

Optimizing learning evaluation for students with special needs in elementary schools

Faiqotul Laili^{1*}, Moh. Sahlan², Moh. Saihan³

¹Madrasah Ibtidaiyah Al Ikhlas Banyuwangi, Indonesia

^{2&3}Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia

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ABSTRACT

The main issue of this study is that learning evaluation for students with special needs in elementary schools is often suboptimal, as it does not adequately consider individual abilities and needs, thereby hindering accurate monitoring of academic progress and the provision of effective support to achieve optimal learning outcomes. This study aims to analyze the effectiveness of the Al-Qur'an Hadith learning evaluation method for students with disabilities in inclusive schools, focusing on madrasah ibtidaiyah. Learning evaluation is an activity that teachers must carry out to determine the extent to which learning has succeeded in achieving the desired goals, especially for students with disabilities. This study uses a qualitative approach with a case study type, combining observation, interview, and test techniques. Data validity is tested through triangulation of sources, methods, and time. The study's findings indicate that madrasah ibtidaiyah has attempted to adapt to the needs of students with disabilities but still needs improvements in evaluation to meet individual needs. More personalized evaluation methods and more advanced educational technology are key, as is improving teacher training to recognize the variety of educational needs. With these improvements, madrasah ibtidaiyah can improve evaluation fairness and support all students' maximum potential in a supportive environment. This study contributes to the development of more personalized evaluation methods for students with disabilities and the integration of educational technology. This supports improving teacher training to create a more inclusive educational environment.



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*Corresponding Author: Faiqotul Laili, Madrasah Ibtidaiyah Al Ikhlas, Bagorejo, Srono District, Banyuwangi Regency, East Java, Indonesia, email: 0805faiqohlalala@gmail.com

INTRODUCTION

Evaluation of learning for students with special needs in inclusive elementary schools still faces various challenges, especially in ensuring the effectiveness of the teaching and learning process that is by individual needs (Hayes & Bulat, 2017; Haleem et al., 2022; Fajri & Jauhari, 2024). Existing evaluation models often focus on academic aspects without considering students' social, emotional, and psychomotor skill development (Chernikova et al., 2020; Owan et al., 2023; Kuo et al., 2024). Therefore, evaluation must cover three main domains cognitive, affective, and psychomotor to provide a more comprehensive picture of student development (Wu et al., 2019; Nikolic et al., 2023). Differentiation-based approaches, portfolios, and direct observation methods are essential to objectively assess their progress, with success dependent on collaboration between teachers, support staff, and parents (Kaur et al., 2018; Strogilos et al., 2021). Inclusive education in Indonesia continues to grow, with the number of students in inclusive schools increasing from 2019 to 2020, indicating the need to improve evaluation models to be more adaptive (Susilawati et al., 2023; Yasin et al., 2023). Thus, integrating technology in assessment and collaboration between stakeholders are key factors in ensuring that every student with special needs can develop optimally in an inclusive education environment.

Several studies have examined the evaluation of Qur'an and Hadith learning, particularly for students with disabilities in inclusive schools. First, Mirrota et al. (2024) found that interactive learning methods, such as direct activities and role-playing, effectively enhance the understanding of Islamic religious lessons among students with intellectual disabilities. Second, Rokhim et al. (2021) and Bartolome (2024) identified three key stages in evaluating teacher interactions with students with disabilities: understanding the inclusive curriculum, utilizing appropriate learning resources and media, designing inclusive lesson plans, and implementing inclusive learning processes. Third, Szumski et al. (2017) reported that while elementary schools have adopted inclusive education, its implementation remains suboptimal, particularly in addressing the academic achievements of children with special needs. Fourth, Abbasi et al. (2023) highlighted that teachers assess the cognitive domain through written and oral tests, while the mental and psychomotor domains are evaluated using performance projects, assignments, and portfolios. Lastly, research by Abyan and Husna (2023) demonstrated that the gradual use of sign language significantly aids deaf students in learning the Qur'an and Hadith within Islamic boarding schools. Based on these findings, this study focuses on developing a comprehensive learning evaluation model for students with disabilities in inclusive schools, particularly to enhance their Qur'an and Hadith learning outcomes.

