

**THE USES OF ASSESSMENT RESULTS FOR THE
IMPROVEMENT OF STUDENT LEARNING IN
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMBAD:A CASE STUDY**



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55-FSS/ MSEDU -F08

Department of Education Faculty of Social Sciences

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Islamabad Pakistan

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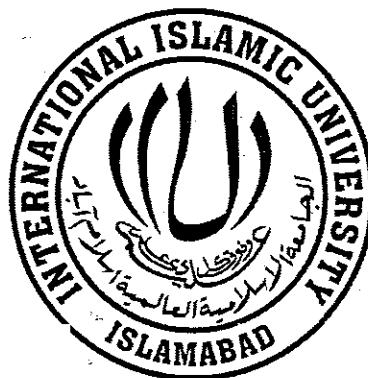
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BY

NOSHEEN SWAR

55-FSS/ MSEDU/F08

A Thesis submitted to the

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMBAD,

In partial fulfillment of the requirement for the grant of

MS leading to Ph.d degree in Education.

RESEARCHER'S DECLARATION

I, NOSHEEN SWAR

Do hereby declare on the solemn affirmation that the work presented in this thesis is my own, was carried out a partial fulfillment of requirements of MS Degree from INTERNATIONAL ISLAMIC UNIVERSITY ISLAMBAD, under the supervision of Dr. Shamsa Aziz.

Researcher:

Dated:

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This thesis entitled "The Uses of Assessment Results for the Improvement of Student Learning in International Islamic University Islamabad: A Case Study" submitted by Nosheen Swar in partial fulfillment of MS degree in Education has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this thesis for further process as per IIUI rules & regulations.

Signature: 

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APPROVAL SHEET

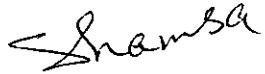
The Uses Of Assessment Results For The Improvement Of Student Learning In International Islamic University Islamabad:A Case Study

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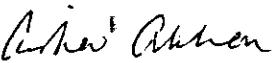
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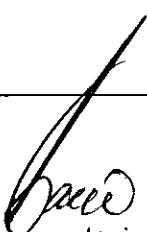
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ABSTRACT

The present research was basically a document analysis. It aimed at studying the uses of assessment results for the improvement of student learning in International Islamic University Islamabad. The major objectives of the study were to explore the assessment techniques used by teacher educators in university classrooms during students' evaluation, to explore what extent these assessment techniques covering course objectives and course contents and also to investigate what kind of feedback was being provided to students for their learning improvement. The research was delimited to Female Section of Education Department and Educational / Foundation Courses of B.Ed program first semester Spring 2010. There were two sources of data, semi structured interviews of teacher educators and documents including course objectives, course content, teachers' planners, checked assignments / projects, checked papers of mid-term, quizzes, and final assessment questions. Teachers' interviews were semi structured, certain questions were planned to ask then further questions were also asked. Interviews were recorded in tape recorder. Findings of the research showed that major assessment techniques used by university teachers were quizzes, projects, assignments and mid and end-term papers. Findings showed that mid-term and final assessment was not covering all learning objectives and was limited to knowledge level. Research result showed that teachers lacked interest in providing written feedback to students for their improvement. No written feedback was provided to students to improve their learning. Assignments, mid-term papers and projects were without any written feedback, only the marks were mentioned.

Interviews from teacher educators showed that teacher educators offer only oral feedback to the students. It is recommended that teachers should cover all the learning objectives and assessment questions should be in accordance with learning objectives. It is recommended that teacher educators should also provide proper written feedback to students so that they can improve their learning. Teacher educators may practice a variety of assessment techniques keeping in mind the individual differences of the learners.

Dedication

*This work is dedicated to researcher's late father
Muhammad Swar Khan who facilitated her during
her studies.*

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In the name of Allah, Who is the most beneficent ever Merciful. First and foremost researcher cordial thanks to Allah who blessed her with the potential, courage and ability to complete this dissertation, with the grace of Allah Almighty researcher has been able to accomplish this difficult task.

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CHAPTER 1

INTRODUCTION

Assessment is a medium for continuous improvement of education. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Huba and Freed) "Educational assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole. According to the *Academic Exchange Quarterly*: "Studies of a theoretical or empirical nature (including case studies, portfolio studies, exploratory, or experimental work) addressing the assessment of learner aptitude and preparation, motivation and learning styles, learning outcomes in achievement and satisfaction in different educational contexts are all welcome, as are studies addressing issues of measurable standards and benchmarks".

Classroom assessment includes two things: set of techniques and teaching approach. In teaching approach a teacher can know more clearly about his students' progress what they are learning and how they are learning, and he can design more suitable and perfect learning activities to organize his teaching. Techniques are in-class activities that give both teacher and student suitable feedback on teaching-learning procedure. Techniques are mostly simple and not graded. Classroom assessment is not only assigning grades to students rather it involves course perfection, to understand student learning and to improve teaching which the basic aim of assessment is.

Assessment is about the information regarding students' thinking level, attainment and improvement. Assessment is an action which is carried out by all teachers throughout their professional life. On assessment-related procedures most of the teachers pay one third to half of their professional time. Teacher may fail to acquire the qualitative target, if assessment activities are not well-organized and properly put into practice. In many countries, the anxiety for improving the quality of higher education has been greater than before due to globalization and modification in higher education. The traditional classroom assessment only involves grading and positioning students, it has no concern for students' learning perfection. Recently 'quality assessment' has been introduced to improve students' learning. Quality assessment refers to an on-going, student-teacher participatory activity to improve teaching as well as the learning process.

In modern writing we have two main ideas about assessment: assessment of learning and assessment for learning. Assessment of learning is referred as summative assessment, which involves grading and reporting of students' learning whereas 'assessment for learning' is referred as formative assessment which involves continuous development of teaching-learning process through resourceful feedback for both student as well as teacher. Assessment for learning does not emphasize on making mere judgments rather its emphasis is more on creating descriptions which can be used to improve learning (Lorna, 2003). 'Assessment for learning' centers on how we use assessment for success of students, not on how we assess achievement of students. (Stiggins, 1999). According to Black and William (1998), for learning enhancement of students, assessment should be incorporated in teaching process while Stiggins (2001) described that there is greater deficiency of 'assessment for learning' which is the biggest flaw in our assessment system.

Assessment is an indispensable and pivot element of an institutional attempt to develop the worth of teaching and learning at all stages of education together with higher education. This type of assessment desires conscious, full consideration, well-structured and perfectly designed system keeping in view the capabilities of learners as well as curriculum outlook, not only rote-memorization system, rather its focal point is students higher order thinking capabilities. This type of assessment involves providing opportunities to learners to acquire fast, proper and helpful feedback, self

monitor their improvement themselves, identify their weak points and take up more efficient ways for learning improvement. (Black & William, 1998)

Improvement in classroom assessment techniques improves the quality of education. Higher Education Commission (HEC) is also trying to improve the quality of education, and it has paid attention on improving teaching learning process through active involvement of students along with ongoing students assessment. Effective practices in teaching learning and assessment will bring quality education as well as quality assessment. To bring quality assessment and quality education both teacher and students have to accept challenges (Standard 5-2 Manual quality Enhancement Cells 2002).

1.1 Statement of the problem

This research was basically a document analysis. It was carried out to explore the assessment techniques used by the teachers and also to find out to what extent these techniques were covering the course objectives, course contents and learning activities designed for the course. The study also aimed at to investigating what kind of feedback is being provided to the students and how this feedback is being used for improving students' learning at higher level.

1.2 Conceptual Framework of Research

Assessment techniques used → Provision of feedback → Improvement in students' by teacher educators. to students. learning.

↓↓

↓↓

- Assignments
- Quiz
- Projects
- Mid-term
- Assessment
- Final term
- assessment

- Verbal feedback
- Written feedback

This research was a document analysis based on two variables assessment techniques and feedback. The purpose of this research was to survey the assessment techniques exercised by the teacher educators and also to uncover that to what extent these techniques are covering the course objectives, course contents and learning activities planned for the courses and to investigate that what type of feedback is provided to students for learning improvement. Assessment techniques used by teacher educators were assignments, quiz, projects, and mid-term and end-term papers. Written feedback was provided to students for their learning improvement.

1.3 Objectives of the study

Following were the objectives of the study:

1. To explore the existing assessment techniques employed by teacher educators in university classrooms during students' evaluation.
2. To explore to what extent these assessment techniques are covering course objectives and course contents.
3. To investigate how teacher educators are using assessment techniques.
4. To explore what kind of feedback is being offered to learners to develop their learning.

1.4 Research Questions:

1. What type of assessment techniques are practiced by teacher educators?
2. Do assignments, quiz, projects, mid-term and end-term assessment cover all learning objectives and contents?
3. Do assignments topics cover all the learning objectives?
4. Do teacher educators give proper feedback on checked assignments and mid-term papers for further improvement of students?

1.5 Significance of the study

This study would be helpful for teachers to develop their assessment literacy and to assist them to incorporate assessment techniques into their teaching for enhancing the quality of education at higher levels. Results of the study may also be

constructive to design professional improvement of courses on assessment for university teachers. Findings of the research would offer significant aid to the university teachers in the process of opting instructional activities and formative assessment of students' performance.

This study has also highlighted the assessment techniques used by university teachers. This research study would be a sort of feedback for university teachers to put into practice worth assessment techniques at higher level of education and to provide appropriate and accurate feedback to students to improve their learning. The research would highlight the weakness of present traditional teaching techniques to ensure a more learning environment for the students in which they can easily interact with their teachers focusing to uplift their efficiency in learning. The research study would also be helpful for university Departmental Administration to improve their assessment system.

1.6 Delimitations

The research was delimited to:

- 1 . Female Section of Education Department of International Islamic University
Islamabad
- 2 . B.Ed program 1st semester of Spring 2010
- 3 . Educational / Foundation Courses.

1.7 Methodology of the study

Following research methodology was used for the study

1.8 Sources of Data

There were two types of data sources for study:

- A) Teachers' semi structured interviews
- B) Documents

Following documents were used as sources of data:

- a) Course objectives
- b) Course contents
- c) Teachers' planners
- d) Checked assignments / Projects
- e) Checked papers of mid-term
- f) Checked Quizzes
- g) Results of midterm exam and assignments
- h) Final assessment questions papers

1.9 Data Collection

Researcher collected data personally from B.Ed teacher educators of 1st semester Spring 2010 of the Education Department of International Islamic University Islamabad and also conducted semi structured interviews from teacher educators.

1.10 Data Analysis

Data were analyzed qualitatively and quantitatively. After studying all the relevant documents and interviews from teacher educators, researcher interpreted data into words and percentages. Semi structured interviews of teachers were recorded to check verbal feedback, students' improvement and validity of the documents.

CHAPTER 2

LITERATURE REVIEW

2.1 Meanings of Assessment

Assessment comes from the Latin 'ad sedere', which means 'to sit down beside' according to Brown, et al. (1997). So it further states that primarily learner gets guidance and feedback from assessment. The origin of 'sit down beside' comes from a legal profession where it refers to sit down beside judges in a court and the same is stated in The New Shorter Oxford English Dictionary and Chambers Dictionary. There was an assessor who advised judges and magistrates on technical points concerned to fines and taxes. The word assessment is in fact commonly used for income tax and insurance calculations. Assessment has various meanings which include the following:

- Fixing the fine or tax amount
- To levy an amount of tax or fine
- To make an estimate for the value of property or income for tax purposes.
- To evaluate or judge the value or degree of something.

To calculate the students learning, the word assessment has been widely used in the 20th century. A process of evaluation including teachers' performance and pedagogic

approach, the quality and suitability of the learning procedure is called assessment of teaching and learning. (Freeman & Lewis, 2004)

2.1.1 Explanatory context

How well the teacher carry out as a teaching/learning facilitator, the suitability of pedagogic procedures and preparation including the appropriateness of techniques of assessing students improvement and progress are included in assessment of teaching and learning.

Assessment is a technique used by teachers for the calculation of learners outcomes. Engageability is the most significant aspect of performance assessment. To assess the project, learners need:

- To engaged in demanding learning.
- To learn by doing.
- To able to utilize the computer efficiently.
- To properly communicate their learning to teacher.

‘Assessment’ is a continuous process based on the total three educational elements: the subject matter, the progression, and the product. It is not just test at the end; it is presentation-based, flawless and ongoing. Learners require numerous junctures to express their information. (Connor, Ken. 2002)

2.2 Meanings of “Assessment for Learning”

According to Assessment Reform Group (2002), ‘Assessment for learning’ is the process of seeking and interpreting data used by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

In classrooms where ‘assessment for learning’ is practiced, teacher knows and understands what his/her students already know about the topic and students are also well-aware of what they are expected to learn. ‘Assessment for learning’ takes place at the entire phases of the educational progression. To improve and expand students’ understanding, teachers and students work collectively to assess the comprehension level of students (UK Assessment Reform Group, (2002)).

2.2.1 Historical Perspective of Assessment

Five or six hundred years back, a person who used to guide a judge or magistrate on technical points concerning fines and taxes was called an assessor. In fact, the phrase is even now applied in relation to income tax (an excise judgment) and different types of indemnity (the assessment of loss).

According to Freeman & Lewis, (2004) from the most primitive to the most modern, the chief sense of ‘assessment’ has been:

- Fixing the fine or tax amount
- To levy an amount of tax or fine

- To make an estimate for the value of property or income for tax purposes.
- To evaluate or judge the value or degree of something.

