PERCEPTIONS OF TEACHERS AND STUDENTS REGARDING CLASSROOM ASSESSMENT PRACTICES FOR LEARNING AT UNDER GRADUATE (HONS) LEVEL IN KHYBER PAKHTUNKHWA

By

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All praises and glory to

Allah (swt),

Our Creator, Nourisher, Sustainer,

To Whom We Show Our Gratitude

For the Countless Bounties upon Us All

May peace and blessings be upon

Muhammad (saw),

A Role Model for all Humanity
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In the end I would like to thank my all friends who helped me a lot during the process of research.

Shahzadi Seema
DEDICATION

This Thesis Is Dedicated to My Beloved Mother, Brothers, Family and Friends Who’s Prayers, Love, Support, Trust & Encouragement at Every Point Made Me Able to Complete This Work…

Shahzadi Seema
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<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AAC</td>
<td>Alberta Assessment Consortium</td>
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<td>AFL</td>
<td>Assessment for Learning</td>
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<td>AOL</td>
<td>Assessment of Learning</td>
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<td>ARC</td>
<td>Assessment Reform Center</td>
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<td>ARF</td>
<td>Assessment Reform Group</td>
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<td>BCME</td>
<td>British Columbia Ministry of Education</td>
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<td>B.Ed</td>
<td>Bachelor of Education</td>
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<td>CA</td>
<td>Classroom Assessment</td>
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<td>CAP</td>
<td>Classroom Assessment Practices</td>
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<td>CAT</td>
<td>Classroom Assessment Techniques</td>
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<tr>
<td>CERI</td>
<td>Centre for Educational Research and Innovation</td>
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<td>ETS</td>
<td>Educational Testing Services</td>
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<td>DCTE</td>
<td>Directorate of Curriculum and Teacher Education</td>
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<td>DFES</td>
<td>Department for Education and Skills</td>
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<td>DFID</td>
<td>Department for International Development</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>ESR</td>
<td>Education Sector Reforms</td>
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<td>GTZ</td>
<td>German Agency for Technical Cooperation</td>
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<td>HEC</td>
<td>High Education Commission</td>
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<tr>
<td>IED</td>
<td>Institute for Educational Development</td>
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<td>IER</td>
<td>Institutes of Education and Research</td>
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<td>KP</td>
<td>Khyber Pukhtunkhwa</td>
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<tr>
<td>M.Phil.</td>
<td>Masters of Philosophy</td>
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<td>NAP</td>
<td>National Action Plan</td>
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NCCA  National Council for Curriculum and Assessment
NCTAF  National Commission on Teaching and America’s Future
NEPs  National Education Policies
NEAS  National Education Assessment System
NITE  National Institute of Teacher Education
NGOs  Non-Governmental Organizations
NZME  New Zealand Ministry of Education
OECD  Organization for Economic Cooperation and Development
OFSTED  Office of Standards in Education and Development
OME  Ontario Ministry of Education
PBL  Project-Based Learning
PERI  Primary Education Review and Implementation
Ph.D  Doctor of Philosophy
PITE  Provincial Institute for Teacher Education
PRP  Provincial Reform Program
UNDP  United Nations Development Program
UNESCO  United Nations Education, Scientific and Cultural Organization
UNO  United Nations Organization
USAID  United States Agency for International Development
USDOE  U.S. Department of Education
WNCPCE  Western and Northern Canadian Protocol for Collaboration in Education
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ABSTRACT