This study aims to develop an evaluation model for students with disabilities learning the Qur'an and Hadith in inclusive schools, especially at MI Al-Ikhlâs Bagorejo Srono, Banyuwangi Regency. With an interactive approach, this study analyzes the effectiveness of learning methods in improving the understanding of students with intellectual disabilities. It evaluates teacher and student interactions, including implementing an inclusive curriculum, utilizing learning resources, and the learning process. In addition, this study assesses the implementation of inclusive education and the academic achievements of students with special needs to design an evaluation model that includes cognitive, affective, and psychomotor aspects. The results of this study are expected to guide teachers in developing more effective learning strategies and assist educational institutions in improving the implementation of inclusive education and more adaptive policies. Academically, this study enriches the literature on the evaluation of learning for students with special needs and becomes a reference for further research. Thus, this study is expected to encourage the creation of a more inclusive learning environment and support the development of all students.

The hypothesis is that applying a comprehensive learning evaluation model in learning the Qur'an and Hadith for students with disabilities in inclusive schools can improve their understanding and academic achievement. The interactive approach applied in learning is thought to have a positive impact on the understanding of mentally disabled students, primarily through the use of methods that are tailored to their needs, such as the active role of teachers, the use of

inclusive learning media, and a curriculum that supports student diversity. In addition, an evaluation model that includes cognitive, affective, and psychomotor aspects provides a more accurate picture of student development, making it easier for teachers to design more effective learning strategies. With a more structured and inclusive evaluation system, it is hoped that implementing inclusive education in elementary schools can run more optimally, support the academic development of students with special needs, and strengthen inclusive education policies at the educational institution level.

RESEARCH METHOD

According to Pervin and Mokhtar (2022) and Lim (2024), a qualitative paradigm is fundamental for understanding dynamic social realities in an interpretative, contextual, and subjective manner. This approach emphasizes that social phenomena cannot be fully understood through quantitative measures alone; instead, researchers must consider the meanings individuals assign to their experiences within specific contexts. A qualitative paradigm allows for flexibility in data collection and interpretation, accommodating the complexity and richness of human behavior. It also prioritizes participants' perspectives, ensuring that findings are grounded in lived experiences. By situating phenomena within their natural settings, qualitative research provides insights into how social behaviors, cultural norms, and environmental factors interact, enabling a comprehensive understanding that is both context-sensitive and nuanced, while revealing patterns, relationships, and variations that might otherwise be overlooked in more rigid research frameworks.

Hyman and Li (2018) argue that the case study method, as a qualitative approach, facilitates the exploration of real-life phenomena within bounded systems, either as a single case or multiple cases, through detailed and in-depth data collection across multiple sources. Campbell et al. (2020

) emphasize that purposive sampling is particularly effective in case study research, as it allows the selection of participants who are most relevant to the research focus, thereby ensuring the richness and relevance of the data. By combining these methodological approaches, researchers can construct an interpretative and context-sensitive analysis, highlighting the interconnectedness of social behaviors, individual experiences, and environmental conditions. This approach not only captures the complexity of human phenomena but also supports robust conclusions and practical implications that are closely aligned with the realities of the studied context, enhancing both the credibility and applicability of the research findings.

According to Matsui et al. (2020), data collection in qualitative research should employ techniques that allow for an in-depth understanding of the studied phenomenon. In this study, the subjects included students with disabilities, teachers in inclusive classrooms, and madrasah principals, enabling a comprehensive analysis of multiple perspectives. Observations were conducted using a passive participant method, in which the researcher acted solely as an observer, allowing natural interactions and behaviors to be recorded without disrupting the learning environment. Semi-structured interviews, as recommended by Matsui et al. (2020), were used to explore information deeply through critical questions while allowing respondents the freedom to answer openly. Additionally, tests were administered using instruments prepared by teachers for students with disabilities, ensuring accurate reflection of academic performance. The development of instruments for these three techniques was tailored to the research focus, ensuring that the data obtained were relevant, comprehensive, and suitable for a detailed analysis of students' learning experiences and interactions within an inclusive setting.

According to Denzin (2009), data validity in qualitative research can be strengthened through triangulation, including triangulation of sources, techniques, and time, which allows verification of information from multiple perspectives. The findings of this study demonstrate that applying triangulation ensures that data regarding the evaluation of Al-Qur'an and Hadith learning for students with disabilities at MI Al-Ikhlâs Bagorejo Srono Banyuwangi are reliable and accurately reflect real conditions. Ridder (2014) emphasizes that the Miles and Huberman data analysis model, which integrates data collection, data display, and conclusion drawing continuously, provides a

comprehensive analytical framework. This approach enables researchers to obtain a holistic understanding of how learning evaluation is conducted while identifying factors that influence its effectiveness. The study reinforces that combining systematic analysis techniques with data triangulation not only enhances validity but also provides practical recommendations for improving evaluation methods, making them more adaptive, inclusive, and focused on enhancing learning outcomes for students with special needs.

