-2005/06-2009/10

❑ ESDP IV-2010/11-2014/15

➤ The ESDP V(2015/16- 2018/19) is currently under implementation

The first two ESDPs' did not pay much attention to the education of children with disabilities and much of what has been done during this period is no more than certain effort in data collection. Efforts have been made during ESDP III, to enhance the participation and achievement of children's' with special needs in education. And SNE become one among the 8 cross cutting programs separately treated in the ESDP IV and V. Cross-cutting programs are those which do not relate to any specific sub-sector but are of relevance to the whole education sector

Based on ETP, the Ministry of Education (MoE) has developed a comprehensive SNE/ Inclusive Education (SNE/IE) strategy in 2012 with its implementation guideline.

- encourages research to increase the training opportunities and creating conducive training environment for trainees with disabilities in Technical and Vocational Education and Training (TVET) as well as facilitating their employability;
- designs different mechanisms (such as tutorial, economic, guidance and counseling support, as well as material provision) etc., to enhance the participation of learners with disabilities, particularly girls with disabilities at all educational levels;

- Strengthens the current affirmative action to increase the enrolment rate of learners with disabilities in preparatory schools, TVETs, Teacher Education Institutes (TEIs) and Higher Education Institute (HEIs).

2.5. Benefits of accommodation on students' performance

Test accommodations play a critical role in enabling students with disabilities to meaningfully participate and demonstrate their skills and knowledge on tests. Accommodations represent changes in the medium through which information is presented, the response formats, the external environment, or the timing of the testing situation that are designed to mediate the effects of a student's disability that inhibit understanding or expression of domain-specific knowledge (Haladyna & Downing, 2004). Although researchers have been studying the effects of accommodations for years (Helwig & Tindal, 2003), the NCLB requirement to expand the range of students being tested on statewide assessments has resulted in a corresponding increase in questions related to accommodations: What accommodations are appropriate, who is most qualified to make accommodation decisions, and how do classroom-based accommodation practices influence student performance on accommodated large-scale tests?

A number of researches were conducted to demonstrate the effect of accommodations on test scores. This included studies that attempted to demonstrate that accommodations provided students with disabilities with a differential boost (Fuchs, & Fuchs, 2001) to their scores not by making the test easier, but by facilitating their access to the content through the use of accommodations. Most scholars suggest that students needing accommodations will gain more from their use than students who do not need them.

According to Fuchs, & Fuchs (2001) most studies found that scores of students with disability on tests were higher with the use of different accommodation. And these studies indicated that the accommodation provided to students with disabilities made the test easier (i.e., changed the difficulty level) by increasing test scores as there was significant difference in Student performance between scores of students Who used accommodation and those who participated in the assessment without the accommodation.

The above reviewed literatures indicate that the practice of providing exam accommodation for students with disabilities have took long period of time and now it has become a global issue like inclusive education since, it is impossible to increase the participation of students with disability in national examination without the provision of exam accommodation. As a result, nations have developed different policy implementation guideline and planned program in order to ensure the full participation of students with disabilities through providing the appropriate type of exam accommodation based on their needs and potential.

Chapter Three

3. Research Methods

This section presents the particular type of research design, study area, population, sampling and participants, instruments, procedures of data collection, methods of data analyses and ethical consideration.

3.1 Design of the Study

Descriptive design has been employed in this research because it is meant for obtaining information concerning the current status of the phenomena to describe `` what exists `` with respect to variables or conditions in a situation. The study is intended to describe the already existing practices which are best explained in such approach.

It comprised both quantitative and qualitative data to better understand the trends and practices of exam accommodation for students with disabilities in Ethiopian national examination. Qualitative approach has been used to fully understand and describe the trends and practices of national exam accommodation for students with disabilities from the perspectives of the students themselves and national exam agency officials. The quantitative approach, in addition to, has been employed to describe the general trends of exam accommodation for students with disabilities and to quantify the data obtained about the importance and challenges of exam accommodation for students with disabilities in the national examination.

3.2. Study Area

This study has been conducted in Addis Ababa city Administration specifically at Minilik secondary and preparatory school and Addis Ababa University which are located at Arada sub-city.

3.3. Sampling Technique

There are three categories of populations in this study. These are students with disability at grade eleven and twelve, first year university students with disability and officials from national exam. In order to get samples of 11th and 12th grade students with disability, first the lists of sub-cities in Addis Ababa, which have preparatory class of students with disability in government high schools, has been collected from Addis Ababa City Administration Education Bureau.

Among these sub-cities, Arada sub-city has been selected purposefully because the collected data reveals that it has highest number of students with disabilities. And from Arada sub-city, Minlik preparatory school has been selected purposefully due to the fact that this school has the highest number of students who have an experience of national examination given at grade 10th and 12th. Then 64 grade 11th and 12th students with disabilities have been selected by simple random sampling method.

In order to get samples of first year university students with disability, Addis Ababa University have been selected as sample purposefully due to the fact that this university admits many students with different types of disability more than other universities. Then 63 students with different types of disabilities have been selected by simple random sampling having their list from the center of disability. In order to get samples of officials

from national examination, those officials who have direct relation in the process of examination has been selected purposefully for the study.

3.4. Participant of the study

Participants of this study were grade 11th and grade 12th students with disabilities, university first year students with disability, and officials from National Educational Assessment and Examination agency.

A total of 127 Students with disabilities had fill the questionnaires. Among these 87 were males and 40 were females. Two group of students with disabilities having 7-9 members have been also involved in focus group discussion whereas 4 senior officials of National Educational Assessment and Examination agency have been interviewed.

3.5. Data Collection Instruments

Qualitative research relies on methods that permit researchers into the personal lives of the participants. To facilitate this process, flexible and various data collection instruments are required (Parahoo, 2006). Accordingly, the researcher used to collect data through questionnaire, interview, and focus group discussion as instruments to uncover the reality of the research problem posed. The interview and FGD were conducted with respondents through tape recording. Followed the completion of data collection, audio materials were first transcribed and translated in to English then corrections was made by a senior English expert since interview guide items, questionnaire, and focus group discussion guide items were prepared in Amharic primarily based on the researcher's experience with the problems, after a senior Amharic expert and further improvement was done by the researcher's advisor.

Questionnaire

A questionnaire which contained close and open ended questions has been developed by the researcher for students with disabilities. The questionnaire help to get information from students with disabilities about their experience of exam accommodation, challenges during national examination, and service provisions and accommodation in their exam centers. The questionnaire was administrated for 127 students with disabilities to gather information regarding the trends and practice of national exam accommodation and the challenge to implement national exam accommodation for students with disabilities.

Interviews

In -depth Interview is a common method of data collection in qualitative research, each questions become clear to the respondent, free of suggestion and use correct grammar (Whittemore & Grey, 2006). Accordingly, the researcher administered in-depth interview through interview guide, and the interview guide comprised open-ended and with Semi-structured questions those were driven from research questions. It allowed the researcher to have a framework in which necessary open-ended questions were posed to encourage the participants to talk freely about their experiences in their own words. And the researcher carried out open-ended and semi-structured questions to obtain detail information from respondents about the research problem posed.

It was administered for 4 officials of National Agency for Examination to gather information regarding the trends and practice of national exam accommodation and the challenges to implement exam accommodation for students with disabilities. This official has been interviewed about exam accommodation for students with disabilities, national

guidelines and related policies regarding exam accommodation, barriers to accommodation and challenges they faced to accommodate national exam for students with disabilities. They had also interviewed about what has been done and what has been planned to accommodate national exam for students with disabilities.

The researcher audio recorded all interviews in the study; since The audio tape record is common in qualitative research to enable the researcher to pay full attention to the participant and non-verbal behavior and a word for word transcript for analysis (Newman, 2004). A researcher had use a semi-structured interview because this approach to data collection is extremely useful in situations where either in depth information is needed or little is known about the area. And the flexibility allowed to the interview in what he/she asks of a respondent is an aspect as it can elicit extremely rich information (kumar, 1996).

Focus Group Discussions

It refers to group discussion providing a rich and detailed set of qualitative data based on group interaction; focus group discussion (FGD) is commonly used as a research method for gathering detailed information on the existing phenomenon (Polit and Beck, 2010).

Therefore, in this study, focus group discussion (FGD) was one of the qualitative data collection methods that the researcher conducted the study. FGD was carried out through FGD guide. It was made constitute two groups, eight students with visual impairments and one student with physical disability in one group and seven students with hearing impairments in the second group.

FGD was employed by the researcher to get more insight through FGD guide about the trends and practice of exam accommodation; the type of exam accommodation provided for students with disabilities, the benefit of exam accommodation, and the challenges to implement exam accommodation at national examination. Since FGD is relatively naturalistic about exchange of idea of group members based on personal experiences in their own words of participants on the topic thereby providing insight that cannot be obtained from other data collection instruments (Polit and Beck, 2010).

3.6. Validation during Instrumentation

In order to collect a reliable data and the instrument valid, triangulation methods have been applied. This triangulation method will particularly be chosen based on the nature of the research and their relevance to the study. These will be:

Data triangulation: In this method, different sources of data such as grade 11th and 12th students, first year university students, and officials from national exam agency has been included in the investigation.

Pilot study has been conducted to check the reliability of the items and check the face validity of questionnaire items. Accordingly 22 students with different types of disabilities have been selected by using convenience sampling. The reliability of each of the variables in the questionnaire was found Cronbach's alpha reliability coefficient of (practice: .861, importance: .894, and challenge: .924). The purpose of conducting this face validity was to check every item to see if it is appropriate to the target groups; to check whether the questions/ items are not ambiguous, and instructions are clear; to identify questions/

items which do not yield usable data, so that they will be discarded; and to be aware of expected problems which may occur in the process of collecting data (Kassie, 2013).

In addition to this to check the validity and appropriateness of questionnaires, comments has been collected from seven university instructors, advisory group who have rich experience in research (Kazdin, 1977; Wolf, 1978). Finally, based on the pilot study and professional comments fundamental changes has been made on the content, the use of words, the instructions, and the logical order of the questionnaires.

3.7. Data Analysis

Both quantitative and qualitative data analyses techniques has been employed. As to the quantitative data, tabular, frequency, and percentile description has been used to describe the information collected from students with disabilities and officials at National Educational Assessment and Examination Agency. The qualitative data has also analyzed by creating themes on types of exam accommodation, national guidelines and policies regarding exam accommodation, barriers to implement exam accommodation.

3.8. Ethical Considerations

Participation in this study was completely voluntary. Students with disabilities have been told about the purpose of the study and their consent has been asked. The same is true for national examination agency officials. No one had involved in this study against his/her will. Oral consent has been obtained before the questionnaire is given to the respondent and the interview was held with the subject. Participants had also assured that their response will remain strictly confidential and personal details will be kept anonymous.

Chapter Four

4. Data Presentation

This chapter is devoted to present and analyze the data obtained through different instruments designed depending on their relevance to the study. It reports on and discusses the findings of the study in the light of the set of objectives and research questions so as to lead to conclusions and forward recommendations. The chapter also discusses findings by substantiating with theoretical issues and previous findings reflected in the review of related literature of this study. To supplement the data gained from officials and students with disabilities' responses were also compiled and used as a point of reference to come to a conclusion

4.1. Results of Focus Group Discussion

There were two major categories of Focus Group Discussions conducted in this study. The first FGD was conducted among students with visual impairments and student with physical disability from Minlik preparatory school and first year Addis Ababa university students at ENAB compound. The second FGD was conducted among students with hearing impairments from minlik preparatoty school and AAU first year students at the same compound. In each group discussion there were 7-9 members were participated.