The use of 'assessment' in relation to teaching-learning is recent in educational field. In last ten years, teachers were used to design a unit of study that might include objectives, teaching methods and resources. An assessment element—final testing—has not probably been included as component of this model. (Cooper, 2006). The learner's scores on this examination were considered as the sign of his or her knowledge of the subject matter.

'Assessment for Learning' communicates to all those actions taken on by teachers , and by their students in judging themselves, which in turn makes a comment or feedback to be utilized to change the instructions and learning procedure (Cooper, Damian, 2006).

Quality assessment demands using a number of assessment techniques, efficiently putting into practice, giving suitable feedback and using assessment records for improving teaching. If teachers are clear in their outlooks for pupils, think about bias and purpose of assessment, it means that they are practicing quality assessment (Butler and McMunn, 2006).

Stiggins (1992), in an article published for assessment training in ITEMS (Instructional Topics in Educational Measurement Series) by NCME (National Council on Measurement in Education) brought to light the importance of quality assessment for improvement of students learning and also presented its key elements

(Stiggins, 2004). Later on, Stiggins built up a quality assessment model including following five dimensions:

- Quality assessment arises from and is designed to seek the exact information
- It has clearly expressed and appropriate attainment objectives
- Students' achievements are reflected through assessment
- It acquiesces best results
- Students fully participate in record keeping, communication and assessment.

Butler and McMunn (2006) constructed a quality assessment cycle based on their review of large number of assessment models proposed by different psychometricians. According to them, assessment tasks were based on following characteristics:

- To improve students meta-cognition
- To enable students to understand complex material
- To based on clear purpose
- To have specific target entrenched in the curriculum
- To lead deep understanding & high order thinking skills
- To improve ability to have more than right answer

Black and William (1998) acknowledged the following assessment features in their production of research in assessment that might improve learning:

- Provision of valuable feedback
- Learners' participation in learning
- Changing teaching according to assessment records
- Recognizing influence of assessment on learners' motivation and self-respect
- Learners' self assessment performance.

2.2.2 Effective Feedback

To improve the learning and attainment of students' specific information, result provided by teachers to the learners is called feedback. It identifies areas of strength and weaknesses; it can be oral as well as written. Feedback can be descriptive and evaluative (Tunstall & Gipps, 1996). According to Black and William, (1998) descriptive feedback fulfills all requirements of quality assessment. Students often face problems to understand the feedback by teachers. According to Hawk and Hill (2001), if effective feedback is given to students, they need no further clarification, assistance or explanation. Sutton (1998), recommended that effective feedback is always speedy, expressive and precise. More informal unstructured feedback is used by the more motivating teachers whereas less-motivating teachers used more informal, unstructured feedback resources and less-motivating teachers rely totally on test scores as feedback for learners (Meece & McCloskey, 1997).

2.2.3 Students' Involvement

Guild (1997) suggested that in all decisions including assessment decisions students' participation is necessary; they should be involved in all decisions and

decisions should be made keeping in view their effects on students' learning. Learning environment should be learner-centered. If environment is learner-centered, students will fully participate in all phases of learning from planning through assessment (Butler & McMunn, 2006).

2.2.4 Students' Motivation and Self-esteem

According to Meece & McColskey (1997), appropriate level of work assigned along with related and significant teaching and various learning opportunities are the main aspects which have greater blow on students' motivation and learning. They reported that students are always attracted by highly cognitive demanding assessment tasks. To make assessment tasks motivating for students, Meece & McColskey (1997) suggested that these assessment tasks should be based on clear purpose and outlooks, various techniques of assessments, feedback for improvement, prospect to progress, advanced ways of assessment, and reporting students' improvement.

2.2.5 Self Assessment & Peer Assessment

Black & William (1998) suggested that for quality assessment peer and self-assessment play a vital role. They also suggested that it should be regarded as less trustworthy than assessment done by teachers because they believe that learners cannot take dynamic role without obvious knowledge of targets. Peer assessment is also necessary for efficient group learning. According to Bound (1995), self-assessment is a moveable ability and an important component of student learning

skills. Both peer and self –assessment are powerfully shored up by recent literature on assessment in higher education. Bound (1995) and Brown and Knight (1994) stated that self-assessment played a vital role in higher education. Gibbs (1991) described that self-assessment and peer assessment develop the learning abilities of learners and polish their skills. According to Bull and Pendlebury (1997), self-assessment and peer assessment is effective because learners evaluate their shortcomings themselves and also try to improve these weaknesses. Dove (1990) emphasized the self-assessment and peer assessment and also explained that self-assessment is the requirement of the present education. In the present global situation where students are projected to work in more demanding circumstances without much supervision, self-assessment plays vital role. Self-assessment is an excellent practice for self-development as it enables students to evaluate themselves in every part of their life on graduation & it will expand their skills (Brown & Knight, 1994). Self-assessment demands expression and self knowledge is significant component for meta cognition. (Pintrich, 2002).

2.2.6 Clarity

According to Stiggins (2001) to assess student attainment exactly is one of the essential form of assessment for integrating assessment into teaching-learning procedure. He believes that teachers and supervisors should recognize and understand their learners' attainments, understanding, abilities and competencies. Precision is serious as for quality assessment as function of on the whole assessment,

use of assessment tasks, language used and standards essential for completing the tasks for learners (Stiggins, 2004).

2.2.7 High Order Thinking

Application, analysis & synthesis are incorporated in higher order thinking abilities according to Bloom's taxonomy. Lorin Anderson (2001) has also included metacognition into higher order thinking abilities. To develop into a booming professional person, problem solving abilities are necessary and highly demanded by university. So in place of rot-memorization, university students should be judged for such higher order skills. Project work, field work and writing research paper is included in higher order thinking abilities if put into practice properly.

2.2.8 Assessment Tasks to Ensure Quality Assessment

Anglo and Cross (1993) did great work on quality assessment. For dynamic learning and improvement of quality assessment, they recommended fifty (50) assessment tasks which can be utilized in university classroom. These assessment tasks include:

Classroom questioning

Written assignments

Oral presentations

Project work

Journal or log writing

Portfolios

Fieldwork

Debate

Discussion

Research paper writing

Quiz

2.3 Modes of Assessment

Assessment studies range in size and scope as there are included different methods, thousands of learners and variety of topics; it may take place at subject, department or institutional level. There are two main types of assessment: Formative and Summative assessment but it also has some less frequently seen types:

2.3.1 Formal & Informal Assessment

Degree of formality also matters in assessment. All structured events including exams, practical tests under control settings, presentations and visas are called formal assessment. Formal assessment ensures that work being assessed is learner's own and results are also recorded as pass, fail or credit.

Assessment can be informal. Informal assessment never counts for credit and it may be or may not be structured or preplanned. According to Rowntree (1987), informal assessment takes place in daily life. Students are not aware of assessment or have had opportunity to get proper preparation for assessment. (Freeman & Lewis, 2004)

2.3.2 Final & Continuous Assessment

Freeman & Lewis, (2004) stated that 'Final assessment' refers to assessment undertaken at the end of a course whereas 'continuous assessment' refers to the assessment taking place throughout the learning process. 'Continuous assessment' is strongly supported by modern thinkers. Under a series of diverse situations you can take a wider section of students. Changeability in learners' performance can also be taken into account. On longer courses 'continuous assessment' works best.

Final assessment involves generating non-natural situations in which learners have to perform and it focuses on only one specific point in the course. Various skills which may previously assessed separately can bring together through final assessment. Final assessment includes presentation, performance or submission of a portfolio.

2.3.3 Assessment for learning

'Assessment for learning' refers to two parts—diagnostic assessment & formative assessment. It is based on a number of information sources as portfolios, conversation, teacher observation etc. It takes place throughout the learning procedure from initial of course to final assessment. Grades and numbers are not given to students. It involves anecdotal and descriptive record keeping. Verbal and written feedback is provided to students to keep them on track and teaching-learning activities are modified according to the feedback.

2.3.4 Assessment as learning

It takes place throughout the learning process and involves goal-setting, monitoring progress and reflecting on results. It basically begins when learners know their targets and performance criteria. It develops meta-cognition of learners by enhancing their thinking skills.

2.3.5 Assessment of learning

According to Manitoba Education (2006), assessment of learning takes place at the end of learning section. It includes record keeping. Results of students are conveyed to students as well to their parents and are compared to standards.

2.3.6 Diagnostic assessment (now referred to more often as "pre-assessment")

Basically it occurs at the initial of a set of study and informs instructions. It describes that what a learner does and does not understand about a particular topic. It describes learning style of a learner and determines how perfectly a learner can perform a certain set of abilities concerned to specific topic, subject or group of subjects.

2.3.7 Formative assessment

Freeman and Lewis (2004) reported that provision of effective feedback to learners is the primary objective of 'formative assessment'. It can be diagnostic sometimes as it points out the strengths and weaknesses of students' work. It chiefly identifies difficulties faced by students, when and why these problems occur and how these

problems can be overcome. It suggests you to modify various aspects of learning according to students' learning capabilities by providing accurate information about students. It is the most common mode/type of assessment used in higher education and its outcomes can be best used in the development of educational programs and revision process. It identifies students' understanding, skills, and learning gaps and is used to guide learning process. It takes place during the course.

2.3.8 Summative assessment

Primary purpose of '*Summative assessment*' is documenting results and assessing worth. It is employed to provide feedback to teachers about the quality of a subject or program, reporting to stakeholders and granting organizations, making reports for certification, and advertising the qualities of a subject or program. Summative assessment represents a final ranking or ability. It does not essentially take place at the end of a course; its purpose matters rather than its timing. It guides to make a final assessment— for instance, verifying that the learner has attained standard or passed a particular fraction of a program.

2.3.9 Product & Process Assessment

'Product assessment' focuses on ending result, such as an essay, a case study, a painting. Occasionally there may be no result to assess or the course itself may be the thing of assessment such as a doctor identifies a patient's problem. It enables you and the student to check the quality of learning and to take essential actions

according to it to develop more efficient approaches to learning (Freeman & Lewis, 2004).

Process assessment initiates with the recognition of targets of specific project to be attain, actions to be take on and products to be carried in the course of attaining a project's final goals. The process assessment verifies whether markers have been attained on program, deliverables produced and cost estimates met. Success is assessed through the degree of difference from the estimated plan.

2.4 The Sources of Assessment

The 'source' of assessment is the person accountable for carrying it out. The major sources of assessment are:

- The students themselves
- Their peers
- Tutors & others within the learning environment
- Those who operate outside immediate learning environment.

2.4.1 The students

Learners should enhance their ability to assess themselves against assessment requirements of their courses. Modern literature strongly stresses to involve students in assessment process through negotiation or in other learning activities.

2.4.2 Students' peers

Peer assessment is the most useful source of assessment. Students are always motivated to criticize one another's work and to point out strengths and weaknesses of one another. Informal peer assessment is also useful for improvement of learning.

2.4.3 Tutors and others within the learning environment

There is a series of people that may directly or indirectly involved in assessment- teachers, tutors, staff working in libraries and resource centers and employers.

Major responsibilities of teacher are:

- Making available all information on courses and assessment.
- Clarifying the standards and criteria used in students' assessment.
- Ensuring effective feedback to students on work.
- Monitoring students to follow the feedback.
- Solving the problems of students.
- Proper management of assessment procedure and recording properly.
- To improve the learning of students and using proper feedback from assessment.

Teachers play a vital role in assessment and have greater influence on students.

Teachers need to give guidance to students concerning assessment activities.

Teachers are the best consultants of students to aid them in their performance.

Teachers should be able to identify the students' abilities and need to give proper feedback and guidance to students.

2.4.4 Those who operate Outside the Immediate Learning Environment.

'Educators' are not the only people who may facilitate students with assessment. There are various persons who can help student e.g. family members, friends, neighbors and others including those of:

1. Persons who ask questions about assessment
2. Checking for their own competence areas (for example, a workplace mentor can verify a report for technical accuracy)
3. To clarify the parts of students' answers those seem ambiguous.

Modern thinkers are in favor of involving a wider range of stakeholders in assessment process. Employers play an important role both in defining what should be assessed and in real assessment. (Freeman & Lewis, 2004)

2.5 Principles of Assessment for Learning

QCA (Qualifications and Curriculum Authority) which is responsible for national curriculum, assessment, and examinations has recommended a list of assessment principles. QCA (Qualifications and Curriculum Authority) has focused on different aspects of assessment for learning and suggested that assessment for learning should

be a key professional skill of all teachers. It should given a central role to classroom practice.

THE BIG 5 PRINCIPLES OF ASSESSMENT FOR LEARNING presented by The UK Assessment Reform Group (1999) are:

- Effective feedback to learners to improve their learning.
- Active participation of learners in their own learning.
- Taking into account the assessment outcomes & to adjust teaching according to it.
- Identification of influences of assessment on learner's motivation & self-esteem.
- Self-assessment by students and understanding of their own strengths and weaknesses.

2.5.1 10 Principles of Assessment for learning by Assessment Reform Group 2002

1. Every educational attainment is known by assessment for learning. The full series of attainments of all learners should be identified by assessment for learning. To develop the entire learners' opportunities to learn in all parts of educational process, assessment for learning should be utilized. It should enable all learners to achieve their best and to have their efforts recognized.