RESULTS AND DISCUSSION

Results

Adjustment of evaluation methods for students with special needs

The need to adjust evaluation methods at MI Al-Ikhlâs highlights the critical importance of implementing special interventions tailored to the individual needs of students with disabilities. Customized assessments serve multiple purposes: they help educators accurately identify each student's unique learning requirements, reveal areas of strength and difficulty, and provide essential information for designing effective teaching strategies. Such tailored evaluations ensure that students receive appropriate support, promote equitable learning opportunities, and enhance overall academic and developmental outcomes. By aligning assessment practices with individual abilities and needs, MI Al-Ikhlâs can create a more inclusive learning environment that not only measures performance fairly but also guides interventions to maximize each student's potential.

Table 1

Results of the ABK Evaluation Method Interview

No	Findings	Explanation
1	Need for Evaluation Adjustments	Need for adjustments to evaluation methods specific to students with special needs, including additional time and direct assistance.
2	Ineffectiveness of the Same Instruments	Using the same evaluation instruments for all students does not reflect individual needs and may result in inaccurate assessments.
3	Teacher Role and Training	The need for special training for teachers to be able to design and implement more equitable and effective evaluations for students with special needs.
4	Utilization of Technology in Evaluation	The use of educational technology as a tool to facilitate more independent and appropriate evaluation for students with special needs.
5	Improving Inclusive Practices	The need to improve inclusive practices through adjustments to evaluation methods, teacher training, and more intensive use of technology.

Note: data obtained based on the results of interviews with teachers and school principals

Implementing more flexible and individualized assessment methods is essential for supporting academic equity and promoting effective inclusion within the educational environment. At MI Al-Ikhlâs, adapting evaluation strategies to the diverse needs of students, particularly those with special needs, ensures that each student's abilities are accurately recognized and fairly assessed. Individualized assessments provide educators with detailed insights into students' strengths, weaknesses, and learning styles, enabling the design of targeted interventions and teaching strategies that address specific needs. This approach not only enhances academic performance but also fosters social and emotional development by creating a supportive environment where students feel valued and understood. By moving away from uniform evaluation methods, MI Al-Ikhlâs can offer equitable opportunities for all learners to demonstrate their potential, participate meaningfully in classroom activities, and achieve personal growth. Ultimately, flexible and adaptive assessment practices contribute to a truly inclusive learning environment that empowers every student to succeed academically, socially, and developmentally.

Differentiation and modification of learning evaluation for students with special needs

At MI Al-Ikhlâs, optimizing differentiation and modification in learning evaluations for students with special needs is essential to ensure fair and effective assessment. Tailoring evaluation methods to individual abilities allows educators to address each student's unique learning

requirements, providing targeted support that enhances understanding and skill development. This approach enables students to demonstrate their true potential in an environment designed to accommodate their strengths and challenges. By implementing adaptive assessments, MI Al-Ikhlâs promotes equity, fosters inclusive learning, and ensures that all students receive the guidance and opportunities necessary for academic and personal growth.

Table 2
Differentiation and Modification in Evaluation of ABK Learning

No	Findings	Explanation
1	Lack of Differentiation in Evaluation	Uniform evaluation for all students indicates the need for more specific adjustments for students with special needs.
2	The Need for Modification of Assessment Standards	Unmodified evaluation standards for students with special needs can be stressful and not reflect their true abilities.
3	Teacher Training Needs	Specific mentoring during positive exams, but its effectiveness is limited without teacher training on differentiation of learning and assessment.
4	Use of Technology	Integration of technology in learning and evaluation for students with special needs needs to be improved to support accessibility and equity.

Note: data obtained based on the results of interviews with teachers and school principals

The importance of adjusting evaluation methods at MI Al-Ikhlâs highlights that standard approaches in education are not always sufficient to meet the diverse needs of all students. Achieving true inclusivity requires ongoing improvements in differentiation and modification within the evaluation process, ensuring that assessments are tailored to each student's abilities and learning requirements. By implementing adaptive and flexible evaluation strategies, students with special needs can engage in learning under appropriate conditions that support their development. Such assessments provide a fair and accurate reflection of each student's capabilities, promote equity, and empower learners to reach their full potential, while fostering a more inclusive and supportive educational environment.