4.1.1. Findings of Focus Group Discussion with students with visual impairment

A group discussion conducted among eight students with visual impairments from Minlik preparatory school and first year Addis Ababa university students and one students with physical disability from Addis Ababa University at ENAB compound have 9 (nine) members five of them were female and the other four were male. The educational level of

the participants was: three of the participants were grade 11, the other three were from grade 12 and the rest three from Addis Ababa University first year students.

Regarding the trends and practice of national examination, they agreed that the practice of accommodating national exam for persons with disabilities is not in a good condition and backwards. Things are done based on customary practice rather than knowledge and research base. The existing accommodation for students with visual impairments is only human reader which is not supported by other type of accommodation. When they elaborate their discussion they said that the human reader by itself has its own problem, for instance some readers are not able to pronounce words correctly and are not patient to repeat the question.

Regarding extended time they said that the provision of extended time is based on the willingness of the invigilators and it is not legally bounded. But, if the invigilator is willing they give as little time until they collect and count the other students answer sheets otherwise, there is no provision of extended time as exam accommodation for students with visual impairments.

Concerning the benefit and challenges of exam accommodation, almost all of the participants in focus group discussion agreed that exam accommodation has a lot of benefit for students with different types of disabilities. According to the participant, among different types of accommodations human reader and extended time are the most important accommodations that can be provided for all types of disabilities but in our country the only accommodation provided for students with visual impairment is human reader.

One of the participants who has a physical disability added “students with physical disability also require extended time and a scribe who is a person whom write the answer on the answer sheet and seating accommodation but among these accommodations only seating accommodation is provided even it is not in organized way and most of the time we sit on the floor which has its own effect because of noisy and distracting things.” He added that officials in national Agency for Examination and other personals in the field of education think that extended time is important and should provided only for students with visual impairments and other disabilities have overlooked.

Regarding the challenges to implement exam accommodation for students with disabilities, they have mentioned lots of challenges. These include:

1. Lack of attention from ministry of education regarding the issue of students with disabilities
2. Absence of professionals at National Educational Assessment and Examinations Agency who is responsible for the issue of students with disabilities.
3. Lack of commitment from the concerned bodies at different stake holders including MOE, National Educational Assessment and Examinations Agency, experts in sub cities, and professionals in the field at different higher institutions

Finally a discussion point was raised if they have recommendation on the issue of national exam accommodation; they have mentioned a lot of recommendation to improve the provision of accommodation on national examination for students with different types of disability. These include:

- Attention should be provided from the ministry of education regarding the national examination of students with disability
- Expert in the field, especially from Special Needs Education should be involved at National Educational Assessment and Examinations Agency to promote the issue of exam accommodation for students with disabilities
- Enhancing the commitment of the concerned bodies at MoE, National Educational Assessment and Examinations Agency, and other stake holders through awareness raising program.

4.1.2. Findings of Focus Group Discussion with students with hearing impairments

A group discussion conducted among students with hearing impairments from Minlik preparatory school and first year Addis Ababa university students at ENAB compound have 7 (seven) members three of them were female and the other four were male. The educational level of the participants was: three of the participants were grade 11, the other two were from grade 12 and the rest two from Addis Ababa University first year students.

Regarding the trends and practice of national examination, they said that the trends and practices of national examination for students with disabilities in our country is very poor. National Educational Assessment and Examinations Agency does not give much attention for the issue of students with disabilities in national examination especially for students with hearing impairments. They agreed that it is possible to say that students with hearing are not beneficiaries from the provision of exam accommodation even comparing with the existing type of exam accommodation provided for students with

visual impairments. They added that “as a person with disability, we deserve to gain any type of accommodation provided for other types of disabilities but there is a discrimination within us that is those accommodations provided for students with visual impairments and physical disabilities do not allowed for us and these has create a problem to not reveal our potential at national examination because the point of entrance for higher education is the same for all types of disabilities regardless of the difference in the provision of exam accommodation for different types of disabilities.

Regarding extended time they said that the provision of extended time is based on the willingness of the invigilators and it is not legally bounded. But, if the invigilators are willing they will allow us to use the time gap between the first exam and the second exam otherwise, there is no provision of extended time as exam accommodation for students with hearing impairments.

Concerning the benefit of exam accommodation, almost all of the participants in focus group discussion agreed that exam accommodation has a lot of benefit for students with different types of disabilities. According to the participant, among different types of accommodations sign language interpreter and extended time are the most important accommodations that can be provided for students with hearing impairments but in our country it is not well implemented especially extended time accommodation is very important and common for all types of disabilities.

Regarding the challenges to implement exam accommodation for students with disabilities, they have mentioned lots of challenges. These include:

1. Attitudinal challenge which include negative attitude towards disability and person with disabilities, misconception about the potential and ability of person with disabilities
2. Lack of attention from the concerned bodies at national level regarding the issue of students with disabilities
3. Absence of collaborative among professionals at National Educational Assessment and Examinations Agency and DPO, MoE, and other stake holders on the issue of exam accommodation for of students with disabilities.
4. Lack of commitment from different stake holders including MOE, National Educational Assessment and Examinations Agency, and professionals in the field to address the issue of national exam accommodation for students with disabilities and assure the full participation of students with disabilities in their education

Finally, they were asked if they have any comment to improve the provision of national exam accommodation for students with disabilities, they raised many points as recommendation. These are:

- Professionals have to conduct research in this area to promote the importance of national exam accommodation for students with disabilities
- Professionals at National Educational Assessment and Examinations Agency should give much attention for the accommodation of national examination for students with disabilities

- There should be collaborative work among National Educational Assessment and Examinations Agency, MoE, and other stake holders to address the issue of students with disabilities

4.2. Interview result

4.2.1. Interview from professionals at National Educational Assessment and Examinations Agency Regarding the trends and practice of national exam accommodation

One participant said “in Ethiopian National examination the practice of providing exam accommodation for students with disabilities is confined to only for students with visual impairment and students with hearing impairment. But I don’t believe that the accommodation provided for these disabilities by themselves do not satisfy the needs of the students and they are not provided in organized way.” He added that the trends and practice of exam accommodation lacks attention from the higher officials and it is only the commitment of few individuals at National Educational Assessment and Examinations Agency.

The other participant responded that the practice of exam accommodation especially human readers for students with visual impairment starts forty years ago and still now it doesn’t show significant progress in the way of its implementation and we can say that provision of exam accommodation is in its lowest stage. Of course there is some promising things to improve the practice of national exam accommodation for students with disabilities, for instance the Agency is on the process to prepare frame work about exam accommodation, there are several meetings with the concerned bodies, DPO, AAU, and MoE.

Almost similar response from another respondent about the existing practice of national exam accommodation, he replied that the practice doesn't get the necessary attention and it gives attention only for specific candidates who are students with visual impairments and sometimes students with physical disabilities. But it is difficult to say that these practices are not in the required level to address the needs of students with disabilities and make them equal participant with their non-disabled peers.

The last respondents replied that the trends and practice of national exam accommodation is very weak and it is at the lowest stage even when we compare it with the accommodation provided in class tests and the accommodation in higher education, little emphasis is given for national exam accommodation and this reveals that professionals at National Educational Assessment and Examinations Agency are not discharging their responsibility and do not give much attention to address the issue of students with disabilities in national examination.

Regarding consideration of students with disabilities during exam preparation

Another attempt was made to know how they consider the issue of students with disabilities during exam preparation. One of the respondents said that one of the considerations we make for students with disabilities during exam preparation is that we avoid those words which address the disability of the person from any contents and items of the exam especially passages of English and Amharic Exam. He added that we have a consideration about the font size of the exam for those students with low vision that is why we make the font 14 size which is inclusive for all students. And we avoid questions that require vision from biology and geography exams for students with visual impairments.

The other respondent replied that we considered the issue of students with visual impairments during exam preparation through compensating exam items that require vision with other questions that will be graded with equal points

The third respondent said that the consideration of students with disabilities during exam preparation doesn't get much attention still now and the only thing we consider is the font size of the questions and the compensation of some items for students with visual impairments. But for the current year we gave much attention about how to include the issue of students with special needs during national exam preparation.

The fourth respondent who is the Geography coordinator replied that regarding consideration of students with disabilities during exam preparation, there are some questions that compensate for students with visual impairments. For instance, in Geography there are seventeen (17) questions that doesn't concern students with visual impairments so we compensate these questions with another questions with the same weight and rank.

Regarding the type of exam accommodation

An attempt was made to know the type of accommodation provided for students with disabilities during national examination and one of the respondents from officials at National Agency for Examination responded that students with disabilities request many types of accommodation at national examination for instance readers, additional time, special class. But most of the time the type of accommodation provided for students with disabilities are human reader for students with visual impairments, seating

accommodation for students with physical disabilities and some time extended for students with visual impairments and students with hearing impairments.

The other respondent said that students with disabilities request different type of accommodation to equally participate with the none-disabled peers. But the only accommodations allowed for them are human readers, extended time and seating accommodation .he added that the extended time accommodation provided students with visual impairments and hearing impairments are not in legalized way there is no specific time to be added that is agreed and ratified by experts in National Agency for Examination and most of the time it depends on the will of the invigilators and supervisors at the exam centers. So, It is possible to say that it is not fair because one students at one exam center may get extended time accommodation and the other students with the same disability might not get extended time accommodation due to absence of rules and regulation that monitor the implementation of exam accommodation.

The third respondent replied that although students with disabilities request different type of exam accommodation the only accommodations available for them are human readers, seating accommodation for students with physical disabilities and extended time for students with hearing impairments. But providing extended time accommodation has raised another problem such as some students without disabilities and some professionals claim that providing extended time for students with disabilities make them benefit and additionally advantaged over the non-disabled peers and it is not fair process or fair type of accommodation.

Another respondents said that students with disabilities request for different kinds of accommodation as the other respondents mentioned but the only accommodation provided in a full range is the provision of human readers for students with visual impairments and the other types such as seating accommodation and extended time accommodation are not in a full range especially the provision of extended time accommodation is not legally bounded and it may not be implemented in all exam centers. And most of the time what we say extended time is the time between the first exam and the second exam which is about fifteen minutes gap in between which is dependent on the will of the invigilators.

Regarding the availability of policy guideline about national exam accommodation for students with disabilities

During respondents were asked about policy and guidelines that address national exam accommodation for students with disabilities and the researcher also tried to observe if there is any policy guideline or other written documents regarding exam accommodation. Accordingly,

All respondents agreed that there is no policy or guideline for accommodation of students with disabilities. But there is a manual and guideline for exam administration. According to the guideline 1/2005, exam administration involves registration of the examinee, preparation of the exam, publication of the exam, and distributing the exam. And in this manual we have tried to touch the issue of students with disabilities especially, for students with visual impairments. The manual has includes criteria how to select and hire human readers for students with visual impairments that includes:

- Field of study: priority will be given for special needs graduate

- Language competency both writing and reading of Amharic and English languages
- Personality which related to free from any kind of addiction
- Personnel costs related to human readers' fee, we made it to be doubled from the past to avoid boring and read them slow pace.