2. Assessment for learning increases the ability for self-assessment. Learning develops learners' power for self-assessment so that they may become philosophical and self-managing. New skills, new knowledge and new understandings can be gained by independent learning. To take charge of students' learning through developing the abilities of self-assessment, teachers should equip learners with the desire and the capacity.
3. Assessment for learning helps learners know how to improve. Teachers should give constructive guidance to students about how to improve because in order to plan the next steps in their learning. Students need proper information and direction. They should be given information about their strong points and guidance on how to build up them and about how to improve upon their work.
4. Assessment for learning develops understanding of goals and criteria. For effective learning it is essential for learners to understand what it is they are trying to attain - and want to attain it. Dedication to learning objectives and a shared understanding of the criterion by which students are assessed should be developed through effective learning. Teacher should discuss with students using expressions that they can understand, providing patterns of how the criterion can be met in practice and engage learners in peer- and self-assessment.
5. Assessment for learning develops motivation. Assessment should emphasize on learners' motivation. Assessment enhances motivation by stressing progress and attainment rather than disappointment. Teachers should make contrast with students who have been more doing well to motivate learners. To defend the students'

independence, to give them some option and productive feedback and to provide them opportunity for self-direction. By assessment techniques, motivation can be developed.

6. Assessment for learning is insightful and productive. Every assessment has an arousing impact so assessment for learning should be responsive and useful for students. Teachers should be as positive as possible in the feedback that they give and should know the impact that remarks, scores and grades can have on students' self-assurance and eagerness. For both learning and motivation remarks that spotlight on the work rather than the person are more productive.

7. Assessment for learning is a professional skill. To plan for assessment; to monitor learning; to evaluate and understand facts of learning; to provide feedback to students and support them in self-assessment, teachers necessitate the professional knowledge and abilities.

8. Assessment is central to the classroom practice. Assessment for learning should be accepted as fundamental to classroom practice. Assessment can describe much of what teachers and students do in classrooms. To reveal knowledge, understanding and abilities, tasks and questions prompt students. Teachers monitor, understand and make judgments about how students' learning can be enhanced by what students say and do in classroom. In suggestion, discussion and decision making, these assessment procedures are fundamental components of daily classroom practice and engage both teachers and students.

9. Assessment focuses on how students learn. When assessment is designed and when the data is interpreted, the procedure of learning should be in the minds of both student and teacher. Students should become as conscious of the 'how' of their learning as they are of the 'what'.

10. Assessment for learning is a component of valuable preparation of teaching and learning. For both student and teacher to acquire and utilize information about improvement towards learning targets, a teacher's plan should give chances. To take action to primary and rising ideas and abilities, it also has to be flexible. To make sure that students understand the targets they are focusing and the criterion that may be useful in evaluating their work, planning should contain strategies. Teacher should also plan how students will accept feedback, how they will take part in assessing their learning and how they will be assisted to make additional improvement.

2.6 Purposes of Assessment

There are various purposes of assessment but we can group them as under:

- To select
- To certify
- To describe
- To aid learning
- To improve teaching.

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2.6.1 To Select

Assessment is helpful in selection process to choose students for a further course or for employment. It describes which student will benefit from study and how a person might perform in employment, it is also called ‘predictive assessment’. It aids learning as ranking of students has closer relation to selection. This form of assessment involves ranking students on the basis of merit or attainments.

2.6.2 To Certify

It verifies the ability of student that he/she has reached the particular criteria or standard. When a particular level of performance is achieved, it may describe simple ‘pass or fail’ or ‘competent’ or ‘not yet competent’. This type of assessment certifies a license to practise – for example as a plumber or an airline pilot.

2.6.3 To Describe

It can be done in the form of ‘profile’ to determine what a learner has learned or can perform in greater detail.

2.6.4 To Aid Learning

The significant purpose of assessment is to aid students’ learning. Assessment plays a vital role to improve. It can stimulate learning in various ways:

- By providing proper feedback to students
- By providing useful information for future planning what students should do next.

- By providing guidance to keep learners on right track.
- By giving opportunities to learners to practice
- By motivating students towards learning.

2.6.5 To Improve Teaching

Assessment can improve teaching by reviewing the effectiveness of all learning arrangements. Assessment provides information that we need to modify and to improve the learning of students. For instance, if students often find problems in understanding the instructions given by teacher, teacher needs to change his/her teaching methods. Assessment is helpful for teachers to make adjustments keeping in view students' abilities. Erwin (1997) said that wider institutional decisions are based also on assessment results. For example: selection of staff and revision of courses.

2.7 Assessment and the Stakeholders

For various groups, assessment has different purposes; these groups are also called the 'stakeholders' who have particular interest in assessment. The major stakeholders are the:

- a) Students
- b) Teachers
- c) Society
- d) Educational institutions

2.7.1 Students

Students seek an award or certificate for further course or job. Assessment can also be useful for students to confirm and validate their performance and achievement. Assessment also provides effective feedback to students which can be useful for future planning, in identification of their strengths and weaknesses and to give them a motivating experience.

2.7.2 Teachers

Assessment can provide information to teachers about the impact of their instructions on students' learning (and what they are learning). It can validate efforts and professional skills of a teacher. It can also guide future activities and identify what a teacher needs to modify.

2.7.3 Society

Society expects the quality education. Quality education is based on quality assessment and maintaining standards within an institution or across many of them.

2.7.4 Educational Institutions

With the help of assessment, institutions can create links with other stakeholders. For instance, to improve learning, results of students are communicated to their parents to work with them in partnership. Assessment helps institutions in revision process, modification of courses and incorporation of new courses and programs to offer.

2.8 Norm- & Criterion-referenced & Self-referenced Assessment

2.8.1 Norm- referenced Assessment

In terms of students' achievements, a rank order of students is established which is called 'Norm-Referenced Assessment' (NRA). In the group such as class or year, performance of a student is compared with others. The primary aim of this type of assessment is to differentiate and to compare students' performance with one another. At the expense of other students in a group, students may move up the rank order to improve themselves.

2.8.2 Criterion-referenced Assessment

Students' outcomes are not compared with one another in 'Criterion-Referenced Assessment' (CRA). This type of assessment involves measuring students' performances or outcomes against previously determined standard. Students can achieve a 100% success rate. If all students meet the standard, all would pass. Examples include the driving test – if all students meet the standard, all would qualify and if all are below the particular standard, all will be considered fail.

2.8.3 Self- referenced Assessment

Rowntree (1987, p178) determines that in 'self-referenced assessment' objectives are set by students. Performance of students is compared with their own previous efforts. For example, in the case of 125 meter race, this would simply translate into judging whether or not the learners had improved on their time.

2.9 Reliability of Assessment

Reliability of assessment is based on sufficiently a large sample. Reliable assessment covers all learning outcomes. It ensures sufficient breadth and depth – a matter of fine judgement. Reliability of assessment is based on two levels:

- i. Individual assessors
- ii. Number of assessors

A reliable assessor whenever marks a particular assignment, he makes the same decision. And if there are more than one assessor, all assessors would make the same decision on work of a similar standard to achieve the reliability. All 'reliable' assessors make the same judgement or decision whether they assess a practical performance or cognitive skill.

2.9.1 Ways of Improving Reliability

There are following ways of improving reliability:

- Simple, sound and usable criterion ensures greater reliability. It clarifies the nature of task and focuses learners accurately on what is essential.
- Increasing the sample size of students' behavior also leads to greater reliability. Larger number of sound questions will always give more reliable results.
- In exams marking when assessors discuss the outcomes with one another after marking sample scripts against the criteria, usually lead to

greater consistency of assessors which will increase reliability by enhancing the consensus of how to interpret the criteria.

- To adjust marks by assessors may also increase greater reliability. If one assessor is more generous (or severe) than other assessors, their marks can be adjusted down (or up) proportionally. If the marker maintains the same bias throughout, reliability may improve.

2.10 Validity of Assessment

Assessors measure the important aspects; what is needed to measure is called validity of assessment. For example, employers say that students after leaving university are unable to work in teams and use their skills. It shows that the way students are assessed, is not valid. Students' skills are assessed by using invalid methods. Employers say that a university course or degree should prepare students for work properly, but because of invalid assessment, the courses do not succeed in doing this.

In 1934, H.G Wells said (quoted in Perraton, 1995) that education system was just missing the target. "The only results we produced were examination results which merely looked like the real thing. In the true spirit of an age of individualistic competition, we are selling umbrellas that wouldn't open, or a patent food without any nourishment in it."

The assessment methods employed to measure the performance of students must be appropriate, must reflect the learning material and must balance learning and teaching.

2.10.1 How to Improve Validity

There are a number of guidelines on how to improve validity:

- Assess only what is important to measure rather than trivial outcomes.
- Explain the purpose of assessment clearly to students.
- Always use suitable and appropriate ways of assessment.
- Measure only what you have actually taught – if you have taught cognitive skills, don't measure or assess practical skills of students (Freeman & Lewis, 2004).

2.11 Importance of Assessment of student's learning

Assessment provides useful feedback to teachers and students concerning students' progress towards attainment of learning objectives. Teacher uses this information or feedback to modify and develop his/her instructions. To recognise skills, knowledge and comprehension level of students assessment of students learning plays a significant role. Assessment can be formative or summative. Summative assessment is usually graded and is conducted at the end of program.

Accomplishment of satisfactory summative grades signifies improvement or the accomplishment of an award. (For instance, for a Ph.D award, summative grading is hardly ever used) Grading refers to the particular addition of marks/grades, while assessment wraps the entire progress of student learning, The UK Quality Assurance Agency (QAA 2000) remarks that assessment plays a major role in the learning practices of learners. It establishes the development level of learners through programmes and reveals that they have attained the proposed learning objectives. Through the giving of testimonial or tribute, assessment gives public recognition to students. (*Assessment of students*, May 2000)

Assessment validates attainment of students by indicating abilities and skills of students. Assessment can be formative, summative or diagnostic. A teacher can employ more than one technique to authenticate his/her assessment. For example, a large amount of coursework is formative because it gives an opportunity for students to be offered feedback on their achievement level, but also frequently adds up towards the credit being built up for a summative attainment. At the end of section or end of course, examination is planned to result in a summative assessment that particular level of students' achievement has been attained. Both formative and summative assessment can also serve diagnostic purpose because principally assessment is expected as diagnosis, inherently formative and hardly ever may it contribute towards a summative assessment.

All methods can be used to assess the efficiency or performance of an individual, group or organisation. Assessment takes account of assessing students' learning,

assessment of quality of overall education as well as assessment of teaching and learning including teachers' performance.

The UK Quality Assurance Agency for Higher Education (QAAHE, 2000) states that assessment evaluates the outputs of students' learning. It verifies knowledge, understanding developed, and skills gained by students during learning process. It serves a lot of purposes and provides sources for learners to be given grades, declared pass or fail. It provides information about learners that whether they are ready to proceed, to qualify for testimonial or to demonstrate competence to work. Assessment facilitates teachers to assess their efforts, teaching and to provide proper feedback to students to improve their learning.

According to T. Dary Erwin (1991) Assessment is helpful in defining, choosing, designing, gathering, analyzing, understanding, and finally using information to provide effective feedback to enhance students' learning and progress.

Wojtczak (2002) identifies that assessment verifies grade of students using defined criteria or standard. In an educational context, the function of assessment is to measure the abilities or understanding to calculate progress over time, to assess strong and weak points, to grade students for selection or elimination, or to stimulate. Assessment should be reliable, valid and free from personal bias.

2.12 Classroom Assessment Techniques

In the 1990's, scholars were finding the responses of two fundamental questions:

- (1) How healthy is the learning of students – learning process?

(2) How effective are the teaching techniques – teaching process?

Classroom research and classroom assessment retorted openly to this anxiety about enhanced learning and more valuable teaching. Classroom assessment enables teachers to understand the learning of students along with impact of their instructions upon it. Classroom assessment involves nonstop checking of students' learning. It provides proper feedback to both learners as well as teachers so that teachers may modify their instructions accordingly and learners may also improve their learning by following the feedback given by teachers. Because classroom assessment is produced, managed and evaluated by teachers themselves, they will surely apply the results of the assessment to their own teaching enhancement.

Classroom assessment assists teachers to understand their students as teachers can obtain feedback on what, how much and how well their students are learning. Teachers can then use this information to progress their teaching and to aid students making their learning well-organized and more efficient.

Too frequently, students cannot learn what is expected from them; sometimes considerable gaps exist between what was taught and what has been learnt. To avoid such gaps and problems, staff and students need ongoing checking and assessment of students' learning and teaching as well. Classroom assessment is mainly valuable for checking how well students are learning at very initial and intermediate points, and for giving information for enhancement when learning is less than acceptable level.

Through practice of classroom assessment, faculty becomes better able to understand and promote learning, and increase their ability to help the students themselves

become more effective, self-assessing and self-directed learners. Initial stage assessment enables teachers to assess previous knowledge of students and intermediate assessment assists teachers to recognize whether students are properly getting instructions as the course proceeds or they are lacking behind. Final phase assessment reports the grades of students and demonstrates whether the goal has been achieved or not?

Classroom assessment is an approach that assists teachers to find out what learners are learning in the classroom and how fine they are learning it. This approach is based on following features:

2.12.1 Learner-Centered

Focal point of classroom assessment is the prime attention of teachers and students on developing learning rather than on enhancing teaching. Classroom assessment gives feedback to guide teachers and students in making modifications and to get better learning.

2.12.2 Teacher-Directed

The individual teacher makes a decision what to evaluate, how to evaluate and how to take action to the information achieved through the assessment. Classroom assessment values the sovereignty, professional judgment and educational freedom of teachers. Anybody outside the classroom cannot force the teacher to distribute the outcome of classroom assessment.