The purpose of this study was to investigate the perceptions of the teachers and students regarding classroom assessment practices at undergraduate (Honors) level in Khyber-Pakhtunkhwa. Learn to grasp assessment, not merely as a device for student evaluation, but as an imperative strategy for everyday classroom learning and has a significant effect on improving students learning and skills. So, if concern is the change in students learning then there is a need to see the assessment with new eyes. The study was designed with the objectives, to bring on record the views of teachers and students about the use of classroom assessment practices in improving learning and developing skills, to pinpoint classroom assessment practices helpful in improving student learning and skills, to identify the problems faced by teachers in the implementation of classroom assessment practices and to provide suggestions for the extended utilization of classroom assessment for learning as a central component of the instructional procedure. To obtain quantitative and qualitative data in the study, mixed research study approach was used which employed a survey questionnaire with 35 items and interview contained 20 items grouped under three broad categories. For collection of data a multi-stage sampling technique was used. Five public sector universities were the sample universities, out of which two disciplines Natural and Social Sciences were taken as in the sampling frame. In next step of sampling stage 02 departments were selected from each disciplines using simple random sampling technique. Similarly in the further step from each department, 20 students and 01 teacher were also selected randomly. The total sample includes 400 students out of which both were male (215) students and female (185) students and 20 teachers including 12 male teachers and 08 female teachers. To analyze quantitative data, statistical procedures were run by using SPSS version 22.0. Firstly, the perceptions of students regarding the use of assessment for learning and about the effectiveness of prevalent classroom assessment practices i.e. assignments, activity based assessment practices, presentations, quizzes and portfolio were analysed by using mean and percentage. Secondly, the data was collected through five point Likert Scales which was further put to analyses for inferential purposes and applied different tests with respect to objectives of the study. Multiple Regression test of Variable of Interest, Assessment for Learning and different Types of Assessment Practices was applied to pinpoint the most effective assessment practice in the light of students’ perceptions, which resulted in a significant difference. Furthermore, Independent Sample Kruskal Wallis test resulted in not any significant difference when was used to know the relationship among the students view of different institutes for the use of different classroom assessment practices. Addition to these, the nonparametric test, Independent Samples Mann-Whitney U test was used to find out the difference between the respondents of Natural Sciences and Social Sciences of different classroom assessment practices for improving students learning and skills and also between genders of institutes which resulted in not any significant difference. As far as qualitative data analysis is concerned, thematic approach was used. The results from the interview of teachers were recorded, transcribed, coded, and then themes were developed and documented all by making transcripts, along with taking memos by the researcher. The study resulted in that most of the students and almost all of the teachers were highly satisfied with the use of different assessment practices for the purpose of improving their learning and developing skills. The data reflected that according to the students the use of various classroom assignments was highly effective in improving their learning among the prevalent assessment practices.
in the views of teachers the use of presentations was highly effective in improving students learning and developing skills. Over-all the data reflected a broad consensus that assignments, presentations and group assessment activities were pinpointed as highly effective, while, quizzes as of minimal use and not preferred, so for as portfolio is concerned it appeared as a less known and limited in practice. Though the result of the study favoured the use of assessment for learning, but along with both quantitative and qualitative data highlighted upon the management and implementation issues and challenges in the implementation of different classroom assessment practices. It was bring forth by the data that main challenges in the appropriate implementation of assessment practices is time management, lack of latest technologies and classroom equipment, rigidity and lack of authority on the part of classroom teacher in assessment criteria and the most of all, the lack of relevant professional developmental skills. The data asserted for the providence of opportunities to the teachers for their professional development and to cope with modern world needs through in-service refreshing courses, workshops and seminars etc. There is a need to link research with practice in order to facilitate learning and over-all development of students. It is recommended that all teachers should be trained for the implementation of AFL or may be provided by regular assistance. The suggestion was given for the establishment of an assessment reform center for the launching of AFL at all levels of education system.
CHAPTER-1
INTRODUCTION

Assessment does more than assign a rank or grade categorization of students; it does a lot in centering their interest Sainsbury and Walker (2007) commented, actually assessment compels their learning. There is sound experienced and broadly recognized thought about the influence of assessment in the enhancement of student learning (Crooks, 1988; Ramsden, 1992; Nightingale & Neil, 1994; Nightingale et al, 1996 and Schwartz & Webb, 2002). Crooks (1988) recognized that assessment can perform eight important roles: one, for appraisal of the efficacy of instruction, three, regard to documentation and grading, and four particularly to stimulate, focusing and shaping on learning.