Regarding the challenges to implement national exam accommodation for students with disabilities

In an attempt to know the challenges that hinders the implementation of exam accommodation for students with disabilities, the respondents have raised many issues enthusiastically and to avoid redundancy I had merge it in the following way:

- Absence of clearly formulated policy guideline regarding exam accommodation is the big challenge that hinders the implementation of exam accommodation for students with disabilities.
- The issue of students with disabilities is emphasized only at the bottom levels which the system bottom-up rather than the reverse that means it doesn't get much attention from upper officials
- Attitudinal challenge is the other problem that hinder the implementation of exam accommodation
- Knowledge gap among professionals and experts at National Educational Assessment and Examinations Agency
- Lack of attention from DPO about the issue of students with disabilities

- Absence of network with MoE, NGO to layout the system because first the system should be laid out in order to deal and implement national exam accommodation for students with disabilities

4.3. Findings of the Quantitative Data Analysis

4.3.1. Demographic Characteristics of Teacher Respondents

Table 1: Characteristics of Professionals Respondents

(N= 9)

	Description		No. of respondents
1	Sex	Male	9
		Female	0
2	Qualification	Diploma	0
		Degree	3
		Master	6
3	Work experience	1-5	2
		6-10	3
		11-15	2
		>15	2

4.3.2. Perception of officials at National Agency for examination

Officials' perceptions are important for understanding what they are doing and determine or influence the expected outcome. In order to assess what officials at national agency for examination perceive when they prepare national examination, pertinent items were

generated in the questionnaire, calling for officials-respondents to indicate their degree of agreement or disagreement.

Table 2 Officials Perception regarding the importance of national exam accommodation for students with disabilities

No	Items	Agree %	Neutral %	Disagree%
1	national exam accommodation is important for students with disability in order to perform better on national examination	77.8		22.2
2	Students with disabilities can perform well without any Accommodation	33.3	33.3	33.3
3	exam accommodation Provides opportunity for students with disability to reveal their potential	55.6	33.3	11.1
4	Absence of exam accommodation make students with disabilities become disadvantageous on national examination	66.7	11.1	22.2
5	exam accommodation Provides equal chances for students with disability as their friends without disability	66.7	22.2	11.1
6	exam accommodation Give additional advantage and clues for students with disability	66.7	22.2	11.1

Table 2 signifies that officials had positive perception on the importance national exam accommodation for students with disabilities in order to perform better on national examination. This is supported by statistical evidence that the frequency of strongly agree is 4 which is the highest frequency from other scales and the frequency of Agree is 3 which is the second highest score. In addition to this, 77.8 of respondents have agreed on

the importance of national exam accommodation for students with disabilities to perform better on national examination while only 22.2% are disagree on this statement. This implies that officials' perceptions go with the essential requirements for implementation of national exam accommodation which is also supported by the data obtained from interview.

The table also revealed that officials had either positive or negative perception on the item No. 2, which says "students with disabilities can perform well without any accommodation". This was illustrated in the data that the frequency of strongly agree and strongly disagree is equal which is 3 and 33.3% of respondents have Neutral perception. This indicate that officials at national agency for examination do not have clear understanding about the importance of national exam accommodation and this may have its own impact on the implementation of exam accommodation for students with disabilities..

Officials at national agency for examination had positive perception on the importance of exam accommodation for students with disabilities in providing opportunities to reveal their potential. This was illustrated in the data that the frequency of strongly agree and agree is 5 and the frequency of disagree is 1 which is the lowest frequency from other scales. In addition to this, 55.6% of respondents have agreed on the importance of national exam accommodation for students with disabilities to reveal their potential on national examination while only 11.1% are disagreed on this statement and 33.3% are neutral. This implies that officials have agreed on the impact of exam accommodation on

the potential of students with disabilities and if there are no accommodation students with disabilities lose opportunity to display their real potential.

Regarding perception on “Absence of exam accommodations make students with disabilities become disadvantageous on national examination” the above table revealed that officials had positive perception. This is supported by statistical evidence that the frequency of strongly agree is 4 which is the highest frequency from other scales and the frequency of agree is 2 which is the next score. In addition to this a total of 66.7% of respondents have agreed on the issue and only 22.2% have disagreed. This indicate that officials at national agency for examination do have clear understanding about the importance of national exam accommodation in that without accommodation, students with disabilities become disadvantageous and this perception have its own impact on the implementation of exam accommodation for students with disabilities. But although the numbers of respondents who have disagreed are small in number, it has its own impact on the implementation of national exam accommodation.

There is also positive perception regarding “exam accommodation provides equal chances for students with disability as their friends without disability”. This was illustrated and supported in the data that the frequency of strongly agree and agree is 6 which is the highest frequency from other scales and the frequency of neutral is 2 which is the next score. In addition to this a total of 66.7% of respondents have agreed on the issue and only 11.1% have disagreed and 22.2% neutral. This indicate that officials at national agency for examination do have clear understanding about the importance of national exam

accommodation in that without accommodation, students with disabilities do not have equal chance as their peers without disabilities and this perception have its own impact on the implementation of exam accommodation for students with disabilities.

Neutral in this sense implies that they are undecided and have no clear understanding about the importance of exam accommodation for students with disabilities and it has its own impact on the implementation of national exam accommodation.

On the other hand the above table revealed that officials had wrong perception on the item No.6, “exam accommodation Give additional advantage and clues for students with disability”. This was illustrated and supported in the data that the frequency of agree is 6 which is the highest frequency from other scales and the frequency of neutral is 2 which is the next score. In addition to this a total of 66.7% of respondents have agreed on the issue which indicates the presence of wrong perception and only 11.1% have disagreed which indicates positive perception and 22.2% neutral who are still undecided or have no understanding about the importance of exam accommodation for students with disabilities and it has its own impact on the implementation of national exam accommodation. This implies that officials at national agency for examination do not have clear understanding about the importance of national exam accommodation in that they perceive that exam accommodation provides additional advantage and benefit for students with disabilities and this perception have its own impact on the implementation of exam accommodation for students with disabilities.

4.3.3. Officials' perception regarding the challenges of national exam accommodation

Table, 3. Descriptive Statistics

No.	Items	Agree %	Neutral %	Disagree%
1	The nature of the exam prevents the implementation of exam accommodation at national examination	33.3	22.2	44.4
2	The national examination agency does not concern the issue of students with disability.	55.6	11.1	33.3
3	It is impractical to implement exam accommodation at national examination	44.4	22.2	33.3
4	lack of administrative support (e.g. financial, facilitation) inhibits the implementation of exam accommodation	77.7	11.1	11.1
5	Absence of identified needs of students with different disability has hinder the provision of exam accommodation based on the students needs	66.6	11.1	22.2
6	officials at national examination do not have positive attitude towards exam accommodation	66.6	11.1	22.2
7	Invigilators commitment has an effect on the implementation of exam accommodation	77.8	22.2	
8	Lack of resource affects the implementation of exam accommodation	77.8	11.1	11.1
9	administration at national examination agency are not supportive towards exam accommodation	66.6	11.1	22.2
10	Lack of classroom space inhibits Seating accommodation	22.2	33.3	44.4

The above table revealed that officials had positive perception on the item No. 1, which says “The nature of the exam prevents the implementation of exam accommodation at national examination”. This is supported by statistical evidence that that the frequency of disagree is 4 which is the highest frequency from other scales and 44.4% of respondents have

disagreed in supporting that the nature of the exam is not the challenge to implement national exam accommodation for students with disabilities. This implies that officials at national agency for examination do not believe that the nature of the national examination by itself could be the challenge that hinders the implementation of national exam accommodation for students with disabilities.

On the other hand officials had agreed that lack of concern from national exam agency is being a challenge that hinders the implementation of national exam accommodation for students with disabilities. As the statistical evidence of the frequency reveals that officials' belief that lack of concern from national exam agency could be one of the challenges to implement national exam accommodation and this was illustrated in the data that the frequency of agree is 5 which is the highest frequency from other scales and the frequency of disagree is 3 which is the second score. In addition to this, 56.6% of respondents have agreed on lack of concern from national exam agency being a challenge to implement national exam accommodation for students with disabilities.

The above table also revealed that officials had agreed on the item No.3, "It is impractical to implement exam accommodation at national examination". This is supported by statistical evidence that the frequency of agree is 4 and the frequency of disagree is 3 which is the next score. In addition to this a total of 44.4% of respondents have agreed on the issue and only 33.3% have disagreed. This indicates that officials at national agency for examination do believe that it is impossible to implement national exam accommodation for students with disabilities because it is not practical and this perception has its own impact on the implementation of exam accommodation for students with disabilities.

As the same table revealed officials had agreed on the item No.4, “lack of administrative support (e.g. financial, facilitation) inhibits the implementation of exam accommodation”. This was illustrated and supported in the data that the frequency of agree is 7 and the frequency of disagree is 1 which is the lowest score. In addition to this a total of 77.8% of respondents have agreed on the issue and only 11.1% have disagreed. This indicate that officials at national agency for examination do belief that lack of administration support is being a challenge that hinder the implementation of exam accommodation for students with disabilities at national examination and this perception have its own impact on the implementation of exam accommodation for students with disabilities.

Officials had also agreed that “Absence of identified needs of students with different disability has hindered the provision of exam accommodation based on the students needs”. This is supported by statistical evidence that the frequency of agree is 6 and the frequency of disagree is 2 which is the lowest score. In addition to this a total of 66.7% of respondents have agreed on the issue and only 22.2% have disagreed. This indicate that officials at national agency for examination do belief that Absence of identified needs of students with different disability has hinder the implementation of exam accommodation for students with disabilities at national examination. Therefore, this is one of the challenges that has its own impact on the implementation of exam accommodation for students with disabilities.

The attitude of officials at national examination could be the challenge that hinders the implementation of nation exam accommodation for students with disabilities. This is

supported by statistical evidence that the frequency of agree is 6 which is the highest frequency from other scales and the frequency of disagree is 3. In addition to this, 66.7% of respondents have agreed on the attitude of officials' could be the challenge that hinder the implementation of exam accommodation at national examination. This implies that officials' attitude has an impact on the implementation of national exam accommodation and if there is no positive attitude towards national exam accommodation, it could be a big challenge for its implementation.

Officials had also agreed on the item No.7, "Invigilators commitment has an effect on the implementation of exam accommodation". This is supported by statistical evidence that the frequency of agree is 7 and the frequency of disagree is 2 which is the next score. In addition to this a total of 77.8% of respondents have agreed on the issue and only 22.2% have disagreed. This indicate that officials at national agency for examination do belief that invigilators commitment has an effect on the implementation of exam accommodation and being a challenge that hinder the implementation of exam accommodation for students with disabilities at national examination and this implies that invigilators commitment has its own impact on the implementation of national exam accommodation for students with disabilities.

As table 3 signifies, officials at national agency for examination have agreed on Lack of resource affects the implementation of national exam accommodation for students with disabilities at national examination and this could be the challenge that hinders the implementation of nation exam accommodation for students with disabilities. This is illustrated in the data that the frequency of agree is 7 which is the highest frequency from

other scales and the frequency of disagree is 1. In addition to this, 77.8% of respondents have agreed that Lack of resource could be the challenge that hinders the implementation of exam accommodation at national examination. This implies that Lack of resource has an impact on the implementation of national exam accommodation and if there is shortage of resource whether it is human or material resource, it could be a big challenge for the implementation of national exam accommodation.

Regarding perception that “administrators at national examination agency are not supportive towards exam accommodation, officials at national agency for examination have agreed that lack of support from administrators at national examination agency could be the challenge that hinders the implementation of nation exam accommodation for students with disabilities. This is supported by statistical evidence that the frequency of agree is 6 which is the highest frequency from other scales and the frequency of disagree is 2. In addition to this, 66.6% of respondents’ belief that administrators at national examination agency are not supportive towards exam accommodation and this could be the challenge that hinders the implementation of exam accommodation at national examination. This implies that administrative support has an impact on the implementation of national exam accommodation and if there is no supportive administration, it could be a big challenge for the implementation of national exam accommodation for students with disabilities.