Academic values of students with special needs in subjects

The academic score table offers valuable insights into the performance of students with special needs at MI Al-Ikhlâs in Al-Qur'an Hadith. The analysis highlights how different types of disabilities influence learning outcomes, showing distinct patterns of achievement among mental disabilities, physical disabilities, and slow learners. Each category exhibits unique progress trends throughout the semester, reflecting the impact of tailored support and teaching strategies. Understanding these variations enables educators to identify specific needs, adjust instructional methods, and implement targeted interventions, ultimately promoting equitable learning opportunities and improving overall academic performance for all students with special needs.

Table 3
Results Of Scores for Students with Special Needs

No.	Type of Disability	Class	Average UH	PTS	PAS
1.	Mentally disabled	1	75	60	75
2.	Mentally disabled	2	75	75	75
3.	Physical disabled	2	95	98	93
4.	Slow learner	5	85	63	85
Average			82,5	74	82

From the Daily Exam (UH), Mid-Semester Assessment (PTS), and Final Semester Assessment (PAS) scores for students with special needs, it can be seen that students with physical disabilities in grade 2 showed outstanding academic performance with consistently high scores. Meanwhile, students with mental disabilities showed variability in their scores, significantly lower PTS scores compared to other scores, indicating that there may be a need for adjustments in teaching approaches during the period. Slow learners also experienced a decrease in PTS scores,

indicating a need for more focused interventions during the mid-semester. Overall, the data suggest that with the proper support, students with special needs can achieve good results. However, adjustments in learning strategies and evaluation are still needed to improve the consistency and effectiveness of their education.

Discussion

Learning evaluation model for students with disabilities in inclusive schools

According to Ozan and Kincal (2018) and Yusop et al. (2022), learning evaluation in inclusive schools such as MI Al-Ikhlâs should include formative and summative assessments that consider each student's attitudes, knowledge, and skills. Ha et al. (2021), Adinda et al. (2021), and Yildirim et al. (2024) emphasize that daily observations and assessments throughout the school year, including midterm and final exams, are important for monitoring academic progress. However, this study's findings indicate that students with disabilities face specific challenges because standardized assessment instruments do not always meet their intellectual or physical needs. Rahajeng et al. (2024) and Solís-García et al. (2024) highlight the necessity of individualized evaluation methods to ensure fair assessment. Thus, this study reinforces the importance of developing an inclusive and sensitive evaluation approach, enabling all students to be assessed effectively and equitably, while also supporting more personalized and meaningful learning experiences.

According to UNESCO (2022), Thompson et al. (2018), and Lovett (2021), at MI Al-Ikhlâs, students with physical disabilities generally perform well academically without additional accommodations, whereas students with intellectual disabilities or slow learners require substantial support from educators, such as extended time or direct assistance during exams. These findings highlight the need for alternative evaluation methods, such as oral exams or practical projects, to more accurately assess individual abilities, as discussed by Kim et al. (2021). Florian and Black-Hawkins (2011) emphasize that the role of teachers is crucial, and adequate training in assessing students with special needs is essential for designing fair assessments that also support an inclusive learning environment. This study reinforces these findings by highlighting the differences in students' needs, showing that standard evaluation approaches do not always reflect their true potential, making adaptive and sensitive assessment key to successful inclusive education.

Technology is critical in supporting more self-directed assessment for students with disabilities through educational software and adaptive applications. Features such as text-to-speech and visual aids make it easier for students with intellectual disabilities to understand the material and answer test questions more effectively. Studies by Bouck & Long (2021), Shanker & Kant (2023), Karagianni & Drigas (2023), and Polat et al. (2024) show the significant benefits of technology in facilitating more adaptive, inclusive education. While technology has made progress, there is still a need for continued improvement in assessment practices and more profound teacher training. These improvements ensure that all students, especially those with disabilities, have an equal opportunity to reach their full potential in a supportive and equitable environment. Integrating technology and practical teacher training can make education more inclusive and accessible to all students.

Evaluation of learning outcomes in inclusive schools, such as MI Al-Ikhlâs, still faces challenges in adjusting assessment methods to the needs of students with disabilities. The evaluation instruments used have not fully accommodated differences in student abilities, so a more flexible approach is needed, such as oral exams or practical projects. The role of teachers is crucial in developing inclusive assessments, but lack of training is a significant obstacle, so improving teacher competency must be a priority. Technology also has the potential to support more independent evaluation through educational software and adaptive learning applications, but its implementation requires adequate understanding and infrastructure. Therefore, continuous improvement in evaluation methods, teacher training, and the use of technology are needed to ensure fair and equal inclusive education for all students.