Learn to grasp assessment, not merely as a device for student evaluation, but as an imperative strategy for everyday classroom learning and has a significant effect on an improving students learning & performance. (Black & William 1998 & Earl, 2010). The same is voiced by Stiggins (2002), if assessment of learning confers facts of attainment for public reporting, then assessment for learning give out to help students learn more. The noteworthy note is between assessment to bring forth the status of learning and assessment to support greater learning. Wood (2007) outlined that it is the assessment which defines the patterns of learning.

Brown and Knight (1994) acknowledged that assessment is a central part of the student practice. Assessment is considered to be a novelty which helps students to commence learning (OECD, 2005). Pedersen and Liu (2003) described when to design student-centered, during the assessment practices students should be directly engaged in the analysis of their self-cognitive development by encompassing their attention first on learning and then on grading. Progression of student learning through classroom assessment is not a new idea. More than 30 years ago, while describing the implementation of mastery learning, Bloom (1969-1971) demonstrated how to carry out this process in valuable and remarkably effective ways. Guskey (2005) revealed that assessment can be an imperative constituent on our part to improve learning. But as long as we use them only for the purpose of schools and students grading, we will ignore their most influential benefits. When classroom
assessments become an essential part of the instructional process and for improving student learning, its benefits for both students and teachers will be limitless.

Shepard (2000) narrated that the content and structure of classroom assessment must modify to represent imperative thinking and problem-solving skills in each of the disciplines. Hence assessing learning should comprise of, observations, oral questioning, considerable activities, demonstrations, portfolios, students’ self-assessment and projects, etc. Besides that teachers must engage in the orderly analysis of the available facts and must revolutionize the culture of classrooms so that students no longer try to pretend competence or work.

Spinelli (2012) stated that by closely monitoring student advancement through classroom assessment, teachers are aware of students’ response to instruction. In this way, they are able to make informed instructional decisions that are directly corresponding to students’ needs. This endorses higher prospects, thereby accelerating the process of learning. Ward and Ward (1999) stressed the importance of classroom assessment for the enhancement of the students’ learning and for that purpose the indispensability of relevant teachers’ training. They further pointed out that teachers receive little training in the assessment procedures, in general, and obtain a small amount of formal training and in-service training.

Mehmood (2007) stressed assessment within the classroom environment, that the educational, institutions should to arrange programs for capacity building of teachers to acquaint them with assessment, its importance and its greater impact on learning and academic achievements. From all of the above discussion, it is instigated that assessment ‘should be purposely planned to enhance student performance, not only to check it as the majority assessment practices presently do’ (Wiggins, 1998). Classroom assessment might be helpful in making the way to learning if we take it as part of our learning tool not only to document learning.

Stiggins (2002) has quoted statement of Marcel Proust; “a real voyage of discovery comprises not of seeking new landscapes, but seeing through new eyes.”

Hence, there is a demand to see current assessment practices through new eyes and to explore it’s those aspects which drives student learning in a good way. This work will outline attitude to assessment that yokes this latent for motivating and
enhancing learning and illuminates how the classroom assessment practices can become a circumstance in which learning is vigorously encouraged.

The researcher focused on honors programs at the undergraduate level in public sector universities of Khyber Pakhtunkhwa, as in these institutes currently different modes of assessment are, in practice like assignments, projects, pair and group tasks, presentations, portfolios, midterm, final term teacher made assessment practices etc. Thus focusing on these different classroom assessment practices, the current study investigated their role in students’ learning.

1.2 Theoretical Framework

The teaching itself is apprehensive with the commotion of assessment. Airasian (1994) stressed the significance of assessments which instructors perform during teaching. The information gathered from different assessment practices of student performance in the classroom, is very significant for decision making of teaching. Thus, classroom assessment pervades all stages of instruction as generally practiced (Stiggins, 1994).