The above table also revealed that officials had not agreed on the item No.10, “Lack of classroom space inhibits Seating accommodation”. This is supported by statistical evidence that the frequency of disagree is 4 and the frequency of agree is 2 which is the

next score. In addition to this a total of 44.4% of respondents have disagreed on the issue and only 22.2% have agreed. Therefore, lack of classroom space is not the challenge that inhibits the implementation of seating accommodation for students with disabilities. This indicate that officials at national agency for examination do not belief that Lack of classroom space is being a challenge that hinder the implementation of seating accommodation which is one of the types of exam accommodation for students with disabilities at national examination and this implies that there is no shortage of classrooms space that hinder the implementation of national exam accommodation for students with disabilities.

4.3.4. Perception of students with disabilities regarding exam accommodation

Students' perceptions are important for understanding what they are claiming and determine or influence the concerned bodies to emphasize and provide the service they deserve. In order to assess what students with disabilities perceive the importance of exam accommodation at national examination, pertinent items were generated in the questionnaire, calling for students-respondents to indicate their degree of agreement or disagreement.

Table 4. Students' Perception regarding the importance of national exam accommodation for students with disabilities.

No	Items	Agree %	Neutral %	Disagree%
1	national exam accommodation is important for students with disability in order to perform better on national examination	92.2	3.1	4.7
2	Students with disabilities can perform well without any Accommodation	21.3	11.0	82.6
3	exam accommodation Provides opportunity for students with disability to reveal their potential	90.6	9.4	
4	Absence of exam accommodation make students with disabilities become disadvantageous on national examination	95.3	4.7	
5	exam accommodation Provides equal chances for students with disability as their friends without disability	99		
6	exam accommodation Give additional advantage and clues for students with disability	22.0	18.1	59.8

Table 4 signifies that students with disabilities had positive perception on the importance national exam accommodation for students with disabilities in order to perform better on national examination. This was illustrated in the data that 117(92.2 %) of respondents have agreed on the importance of national exam accommodation for students with disabilities to perform better on national examination while only 6 (7.8%) are disagree on this statement.

On the other hand students with disabilities had disagreed on the item No. 2, which says “students with disabilities can perform well without any accommodation”. This is supported by statistical evidence that frequency of Disagree is 77 which is the highest frequency from other scales and 82.6% of respondents have Disagreed on the other hand 21.3% are agreed on this statement and the rest 11.0% have a Neutral perception. This indicates that students with disabilities belief that at national exam accommodation is important and without accommodation it is hard for them to perform well at national examination.

Table 4 also signifies that students with disabilities had positive perception on the importance of exam accommodation for students with disabilities in providing opportunities to reveal their potential. This is supported by statistical evidence that the frequency of Agree is 112 which is the highest frequency from other scales. In addition to this, 90.6% of respondents have agreed on the importance of national exam accommodation for students with disabilities to reveal their potential on national examination while only 9.4% are Neutral on this statement. This indicates that there is no misunderstanding and confusion about the importance of national exam accommodation for students with disabilities students have agreed on the impact of exam accommodation on the potential of students with disabilities and if there are no accommodation students with disabilities lose opportunity to display their real potential.

Regarding perception on “Absence of exam accommodation make students with disabilities become disadvantageous on national examination” a total of 95.2% of respondents have agreed on the issue and only 4.7% have disagreed. This was illustrated

and supported in the data that the frequency of agree is 121 which is the highest frequency from other scales. Although the numbers of respondents who have disagreed are small in number, it has its own impact on the implementation of national exam accommodation

This indicate that students with disabilities do have clear understanding about the importance of national exam accommodation in that without accommodation, students with disabilities become disadvantageous and this perception have its own impact to tackle the challenges of implementation of exam accommodation for students with disabilities.

In a similar way, students with disabilities belief on the importance of exam accommodation to have equal chance as their friends without disabilities at national examination. This is supported by statistical evidence that a total of 127 (100.0%) of the respondents have agreed on the issue. This indicate that students with disabilities do have clear understanding about the importance of national exam accommodation in that without accommodation, students with disabilities do not have equal chance as their peers without disabilities.

On the other hand students with disabilities had disagreed on the item No.6, “exam accommodation Give additional advantage and clues for students with disability”. This is supported by statistical evidence that the frequency of disagree is 76 which is the highest frequency from other scales and the frequency of neutral is 23 which is the next score. In addition to this a total of 59.8% of respondents have Disagreed and 18.1% of the

respondents are undecided on the issue which indicates the presence of wrong perception about the importance of exam accommodation for students with disabilities.

This indicate that some students with disabilities do not have clear understanding about the importance of national exam accommodation in that they perceive that exam accommodation provides additional advantage and benefit for students with disabilities and this perception has its own impact on the implementation of exam accommodation for students with disabilities.

Table 5 . Students’ perception regarding the challenges of national exam accommodation

No.	Items	Agree %	Neutral %	Disagree%
1	The nature of the exam prevents the implementation of exam accommodation at national examination	14.1	14.2	71.7
2	The national examination agency does not concern the issue of students with disability.	59.8	22.0	18.1
3	It is impractical to implement exam accommodation at national examination	11.1	10.2	78.7
4	lack of administrative support (e.g. financial, facilitation) inhibits the implementation of exam accommodation	94.5	3.1	2.4
5	Absence of identified needs of students with different disability has hinder the provision of exam accommodation based on the students needs	93.7	1.6	4.7
6	officials at national examination do not have positive attitude towards exam accommodation	78.7	12.6	8.7
7	Invigilators commitment has an effect on the implementation of exam accommodation	82.9	6.3	0.8
8	Lack of resource affects the implementation of exam accommodation	81.1	11.0	7.9
9	administration at national examination agency are not supportive towards exam accommodation	61.2	13.6	25.2
10	Lack of classroom space inhibits Seating accommodation	84.2	3.1	12.6

The data on table 5 revealed that students with disabilities had disagreed on the item No. 1, which says “The nature of the exam prevents the implementation of exam accommodation at national examination”. This is supported by statistical evidence that the frequency of disagree is 75 which is the highest frequency from other scales and 71.6% of respondents have disagreed in supporting that the nature of the exam is not the challenge to implement national exam accommodation for students with disabilities and 14.2% have Neutral idea. This implies that students with disabilities do not believe that the nature of the national examination by itself could be the challenge that hinders the implementation of national exam accommodation for students with disabilities and some of them have Neutral idea on this issue which implies they are unable to decide whether the nature of the exam by itself hinders the implementation of national exam accommodation or not.

On the other hand students with disabilities believe that the national examination agency does not concern the issue of students with disabilities and this could be the big challenge to implement national exam accommodation for students with disabilities. The statistical evidence of the frequency reveals that students with disabilities’ belief that lack of concern from national exam agency could be one of the challenges to implement national exam accommodation and this was illustrated in the data that the frequency of agree is 79 which is the highest frequency from other scale. In addition to this, 59.8% of respondents have agreed on lack of concern from national exam agency being a challenge for national exam accommodation for students with disabilities.

The above table 5 also revealed that students with disabilities had disagreed on the item No.3, “It is impractical to implement exam accommodation at national examination”. This is supported by statistical evidence that the frequency of disagree is 93 which is the highest frequency. In addition to this a total of 73.2% of respondents have Disagreed on the issue and only 10.2% are neutral or undecided. This indicates that students with disabilities do believe that it is possible to implement national exam accommodation for students with disabilities at national examination. Although the numbers of respondents who are undecided are small in number, it has its own impact on the implementation of national exam accommodation.

Regarding perception on, “lack of administrative support (e.g. financial, facilitation) inhibits the implementation of exam accommodation”. Students with disabilities had agreed on the issue. This is supported by statistical evidence that the frequency of agree is 120 which are the highest score. In addition to this a total of 94.5% of respondents have agreed on the issue. This indicates that students with disabilities do believe that lack of administration support is being a challenge that hinders the implementation of exam accommodation for students with disabilities at national examination.

In a similar way students with disabilities had agreed on the item No.5, “Absence of identified needs of students with different disability has hindered the provision of exam accommodation based on the students needs”. This is supported by statistical evidence that the frequency of agree is 119 and the frequency of disagree is 6 which is the next score. In addition to this a total of 93.7% of respondents have agreed on the issue and only 4.7% have disagreed. This indicates that students with disabilities do believe that absence of identified needs of students with different disability has hindered the

implementation of exam accommodation for students with disabilities at national examination. Therefore, this is one of the challenges that have its own impact on the implementation of exam accommodation for students with disabilities.

As the result on Table 5 signifies that students with disabilities have agreed on the attitude of officials at national examination could be the challenge that hinders the implementation of nation exam accommodation for students with disabilities. This is supported by statistical evidence that the frequency of agree is 100 and 78.7% of respondents have agreed on the attitude of officials' could be the challenge that hinder the implementation of exam accommodation at national examination. This implies that officials' attitude has an impact on the implementation of national exam accommodation and if there is no positive attitude towards nation exam accommodation, it could be a big challenge for its implementation.

Regarding perception on "invigilators commitment has an effect on the implementation of exam accommodation". Students with disabilities had agreed on the issue, this is supported by statistical evidence that the frequency of agree is 118 and a total of 82.9% of respondents have agreed on the issue and only 0.8% have disagreed. This indicate that students with disabilities do belief that invigilators commitment has an effect on the implementation of exam accommodation and being a challenge that hinder the implementation of exam accommodation for students with disabilities at national examination and this implies that invigilators commitment has its own impact on the implementation of exam accommodation for students with disabilities.

As indicated in Table 5. Students with disabilities have agreed on Lack of resource affects the implementation of national exam accommodation for students with disabilities at national examination and this could be the challenge that hinders the implementation of nation exam accommodation for students with disabilities. This is supported by statistical evidence that the frequency of agree is 103 which is the highest frequency from other scales and the frequency of disagree is 10. In addition to this, 81.1% of respondents have agreed that Lack of resource could be the challenge that hinders the implementation of exam accommodation at national examination. This implies that Lack of resource has an impact on the implementation of national exam accommodation and if there is shortage of resource whether it is human or material resource, it could be a big challenge for the implementation of national exam accommodation.

In a similar way students with disabilities have agreed that lack of support from administrators at national examination agency could be the challenge that hinders the implementation of nation exam accommodation for students with disabilities. This is supported by statistical evidence that frequency of Agree is 75 which is the highest frequency from other scales and the frequency of Disagree is 46. In addition to this, 71.2% of respondents' belief that administrators at national examination agency are not supportive towards exam accommodation and this could be the challenge that hinders the implementation of exam accommodation at national examination. This implies that administrative support has an impact on the implementation of national exam accommodation and if there is no supportive administration, it could be a big challenge for the implementation of national exam accommodation for students with disabilities.

The above table revealed that students with disabilities had agreed on the item No.10, “Lack of classroom space inhibits Seating accommodation”. This is supported by statistical evidence that frequency of Agree is 107 which is the highest score. In addition to this a total of 84.2% of respondents have agreed on the issue and only 12.6% have disagreed. Therefore, lack of classroom space is one of the challenges that inhibit the implementation of seating accommodation for students with disabilities which is one of the types of exam accommodation for students with disabilities at national examination and this implies that if there is a shortage of classrooms space, it could be a challenge that hinders the implementation of national exam accommodation for students with disabilities.

4.3.5. Regarding trends and practice of national exam accommodation for students with disabilities.

An attempt was made to know the existing trends and practice of national exam accommodation for students with disabilities. To this regard the researcher has tried to know whether students with disabilities faced a challenge during their national examination and the type of accommodation they requested and received and the specific subject they need accommodation. Based on the questionnaire the following result has been gathered.