Evaluation of learning the Qur'an and Hadith for students with disabilities

According to Aly and Bustomi (2022) and Utami et al. (2022), the subject of Al-Qur'an and Hadith plays a crucial role in enhancing students' spiritual intelligence. At MI Al-Ikhlash, evaluation methods for students with special needs in this subject are similar to other subjects but require a more adaptive approach. Korikana (2020) and Zakiah et al. (2022) emphasize that slow learners, particularly in grade 5, need continuous encouragement and reminders to memorize short surahs, demanding extra patience from educators. The findings of this study indicate that students with intellectual disabilities begin with memorizing hijaiyah letters before progressing to surahs not mastered in the previous grade, while their peers follow the standard curriculum. This approach reflects the necessity of differentiated evaluation, highlighting that adaptive teaching strategies and individualized attention are essential to support the academic and spiritual achievements of students with special needs, while ensuring equity with other learners.

According to Dandashi et al. (2015) and Litwin & Ngan (2019), students with physical disabilities who are cognitively capable are assigned memorization tasks equivalent to their peers, in line with essential competencies. The findings of this study indicate that while these students follow the standard curriculum, they receive targeted support, particularly during Duha prayer habituation, which emphasizes environmental familiarity and discipline rather than full participation in the ritual. Evaluations are also adapted for daily tests (UH), mid-semester assessments (PTS), and end-of-semester exams (PAS), ensuring that individual needs are addressed without compromising academic standards. Friend et al. (2010) and Larios & Zetlin (2023) highlight the importance of a collaborative approach among teachers in supporting students with special needs, rather than assigning a single specialized teacher. This study reinforces these insights, demonstrating that an integrated and collaborative adaptive strategy can provide fair assessment, support academic development, and maintain equity between students with and without disabilities.

According to Lovett (2010) and Zakaria et al. (2023), although MI Al-Ikhlash has made significant progress, evaluation methods for students with special needs still require improvement, as the uniform application of assessments does not always reflect the abilities of students with intellectual disabilities. Korikana (2020) emphasizes that expecting slow learners to meet standard academic benchmarks without adequate modifications can cause stress and may not accurately represent their true potential. The findings of this study indicate that while providing special assistance during exams is beneficial, it must be complemented with comprehensive teacher training on differentiated instruction and assessment, as highlighted by Florian and Black-Hawkins (2011), to ensure lasting improvements. Furthermore, Bouck & Long (2021) and Shanker & Kant (2023) underscore the need to expand adaptive educational technology, so digital tools can better support diverse learning needs. This study reinforces the importance of combining adaptive strategies, teacher training, and technology to create fair and inclusive evaluations.

The evaluation methods at MI Al-Ikhlash for students with disabilities, while inclusive, still require significant refinement to cater to the unique learning needs of these students. Applying uniform assessments for all, including those with intellectual challenges, fails to capture their actual competencies adequately and places undue pressure on slow learners. It is imperative that the school not only continues to provide specialized assistance during examinations but also invests in comprehensive teacher training focused on differentiated instruction and assessments. This approach should be complemented by expanding educational technology to include adaptive tools, ensuring that each student's educational experience is tailored to their needs and potential, fostering a more inclusive and effective learning environment.

Improving Learning Outcomes for Students with Special Needs in Inclusive Schools

According to Schossig et al. (2012) and Triyanto et al. (2023), evaluating learning outcomes for students with disabilities at MI Al-Ikhlash underscores the need for ongoing improvements in educational practices within inclusive settings. Assessments involve both test and non-test

techniques to accommodate students' diverse abilities and needs. Using interviews and observations alongside traditional tests allows a more comprehensive understanding of both academic and non-academic progress. Browder et al. (2008) and Miller et al. (2016) indicate that students with physical disabilities tend to perform consistently well, suggesting that evaluations appropriately align with their cognitive abilities, whereas students with intellectual disabilities exhibit variability in scores, particularly during mid-semester assessments. Akgün-Doğan et al. (2021) and Liepina et al. (2022) argue that these findings highlight the necessity for more customized learning strategies, emphasizing that adaptive evaluation approaches are essential to effectively support the academic progress of students with intellectual disabilities while maintaining equity with their peers.