Steadman and Svinicki, (1998) stated that the cognitive learning theory associates classroom assessment to learning. The focus of the cognitive theory is on the processing of what occurs in the mind of the learner relatively than taking of learning as a simple stimulus-response connection. Cognitive theory asserted the active participation of the learner in the learning process, certainly, in some forms of cognitive theory; learning is just about entirely a function of the learner understands of events. Generally, the theory designates learning as a building of associations between a learner’s former knowledge and experience and the new information or skill that is being learned. Through regular learning episodes via these associations, assimilation of new information’s occurred in the long-term memory structure. Later, when there is a need for new information, any one of these connections will be activated by the learner and for the use the information will be retrieved.

Nolen (1988) studied the reading science articles of eighth grades. Her study resulted in that there is a strong connectivity between the use and valuing cognitive strategies that relies on deep dispensation of information with task (mastery) orientation. Similarly, Nolen and Haladyna (1990) studied at the start and at the end the of the school year high school science students with analogous results. These
findings and the findings of Meece and Holt (1993) support that students and their teachers appreciated independent thinking and that mastery of content were in positive connection with task orientation and also with the views in the value of strategies. This conclusion is consistent with the theory that a classroom assessment environment should be created by the teacher within which students' observations act their part in inducing effort.

In addition to the relativity with cognitive theories the emergent concern in Assessment for Learning (AFL) also reflects the socio-cultural learning and constructivists theories that established in the second half of the twentieth century (Hay & Penney, 2012).

The belief of classroom assessment practices enhance student leaning is also steady with social-cognitive studies on achievement and motivation. Provision for creating classroom assessment the source for engendering theory incorporating group experiences and individual psychology into an integrated theory about the stimulus of student struggle and attainment also originates from what is recognized about the psychology of learning (Farrell, Ives, 2015).

Feedback is indispensable, learners require evidence about their actions in order to develop and progress (Schunk, 1994). Certainly, it is motivating when a student utilizes such feedback for developing their competency skills (Ryan, Deci & Connell 1985). Vibrant feedback is an assurance of eminence classroom assessment (Stiggins, 1994).

The classroom assessment situation reveals the classroom instructional process and compliments the place of individual learner inside it. Teachers generate this situation by the assessment adoptions they mark about assessment set-up, occurrence, instructional use, and student response. These selections reveal teachers' awareness of the students, principles of assessment, course content and their teaching practices along with their associations with students. Fundamental the assessment situation are a teacher's beliefs, approaches and alignments about the teaching-learning process and students, classroom condition, the teacher's understanding, skills and training in assessment, and educational institutional strategies and these all based on not any one learning theory, but are in relevance to different theoretical approaches of learning (Porter & Freeman, 1986; Stiggins & Conklin, 1992; Pajares, 1992 & Tittle, 1994).
Pintrich and Schrauben (1992) supplemented to the set of goal orientation taxonomies the intrinsic versus extrinsic. They described that mastery orientations refer to intrinsic orientations while, extrinsic orientations refers to when by others students are being judged. Intrinsic motivation theories promote that individuals relish actions that they find to extant an adequate level of challenge and that definite things are needed for an activity to be practiced as a challenge for example clear goals and feedback, improbability about achievement, and concerning advancement toward objectives (Lepper, 1988). In this way, in the classroom, effective feedback through continuous high quality assessment practices about the learner performance is one of the imperative variables for sustaining intrinsic motivation (Stiggins, 1992).

For these goal orientations Ames and Archer (1988) selected the term mastery and performance. They established that a mastery goal orientation is linked to positive attitudes toward class by the use of effective learning strategies through selection of appropriate classroom assessment practices. Likewise, Meece, Blumenfield, and Hoyle (1988) asserted that learners with a task-mastery goal orientation by opting appropriate assessment techniques conveyed more active cognitive involvement. In consideration with under the discussion theoretical framework, this supports the influence of the perceived value of a task in terms of classroom assessment practices on the extent of intellectual effort invested in it which will lead to the successful learning.