2.12.3 Mutually Beneficial

The active contribution of students plays a vital role in classroom assessment. Students add force to their abilities and strengthen their grip of the course content and build up their own talent at self-assessment by participating in assessment. Shared assessment motivates students for further improvement. Teachers also enhance their teaching as they effort intimately with students. They try to improve their teaching skills, recognize new ways of facilitating students to improve their learning.

2.12.4 Formative

Major purpose of classroom assessment is to improve the worth of students' learning by providing proper feedback. It does not give proof for assessing or grading students. The assessment is nearly non-graded and is approximately always unidentified.

2.12.5 Context-Specific

Classroom assessment determines specific needs and features of particular courses, teachers and students to which they are applied because sometimes what works fine in one class does not essentially work in any other.

2.12.6 Ongoing

Classroom assessment is continuous progression which provides feedback to maintain the teaching-learning activities. Teachers require feedback from students on their learning through assessment and to utilize this feedback and suggestions for learning improvement. Teaching and learning becomes well-organized and more successful through feedback circle between teachers and students.

2.12.7 Rooted in Good Teaching Practice

Classroom assessment is an excellent practice which provides feedback on students' learning to make it systematic, suppler and more valuable. Teachers use body language, ask questions and respond to students' questions. Classroom assessment gives teachers a way to incorporate assessment thoroughly and faultlessly into the usual classroom teaching and learning progression.

Teachers monitor students by utilizing information gained through judgment. Teachers pre-suppose a vast pact about their students' learning in the course of teaching process, but a large amount of their assumptions stay untried.

Through questions, quizzes, homework and exams, teachers collect a vast range of information about students' learning and provide them feedback before time.

Classroom assessment contains seven assumptions:

1. The worth of students' learning is based on worth of teaching. If teaching techniques are effective, learning of students will automatically improve.

2. Teachers should describe goals and objectives clearly first and foremost to recognize the degree they are meeting those goals.
3. Self-evaluation by students and before time and regular feedback improves the learning of students.
4. Improvement of teaching and learning through assessment resolves issues and problems in teaching.
5. Classroom assessment provides systematic investigation and intellectual challenges to motivate the teachers.
6. Classroom assessment can be taken by all the committed teachers.
7. Classroom assessment enhances learning and provides personal pleasure to both teachers and students by collaboration and active involvement.

Teachers can use only one or two of the simplest classroom assessment techniques in only one class. In this way extremely small preparation, time and power of the teacher and students is used. This practice entails three steps:

Step 1: Planning

Choose only one class and only one simple technique to assess students.

Step 2: Implementing

Make objectives clear to the students so that they may understand what you expect from them.

Step 3: Responding

Provide feedback to students to motivate them by letting them know what they have learnt from the assessment.

Five hints for a booming set up:

1. Do not use un-appealing techniques to assess students.
2. Do not make assessment a troubling task or load on students.
3. If you have not tried an assessment technique, do not ask students to practice it.
4. Allocate more time to assessment.
5. Utilize feedback and information to enhance learning (Thomas A. Angelo & K. Patricia Cross).

2.13 Evaluating the Organization's Efforts to Assess and Improve Students' Learning

Within the context of the targets, values and learning aims of an organization, reviewers have evaluated organization's attempts to evaluate and develop students learning by using the structure of the criteria and core components of an organization.

Reviewers have used following basic questions about organization to stay focused on students' learning within the perspective and plan of the organization:

- (a) How suitable are your defined learning outcomes?
- (b) What proof do you have about students' learning outcomes?
- (c) In what ways do you evaluate and utilize students' learning proof?
- (d) How is shared responsibility made sure for assessing students learning?
- (e) How do you assess and develop the efficiency of your efforts to evaluate and enhance students' learning?
- (f) What commitment do you have to enhance students' learning and educational quality?

These questions aid reviewers in understanding the organization's attempts and dedication to evaluation of students' learning and in recognizing and confirming data related to the criteria and core components. Assessment mostly focuses on teaching process. This article also focuses on judgment of assessment planning and the way they influence learning of students. It has been found that assessment has greater impact on students' learning. The article suggests a set of situations under which assessment maintains learning and validates these with reference to theory, empirical proof and practical activities. The conditions work as a structure for teachers to maintain the effectiveness of their own assessment practices.

Assessment of students' learning is a dynamic and continuous procedure that needs considerable time, long-standing commitment and direction. Organization can use various approaches to putting into practice its evaluation procedures. Commission anticipates that every organization has developed a set of assessment procedures

which are feasible and can reveal improvement of students' learning, organizational efficacy and educational value by gathering and utilizing assessment information..

Recent approach of QAA has focused on learning outcomes and their assessment to improve the worth of higher education. When institute's teaching and learning approaches focus on assessment, it identifies that they are trying to align learning outcomes with specific criteria and assessment. The most consistent, accurate and cheat-proof evaluation systems are frequently based on uninteresting and unconscious learning having little long-lasting results - certainly they frequently and openly guide to such learning. Reviewers stated that we should plan the assessment process first and foremost which may support the learning. Then they should check the consistency or reliability of assessment. Healthier assessment of incomplete learning will not raise the criteria or standards. By improving students' learning, criteria will raise automatically (Gibbs, 1995). Reviewers have argued when a cycle of conditions is met, assessment will support the learning in the best way and will assist a teacher to utilize useful assessment practices (Gibbs, 1999).

2.14 Meanings of Feedback

Feedback is a specific mean which arouses learning and action. To act accurately learners require suitable information, and the stimulus to apply the information. The source of the feedback, and the type it takes, are equally have essential influences on learners' stimulus.

Falchikow, (1995) verified the errors and shortcomings in this system if these two situations are not met, such as when:

- Teachers don't follow the actions of students that is a lack of interest in giving exact feedback
- Students neglect or ignore teachers' comment on written task
- Students understand but don't follow the information
- Students fall short to read their teachers' feedback or misunderstand it.

2.15 Characteristics of Feedback

Effective feedback involves following four characteristics:

- Relevant
- Informative
- Encourages self-assessment
- Encourages dialogue

2.15.1 Good Feedback is Relevant

Feedback needs to be associated to the assessment criterion for the task/assignment.

It should enable learners to perceive how good they have acquired each criterion and especially precise about criterion they have not attained.

Feedback should also associate to individual learners, regarding the specific approach they took to assessment task and other issues distinctive to individual such

as their preceding effort and developmental phase. To avoid repetition and make sure diversity, teacher should remember earlier feedback that he has provided.

2.15.2 Good Feedback is Informative

Feedback needs to be comprehensive and adequately detailed. Too small information and large amount information can be equally harmful for students. Information given on students' strong points can be encouraging and good for motivation. It can also facilitate learners to plan in advance and to place additional efforts into those things they are not excellent. It is duty of teacher to identify learners' weak areas for enhancement or improvement and to properly guide how they can deal with these. Hints for perfection should be handled properly and should be perceived by learners to be achievable and within their reach. Research demonstrates that learners are most motivated when they think they can attain outcomes with proper effort so teacher should aid learners to progress forward towards further stages.

2.15.3 Encourages self-assessment

Students need to be positive and practical in self-assessment. Learners should show readiness to evaluate their own efforts critically and should internalize criterion and standards. Teacher should motivate students for self-assessment by providing them reasonable feedback.

2.15.4 Good Feedback encourages dialogue

Good feedback is a mutual or two-way procedure. Teacher needs to try to encourage an answer and an ongoing dialogue – whether this is the theme of the task or portion of students' performance or the feedback itself.

Teacher should provide helpful feedback to students which may improve their learning in future. Teacher should ask students, individually or in group, to:

- 2 Find out supportive instances of feedback remarks.
- 3 Clarify how they facilitate.
- 4 Find out instances of feedback remarks that were unsupportive.
- 5 Give details why these were unsupportive.

2.16 Briefing Students on Feedback

It is responsibility of teacher to make clear the purposes behind feedback and provide guidance and practice in how to apply it. The following are the recommendations given by Freeman & Lewis (2004), which could be integrated into briefing explanation to learners;

- Get ready for supportive feedback because the main purpose of feedback is to assist you.
- Cautiously judge all feedback that is given to you, if you are not satisfied with feedback provided, discuss it with your teacher.

- If the feedback provided to you is unsupportive its purpose is met. So it is your responsibility to inform your teacher what sort of feedback is useful for you.
- Take action to feedback by asking for more explanation or taking issue with teacher.
- Ask other fellows to give remarks on your work; it may facilitate to involve other students in assessment procedure.
- You need to be the greatest critic of your efforts. It will make you to learn more whatever your age or purpose is and will develop your own insight as an assessor.

2.17 Effectiveness of Feedback in Improving Learning

Hattie (1987) reports in a comprehensive review of 87 meta-analyses of studies of what makes a difference to learner attainment, the most prevailing single influence is feedback.

Similarly Black and William's (1998) comprehensive review of formative assessment emphasizes that feedback has the extraordinarily huge and reliable positive effects on learning compared with other parts of teaching or other interventions planned to improve students learning.

Although we have no firm facts but it is assumed that feedback to individual students in higher education have declined significantly as class sizes have enlarged. A major factor of teachers' workload in higher education is writing remarks on students'

assignments. Financial systems of scale are hard to attain for assessment because class sizes have greater than before there have been some financial systems of scale in teaching just by packing more learners into classrooms. Most assessment expenses go up in direct ratio to the number of students. As a result assessment expenses can surpass teaching expenditure and teachers can find themselves spending much of their time on scoring.

In the Course Experience Questionnaire (Ramsden, 1991), to evaluate the worth of courses, the questionnaire item used broadly in Australia and elsewhere that most obviously discriminates the best and worst courses and shows a relationship most strongly with students' performance that mostly teachers generally provide supportive feedback on how you are going" (Ramsden, 1992).

Supportive feedback makes more distinction than something else teachers do. But it does not mean that higher education teachers in fact provide useful feedback, it means that whether or not they provide. It is essential to be sure how well feedback works in practice by giving the effort put into it.

To know the perceptions of students and teachers concerning assessment, Maclellan (2001) reviewed 130 students and 80 lecturers at the University of Strathclyde. 40 questions were asked about feedback and these exposed large disagreement between responses of students and lecturers. Most teachers responded that detailed feedback is normally supportive, frequently assists to understand and frequently assists learning. Most students responded that in these ways just sometimes feedback was useful. 30% of students reported that feedback never helps them to comprehend.

While 63% of lecturers responded that feedback normally prompt discussion with teachers, only 2% of students responded the same way and 50% of students responded that feedback never prompted discussion.

There is a crisis with the amount and value of feedback such that it is not actually useful to students – it is hard to give inclusive and constructive feedback after all teachers are under huge time pressure. But there are also other troubles. Studies demonstrate of what students do with feedback makes for miserable sense.

Feedback is often not understand at all (Hounsell, 1987) or not realize (Lea and Street, 1998).

Wotjas (1998) reported that if students dislike the grade they usually don't follow the feedback, while some seem worried only with the final outcome and don't gather the discernible work.

There is also a difficulty related with both scores and feedback being provided. Where assessment is basically utilized to differentiate between students, a grade is always considered by learners as representing their personal skills or value as an individual in relation to others so 'a meager grade' can hurt a students' 'self-efficacy', or sense of ability to be efficient.

Yorke (2001) stresses on function of feedback in 'academic integration' and also elaborates on the positive or negative ways in which formative assessment may have an effect on students' learning (Tinto, 1993). It has been reported by Black and William that students read feedback much more cautiously and apply it to guide their

learning only when they are not given scores and grades, otherwise they don't consult feedback.(Black and William, ibid).

In the light of this research fact some institutions have implemented policies that no scores should be given and all assignments should only have feedback. The best recognized higher education case of 'grade-less' assessment is perhaps the Alverno College 'assessment as learning' system. Assessment without feedback comes out to be out of favor by both students and teachers and is mostly unsuccessful in supporting learning. The fact is argues that if your assessment is accompanied by effective feedback then learning will certainly be more valuable.

Research has described lists of guidelines for teacher to get ready students for formative assessment such as that below, based on Gagne (1977):

1. Prerequisite skills or understanding should be reactivated or strengthen before introducing the novel content to students.
2. Concentration of students should be focused on significant portion of the subject.
3. Active learning strategies need to promote.
4. Students should be given opportunities to perform skills and strengthen their learning.
5. Information of outcomes and remedial feedback should be given to students.
6. Teacher needs to facilitate students to enhance their own growth and should increase their self-evaluation skills.
7. To enhance abilities of students, teacher needs to lead additional instructional or learning activities.

8. To help students to give them a sense of achievement. (Crooks, 1988)

2.18 The Influence of Feedback on Learning

Knowledge always focuses learning. To benefit from courses, learners need correct feedback on their performance and achievement. To assess knowledge and competence of students, they need help and assistance of teachers. Learners require frequent feedback and direction for improvement and good performance as well. Teachers should provide learners proper opportunities to assess themselves and to reflect on their learning so that they may develop their learning. (Chickering & Gamson, 1987).

Feedback is considered as a matter of 'correction or errors' (Bruner, 1974) or 'information of outcomes' related to learning itself. If teachers inform learners that they are correct or where they have gaps and how this gap can be filled then they will surely learn because provision of supportive feedback always affect learning behavior of learner and it may result in learners taking act for additional learning.

Regular feedback given on little portions of course content is more functional than one large piece of complete feedback on an extended essay or task after ten weeks of learning. XXX has reported that feedback given on assessment increases learners performance on exams.

The Open University prepares their 7,500 part time tutors to provide comprehensive, supportive and widespread feedback to learners to improve their learning.