Table 6. practice of national exam accommodation for students with disabilities.

No	Items	N	Frequency		Percent %	
			Yes	No	Yes	No
1	Does your disability affect your Performance on national examination?	127	123	4	96.9	3.1
2	Do you have a problem to FILL codes in your answer sheet during your national examination?	127	101	26	79.5	20.5
3	Did your disability affect you to record your responses in the standard manner (according to the instruction)?	127	97	30	76.4	23.6
6	Have you been asked an exam accommodation for your national examination	127	83	44	65.4	34.6
8	Did you receive necessary accommodations in your previous national examination?	127	38	89	29.9	70.1

As shown in the table students with disabilities had agreed that their disability had an effect on their performance during their national examination. The obtained results indicate that: 123 (96.9%) of the respondents mentioned that it is their disability that affects their performance on national examination. This implies that they an exam accommodation in order to perform better in national examination.

Students with disabilities also have a problem to fill codes in their answer sheet and to record their response on the answer sheet during their national examination. This is supported by statistical evidence that 101(79.5%) of the respondents had reported as they faced a problem to fill codes and 97(76.4%) of respondents had reported as they faced a problem to record their response on the answer sheet and this implies that they require a kind of accommodation that suit their needs during national examination.

On an attempt to know whether they requested an accommodation for their national examination, 83(65.4%) have been requested an exam accommodation. But as shown in the table 38(29.9%) of students with disabilities have received an exam accommodation during their national examination and the rest 89(70.1%) of students with disabilities did not receive any kind of exam accommodation during their national examination.

Table 6.1. Regarding the Importance of exam accommodation

Q4. What is the importance of exam accommodation for students with disabilities?

Scales	Response	Frequency	Percent	Cumulative Percent
1	Provide opportunity to reveal their potential	65	51.2	51.2
2	Gives additional advantage and clues	18	14.2	65.4
3	Provides equal chances as their friends without disability	44	34.6	100.0
	Total	127	100.0	

the above table reveals that 65(51.2%) of the respondents mentioned that exam accommodation is important for students with disabilities to provide opportunity to reveal their potential and the other 44(34.6%) answered that exam accommodation is important to provide students with disabilities equal chance as their friends without disabilities and the rest 18(14.2%) of the respondents replied that an exam accommodation provides additional advantage and clues for students with disabilities. This implies that although the number of respondents who replied exam accommodation provides additional advantage and clues are less in number, there is still misunderstanding and confusion among students with disabilities themselves on the real benefit of exam accommodation for students with disabilities.

Table 6.2. Regarding the type accommodation they need

Q. 10. What type of accommodations do you need to perform better in national examination?

Selected Response	Frequency	Percent	Cumulative Percent
extended time	70	55.1	55.1
sign language interpreter	34	26.8	81.9
seating accommodation	23	18.1	100.0
Total	127	100.0	

The above table reveals that 70(55.1%) of the respondents mentioned that “Extended time “accommodation is type of accommodation they need for their national examination and the other 34(26.8%) of the respondents replied they need sign language interpreter for their national and the rest 23(18.1%) of the respondents reported that the type of accommodation they need for their national examination is seating accommodation. This implies that among different types of accommodation extended time accommodation is the most common type of accommodation that most students with disabilities need for their national examination.

Table 6.3. Regarding the type of accommodation they received

Q. 11. Which type of exam accommodation was provided to your pervious national exam?			
Selected Response	Frequency	Percent	Cumulative Percent
extended time	25	19.7	19.7
reader and a scriber	46	36.2	55.9
seating accommodation	4	3.1	59.1
none	52	40.9	100.0
Total	127	100.0	

the above table reveals that 52(40.9%) of the respondents they had not received any type of exam accommodation during their national examination and the other 46(36.2%) answered that they have received a human reader and a scribe which is a type of accommodation who read the question and write the answer on the answer sheet and the rest 25(19.7%) of the respondents replied as they have received an extended time accommodation during their national examination. that an exam accommodation provides additional advantage and clues for students with disabilities.

This implies that although the provision of exam accommodation which is human reader and a scribe is common the existing practice of national examination, there exist poor practice in terms of the provision of extended time and seating accommodation for students with physical disabilities and hearing impairments.

Table 6.4. Regarding specific subject they need accommodation

Q. 7. For which specific subjects are you seeking accommodations?			
Selected Response	Frequency	Percent	Cumulative Percent
language	47	37.0	37.0
maths	6	4.7	41.7
social science	61	48.0	89.8
All	13	10.2	100.0
Total	127	100.0	

the above table reveals that 61(48.0%) of the respondents replied that they need an exam accommodation for language subjects during their national examination and the other 47(37.0%) answered that they need an exam accommodation for social science subjects during their national examination and the rest 13(10.2%) of the respondents replied as

they need an accommodation for all subjects during their national examination. This implies that most students with disabilities require an exam accommodation for those subjects which require reading abilities.

Chapter Five

5. Discussion

The finding this research reveals as shown in the result section that students with disabilities had agreed that their disability had an effect on their performance during their national examination. The obtained results indicate that: 123 (96.9%) of the respondents mentioned that it is their disability that affects their performance on national examination. This implies that they need an exam accommodation in order to perform better in national examination. In line with this, Byrnes, MaryAnn,(2006), contends that accommodations are provided to “level the playing field.” Without accommodations, an assessment may not accurately measure an individual student’s knowledge and skills.

Students with disabilities also have a problem to fill codes in their answer sheet and to record their response on the answer sheet during their national examination. This is supported by statistical evidence that 101(79.5%) of the respondents had reported as they faced a problem to fill codes and 97(76.4%) of respondents had reported as they faced a problem to record their response on the answer sheet and this implies that they require a kind of accommodation that suit their needs during national examination. According to Byrnes, MaryAnn,(2006), testing accommodations must frequently be made to meet these students’ special needs so that testing materials or procedures should be changed to enable students to participate in state or district assessments in a way that assesses abilities rather than disabilities.

On an attempt to know whether they requested an accommodation for their national examination, 83(65.4%) have been requested an exam accommodation. But as shown in

the table 38(29.9%) of students with disabilities have received an exam accommodation during their national examination and the rest 89(70.1%) of students with disabilities did not receive any kind of exam accommodation during their national examination this implies that the practice of exam accommodation is not addressing the needs of students with disparities. As Phillips, S.E., (1994) confirms, when students with disabilities use assessment accommodations, it is to show what they know without being impeded by their disability.

Regarding the existing practice of national exam accommodation for students with disabilities in our country, the practice of exam accommodation especially human readers for students with visual impairment starts forty years ago and still now it doesn't show significant progress in the way of its implementation .The recent finding reveals that the practice of accommodating national exam for persons with disabilities is not in a good condition and backwards. The National Educational Assessment and Examination agency does not give much attention for the issue of students with disabilities in national examination especially for students with hearing impairments and physical disabilities. Things are done based on customary practice rather than knowledge and research base. The existing accommodation for students with visual impairments is only human reader which by itself has its own problem, for instance some readers are not able to pronounce words correctly and are not patient to repeat the question. And it is possible to say that students with hearing impairment and physical disabilities are not beneficiaries from the provision of exam accommodation even comparing with the existing type of exam accommodation provided for students with visual impairments. And there is a discrimination within disabilities that those accommodations provided for students with

visual impairments do not allowed for students with hearing impairment and physical disabilities and these has create a problem to these students with disabilities not reveal their potential at national examination because the point of entrance for higher education is the same for all students with disabilities regardless of the difference in the types of disabilities they have. In contrary to these the previous research suggested that an exam accommodation is provided for all students with disabilities regardless of the type disability. According to NCLB Act, (2001), exam accommodations are provided for students with disabilities receiving special education services and students who require alternative support even in some states, assessment accommodations are provided to any student for whom a need is demonstrated.

Type of accommodation

Individuals with disabilities can have many different types of limitations that affect their abilities to take exams. These individuals may need accommodations when taking an exams, standardized tests, and classroom tests. Individuals with disabilities can ask for, and receive, any type of accommodations in order to take tests and statewide exams (Helwig, R., & Tindal, G. 2003).

The research finding reveals that students with disabilities request many types of accommodation at national examination for instance readers, additional time, special class. But most of the time the type of accommodation provided for students with disabilities are human reader for students with visual impairments, seating accommodation for students with physical disabilities and some time extended time for students with visual impairments and students with hearing impairments.

The finding showed that the extended time accommodation provided students with visual impairments and hearing impairments are not in legalized way there is no specific time to be added that is agreed and ratified by experts in National Agency for Examination and most of the time it depends on the will of the invigilators and supervisors at the exam centers. So, It is possible to say that it is not fair because one students at one exam center may get extended time accommodation and the other students with the same disability might not get extended time accommodation due to absence of rules and regulation that monitor the implementation of exam accommodation. And most of the time what we say extended time is the time between the first exam and the second exam which is about fifteen minutes gap in between which is dependent on the will of the invigilators and this has create an effect on the performance of students with disabilities. In line with this Huesman(1999) confirmed that students with disabilities, may require extra time if their disability hinders their ability to respond in a timely manner

The finding from quantitative data reveals that 70(55.1%) of the respondents mentioned that “Extended time “accommodation and seating accommodation are type of accommodation they need for their national examination. This implies that among different types of accommodation extended time accommodation and seating accommodation are the most common type of accommodation that most students with disabilities need for their national examination and there is no statistically significant difference among different types of disabilities with regard to the type of accommodation they need for their national accommodation. This is supported by Huesman(1999), asserting that extended time accommodation is frequently given in addition to other

common accommodations (read aloud, Braille, large print, etc.), and is offered to students with a variety of disabilities.

Comparing the type of accommodation they received during national examination. The finding of this research shows that students with visual impairments have received more accommodation than students with hearing impairments and students with physical disabilities. And most students with disabilities require an exam accommodation for those subjects which require reading abilities.

Consideration of students with disabilities during exam preparation

The current has tried to investigate whether there is consideration of students with disabilities during exam preparation. And the finding of the research revealed that consideration of students with disabilities during exam preparation doesn't get much attention still now and the issues that the national agency for examination considered about students with disabilities during the preparation of national examination are:

- the font size of the questions and the compensation of some items for students with visual impairments who have low vision making the font 14" size which is inclusive for all students
- Avoiding those words which address the disability of the person from any contents and items of the exam especially passages of English and Amharic Exam.
- avoiding questions that require vision from biology and geography exams for students with visual impairments by compensating exam items that require vision with other questions that will be graded with equal points

- There are some questions that compensate for students with visual impairments. For instance, in Geography there are seventeen (17) questions that doesn't concern students with visual impairments so there is a compensation of these questions with another questions with the same weight and rank.

Attention should be given in compensating items for students with disabilities because testing accommodations should not be excessive and should alter the standard administration of the test to the least extent possible. Testing accommodations are neither intended nor permitted to:

- Alter the construct of the test being measured or invalidate the results.
- Provide an unfair advantage for students with disabilities over students taking tests under standardized conditions.
- Substitute for knowledge or abilities that the student has not attained (VESID, 2006).

Policies and guidelines

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) should be adopted and aligned with our education policy to improve education results for students with disabilities. As required under IDEA, all students with disabilities must be included in all general State and district wide assessment programs, including assessments required under the NCLB, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs (IEP). IDEA 2004 also requires the State to develop guidelines for the

provision of appropriate testing accommodations and, to the extent feasible, use universal design principles in developing and administering statewide examination.