According to Lovett (2010) and Meylani (2024), despite the provision of special accommodations, the implementation of uniform assessment methods at MI Al-Ikhlās does not fully reflect each student's unique abilities. The findings of this study emphasize the need to refine evaluation methods to make them truly individualized. Jordan et al. (2010) and Moríña & Orozco (2020) highlight the importance of teacher training in managing diverse learning needs, as the effectiveness of specialized interventions depends on teachers' understanding of different types of disabilities and how best to assess and support students. Additionally, Bouck & Long (2021) and Shanker & Kant (2023) note that the minimal use of educational technology in assessments represents an area for improvement, as integrating adaptive technological tools can provide personalized evaluations, enhancing accuracy and support. This study reinforces that adaptive strategies, teacher training, and integrated technology are essential to ensure that all students, particularly those with disabilities, are fairly assessed and appropriately supported.

According to Judijanto et al. (2024) and Chakraborty et al. (2024), the analysis of learning outcomes for students with disabilities at MI Al-Ikhlās underscores the urgent need for continuous improvement in inclusive education practices. Although the institution employs a combination of test and non-test assessment methods to accommodate students' diverse abilities, this study's findings indicate that the variation in academic performance among students with intellectual disabilities reveals significant gaps in current evaluation strategies. Swiecki et al. (2022) and Šostar & Ristanović (2023) argue that while assessment methods can be adapted to some extent, the uniform application of evaluation processes fails to accurately capture each student's unique abilities and potential. This shortfall can lead to inappropriate educational placement, ineffective teaching strategies, and failure to achieve educational goals effectively. The study highlights the importance of adaptive and personalized evaluation approaches to support the academic success of students with disabilities.

The need for tailored assessment methods is critical and cannot be underestimated. These methods allow for a more precise understanding and more effective support of each student's learning needs, especially during critical assessment periods such as midterms. This tailored assessment approach not only recognizes each student's unique abilities but also facilitates more effective teaching strategies, which can ultimately improve overall student learning outcomes. Furthermore, the minimal use of educational technology in the assessment process represents a missed opportunity. In today's technologically advanced education, integrating more sophisticated tools is essential. Using adaptive software and customizable learning platforms can support more adaptive assessments, especially for students with disabilities. These tools not only allow for more individualized assessments but also help in developing personalized learning experiences that are tailored to the specific needs of each student. Therefore, the broader application of technology in education can significantly enrich the learning and assessment process, ensuring all students have an equal opportunity to succeed.

CONCLUSION

MI Al-Ikhlās has implemented significant measures to accommodate students with disabilities, but continuous improvements are necessary to optimize educational outcomes in an inclusive setting. The current evaluation practices, involving both test and non-test techniques, need

to be further refined to cater to these students' individual needs genuinely. Despite the use of adaptive strategies and specialized support during assessments, a crucial need remains for more personalized evaluation methods and the integration of advanced educational technology. Enhancing teacher training to deepen understanding of diverse educational needs is also vital. By advancing these areas, MI Al-Ikhlâs can ensure that evaluations are fair and genuinely reflective of each student's abilities, thereby supporting all students in reaching their fullest potential in an accommodating and supportive educational environment.

The theoretical implications of improving learning evaluations for students with disabilities in inclusive settings like MI Al-Ikhlâs highlight the need for educational theories to incorporate and address the nuances of individual learning capabilities increasingly. This suggests a shift towards more dynamic and flexible educational frameworks that prioritize customization in assessment methods. Practically, this necessitates the development of sophisticated assessment tools, comprehensive teacher training programs, and integrating technology that supports diverse learning needs. These improvements will enhance the accuracy of learning assessments and ensure that all students, especially those with disabilities, receive the educational support they require to succeed. Consequently, educational institutions must adapt strategies to provide more equitable and effective learning environments that reflect these theoretical and practical advancements.

Future research should focus on creating and evaluating advanced assessment tools tailored for students with disabilities in inclusive settings. Studies should examine the effectiveness of adaptive technologies and AI-driven tools that customize testing to meet individual needs. Additionally, investigating the impact of detailed teacher training on educational outcomes for students with disabilities can provide insights into the effectiveness of these initiatives. Longitudinal studies could also track long-term academic and social progress, offering a deeper understanding of the sustained impact of personalized educational practices. This research will contribute to refining educational strategies and enhancing equity and effectiveness in learning environments for all students.

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