Cole et al (1986) has presented a list of the characteristics of effective feedback in distance learning and Roberts et al (1996) found that learners' preferences for feedback directly match this list. The particular types of effective feedback differ from subject to subject. For instance, in Hyland, (2001) data about the most efficient types of feedback demonstrates that in both Psychology (Stevenson et al, 1996) and mathematics (Rice et al, 1994) learners want particular, comprehensive and facilitative feedback.

The feedback focuses on students' performance, on their learning and on actions under the students' control, rather than on the students themselves and on their characteristics:

Literature on formative assessment describes that there is a great difference between feed back which makes learners desperate and the feedback which guides learners correctly where they have deficiency and how they can improve it.

Grades or marks without feedback have destructive effects on students. Feedback which focuses on learners' personal traits is always de-motivating and may harmfully affect learners' 'self-efficacy' or 'sense of competency'. Self-efficacy is directly associated to effort and diligence with tasks (Schunk, 1984, 1985), calculates academic attainment of learners and is linked with accepting a profound understanding to learning (Thomas et al, 1987).

Feedback relating to content gives the learner with opportunities for action. It is not connected to their ego rather its centre of attention is learners' activities. Wooten

(2002) highlighted the negative impact of assessment on students and strongly suggested the provision of effective feedback to encourage learning.

The feedback is timely in that it is received by students while it still matters to them and in time for them to pay attention to additional learning or receive additional support:

Chickering and Gamson highlighted this concern in the 'Seven Principles of Good Practice in Undergraduate Education' (Chickering and Gamson, 1987, 1991). It is consisted of a series of studies of feedback timing. Teachers need to provide immediate feedback at every stage of learners' development through course units. To enhance learners' competence the Personalized System of Instruction (PSI) has been established in various studies. (Kulik, et al 1980).

If students are moved to a new material/unit without giving them quick and facilitative feedback, then the function of feedback is failed and it may become inappropriate to their ongoing learning. Delayed feedback never contributes to further suitable learning activity. There is a deal between the quickness and worth of feedback. Deficient feedback from a fellow student given without delay may have much more impact than more ideal feedback from a teacher four weeks later on.

Carroll (1995) explained 'formative assessment workshops' for classes of 300 medical students which involved multiple choice question test items followed by quick short remedial feedback on the questions earlier than moving on to the next segment of the course. He reported that 85% of students wish for more such sessions

and it oriented learners to suitable learning that was more efficient in passing the tests. (Carroll, 1995)

Sly (1999) reported that students had choice of taking a practice test with computer-based feedback which was adequate and in advance of an assessment to facilitate them to utilize the feedback to carry out further learning to deal with their weak points. 197 weaker learners preferred to take these practice tests and these learners improved their assessment marks to a large extent that they left behind 417 stronger learners.

Feedback is appropriate to the purpose of the assignment and to its criteria for success:

This issue is related to the link of feedback to what a task/assignment has been set for and what add up as a well effort at the task/assignment. Primary functions of feedback are:

- Correction of mistakes
- Development of understanding through clarification
- Generation of further learning by signifying additional study tasks
- Encouragement of the improvement of basic skills by focusing on facts of the application of skills rather than on the material
- Promotion of Meta cognition by encouraging learners' awareness of learning procedures involved in the task
- Identification of the learners strong points
- Encouragement of learners towards on-going learning.

Feedback should be provided according to situation and the particular purpose of assignment was set for. For instance teacher should keep in mind that whether the intention is to provide a solo chance to practice the make use of a process in a perfect way, to give numerous chances to practice in the use of a transferable expertise, to propose a wealthy chance to reveal learning or to make available a simple problem in a course that it would be rousing for a learner to complete? A current study at the Open University recommended that for new learners, retaining motivation was the most vital and powerful issue for their initial task/assignment in a course. (Gibbs and Simpson, 2002).

Teachers should give proper support and encouragement to learners because sometimes only amendment of mistakes may not facilitate their learning successfully. Learners should have knowledge and understanding about their grades/scores that why they have acquired the grade/scores they have and why they have not acquired a higher or lower grade. Criterion should be unambiguous and understood by learners and it should go together with standards. In order to orient learners properly, understanding of criteria to the task/assignment is fundamental. Penny and Grover (1996) have reported that learners sometimes misunderstand the criteria to be applied to evaluate them. Feedback at numerous phases during an ongoing task/assignment encourages students' effort in correct ways. (Carless, 2002).

Feedback is appropriate, in relation to students' understanding of what they are supposed to be doing: Students' conceptions of the task:

Students should have clarity of task/assignment they have been set when they deal with task/assignment otherwise they can misunderstand or puzzled by whatever briefing and feedback they have been provided. Academic tasks should be clear to students and they should have clear understanding of what a teacher wants from them. (Hounsell, 1987). Academic tasks which make little or no sense to students can create great troubles for students in understanding feedback properly to promote their learning.

Students' conceptions of learning

Saljo (1982) explains that students have following five notions/conceptions of learning:

1. Learning is passive reception of information and knowledge
2. Learning is memorization of information or knowledge
3. Learning is active memorization of information or events which are utilized in the future.
4. Learning is comprehension of ideas.
5. Learning revolutionizes our individual authenticity. It enables learners in considering the world in a different way.

Learners who consider learning as memorization of knowledge or information may have difficulty in understanding feedback accurately. So it is responsibility of

teachers to change their unsophisticated conceptions of learning and to move from conceptions 1, 2 and 3 to conceptions 4 and 5.

Students' conception of knowledge:

Perry stated that over time and through academic experience, students develop their understanding of knowledge. (Perry, 1970).

He explains that initially students think that only to learn huge amount of correct answers is called knowledge. He states that students move through numerous phases to understanding the nature of knowledge, for instance, a learner who does not describe a conclusion to an essay may be leaving it up to the teacher to make a decision; teacher needs to write all suitable conclusions on assignment. Feedback that only states "*No conclusion*" may not facilitate such a learner towards improvement. Teachers' feedback should properly guide the learner instead of creating misunderstanding for him.

Feedback is received and attended to:

Various studies have explained that students ignore all received feedback on their assignment back and their centre of attention is only scores or grades. (Hounsell, 1987)

Crooks (1988) has reported that students pay little attention towards feedback accompanying grade. Jackson (1995) also reported that rather than focusing at feedback on essays students were mainly looking at the grade.

There are following specific steps for students to engage them with feedback:

- Asking learners to identify feedback on their assignment and providing feedback on nothing else.
- Give only feedback but no scores at first, so that students may understand the feedback to obtain some idea how they are moving ahead.
- Involve students in self-assessment but without any scores being involved so that students may focus on whether teachers' analysis matches up to their own. A study has reported that explicit self assessment enhances students' performance and raise students' control over their learning approach. (Dochy et al 1999).
- Provide feedback on two-stages of assignments. On the first stage, feedback should be given to develop the value of task and second stage should be graded. Cooper (2000) has described that such a system can get better almost every students' performance, mainly the performance of several weaker students.
- Provide grades only at the end after self assessment and teacher's feedback has been finished.

Feedback is acted upon by the students.

This concern involves the impact of feedback on upcoming learning. Although feedback corrects mistakes but still lead to no change in the way a learner goes about the next assignment or deals with any upcoming learning task.

There are various reasons for it:

- Delayed feedback.

- Backward looking feedback which focuses on only content that will never be studied again.
- Provision of impractical or unspecific feedback.
- Ambiguous and unclear feedback.
- Rather than pertaining to general matters such as learning abilities or approaches that simplify tasks, teachers need to provide context specific feedback which only concern to the particular assignment.
- Provision of discouraging feedback.
- No follow-up to confirm if learners are taking action according to feedback.

Ding, (1998) recommends that instead of understanding feedback remarks, learners do minute with them. Brook hart (2001) reported that successful learners utilize both scores and feedback and vigorously self-assess both to learn and to guide their upcoming learning. Sadler reported that the ultimate goal of teaching and feedback is to monitor students' performance. (Sadler, 1989). In the USA in college, Research on the impact of the use of 'classroom assessment' emphasis not on the learning of particular material but on the improvement of students 'meta-cognition' and the capacity to increase power over their own learning. (Steadman, 1998). Teachers should teach learners how to utilize feedback to increase meta-cognitive power (Sadler, 1998).

2.19 Raising Standards through Classroom Assessment

Mr. Black and Mr. William pointed out that assessment is a fundamental element of classroom practices and it can increase standards of attainment. Raising standards is a national precedence certainly. Current Governments are trying to make healthier modifications in assessment to raise the standards. To increase the educational standards National, state, and district standards; goal setting; improved programs for the external assessment of students' performance; surveys such as NAEP (National Assessment of Educational Progress) and TIMSS (Third International Mathematics and Science Study); projects to develop school planning and management; and more everyday and detailed scrutiny are all sources in the direction of the same end. Learning is determined by what teachers and students do in classrooms, so the amount of all these changes has not added up to an efficient policy. In order to assist students learn instantly and become enhanced learners in the future by channeling the personal, emotional, and social pressures of a students, teachers have to handle complex and challenging circumstances. If teachers can deal with this task more successfully, Standards can be improved.

The TIMSS video study demonstrates that if teachers focus on only standards and accountability and they pay no attention to the processes of teaching and learning in classrooms will not give the direction or guidance those teachers need in their pursuit to progress.

Most of the people consider that it is up to teachers to make the inside work improved. For two reasons, this response is not adequate. First, it is at least promising that various modifications in the inputs may be counterproductive and make it difficult for teachers to increase standards. Second, to leave the harder piece of the standards-raising problem completely to teachers is odd and unfair. Policy makers and others can provide direct aid and support to the daily classroom mission of achieving improved learning to raise the standards.

2.19.1 The Argument

Teaching and learning are interactive. Teachers should know about their students' progress and their problems with learning so that they may modify their activities in order to solve problems or difficulties. Teachers should understand the needs of their students as they vary from student to student. Monitoring, discussion, assessment and observation of students' written work can enable teachers to understand the needs of students.

Assessment is conducted by all teachers in each class they teach. But there are three essential questions about this practice that we try to response:

1. Is there any proof that developing assessment increases standards?
2. Is there any proof that there is space for enhancement?
3. Is there any support about how to get better assessment?

2.19.2 Does Improving Assessment Raise Standards?

In 1986, a research review was published focusing mainly on classroom assessment work. It surveyed a number of improvements from which 23 were preferred.

Evidence of students' learning gains was attained. Review also selected 20 more researches. All these researches found that new improvements that contain strengthening the process of assessment always generate valuable learning outcomes. These studies vary over age groups from five years old students to university graduates across numerous institutes' subjects and over a number of countries.

Many of these studies have concluded that formative assessment aids low achievers to improve their learning and to raise standards overall. A recent study presented that low achievers and students with learning disabilities enhance their learning through frequent assessment feedback.

Various reports have raised a number of other issues.

- i. Assessment involves new ways to improve feedback between students and teachers and require modifications in classroom practices.
- ii. Students' active participation enhances effective learning.
- iii. Utilization of assessment results to modify teaching and learning make assessment workable and vigorous.
- iv. Careful attention needed assessment practices to develop self-esteem and motivation in students.

2.19.3 Is There Room for Improvement?

Research evidence presents that the daily practice of assessment in classrooms is overwhelmed with troubles and weaknesses as pointed out by the following preferred citations:

- i. Marking enhances underachievement and underexpectation by being too liberal or imprecise in many cases. According to a United Kingdom inspection report, feedback is inadequately used by teachers to inform students about their work and performance.
- ii. The degree and temperament of formative assessment is poor as indicated by a research study teachers in the United Kingdom.
- iii. A study of Canadian teachers reported that in fact teachers paid only lip service to formative assessment but think that its application is not viable in the current educational perspective.
- iv. US review of assessment practices describes that current assessment practices were not so common. These types of approaches are currently encouraged broadly.

2.20 Difficulties with Assessment: Three Main Issues

- Effective learning
- Negative impact
- Managerial role

2.20.1 Effective Learning:

Disregard of quality of learning and teaching by teachers and putting emphasis only on quantity and presentation of work is the main difficulty with assessment. Secondly, questions and other assessment techniques used by teachers don't critically measure what they require to measure. Thirdly, assessment techniques used by teachers enhance rote-learning and surface learning.

2.20.2 Negative Impact:

The trouble with assessment is that teachers overemphasize the grading and scoring whereas they underemphasize learning function and feedback. Secondly, teachers utilize assessment approaches only to compare students' performances, which may underestimate low achievers. When teachers use assessment techniques only for purpose of competition rather than personal improvement, low achievers think they lack "ability" causing them to come to believe that they are unable to learn.

2.20.3 Managerial Role:

Often at the cost of learning function, teachers' feedback to students gives the impression to serve social and managerial functions. Secondly, teachers are often unable to understand their students' needs. However they may expect students' outcomes on external assessment because their own assessment copies them. Thirdly, the analysis of students' work to determine learning needs is given no priority. Marks are given for higher priority by teachers.

Of course, not all these descriptions are valid to the entire classrooms. Certainly, there are several classrooms to which they do not appropriate at all. However, these general conclusions have been drawn by researchers who have gathered facts from institutes in numerous countries, as well as the US through observations, interviews and questionnaires.

2.21 How Can We Improve Learning Through Assessment?

The positive aspect of formative assessment is that students are the prime users of information. So culture of success is supported by a faith that all students can achieve and learn. If formative assessment is corresponded in the right way, it works as a powerful tool to improve students' learning. Formative assessment enables low achievers to improve their learning by focusing on particular problems with their work and providing them explicit understanding of their goals. Feedback should be positive and should improve students' learning rather than disappointing them. It should avoid comparisons with other students.