This research finding reveals that there is no policy implementation guideline for accommodation of students with disabilities. But there is a manual and guideline for exam administration. According to the guideline 1/2005, exam administration involves registration of the examinee, preparation of the exam, publication of the exam, and administration of the exam. And in this manual they have tried to touch the issue of students with disabilities especially, for students with visual impairments. The manual has includes criteria how to select and hire human readers for students with visual impairments that includes:

- Field of study: priority will be given for special needs graduate
- Language competency both writing and reading of Amharic and English languages
- Personality which related to free from any kind of addiction
- Personnel costs related to human readers' fee, we made it to be doubled from the past to avoid boring and read them slow pace.

In line with this many scholars agreed that policy guidelines plays an important roles in making decision about accommodation required for students with disabilities. Policy will always play an essential role in accommodation decisions (Helwig, R., & Tindal, G. 2003). And without national policy that addresses the issue of students with disabilities, it is difficult to implement national exam accommodation.

Perception of students with disabilities officials regarding the importance of exam accommodation

Students with disabilities and officials at national examination strongly believe that national exam accommodation is a lot of benefit for students with disabilities. According to the result obtained, national exam accommodation for students with disabilities is important to enable them to get equal access as their peers with out disabilities and to reveal their potential by eliminating barriers that hinder students with disabilities not to display their actual potential. In contrary to this there is a controversy in previous research that an exam accommodation provides additional advantage for students with disabilities claiming that the provision of accommodations to students with these disabilities will give such students an unfair advantage and not allow for appropriate measurement of target skills Stephen G. Sireci, Stanley E. Scarpati, and Shuhong Li(2005). But the finding of this research and other research like Clapper, Morse, Lazarus, Thompson, & Thurlow, (2005) speculated that an exam accommodation are often given to students with disabilities as one means of removing construct-irrelevant barriers to proper measurement of their knowledge, skills, and abilities. Therefore when students with disabilities use an exam accommodation, it is to show what they know without being impeded by their disability.

The finding obtained from the quantitative data signifies that both students with disabilities and officials at national agency for examination revealed that an exam accommodation is important for students with disabilities to show their potential and to participate equally as their peers without disabilities. They barley believe that without national exam accommodation they cannot perform well at national examination.

Challenges to implement national exam accommodation

All students with disabilities require any kind of accommodation from the Government and the concerned bodies in all aspects of life in order to make them independent and active participant throughout their life and national exam accommodation is one of those accommodations that require more attention since it is the transition period independent life. So, in order to provide a successful national exam accommodation barriers should be identified and removed.

From this point of view respondents were asked to express the challenges that hinder the implementation of national exam accommodation for students with disabilities. Hence, the following were thought to be prominent ones.

- The issue of students with disabilities is emphasized only at the bottom levels which the system bottom-up rather than the reverse that means it doesn't get much attention from upper officials.
- Absence of clearly formulated policy guideline regarding exam accommodation is the big challenge that hinders the implementation of exam accommodation for students with disabilities. Policy will always play an essential role in accommodation decisions (Helwig, R., & Tindal, G. 2003). And without national policy that addresses the issue of students with disabilities, it is difficult to implement national exam accommodation.
- Attitudinal challenge is the other problem that hinder the implementation of exam accommodation which include challenge resulted in knowledge gap is the other problem that hinder the implementation of exam accommodation which include perceiving national exam accommodation as impractical, additional job for exam

administrators, and misconception about the potential and ability of person with disabilities

- In line with this, Fichten (1988) suggested that faculty attitudes toward individuals with disabilities may play an important role in the success or failure of students and is important that attitudes should not lead to inappropriate decisions about who should and should not receive accommodations.
- Knowledge gap among professionals and experts at national Agency for examination and Lack of attention from the concerned bodies at national level regarding the issue of students with disabilities and Lack of attention from DPO about the issue of students with disabilities
- Absence of collaborative among professionals at National Agency and DPO, MoE, and other stake holders to layout the system because first the system should be laid out in order to deal and implement national exam accommodation for students with disabilities
- Lack of commitment from different stake holders including MOE, National Agency for examination, and professionals in the field to address the issue of national exam accommodation for students with disabilities and assure the full participation of students with disabilities in their education.

As indicated in the introduction part of this chapter the empirical findings of the research were presented in this chapter. The findings were also substantiated with earlier findings and specific sites and contexts of the study. On the bases of these findings summary results, conclusions and recommendations are set in the forthcoming last chapter of this study.

Chapter Six

6. Summary, conclusion and recommendation

6.1. Summary

This chapter closes the whole work of the study. It summarizes the entire study focusing on the purpose of the study. It also presents the main points drawn from the study as a conclusion and forward recommendations based on the conclusions made.

The main purpose of this study was to assess the trends and practices of national exam accommodation for students with disabilities in Ethiopian national examination with reference to the type of exam accommodation, challenges and barriers to implement exam accommodation, national guidelines and policies concerning exam accommodation in Ethiopia. To this effect, the following basic research questions were formulated to carry out the study.

7. What is the trends and practice of national exam accommodation in Ethiopia?
8. What kinds of exam accommodations are provided for students with disability?
9. What policy guidelines are available for exam accommodation?
10. What are the benefits of exam accommodation?
11. What is the perception of students with disability towards exam accommodation?
12. What are the challenges to implement exam accommodation?

In order to deal with these basic questions, related literature was properly reviewed and questioner, focus group and interview guides were prepared to collect the data. The participants of the study were 11 officials at national agency for examination, 54 students with visual impairment, 61 students with hearing impairment, and 12 students with

physical disability. Concerning the sampling technique, purposive and random sampling method were employed to select students with different types of disabilities from Addis Ababa university and Minlik secondary and preparatory school and the data obtained was analyzed both quantitatively and qualitatively.

The finding this research reveals as shown in the result section that students with disabilities had agreed that their disability had an effect on their performance during their national examination. The obtained results indicate that: 123 (96.9%) of the respondents mentioned that it is their disability that affects their performance on national examination. This implies that they need an exam accommodation in order to perform better in national examination.

Students with disabilities also have a problem to fill codes in their answer sheet and to record their response on the answer sheet during their national examination. This is supported by statistical evidence that 101(79.5%) of the respondents had reported as they faced a problem to fill codes and 97(76.4%) of respondents had reported as they faced a problem to record their response on the answer sheet and this implies that they require a kind of accommodation that suit their needs during national examination.

The research finding reveals that students with disabilities request many types of accommodation at national examination for instance readers, additional time, special class. But most of the time the type of accommodation provided for students with disabilities are human reader for students with visual impairments, seating accommodation for students with physical disabilities and some time extended time for students with visual impairments and students with hearing impairments.

The finding showed that the extended time accommodation provided students with visual impairments and hearing impairments are not in legalized way there is no specific time to be added that is agreed and ratified by experts in National Educational Assessment and Examination agency and most of the time it depends on the will of the invigilators and supervisors at the exam centers. So, It is possible to say that it is not fair because one students at one exam center may get extended time accommodation and the other students with the same disability might not get extended time accommodation due to absence of rules and regulation that monitor the implementation of exam accommodation. And most of the time what we say extended time is the time between the first exam and the second exam which is about fifteen minutes gap in between which is dependent on the will of the invigilators.

The finding also revealed that there are many challenges that hinder the implementation of national exam accommodation for students with disabilities. Some of the challenges are the following,

- Knowledge gap among professionals and experts at national Agency for examination and Lack of attention from the concerned bodies at national level regarding the issue of students with disabilities and Lack of attention from DPO about the issue of students with disabilities
- Absence of collaborative among professionals at National Agency and DPO, MoE, and other stake holders to layout the system because first the system should be laid out in order to deal and implement national exam accommodation for students with disabilities

Lack of commitment from different stake holders including MOE, National Educational Assessment and Examination agency, and professionals in the field to address the issue of national exam accommodation for students with disabilities and assure the full participation of students with disabilities in their education.

6.2. Conclusion

Based on the above major findings of the study, the following conclusions are made for the trends and practices of national exam accommodation:

The existing practice of national exam accommodation for students with disabilities in our country is not in up to the standard. The National Educational Assessment and Examination agency does not give much attention for the issue of students with disabilities in national examination especially for students with hearing impairments and physical disabilities.

The existing accommodation for students with visual impairments is only human reader which by itself has its own problem and there is a discrimination within disabilities that those accommodations provided for students with visual impairments do not allowed for students with hearing impairment and physical disabilities and these has create a problem to these disabilities not reveal their potential at national examination because the point of entrance for higher education is the same for all students with disabilities regardless of the difference in the types of disabilities they have.

And this implies that students with hearing impairment and physical disabilities are not beneficiaries from the provision of exam accommodation even comparing with the existing type of exam accommodation provided for students with visual impairments.

the type of accommodation provided for students with disabilities are human reader for students with visual impairments, seating accommodation for students with physical disabilities and some time extended time for students with visual impairments and students with hearing impairments.

The extended time accommodation provided students with visual impairments and hearing impairments are not in legalized way there is no specific time to be added that is agreed and ratified by experts in National Agency for Examination and most of the time it depends on the will of the invigilators and supervisors at the exam centers.

There is no rules and regulation that monitor the implementation of extended time accommodation. And most of the time what we say extended time is the time between the first exam and the second exam which is about fifteen minutes gap in between which is dependent on the will of the invigilators.

There is no national policy implementation guideline that deals about accommodation of national examination for students with disabilities and the existing manual also does not address the issue of all students with disabilities indeed, it about the compensation subject for students with visual impairments.

Absence of clearly formulated policy guideline regarding exam accommodation is the big challenge that hinders the implementation of exam accommodation for students with disabilities.

Lack of attention from the concerned bodies at national level regarding the issue of students with disabilities and lack of attention from DPOs about the issue of students with disabilities.

Attitudinal challenge resulted in knowledge is the other problem that hinder the implementation of exam accommodation which include perceiving national exam accommodation as impractical, additional job for exam administrators, and misconception about the potential and ability of person with disabilities

6.3. Recommendation

Based on the findings of this study, the following recommendations are made:

- A particular attention should be offered from the ministry of education regarding the national examination of students with disability.
- Expert in the field, especially from Special Needs Education should be involved at National Educational Assessment and Examination agency to promote the issue of exam accommodation for students with disabilities.
- Enhancing the commitment of the concerned bodies at MoE, National Agency For Examination, and other stake holders through awareness raising program
- Professionals have to conduct research in this area to promote the importance of national exam accommodation for students with disabilities.
- Professionals at National Educational Assessment and Examination agency should give much attention for the accommodation of national examination for students with disabilities.
- There should be collaborative work among National Agency for examination, MoE, and other stake holders to address the issue of students with disabilities.

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Appendixes

APPENDIX A

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

Questionnaire for students with disabilities

Purpose: This questionnaire is designed to gather data on the practice of national exam accommodation for students with disabilities and the problems that hinder its implementation. The data to be collected through the questionnaire will be used only for academic purposes. Information that you provide will be treated as confidential.

General directions:

- Please follow the instructions carefully.
- Respond to all questions.
- Please respond within three days. Deliver the completed questionnaire to your class representative then your representative will handover it to researcher.
- You do not have to write your name or identify yourself in any way.

Thank you in advance for your cooperation!

Instruction: Please show your answer by circling the appropriate number on the right of each of the Items.

Section A: Demographic characteristics of the participants

1. Name of the School: _____
2. Gender:

Male	1
Female	2
3. What is the nature of your disability? (circle one or more):
 - 1) Physical disability
 - 2) Hearing impairment
 - 3) Visual impairment
 - 4) Intellectual disability
 - 5) If other, specify _____
4. Onset of Disability:

Before birth	1
During birth	2
After birth	3
5. Education Level:

Grade 11	1
Grade 12	2
University	3

Section B: Exam Accommodation

Instruction: To each of the following items, focus on your previous National Examination experience. And, choose your answer by making a **circle** on it.