Ryan et al. (1985) drawn cognitive assessment theory which defined insights of the classroom environment that effect intrinsically motivated behavior. They presented three plans. The first two plans were grounded in provenance theory and mentioned that firstly, if the experience of independence or assistance (an internal locus of control) is a result of an action, it rises intrinsic motivation to perform in that way and secondly, the perception of competition is the result of an action then it rises intrinsic motivation to perform in that way. They apprehended that these are views and that the same occurrence that one day results in approaches of competency may next day be professed as externally executed. Hence, their third suggestion was that there is the functional significance with the variance in events. So, when using different classroom assessment practices students feel the autonomy of self-assessment and self-regulation and a positive competition for the development and this behavior is regulated by the intrinsic motivation.
In this regard Ames (1992), Stiggins and Conclin (1992) asserted that the use of classroom assessment practices is more advantageous to a mastery goal orientation. Though she used the term instructional strategies instead of classroom assessment practices, she pointed out that task orientation, sharing of authority and progress-design assessment is supporting a mastery goal orientation in the classroom.

Likewise Slavin (1977) mentioned that if to look the effectiveness of classroom assessment practices in the light of behaviorists approaches. The learners get the messages about what sort of work or response is valued from the kind of reward independent, cooperative or structure-competitive that a teacher establishes within the classroom. Correspondingly, students also get the messages about parity concerns in attainment from whose understanding is assessed and with whose standards (Gipps, 1994). Students' over-all experience with earlier classroom assessment procedures in a class and to some level, other classes impact their insights of the classroom assessment situation. Students become adapted to performing in a teacher's classroom assessment environment, which leads to convenient learning for them.

In addition to the above, Pintrich and DeGroot, (1990), Pintrich and Schrauben, (1992) presented a social-cognitive model of student motivation in which they mentioned that task assessment processes influenced motivational and cognitive variables. Likewise, (Salomon, 2002) shared his conception with the existing theoretical framework with the view that the effect of classroom assessment tasks and feedback offered to groups of students on effort and achievement are arbitrated by individual responses to those elements.

Similarly, Constructive Alignment is a theory of learning that commences with the ground that through related learning activities the learners constructs their own learning (Biggs, 1999). For teachers it is necessary to mode a learning environment which is conducive to achieving the desired learning objectives. The way to attaining this goal is that all elements in the education system are aligned to each other to enable the accomplishment of the proposed learning objectives. Thus alignment is vital to effective assessment. The manner classroom assessment is compatible with the objectives, goals and with the teaching/learning strategies embraced influence students’ learning (Farrell, 2008).
In the last decade as a result of different research studies revealed that globally there has been developing an affirmative attitude by most of the educationalists about the productivity of assessments in facilitating learning. Researchers contemplate assessments arrayed towards this conclusion that the use of assessment for learning or in other words for formative purposes has a remarkable influence on students achievements, motivation for progressing and facilitating their learning (Black & Wiliam, 1998, 2010; Brookhart, Moss, & Long, 2008; Nicol & Macfarlane, 2006; Cauley & McMillan, 2010; Nolen, 2011; Stiggins, 2002).

The means in which learning is apprehended and inferred have significant effects for AfL, as argued by James (2008) assessments need to be harmonious with the perceptions of learning. Watkins’ (2005) presented three views of learning and asserted that the effects of classroom assessment on the improvement of students learning is congruent with the behaviourist view, cognitive constructivist view, and a socio-cultural view of learning.

So, it is concluded from the above discussion that assessment for learning is consistent to the social constructivist and cognitive theories of learning and with the years back of behaviorist approaches. It does correspond to the same learning processing mention by the social constructivist that learning in performance and in real life settings is always socially constructed. It is highly positioned and embedded in a specific context.