Selection of teaching techniques and assessment tasks are very important to begin at the beginning. In terms of learning goals tasks need to be vindicated that they serve up. If chances for students are constructed into the teaching planning to correspond their growing understanding, they can work quite well.

To provide those opportunities to students, discussion, observation of activities and scoring of written work can all be utilized, but listening and observing carefully to communicate, the writing and the activities through which students improve and

demonstrate the situation their understanding, is more important. To design these chances or opportunities for students into teaching, to express of their understanding and knowledge, will instigate the interaction through which formative assessment assists effective learning. Discussion is an important means to enhance knowledge and increase understanding because effective discussions always lead students to talk about their understanding in their own ways. Dialogues and discussions between teachers and students play a vital role in reorienting students' thinking. Meaningful dialogues and discussions between teachers and students improve learning and standards. But teachers only look for an exacting response and are deficient in the flexibility or the confidence to deal with the unexpected and they try to direct students to giving the expected responses only. Teachers think that students are not requisite to think out their own answers.

Dialogue or discussion between teachers and students is a natural and direct way of checking. Learning is often unproductive because one common difficulty is that, following a question, teachers do not wait long enough to permit students to think out their responses. Teachers' less tolerating behavior leads students to make mistakes. Quick response by only a few students in such a short time and the rest of the students are not given opportunity to think out. The question/answer dialogue becomes a formal procedure in which thoughtful participation suffers.

There is an urgent need to break this rigid cycle to improve learning by giving students time to respond; asking them to discuss their thinking in pairs or in small groups, giving students a choice between different possible answers and asking them

to vote on the choices; asking all of them to mark an answer and then reading out a chosen few and so on.

Effective teaching starts working only when dialogues and discussions between teachers and students induce thoughtful reflection in which all students can be encouraged to participate fully. The dialogue and discussion between students and a teacher should be thoughtful, reflective, focused to evoke and explore understanding and knowledge so that all students may have an opportunity to think and to express their ideas. Frequent short tests and exercises are important means of promoting feedback and improving learning. A good quality test items should be given to assess students' learning. Test items should have relevance with major learning objectives and should be explicit with proper inspection to manage.

Teachers should also make sure the quality of the feedback because research studies have shown that if students are given only scores or grades, they do not promote the feedback. The most awful situation is one in which some students who obtain low scores this time also obtained low scores last time and appear to expect to obtain lower scores next time. Between such students and their teachers, this sequence of continual failure becomes component of a shared faith. When feedback provides all students specific guidance on strong points and weak points, preferably without any overall scores, it improves students' learning. Feedback provides the students guidance on how to enhance learning. The feedback on tests, seatwork and homework should provide all students guidance on how to improve and every student must be provided assistance and a prospect to work on the enhancement.

Teacher should know about the understanding and knowledge of his students to assist each of them. Many students will refuse to accept changing usual routines because any such change is painful and stresses on the challenge to think. Students may avoid the worth of changes for their learning before they have practiced the profit of such changes. But teachers should motivate students to take risks in the belief that such changes will yield rewards in future and the objective of these changes is to improve learning and raising standards. "Delivery" and "coverage" with meager understanding are useless and can even be destructive for effective learning.

There are two fundamental issues associated with changing to a formative assessment system. Teacher should deal with these two basic issues first and foremost. The first issue is the nature of each teacher's beliefs about learning which means that knowledge is to be transmitted and learnt. Good teaching skills will develop learning. Formative assessment is a fundamental element of effective teaching. Teaching and assessment practices are inseparable. The other issue is the faith of teachers they hold about the potential of all their students for learning. One view believes that students' IQ is fixed and cannot be changed by instructions. On the other hand, second view is the "untapped potential" -- a belief that starts from the supposition that so-called ability is compound of skills that can be learnt. All students can learn more effectively if teachers offer proper assistance in teaching and learning process.

CHAPTER 3

METHODOLOGY

The objective/purpose of this study was to survey the assessment techniques exercised by the teacher educators and also to uncover that to what extent these techniques are covering the objectives, contents and learning activities planned for the courses. The study also intended to scrutinize what brand of feed back was make available to the students and how this feedback was being used for improving students' learning at higher level.

3.1 Research Framework

The present research was basically a document analysis. It was conceded to discover the assessment techniques applied by the teachers and also to uncover that to what extent these techniques were covering the objectives, contents and learning activities designed for the courses. The study also aimed at investigating what sort of feedback is being provided to the students and how this feedback is being utilized for improving students' learning in the Education Department of International Islamic University Islamabad. All concerning documents of four educational courses of first semester were collected from four B.Ed teacher educators. Researcher matched all the course objectives with checked assignments, quiz, mid-terms and final term assessment to find out to which extent these assessment techniques were covering

course objectives, course contents and learning activities. Researcher also conducted semi structured interviews of teacher educators to uncover that what type of feedback is given to students. Certain questions were planned for interviews.

3.2 Sources of Data

There were two main sources of data for study

- a) Teachers unstructured Interviews
- b) Documents

Following documents were used as sources of data:

- a) Course Objectives
- b) Course Content
- c) Teachers' Planners
- d) Assignments / Projects
- e) Checked assignments / Projects
- f) Checked papers of Mid-Term
- g) Quizzes
- h) Results of mid term exam, assignments and final papers.

3.3 Data Collection

The researcher personally collected all relevant documents and conducted semi structured interviews of teacher educators. All B.Ed teachers of 1st semester were requested to provide the record of all B.Ed students of first semester spring 2010 including objectives, course content, teachers' planners, assignments / projects, checked assignments / projects, checked papers of mid-term, quizzes, results of mid-term and assignments and final papers for the courses of "Curriculum Development, Teaching of English, Teaching of Science, and Educational Techniques". All documents were provided to researcher except final term papers. Semi structured interviews of teachers were also conducted for cross checking and validity of documents. Interviews of teachers were recorded in audio recorder. Following interview questions were planned to ask from teacher educators:

1. What type of assessment techniques you use in the classroom?
2. What are the most frequently used assessment techniques?
3. Do you give detailed written comments on assignments, quiz and checked papers which guide your students' learning?
4. Do you give verbal feedback while taking presentation in the classroom?
5. Your students follow your feedback or ignore it?
6. Do you think that your feedback lead students towards improvement?
7. You are available for discussion about classroom assignments?

8. How much time you take in checking assignments?
9. Do you think that the learning targets of most of the assessments tasks are clear to your students?
10. Do the assessment tasks you set, usually challenging and go beyond simple recall?
11. Do you think assessment tasks motivate students and interesting to do so??
12. Do you give adequate time to do assessment tasks?
13. You give opportunity to students to work in group and learning from peers?
14. You give required direction to do classroom assessment tasks?
15. Questions in final assessment involve students' higher order thinking skills?
16. Final grades show true measure if students learning?

3.4 Data Analysis

The data were qualitatively and quantitatively analyzed. Data were interpreted into words and percentages after going through all the relevant documents and interviews of teacher educators. Validity of documents was ensured by taking semi structure interviews from teacher educators.

CHAPTER 4

ANALYSIS OF DATA

In order to find out the results of study, the researcher personally collected all related documents and semi structured interviews from teacher educators of Department of Education to know about assessment techniques used by teachers and also to discover how much these techniques were covering the objectives, contents and learning activities designed for the courses. Researcher conducted semi structured interviews of teacher educators for documents validity and to know about the feedback provided by teachers to improve students' learning. For this purpose researcher collected data of following educational subjects for analysis:

Curriculum Development

Teaching of English

Teaching of Science

Educational Techniques

Section 1 (A) is related to following question:

Q.2. (A) Do assignments, quiz, projects, mid-term and end-term assessment cover all the learning objectives and course contents?

Table 1: Subject: Teaching of English

Objectives	Contents	Mid-Term Assessment
1. To have acquaintance with concept of English as a second language in Pakistan	Introduction of English as 2nd language: Introduction, Need & Scope Significance, Functions Importance as significant language	Write down the significance of English as 2 nd language.
2. To analyze methodology used in teaching of English	Methods of Teaching English: Grammar/Translation Method Direct Method, Dr. West New Method, Audio-Lingual Method, Oral Approach & Situational Teaching, Total physical Approach, The Silent Way Communicative Language Teaching.	What are rods, being used for in the silent way method? What is intonation?
3. To discuss the 4 basic	4 basic skills of language learning:	Define & draw the

skills of language learning	Listening skill, Speaking skill Reading skill, Writing skill	process of listening skills. What is intensive reading?
4. To explore the way to plan the lessons with theory & examples	Teaching Skills: P.K testing, Announcement of Topic, Presentation , Use of A.v.aids, Effective questioning, Involvement of students, Encouraging students, Recapitulation, Evaluation of lesson	

The above analysis indicates that mid-term assessment of 'Teaching of English' was not properly covering all learning objectives and contents. In above table learning objectives of the subject were knowledge, analysis and application level whereas assessment questions were limited to knowledge level. Only 33.33% objectives were covered.

Table 2: Subject: Teaching Techniques & Methods

Objectives	Contents	Mid-Term Assessment
1. To explain the concept of teaching, teaching learning strategies, & relationship among different elements	Teaching-Learning Process Concept of teaching , Principles of teaching, Nature of learning, Process of learning, Characteristics of learning	Discuss Learning as information processing. Explain it with diagram & examples.
2. To examine the role of teacher in detail	Methods & Techniques of Teaching: Concept of method & techniques, Classroom methods & teaching, Lecture method, Discussion method, Group method, Demonstration method, Inquiry method, Problem solving, Discovery method Assignment method, Project method, Teaching techniques, Micro-teaching, Simulation, Team teaching, Programmed	Critically analyze the steps of project method in detail. Explain the concept of Micro-Teaching. What steps are involved in this? Define discussion method & enlist any 5 advantages & 5 disadvantages of this method. Define teaching devices & enlist them. Micro-Teaching is a teaching situation which is scaled down in terms of time, content & number of

	Instruction, CAI, ISD	students. Why? How problem solving techniques can be applied in classroom?
3. To create awareness of the different classroom teaching-learning strategies	Teachers & Teaching: 6 Taxonomy & 4 objectives 7 Educational objectives & 4 text selection, Lesson Planning	
4. To know use of various teaching learning strategies for effective classroom learning	Motivation: Nature of motivation, Factors related to motivation, Maslow's theory Creativity & Critical Thinking: Strategies & techniques to develop critical thinking Brain storming, Concept mapping, Venn diagram Logical reasoning, Art of questioning	
5. To develop appropriate lesson plans	Classroom Management: Establishing & maintaining a	

according to the nature of the subject matter	<p>positive classroom environment, Behavior modification, Behavior management from a cognitive perspective</p> <p>Classroom as a model of democratic society</p>	
6. To use various aids for effective teaching-learning activities	<p>Teaching Aids & Instructional Technology:</p> <p>Concept of instructional technology & its importance</p> <p>Selection & use of appropriate teaching aids, Steps for use of instructional technology,</p> <p>Types of instructional technology, Electronic media (Radio, TV, Computer)</p> <p>Display media (Boards, Charts, Models, and Posters etc.), Print media (Books, Journals, Newspapers & Magazines)</p>	

<p>7. To assess students' learning in the class and improve his/her teaching in the light of feedback</p>	<p>Techniques of Assessing Students: Classroom observations, Portfolio, Anecdotal record</p> <p>Pedagogy By Levels: Pedagogy of early childhood education, Pedagogy of elementary education, Pedagogy of secondary & higher education, Pedagogy of adult literacy & basic education</p>	
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The above table represents that mid-terms assessment of 'Teaching Techniques and Methods' was not properly fulfilling all learning objectives and contents. All objectives and learning material was not covered in assessment. The above table shows that learning objectives of the subject were knowledge level, comprehension level, synthesis level, analysis level and application level whereas assessment questions were covering knowledge level, comprehension level and analysis level. Only 60% objectives were covered.

Table 3: Subject: Teaching of General Science & Its Objectives

Objectives	Contents	Mid-Term Assessment
1. To know basics and importance of science in our daily life	<p>Introduction:</p> <p>Meaning, definition & concepts of science, Need & importance of science in daily life, Place of science in school curriculum, Objectives of teaching general science</p>	Suggest the 4 problems in present science curriculum.
2. To know the responsibilities of science teacher	Responsibilities of science teacher	Write down the five responsibilities of science teacher.
3. To know different methods of teaching science	<p>Methods of Teaching Science:</p> <p>Lecture method, Demonstration method, Inquiry method, Discovery method, Assignment method, Project method, Unit method, Heuristic method, Inductive method, Deductive method, Scientific method, Laboratory method</p>	<p>Write down steps involved in project method.</p> <p>Define discovery method.</p> <p>Write down types and three advantages of assignment method.</p> <p>What are the levels of discovery method for guidance of teaching?</p>
4. To teach science to help students to learn	<p>Teaching Skills:</p> <p>Set induction, Presentation, Finding</p>	

science at secondary level	out the difficulties of students, Effective questioning, Encouraging students, Closure, Evaluation of lesson, Use of board writing & A.v.aids Main concepts of PHYSICS , CHEMISTRY, BIOLOGY and MATHS from txt books of classes 9 th -10 th	
5. To develop sense of lesson organization	Teaching Aids: Need & importance of teaching aids, Principles of use of teaching aids, Types of teaching aids, Writing-board, Charts, Models, Projectors, TV, Science museum, Science Labs. Planning Lessons: Concepts of lesson planning, Steps in lesson planning, Examples of lesson planning	Define A.v.aids. What is multimedia? Enlist 5 principles of use of A.V.aids. What do you know about micro projector? What are the types of model? Give in detail steps of presentation.