1. Does your disability affect your performance on national examination?
1) Yes 2) No
2. Do you have a problem to FILL codes in your answer sheet during your national examination?
1) Yes 2) No
3. Did your disability affect you to record your responses in the standard manner (according to the instruction)?
1) Yes 2) No
4. What is the importance of exam accommodation for students with disability
 - 1). Provides opportunity to reveal their potential
 - 2). Give additional advantage and clues
 - 3). Provides equal chances as their friends without disability
5. Have you been asked an exam accommodation for your national examination?
1) Yes 2) No
6. For which specific subjects are you seeking accommodations?
 - 1) Language
 - 2) Maths
 - 3) Natural science
 - 4) Social science
 - 5) All
7. Did you receive necessary accommodations for the above examination in your previous national examination?
1) Yes 2) No

8. What type of accommodations do you need to perform better in national examination?

1) Extended time

2. Reader and scribe/ a person who write your answer on the answer sheet

3. Sign language interpreter

4. Seating accommodation

5. Large print test booklet

7. If other, specify _____

9. Which type of exam accommodation was provided to your pervious national exam

1) Extended time /additional time

2) Reader and a scriber

3) Sign language interpreter

4) Seating accommodation

5) Large print test book

6) None

Section C: Perception of students towards exam accommodation

Instruction: To each of the following items, focus on the importance of national exam accommodation for students with disabilities. And, circle your answer. The meaning of the numbers is shown in the table below.

Keys: 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree, 5= Strongly Disagree

	Category 1: importance of national exam accommodation for students with disabilities	
1	national exam accommodation is important for students with disability in order to perform better on national examination	1 2 3 4 5
2	Students with disabilities can perform well without any accommodation	1 2 3 4 5
3	exam accommodation Provides opportunity for students with disability to reveal their potential	1 2 3 4 5
4	Absence of exam accommodation make students with disabilities become disadvantageous on national examination	1 2 3 4 5
5	exam accommodation Provides equal chances for students with disability as their friends without disability	1 2 3 4 5
6	exam accommodation Give additional advantage and clues for students with disability	1 2 3 4 5
	Category 1: Challenges/Influencing factors for national exam accommodation	
1	The nature of the exam prevents the implementation of exam accommodation at national examination	1 2 3 4 5
2	The national examination agency does not concern the issue of students with disability.	1 2 3 4 5
3	It is impractical to implement exam accommodation at national examination	
4	lack of administrative support (e.g. financial, facilitation) inhibits the implementation of exam accommodation.	1 2 3 4 5
5	Absence of identified needs of students with different disability has hinder the provision of exam accommodation based on the students needs	1 2 3 4 5
6	officials at national examination do not have positive attitude towards exam accommodation	1 2 3 4 5
7	Invigilators commitment has an effect on the implementation of exam accommodation	1 2 3 4 5
8	Lack of resource affects the implementation of exam accommodation	1 2 3 4 5
9	I think administration at national examination agency are not supportive towards exam accommodation	1 2 3 4 5
10	Lack of classroom space inhibits Seating accommodation	1 2 3 4 5

APPENDIX B

Interview guide for officials of National Exam Agency

1. How do you see the importance of Exam Accommodation for students with disabilities? Do you support or are you against the use of exam accommodation?
2. Do you think that Students with disabilities have been receiving Exam Accommodations during national examination?
3. What types of exam Accommodations are provided for students with disability?
4. What type of exam accommodations are asked by students with disabilities for national examination?
5. Does the National Examination Agency consider students with disabilities during exam preparation? How?
6. Is there any guideline, policy regarding Exam accommodation for students with disabilities?
7. What are the challenges to accommodate national exams for students with disabilities?
8. Do you have any more to say about exam accommodation for students with disabilities at national level?

Thank you once again!

APPENDIX C

Perception of officials' at national agency for examination about national exam accommodation for students with disabilities.

Section A: Demographic characteristics of the participants

1. Gender:

Male	1
Female	2

2. Work experience?
 - 1) 1-5 years
 - 2) 6-10
 - 3) 11-15
 - 4) >15

3. Education Level:
 1. Diploma
 2. Degree
 3. Master
 4. PhD

Instruction: To each of the following items, focus on the importance of national exam accommodation for students with disabilities. And, circle your answer. The meaning of the numbers is shown in the table below.

Keys: 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree, 5= Strongly Disagree

	Category 1: importance of national exam accommodation for students with disabilities	
1	national exam accommodation is important for students with disability in order to perform better on national examination	1 2 3 4 5
2	Students with disabilities can perform well without any accommodation	1 2 3 4 5
3	exam accommodation Provides opportunity for students with disability to reveal their potential	1 2 3 4 5
4	Absence of exam accommodation make students with disabilities become disadvantageous on national examination	1 2 3 4 5
5	exam accommodation Provides equal chances for students with disability as their friends without disability	1 2 3 4 5

6	exam accommodation Give additional advantage and clues for students with disability	1	2	3	4	5
Category 1: Challenges/Influencing factors for national exam accommodation						
1	The nature of the exam prevents the implementation of exam accommodation at national examination	1	2	3	4	5
2	The national examination agency does not concern the issue of students with disability.	1	2	3	4	5
3	It is impractical to implement exam accommodation at national examination					
4	lack of administrative support (e.g. financial, facilitation) inhibits the implementation of exam accommodation.	1	2	3	4	5
5	Absence of identified needs of students with different disability has hinder the provision of exam accommodation based on the students needs	1	2	3	4	5
6	officials at national examination do not have positive attitude towards exam accommodation	1	2	3	4	5
7	Invigilators commitment has an effect on the implementation of exam accommodation	1	2	3	4	5
8	Lack of resource affects the implementation of exam accommodation	1	2	3	4	5
9	I think administration at national examination agency are not supportive towards exam accommodation	1	2	3	4	5
10	Lack of classroom space inhibits Seating accommodation	1	2	3	4	5

APPENDIX D

Guiding Questions for focus Group Discussion

1. Place
2. Date of FGD conducted
3. FGD started ath/r and ended at
4. Duration.....

Number of participants, Male.....Female.....Total

1. What is the existing practice in the implementation of national exam accommodation for students with disabilities?
2. What is your perception about the importance of exam accommodation for students with disabilities?
3. What type of exam accommodation is more important for students with disabilities?
4. What do you think about the challenges that hinder the successful implementation of national exam accommodation?
5. What do you recommend to alleviate the challenges of national exam accommodation for students with disabilities?

APPENDIX E

አዲስ አበባ ዩኒቨርሲቲ

በባህሪ ጥናትና በስነ-ትምህርት ኮሌጅ

የልዩ ፍላጎት ትምህርት ክፍል

የተለያዩ አካል ጉዳት ላለባቸው ተማሪዎች የተዘጋጀ መጠይቅ

ዓላማ፤ የዚህ መጠይቅ አላማ የተለያዩ አካል ጉዳት ላለባቸው ተማሪዎች የሚሰጥ የፈተና ማመቻቸት አገልግሎት ነገራዊ ሁኔታ ምን እደሚመስል እና ይህን አገልግሎት ለመተግበር አስቸጋሪ የሚያደርጉ ተግዳሮቶች/አንቅፋቶች በተመለከተ ተገቢውን ነገር ለመሰብሰብና ለመገምገም ነው። ስለሆነም ይህንን መጠይቅ የሚሞሉት አካል ጉዳት ያለባቸው ተማሪዎች ለዚህ መጠይቅ የሚሰጡት መልስ ሙሉ-በሙሉ ለጥናትና ምርምር ስራ ብቻ የሚውል እደሆነ እና እንዳንዱ መረጃም በሚስጥር የሚጠበቅ መሆኑን እያረጋገጥኩ ለሚደረግልኝ ትብብር በቅድሚያ አመሰግናለሁ።

ማሳሰቢያ

- በመጠይቁ ወረቀት ላይ ስም መጻፍ አያስፈልግም
- መመሪያዎችን በጥንቃቄ ይከተሉ
- ለሁሉም መጠይቆች ምላሽ ይስጡ
- መጠይቁን ከሞሉ በኋላ በሶስት ቀን ውስጥ ለክፍል ተወካዩ በመመለስ ይተባበሩ

መመሪያ፤ በተሰጡት የቁጥር ምርጫዎች ላይ በማክበብ ወይም ለክፍት ጥያቄዎች በተሰጠው ባዶ ቦታ ላይ ተገቢውን መልስ በመጻፍ ይመልሱ።

ክፍል ሀ: የመላሾች ግላዊ መረጃ

1. የትምህርት ቤቱ ስም: _____
2. ፆታ: _____

ወንድ	1
ሴት	2
3. የአካል ጉዳት/ሽ አይነት ምንድን ነው? (አንዱ ላይ አክብብ/ቢ):
 - 1) አካላዊ ጉዳት (የእጅ ወይም የእግር ጉዳት)
 - 2) የመስማት ችግር
 - 3) የማየት ችግር
 - 4) የአእምሮ እድገት ውስንነት
 - 5) ሌላ ካለ, የግለጹ _____
4. አካል ጉዳቱ የተከሰተበት ጊዜ:

ከወሊድ በፊት	1
በወሊድ ጊዜ	2
ከወሊድ በኋላ	3
5. የትምህርት ደረጃ:

11ኛ ክፍል	1
12ኛ ክፍል	2
ዩኒቨርሲቲ	3

ክፍል ለ: ፈተና ማመቻቸት

መመሪያ: ለሚከተሉት ጥያቄዎች ካሁን በፊት ያለህን/ሽን የሃገር አቀፍ ፈተና ልምድህ/ሽ ላይ በማተኮር ትክክለኛ የሆነው ምርጫ ላይ በማክበብ መልስ/ሺ።

1. የአካል ጉዳትህ/ሽ በሃገር አቀፍ ፈተና ውቅት ተጽኖ ያደርግብሃል/ሻል?
 - 1) አዎን
 - 2) አይደለም
2. በሃገር አቀፍ ፈተና ውቅት ኮዶችን በመልስ መስጫው ወረቀት ላይ በትክክል የመሙላት ችግር አለብህ/ሽ?
 - 2) አዎን
 - 2) የለም
3. በሃገር አቀፍ ፈተና ውቅት ያለብህ አካል ጉዳት መልስህን በመመሪያው መሰረት ለመጻፍ ተጽኖ ነበረው
 - 1) አዎን
 - 2) አይደለም
4. ፈተናን ለአካል ጉዳተኛ በሚመች መልኩ ማስማማት የሚሰጠው ጥቅም ምንድን ነው
 - 1). ያላቸውን ችሎታ በትክክል ለማሳየት ምቹ ሁኔታን ይፈጥርላቸዋል
 - 2). የተለየ ጥቅም እና ፍንጭ እንዲያገኙ ይረዳቸዋል
 - 3). አካል ጉዳት ከሌላቸው ተማሪዎች እኩል የመሆን እድል ይፈጥርላቸዋል
5. የሃገር አቀፍ ፈተና በምትፈተንበት ጊዜ የፈተና ማመቻቸት አገልግሎት እንዲደረግልህ ጠይቀህ/ሽ ነበር?
 - 2) አዎን
 - 2) አይደለም
6. የፈተና ማመቻቸት አገልግሎት የምትፈልገው ለየትኛው የፈተና አይነት ነው?
 - 6) ለቋንቋ
 - 7) ለሂሳብ
 - 8) ለተፈጥሮ ሳይንስ
 - 9) ለማህበራዊ ሳይንስ
 - 10) ለሁሉም
7. ካሁን በፊት በወሰድካቸው/ሻቸው ሃገር አቀፍ ፈተናዎች ከላይ ለተጠቀሱት የፈተና አይነቶች አስፈላጊውን የማመቻቸት አገልግሎት አግኝተህል/ሻል
 - 1) አዎን
 - 2) አይደለም
8. በሃገር አቀፍ ፈተና ላይ አቅም በፈቀደ መጠን ለመስራት ምን አይነት የፈተና ማመቻቸት አገልግሎት ትፍልጋለህ
 - 2) ተጨማሪ ሰአት
 - 3) የፈተናውን ጥያቄ የሚያነብልህ ሰው
 - 4) መልስህን በመልስ መስጫው ወረቀት ላይ የሚጽፍልህ ሰው
 - 5) የምልክት ቋንቋ አስተርጓሚ
 - 6) የብራል ፅህፈት አገልግሎት
 - 7) ጎላ ቢሎ/በትልቁ የተጻፈ የፈተና ወረቀት
 - 8) የቦታ ወይም የክፍል ማመቻቸት
 - 9) ሌላ ካለ ይግለጹ -----