According to the above table mid-terms assessment of 'Teaching of General Science was not properly covering all the objectives and contents. All objectives were not fully covered in the mid-terms assessment. Learning objectives of the subject were

knowledge level and comprehension level whereas assessment questions were knowledge level, synthesis level. There was a gap between learning objectives and assessment questions. Only 50% objectives were covered.

Table 4: Subject: Curriculum Development

Objectives	Contents	Mid-Term Assessment
1. To aware of Islamic concepts of curriculum	Meaning & Foundations of Curriculum: Concepts & theories of curriculum, Islamic philosophical foundations of curriculum.	Define curricula. What are meanings & concept of curricula?
2. To develop understanding about curriculum & its manifestations	Curriculum Design: Concept of curriculum design, Types of curriculum design: Child-centered Subject-centered, Activity-centered, Integrated-centered, Core curriculum-centered. Teaching Methods: Teaching methods as a base of curriculum, Significance & rob	What are the problems in the improvement of teacher teaching quality?

	<p>of teaching, Different teaching methods as examples, Quranic methods of teaching, Problems in the improvement of teacher teaching quality.</p>	
3. To become aware of curriculum development process	<p>Curriculum Development: Meaning of curriculum development, Factors influencing curriculum development, Process of curriculum development, Models of curriculum development.</p> <p>Curriculum Development Model: Situation analysis, Formation of objectives, Selection of content & learning experiences, Organization of content & learning experiences, Teaching methods, Evaluation.</p> <p>Situational Analysis: Philosophical & ideological basis, Psychological basis,</p>	<p>What are the steps of Tyler model?</p> <p>Write down sequence of contents.</p>

	Sociological basis, Economic basis.	
4. To become aware of the role of government in the process of curriculum development	<p>Curriculum Development in Pakistan:</p> <p>Process of development,</p> <p>Agencies involved in curriculum development,</p> <p>Curriculum wing, Provincial bureau of education.</p>	

The above table shows that the covered portion of 'Curriculum Development' was not fully covered up in mid-terms assessment. Learning objectives of the subject were knowledge level and comprehension level whereas assessment questions were only covering knowledge category. Only 50% objectives were covered.

Table 5: Section 1 (B) Subject: Teaching of English

Objectives	Contents	End-Term Assessment
1. To have acquaintance with concept of English as a second language in Pakistan	<p>Introduction of English as 2nd language:</p> <p>Introduction, Need & Scope</p> <p>Significance, Functions</p> <p>Importance as significant language</p>	

2. To analyze methodology used in the teaching of English	<p>Methods of Teaching English:</p> <p>Grammar/Translation Method Direct Method, Dr. West New Method, Audio-Lingual method, , Oral Approach & Situational Teaching, Total physical Approach, The Silent Way, Communicative Language Teaching.</p>	<p>What is Grammar/Translation method? Write down its characteristics, advantages & disadvantages.</p> <p>Explain Audio-Lingual method & write down its strategies?</p> <p>Explain situational language teaching, with focus on learner and teacher roles and the activities involved.</p> <p>Write down the techniques of total physical response.</p>
3. To discuss the 4 basic skills of language learning	<p>4 basic skills of language learning:</p> <p>Listening skill, Speaking skill, Reading skill, Writing skill</p>	<p>Write down four types of essays.</p> <p>Write down three types of stories.</p>

<p>4. Explore the way to plan the lessons with theory & examples</p>	<p>Teaching Skills:</p> <p>P.K testing, Announcement of Topic, Presentation</p> <p>Use of A.v.aids, Effective questioning, Involvement of students, Encouraging students, Recapitulation</p> <p>Evaluation of lesson</p>	<p>Write down the role and importance of A.v.aids & explain any five in detail.</p> <p>Write down lesson plan on any one of following:</p> <ul style="list-style-type: none"> • Grammar Writing. • Paragraph Writing, • Story Writing. <p>Mention any three teaching methodologies that can be used for paragraph writing.</p> <p>What is recapitulation & P.K testing?</p>
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The above analysis indicates that the end-terms assessment of 'Teaching of English' was not fully covering all the learning objectives and contents. Learning objectives of the subject were covering knowledge level, analysis level and affective level

whereas assessment questions were covering knowledge level, comprehension level and synthesis level. Only 33.33% objectives were covering.

Table 6: Subject: Teaching Techniques & Methods

Objectives	Contents	End-Term Assessment
1. To explain the concept of teaching, teaching learning strategies and relationship among different elements	Teaching Learning Process Concept of teaching , Principles of teaching, Nature of learning Process of learning, Characteristics of learning	Define academic learning time.
2. To examine the role of teacher in detail	Methods & Techniques of Teaching: Concept of method & techniques, Classroom methods & teaching, Lecture method, Discussion method, Group method, Demonstration method, Inquiry method, Problem solving, Discovery method, Assignment method, Project method, Teaching techniques, Micro-	Describe any 2 steps of team teaching.

	teaching, Simulation, Team teaching, Programmed Instruction, CAI, ISD	
3. To create awareness of the different classroom teaching-learning strategies	Teachers & Teaching: 6 Taxonomy & 4 objectives 7 Educational objectives & 4 text selection, Lesson Planning	Draw a lesson plan.
4. To know the use of various teaching learning strategies for effective classroom learning	Motivation: Nature of motivation, Factors related to motivation, Maslow's theory Creativity & Critical Thinking: Strategies & techniques to develop critical thinking, Brain storming Concept mapping, Venn diagram Logical reasoning, Art of questioning	Explain Maslow's motivation theory in detail. How it can be applied in educational setting. Define extrinsic motivation.
	Classroom Management:	What are the common

<p>5. To develop appropriate lesson plans according to the nature of the subject matter</p>	<p>Establishing & maintaining a positive classroom environment Behavior modification Behavior management from a cognitive perspective Classroom as a model of democratic society</p>	<p>behavior problems in students that need interventions? How teacher can establish & maintain positive classroom environment. Explain with examples. Explain behavior and the root causes of behavior differences. How teacher can help to develop acceptable behavior in students. Define time on task.</p>
<p>6. To use various aids for effective teaching learning activities</p>	<p>Teaching Aids & Instructional Technology: Concept of instructional technology & its importance Selection & use of appropriate teaching aids, Steps for use of instructional technology Types</p>	<p>Discuss the role of educational technology in teaching-learning process.</p>

	of instructional technology Electronic media (Radio, TV, Computer) , Display media (Boards, Charts, Models, and Posters etc.), Print media (Books, Journals, Newspapers & Magazines)	
7. Assess student learning in the class & improve his/her teaching in the light of feedback	Techniques of Assessing Students: Classroom observations Portfolio, Anecdotal record Pedagogy By Levels: Pedagogy of early childhood education, Pedagogy of elementary education, Pedagogy of secondary & higher education, Pedagogy of adult literacy & basic education	Define show case and documentation portfolios. Define anecdotal record. Define 2 main types of observations. Define finished & working portfoho.

The above table represents that end-term assessment of 'Teaching Techniques and Methods' was not fully covering all the learning objectives and contents. The above table shows that learning objectives of the subject were of knowledge level, comprehension level, synthesis level, analysis level and application level whereas

assessment questions were covering knowledge level, comprehension level and receiving phenomena level. Only 40% objectives were covered.

Table 7: Subject: General Science & Its Objectives

Objectives	Contents	End-Term Assessment
1. To know basics & importance of science in our daily life	Introduction: Meaning, definition & concepts of science, Need & importance of science in daily life, Place of science in school curriculum Objectives of teaching general science	Explain the role and uses of carbon and oxygen. Write about the importance and functions of Iodine, Chlorine and Magnesium. Explain the structure and functions of respiratory system.
2. To know responsibilities of science teacher	Responsibilities of science teacher	
3. To know different methods of teaching science	Methods of Teaching Science: Lecture method, Demonstration method, Inquiry method, Discovery method, Assignment method, Project method, Unit method, Heuristic method,	

	Inductive method, Deductive method, Scientific method, Laboratory method	
4. To teach of science to help students to learn science at secondary level	<p>Teaching Skills:</p> <p>Set induction, Presentation, Finding out the difficulties of students, Effective questioning Encouraging students, Closure, Evaluation of lesson, Use of board writing & A.v.aids Main concepts of PHYSICS, CHEMISTRY, BIOLOGY and MATHS from txt books of classes 9th-10th</p>	<p>What are main types of bacteria?</p> <p>What are main errors of measurement?</p> <p>Define following:</p> <p>Photosynthesis, Organic Chemistry, Analytical chemistry, Base quantities.</p> <p>Differentiate followings:</p> <p>Proton & Electron, Exothermic & Endothermic Reactions, Atomic Number & Mass Number, Trigonometry & Algebra, Rotatory & Vibratory Motion</p>
5. To develop sense of lesson organization	<p>Teaching Aids:</p> <p>Need & importance of teaching aids, Principles of use of teaching aids, Types of teaching</p>	What are the approaches and steps of lesson plan?

	<p>aids, Writing-board, Charts, Models, Projectors, TV, Science museum, Science Labs.</p> <p>Planning Lessons:</p> <p>Concepts of lesson planning, Steps in lesson planning, Examples of lesson planning</p>	
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According to the above table end-terms assessment of “Teaching of General Science” was not covering all the learning objectives and contents. All objectives were not fully covered in the final assessment. According to above analysis learning objectives were covering knowledge level and comprehension level whereas its final assessment questions were only limited to knowledge level. Only 50% objectives were covered in end-term.

Table 8: Subject: Curriculum Development

Objectives	Contents	End-Term Assessment
1. To aware of Islamic concepts of curriculum	<p>Meaning & Foundations of Curriculum:</p> <p>Concepts & theories of curriculum, Islamic philosophical foundations of curriculum</p>	Write brief note on characteristics of good curricula.
2. To develop understanding about curriculum and its manifestations	<p>Curriculum Design:</p> <p>Concept of curriculum design, Types of curriculum design: Child-centered, Subject-centered, Activity-centered, Integrated-centered, Core curriculum-centered</p> <p>Teaching Methods:</p> <p>Teaching methods as a base of curriculum, Significance & rob of teaching, Different teaching methods as examples, Quranic methods of teaching, Problems in the improvement of teacher teaching quality</p>	Write in detail about the group discussion and expository teaching and mention their existence in the model of reality. Write a brief note on significance of teaching.

3. To become aware about curriculum development process	<p>Curriculum Development:</p> <p>Meaning of curriculum development, Factors influencing curriculum development, Process of curriculum development, Models of curriculum development.</p> <p>Curriculum Development Model:</p> <p>Situation analysis, Formation of objectives, Selection of content & learning experiences, Organization of content & learning experiences, Teaching methods, Evaluation</p> <p>Situational Analysis:</p> <p>Philosophical & ideological basis, Psychological basis, Sociological basis, Economic basis</p>	<p>What do you think about psychological and sociological foundations of curriculum?</p> <p>Write brief note on scheme of studies and texts books.</p> <p>Describe in detail about aims and objectives.</p>
4. To become aware of the role of government in the process of curriculum	<p>Curriculum Development in Pakistan:</p> <p>Process of development,</p>	<p>Write down the steps of curriculum development in Pakistan.</p>

development	Agencies involved in curriculum development, Curriculum wing, Provincial bureau of education	
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The above table shows that assessment questions of “Curriculum Development” were not fully covering all the learning objectives. Learning objectives were covering knowledge level and comprehension level only whereas assessment questions were covering knowledge level and synthesis level. Above analysis indicates that covered portion of subject was not given equal weightage in the end-term assessment. Only 50% objectives were covered.

Section 2 is related to the following question:

Q.3. What topics were included in assignments? Do these topics cover all learning objectives and course contents?

Table 9: Subject: Teaching of English

Objectives	Contents	Assignment Topics
1. To have acquaintance with concept of English as a second language in Pakistan	<p>Introduction of English as 2nd language: Introduction, Need & Scope, Significance, Functions, Importance as significant language</p>	<p>Problems & Challenges of Teaching English as 2nd Language.</p> <p>Problems & Challenges of Teaching English at Primary Level.</p> <p>English Language Teaching Reforms.</p>
2. To analyze methodology used in teaching of English	<p>Methods of Teaching English: Grammar/Translation Method, Direct Method Dr. West New Method Audio-Lingual, Oral Approach & Situational Teaching</p>	<p>Direct Method.</p> <p>Audio-Lingual.</p> <p>Grammar/Translation Method.</p> <p>The Silent Way</p>

	Total physical Approach The Silent Way, Communicative Language Teaching.	
3. To discuss the 4 basic skills of language learning	4 basic skills of language learning: Listening skill, Speaking skill, Reading skill Writing skill	4 skills of language learning. Listening Comprehension skill. Writing skill.
4. To explore the way to plan the lessons with theory & examples	Teaching Skills: P.K testing, Announcement of Topic Presentation , Use of A.v.aids, Effective questioning, Involvement of students, Encouraging students, Recapitulation Evaluation of lesson	Lesson Plan of Poetry Writing. Grammar Writing in Lesson Planning.

According to the above table Assignments topics of “Teaching of English” were covering all learning outcomes & contents. All objectives were equally covered.

Table 10: Subject: Teaching Techniques & Methods

Objectives	Contents	Assignments Topics
1. To explain the concept of teaching, teaching learning strategies and relationship among different elements	Teaching Learning Process Concept of teaching Principles of teaching Nature of learning Process of learning Characteristics of learning	Nature of learning. Process of learning. Types of Learning.
2. To examine the role of teacher in detail	Methods & Techniques of Teaching: Concept of method & techniques, Classroom methods & teaching, Lecture method, Discussion method, Group method, Demonstration method, Inquiry method, Problem solving, Discovery method, Assignment method, Project method, Teaching techniques, Micro-teaching, Simulation, Team teaching, Programmed	Qualities of Good Teacher. Lecture Method. Demonstration Method. Project Method. Recording of Project Method.

	Instruction, CAI, ISD	
3. To create awareness of the different classroom teaching-learning strategies	<p>Teachers & Teaching:</p> <p>6 Taxonomy & 4 objectives</p> <p>7 Educational objectives & 4 text selection, Lesson Planning</p>	Lesson Planning.
4. To know use of various teaching learning strategies for effective classroom learning	<p>Motivation:</p> <p>Nature of motivation</p> <p>Factors related to motivation</p> <p>Maslow's theory</p> <p>Creativity & Critical Thinking:</p> <p>Strategies & techniques to develop critical thinking</p> <p>Brain storming, Concept mapping, Venn diagram</p> <p>Logical reasoning, Art of questioning</p>	<p>Factors Related to Motivation.</p> <p>Maslow's Theory.</p>
5. To develop appropriate lesson plans according to the nature of the subject matter	<p>Classroom Management:</p> <p>Establishing & maintaining a positive classroom environment, Behavior</p>	<p>Behavior Modification.</p> <p>Classroom as a Model of Democratic</p>

	modification, Behavior management from a cognitive perspective, Classroom as a model of democratic society	Society.
6. To use various aids for effective teaching learning activities	<p>Teaching Aids & Instructional Technology:</p> <p>Concept of instructional technology & its importance</p> <p>Selection & use of appropriate teaching aids</p> <p>Steps for use of instructional technology</p> <p>Types of instructional technology</p> <p>Electronic media(Radio, TV, Computer)</p> <p>Display media (Boards, Charts, Models, and Posters etc.)</p> <p>Print media(Books, Journals, Newspapers & Magazines)</p>	<p>Teaching Devices.</p> <p>Different Styles of Educational Technology.</p>
7. Assess student learning in the class & improve his/her teaching in the light of	<p>Techniques of Assessing Students:</p> <p>Classroom observations</p>	<p>Techniques of Assessing Students.</p> <p>Pedagogy of early</p>

feedback	<p>Portfolio</p> <p>Anecdotal record</p> <p>Pedagogy By Levels:</p> <p>Pedagogy of early childhood education</p> <p>Pedagogy of elementary education</p> <p>Pedagogy of secondary & higher education</p> <p>Pedagogy of adult literacy & basic education</p>	<p>Childhood.</p> <p>Pedagogy of Adult Literacy & Basic Education.</p>
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The above table shows that whole contents of “Teaching Methods & Techniques” were covered fully. All learning outcomes & contents were properly covered.

Table 11: Subject: Teaching of General Science

Objectives	Contents	Assignment Topics
1. To know basics & importance of science in our daily life	Introduction: Meaning, definition & concepts of science, Need & importance of science in daily life, Place of science in school curriculum Objectives of teaching general science	Content Analysis of English at Secondary Level. Content Analysis of Pak Studies at Secondary Level. Content Analysis of General Science at Secondary Level.
2. To know responsibilities of science teacher	Responsibilities of science teacher	
3. To know different methods of teaching science	Methods of Teaching Science: Lecture method, Demonstration method, Inquiry method, Discovery method, Assignment method, Project method, Unit method, Heuristic method, Inductive method, Deductive method, Scientific method, Laboratory method	
4. To teach the science to help students to learn	Teaching Skills: Set induction, Presentation,	Content Analysis of English at Secondary Level.

science at secondary level	Finding out the difficulties of students, Effective questioning Encouraging students, Closure, Evaluation of lesson, Use of board writing & A.v.aids Main concepts of PHYSICS , CHEMISTRY , BIOLOGY and MATHS from text books of classes 9 th -10 th	Content Analysis of Pak Studies at Secondary Level. Content Analysis of General Science at Secondary Level.
5. Develop sense of Lesson organization	Teaching Aids: Need & importance of teaching aids, Principles of use of teaching aids, Types of teaching aids, Writing-board, Charts, Models, Projectors, TV, Science museum, Science Labs Planning Lessons: Concepts of lesson planning, Steps in lesson planning, Examples of lesson planning	

The above table mentions that group projects were given to students to assess their learning. These projects however covered all learning objectives of this subject.

Table 12: Subject: Curriculum Development

Objectives	Contents	Assignment Topics
1. To aware of Islamic concepts of curriculum	<p>Meaning & Foundations of Curriculum:</p> <p>Concepts & theories of curriculum, Islamic philosophical foundations of curriculum</p>	<p>Concepts & Meanings of Curricula.</p> <p>Foundations of curriculum</p>
2. To develop understanding about curriculum & its manifestations	<p>Curriculum Design:</p> <p>Concept of curriculum design, Types of curriculum design: Child-centered, Subject-centered, Activity-centered, Integrated-centered, Core curriculum-centered.</p> <p>Teaching Methods:</p> <p>Teaching methods as a base of curriculum, Significance & rob of teaching, Different teaching methods as examples, Quranic methods of teaching, Problems in the improvement of teacher teaching quality.</p>	<p>Types of Curriculum Design Quranic Methods of Teaching.</p>
3. To become aware	Curriculum Development:	Process of Curriculum

about curriculum development process	<p>Meaning of curriculum development, Factors influencing curriculum development, Process of curriculum development, Models of curriculum development.</p> <p>Curriculum Development Model:</p> <p>Situation analysis, Formation of objectives, Selection of content & learning experiences, Organization of content & learning experiences, Teaching methods, Evaluation.</p> <p>Situational Analysis:</p> <p>Philosophical & ideological basis, Psychological basis, Sociological basis, Economic basis.</p>	<p>Development.</p> <p>Factors Influencing Curriculum Development.</p> <p>Psychological & Sociological Foundations.</p> <p>Tyler Model.</p> <p>Content Selection.</p>
4. To become aware of the role of Government in the process of curriculum development	<p>Curriculum Development in Pakistan</p> <p>Process of development, Agencies involved in curriculum development, Curriculum wing, Provincial bureau of education.</p>	<p>Curriculum Development in Pakistan.</p>

The above table shows that every portion of “Curriculum Development” was fully covered in assignments and was covering all learning objectives.

Section 3 is related to following questions:**Q.4. What type of assessment techniques are used by teacher educators for students' learning improvement?**

- Assessments techniques used by teacher educators were projects, assignments, quiz, portfolios, group discussion and mid-term and final papers.
- The study analyzed that frequently used assessment techniques were only assignments, quiz and mid-term and end-term papers.

Section 4 is related to Feedback & Interviews of Teacher Educators**Q. 5. Do teacher educators give proper feedback to students for their learning improvement?**

- According to teacher educators frequently used assessments techniques used by teacher educators were projects, assignments, quiz and mid-term and final papers.
- According to teacher educators written feedback was not given on checked papers and quiz, it was given on checked assignments only, but analysis of documents showed that there were no comments on checked assignments.

- According to teacher educators oral feedback was given to students while taking presentation in the classroom and there was also a discussion session on checked assignments.
- According to teacher educators assessment questions involve students' higher order thinking skills whereas analysis of documents showed that assessment questions were limited to simple recall.
- According to teacher educators assessment tasks were motivating and clear to students and students were also given opportunity to work in group and learning from peers.
- According to teacher educators oral feedback improves the learning and performance of the students. Students are properly guided during presentation and they follow the guidance given by teachers and work accordingly.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION & RECOMMENDATIONS

5.1 SUMMARY

This research was basically a document analysis and was designed to study the uses of assessment results for improvement of students learning. The research concerned with the present situation in terms of conditions, process and practice. It was carried out to explore the assessment techniques practiced by the teacher educators and also to find out that to what extent these techniques were covering the objectives, contents and learning activities designed for the courses. The study gives functional information to investigate what kind of feedback was provided to the students and how this feedback was used for improving students' learning at higher level. It helps in contributing to the improvement of education advancement. In order to achieve the objectives of the study case study method was employed. The study was delimited to the B.Ed program Spring 2010, female section of Department of Education at International Islamic University Islamabad. The data were collected personally from teachers of B.Ed. Semi structured Interviews from teacher educators were also conducted and recorded. All teachers were requested to provide the researcher with all assessment record of students including course objectives, course

contents, teachers' planners, checked assignments / projects, checked papers of mid-term, checked quizzes, results of mid-term exam and final assessment questions. Data collected through documents were tabulated, analyzed and interpreted qualitatively and quantitatively into words and percentages.

5.2 FINDINGS

The topic under research was the uses of assessment results for the improvement of student learning in International Islamic University Islamabad and to find out that to what extent these techniques were covering the objectives, contents and learning activities designed for the courses and to investigate what kind of feedback was provided to the students and how this feedback was used for improving students' learning at higher level.

Findings of research were:

1. Mid-term assessment of 'Teaching of English' was not properly covering all learning objectives and contents. Learning objectives of the subject were knowledge, analysis and application level whereas assessment questions were limited to knowledge level. Only 33.33% objectives were covered.
2. Mid-terms assessment of 'Teaching Techniques and Methods' was not properly covering all learning objectives and contents. All objectives and learning material was not covered in assessment. Learning objectives of the subject were knowledge level, comprehension level, synthesis level, analysis level and application level

whereas assessment questions were covering knowledge level, comprehension level and analysis level. Only 60% objectives were covered.

3. Mid-terms assessment of ‘Teaching of General Science’ was not properly covering all the objectives and contents. All objectives were not fully covered in the mid-terms assessment. Learning objectives of the subject were knowledge level and comprehension level whereas assessment questions were of knowledge level, synthesis level. Only 50% objectives were covered. There was a gap between learning objectives and assessment questions.

4. Learning objectives and contents of ‘Curriculum Development’ were not fully covered up in mid-terms assessment. Learning objectives of the subject were knowledge level and comprehension level whereas assessment questions were only covering knowledge category. Only 50% objectives were covered.

5. The end-terms assessment of ‘Teaching of English’ was not fully covering all the learning objectives and contents. Learning objectives of the subject were covering knowledge level, analysis level and affective level whereas assessment questions were covering knowledge level, comprehension level and synthesis level. Only 33.33% objectives were covered.

6. End-term assessment of ‘Teaching Techniques and Methods’ was not fully covering all the learning objectives and contents. Learning objectives of the subject were covering knowledge level, comprehension level, synthesis level, analysis level and application level whereas assessment questions were covering knowledge level,

comprehension level and receiving phenomena level. Only 40% objectives were covered.

7. End-terms assessment of “Teaching of General Science” was not covering all the learning objectives and contents. All objectives were not fully covered in the final assessment. Learning objectives were covering knowledge level and comprehension level whereas its final assessment questions were only limited to knowledge level. Only 50% objectives were covered.

8. Assessment questions of “Curriculum Development” were not fully covering all the learning objectives and contents. Learning objectives were covering knowledge level and comprehension level only whereas assessment questions were covering knowledge level and synthesis level. Only 50% objectives were covered.

9. All assignments of whole subjects were covering all the learning objectives and course contents. Total number of assignments was 42; and there were 4 projects, all assignments were according to learning objectives of subjects.

10. Major assessment techniques used by teacher educators were projects, assignments, quiz, mid-term and final papers.

11. Verbal feedback was given by teacher educators during presentation to students to improve their learning.

12. No written feedback was provided by teacher educators to students to improve their learning on checked papers, checked assignments and checked projects.

13. No suggestions, instructions, comments and scores were written on assignments.

All assignments were without any written advice, guidance or direction.

5.3 CONCLUSION

The researcher concluded in the light of findings that students' assessment in mid-term and end-term papers was not fully covering all learning objectives & contents.

All objectives were not covered in mid and final assessment. Mid and final assessment questions were limited to knowledge level. All assignments were covering all learning objectives and course contents.

Main assessment techniques practiced by teacher educators were projects, assignments, quiz, presentation, mid-term and final papers. No written feedback was provided by teacher educators to students to improve their learning on checked papers, checked assignments, and checked projects. The study shows that assignments were not even checked properly by teachers. Interviews from teacher educators showed that the students were given oral feedback during presentation to improve their weak points.

5.4 RECOMMENDATIONS

The following recommendations are sighted in the light of findings and conclusion of the study:

1. As the results show that students' assessment in mid-term and end-term papers was not covering all categories of objectives & contents therefore teacher educators may pay more attention on to that by giving proper treatment to whole content and objectives in assessment.
2. As results show that teacher educators were employing only a few assessment techniques, so there may a more variety of assessment techniques to assess the learners properly.
3. As the results show that teacher educators were not giving constructive written feedback to students to improve their learning on checked papers, checked assignments and projects therefore it is recommended that they may provide functional and useful written feedback to improve their learning.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCHERS

There are the following recommendations for the researchers who want to do research in the area of assessment and learning improvement:

1. The research may carry out to investigate the assessment techniques used by teacher educators of other universities.
2. The study was delimited to the female section of Education Department at International Islamic University Islamabad so all departments of IIUI may also be investigated as well.

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