9. ካሁን በፊት በወሰድከው ሃገር አቀፍ ፈተና የትኛው የፈተና ማመቻቸት አገልግሎት ተሰጥቶህ ነበር? በቅደም ተከተል/ በደረጃ አስቀምጣቸው
1. ተጨማሪ ሰአት
 2. የፈተናውን ጥያቄ የሚያነብልህ እና መልስህን በመልስ መስጫው ወረቀት ላይ የሚጽፍልህ ሰው
 3. የምልክት ቋንቋ አስተርጓሚ
 4. የቦታ ወይም የክፍል ማመቻቸት
 5. ጎላ ቢሎ/በትልቁ የተጻፈ የፈተና ወረቀት
 6. የብሬል ፅህፈት አገልግሎት
 7. ምንም አይነት የማመቻቸት አገልግሎት አልተሰጠኝም.

ክፍል ሐ: ተማሪዎች ስለፈተና ማመቻቸት ያላቸውን ግንዛቤ በተመለከተ

መመሪያ : የሚከተሉት ጥያቄዎች ለአካል ጉዳተኞች ፈተና ማመቻቸትን በተመለከተ ያለህን/ሽን ግንዛቤ ሚገልጹ ጥያቄዎች ናቸው። በእያንዳንዱ ሃሳብ ምን ያህል እንደምትስማማ/ሚ ከ 1—5 ከቀረቡት ቁጥሮች አንዱን በመክበብ መልስ/ሽ

መፍቻ: 1= በጣም እስማማለሁ, 2= እስማማለሁ, 3= አልወስንም 4= አልስማማም, 5= በጣም አልስማማም

	ምድብ 1: ለአካል ጉዳተኛ ተማሪዎች ሃገር አቀፍ ፈተናዎችን የማመቻቸት አገልግሎት አስፈላጊነትን በተመለከተ				
1	ሃገር አቀፍ ፈተናዎችን ማመቻቸት አካል ጉዳተኛ ተማሪዎች የተሻለ ውጤት እንዲያመጡ ያግዛቸዋል	1	2	3	4 5
2	አካል ጉዳተኛ ተማሪዎች ያለ ምንም የፈተና ማመቻቸት አገልግሎት ጥሩ ውጤት ማምጣት ይችላሉ	1	2	3	4 5
3	ሃገር አቀፍ ፈተናዎችን ማመቻቸት አካል ጉዳተኛ ተማሪዎች ችሎታቸውን እንዲያሳዩ እድል ይሰጣቸዋል	1	2	3	4 5
4	የፈተና ማመቻቸት አገልግሎት አለመኖር አካል ጉዳተኛ ተማሪዎችን በሃገር አቀፍ ፈተና ተጎጂ ያደርጋቸዋል	1	2	3	4 5
5	የፈተና ማመቻቸት አገልግሎት አካል ጉዳተኛ ተማሪዎች አካል ጉዳት ከሌለባቸው ተማሪዎች እኩል እንዲሳተፉ እድል ይሰጣቸዋል	1	2	3	4 5
6	የፈተና ማመቻቸት አገልግሎት አካል ጉዳተኛ ተማሪዎችን ከሌሎች ተማሪዎች በተለየ ተጨማሪ ጥቅምና ፍንጭ እንዲያገኙ ያደርጋቸዋል	1	2	3	4 5
	ምድብ 2: ለአካል ጉዳተኛ ተማሪዎች ሃገር አቀፍ ፈተናዎችን ለማመቻቸት ያሉ ተግዳሮቶችን btmlkt				
1	የሃገር አቀፍ ፈተናዎች ባህሪ የፈተና ማመቻቸት አገልግሎት እንደይተገበር እንቅፋት ሆኗል	1	2	3	4 5
2	የሃገር አቀፍ ፈተናዎች ኤጀንሲ የአካል ጉዳተኛ ተማሪዎችን ፈተና ጉዳይ ትኩረት አይሰጥም	1	2	3	4 5
3	በሃገር አቀፍ ፈተናዎች ላይ የፈተና ማመቻቸት አገልግሎትን ለመተግበር አመቺ አለ መሆኑ				
4	አስተዳደራዊ ድጋፍ አለመኖር የፈተና ማመቻቸት አገልግሎት እንደይተገበር እንቅፋት ሆኗል	1	2	3 4	5
5	የተለያዩ አካል ጉዳት ያለባቸው ተማሪዎች ችግር/ፍላጎት ተለይቶ ባለመታወቁ የፈተና ማመቻቸት አገልግሎት እንደይተገበር እንቅፋት ሆኗል	1	2	3	4 5

6	በሃገር አቀፍ ፈተናዎች ኤጀንሲ ውስጥ ያሉ ባለሞያዎች ለፈተና ማመቻቸት አገልግሎት አዎንታዊ አመለካከት ያላቸው አይመስለኝም	1	2	3	4	5
7	የፈታኞች ቁርጠኛ አለመሆን የፈተና ማመቻቸት አገልግሎት ትግበራ ላይ አሉታዊ ተጽኖ አለው	1	2	3	4	5
8	የግብአት አጥረት የፈተና ማመቻቸት አገልግሎት ትግበራ ላይ አሉታዊ ተጽኖ አለው	1	2	3	4	5
9	የሃገር አቀፍ ፈተናዎች ኤጀንሲ አመራሮች የፈተና ማመቻቸት አገልግሎትን አይደግፉትም ብዬ አስባለሁ	1	2	3	4	5
10	የመፈተኛ ክፍሎች እጥረት ለአካል ጉዳተኛ ተማሪዎች በፈታና ወቅት የቦታ ማመቻቸት አገልግሎት እንዳይደረግላቸው እንቅፋት ሆኗል	1	2	3	4	5

የሃገር አቀፍ ፈተናዎች ኤጀንሲ ስለፈተና ማመቻቸት ያላቸውን ግንዛቤ በተመለከተ

መመሪያ : የሚከተሉት ጥያቄዎች ለአካል ጉዳተኞች ፈተና ማመቻቸትን በተመለከተ ያለህን/ሽን ግንዛቤ የሚገልጹ ጥያቄዎች ናቸው። በእያንዳንዱ ሃሳብ ምን ያህል እንደምትስማማ/ሚ ከ 1—5 ከቀረቡት ቁጥሮች አንዱን በመክበብ መልስ/ሽ

መፍቻ: 1= በጣም እስማማለሁ, 2= እስማማለሁ, 3= አልወስንም, 4= አልስማማም, 5= በጣም አልስማማም

	ምድብ 1: ለአካል ጉዳተኛ ተማሪዎች ሃገር አቀፍ ፈተናዎችን የማመቻቸት አገልግሎት አስፈላጊነትን በተመለከተ					
1	ሃገር አቀፍ ፈተናዎችን ማመቻቸት አካል ጉዳተኛ ተማሪዎች የተሻለ ውጤት እንዲያመጡ ያግዛቸዋል	1	2	3	4	5
2	አካል ጉዳተኛ ተማሪዎች ያለ ምንም የፈተና ማመቻቸት አገልግሎት ጥሩ ውጤት ማምጣት ይችላሉ	1	2	3	4	5
3	ሃገር አቀፍ ፈተናዎችን ማመቻቸት አካል ጉዳተኛ ተማሪዎች ችሎታቸውን እንዲያሳዩ እድል ይሰጣቸዋል	1	2	3	4	5
4	የፈተና ማመቻቸት አገልግሎት አለመኖር አካል ጉዳተኛ ተማሪዎችን በሃገር አቀፍ ፈተና ተጎጂ ያደርጋቸዋል	1	2	3	4	5
5	የፈተና ማመቻቸት አገልግሎት አካል ጉዳተኛ ተማሪዎች አካል ጉዳት ከሌለባቸው ተማሪዎች አኩሪ እንዲሳተፉ እድል ይሰጣቸዋል	1	2	3	4	5
6	የፈተና ማመቻቸት አገልግሎት አካል ጉዳተኛ ተማሪዎችን ክሌሎች ተማሪዎች በተለየ ተጨማሪ ጥቅምና ፍንጭ እንዲያገኙ ያደርጋቸዋል	1	2	3	4	5
	ምድብ 2: ለአካል ጉዳተኛ ተማሪዎች ሃገር አቀፍ ፈተናዎችን ለማመቻቸት ያሉ ተግዳሮቶችን በተመለከተ					
1	የሃገር አቀፍ ፈተናዎች ባህሪ የፈተና ማመቻቸት አገልግሎት እንደይተገበር እንቅፋት ሆኗል	1	2	3	4	5
2	የሃገር አቀፍ ፈተናዎች ኤጀንሲ የአካል ጉዳተኛ ተማሪዎችን ፈተና ጉዳይ ትኩረት አይሰጥም	1	2	3	4	5
3	በሃገር አቀፍ ፈተናዎች ላይ የፈተና ማመቻቸት አገልግሎትን ለመተግበር አመቺ አለ መሆኑ	1	2	3	4	5
4	አስተዳደራዊ ድጋፍ አለመኖር የፈተና ማመቻቸት አገልግሎት እንደይተገበር እንቅፋት ሆኗል	1	2	3	4	5

5	የተለያዩ አካል ጉዳት ያለባቸው ተማሾች ችግር/ፍላጎት ተለይቶ ባለመታወቁ የፈተና ማመቻቸት አገልግሎት እንዲይተገበር እንቅፋት ሆኗል	1	2	3	4	5
6	በሃገር አቀፍ ፈተናዎች ኤጀንሲ ውስጥ ያሉ ባለሞያዎች ለፈተና ማመቻቸት አገልግሎት አዎንታዊ አመለካከት ያላቸው አይመስለኝም	1	2	3	4	5
7	የፈታኞች ቁርጠኛ አለመሆን የፈተና ማመቻቸት አገልግሎት ትግበራ ላይ አሉታዊ ተጽኖ አለው	1	2	3	4	5
8	የግብአት አጥረት የፈተና ማመቻቸት አገልግሎት ትግበራ ላይ አሉታዊ ተጽኖ አለው	1	2	3	4	5
9	የሃገር አቀፍ ፈተናዎች ኤጀንሲ አመራሮች የፈተና ማመቻቸት አገልግሎትን አይደግፉትም ብዬ አስባለሁ	1	2	3	4	5
10	የመፈተኛ ክፍሎች እጥረት ለአካል ጉዳተኛ ተማሪዎች በፈታና ወቅት የቦታ ማመቻቸት አገልግሎት እንዳይደረግላቸው እንቅፋት ሆኗል	1	2	3	4	5