It is this significance of classroom assessment practices for learning that Black and Wilium (1998) conducted their seminal research study and Assessment Reform Group (1999) have started to work on “Assessment for Learning”. So keeping in the view such a significance of the assessment for learning the current study designed in the view of such research studies to investigate the effectiveness of classroom assessment practices for the improvement of students learning and development of skills in the light of teachers and students perceptions.

1.3 Statement of the problem

Mostly the focus of educators is always driven by the student centered learning strategies and they have employed diverse, student-centered learning methodologies to improve student learning (Scott & Buchanan, 1998; Deboer, 2002; Norte, 2005). Simply the matter which is going wrong is that many teachers who implement these
methodologies, practice assessment practices planned for traditional teaching. Research indicates, yet, that assessment practices should also be implemented as student-centered (Ma & Zhou, 2000). So this study will explore assessment for students learning under the topic “Perceptions of Teachers and Students Regarding Classroom Assessment Practices for Learning at Under Graduate (Hons) Level in Khyber Pakhtunkhwa”

1.4 Objectives of the Study

i. To bring on record the views of students about the use of classroom assessment practices in improving their learning and developing their skills.

ii. To analyze teachers’ opinion about the use of classroom assessment practices for improving student learning and developing their skills.

iii. To pinpoint classroom assessment practices helpful in improving student learning and developing their different skills.

iv. To identify the problems faced by teachers in the implementation of classroom assessment practices.

v. To provide suggestions for the extended utilization of classroom assessment for learning as a central component of the instructional procedure.

1.5 Research Questions

The study was guided by the following research questions:

i. What are the perceptions of students regarding the use of classroom assessment practices for improving learning and developing skills?

ii. What are the perceptions of teachers regarding the use of classroom assessment practices in improving students learning and developing their skills?

iii. What are the views of students and teachers regarding the effectiveness of various classroom assessment practices for improving students learning and developing their skills?

iv. What sort of problems faced by the teachers while implementing the different classroom assessment practices?
1.6 Hypotheses Tested

Following hypotheses were tested:

i. There is no significant difference in the effectiveness of different types of assessment practices for the use of improving students learning and developing skills.

ii. There is no significant difference among the students of different institutes in their perceived view of the use of different classroom assessment practices for improving students leaning and skills.

iii. There is no significant difference between the students of Natural Sciences and Social Sciences in their perceived views of the use of classroom assessment practices for improving students learning and skills.

iv. There is no significant difference between the genders in their perceived views of the use of classroom assessment practices for improving students learning and skills.

1.7 Significance of the Study

Currently, for improving students learning the focus is made solely on teaching strategies and assessment is practiced just for auditing the learning while neglecting all of its effectiveness for improving students’ learning. Keeping in view this neglecting aspect of classroom assessment practices for learning, the current study helps teachers and students to make proper choices of classroom assessment practices for improving learning. The data gathered from teachers enable the learner to identify those classroom assessment practices which are more helpful in driving students learning and developing the 21st century skills i.e. creativity, problem solving, critical thinking and entrepreneurship among them. The present study brings to the light those factors that are creating hurdles in the carrying out of innovative classroom assessment strategies which is a source of guidance for the policy makers and curriculum developers while drawing up their strategies in the future. Since most of the existing literature comes from the West, it was interesting to find out if and how the ideas ferment in a different culture. It likewise meet the gap of lack of empirical inquiry in the area of utilization of classroom assessment in improving learning.
1.8 Delimitation of the Study

The study was delimitated to the following points because of the real world constraints, i.e. limited time and other resources:

i. Only public sector universities of Khyber Pakhtunkhwa;

ii. Undergraduate (Hons) level program.

1.9 Limitations of the Study

The range of the current research did not allow the researcher to investigate the perceptions of all of the public sector universities offering under-graduate honors level program in Khyber Pakhtunkhwa.

The course wise investigation of teachers and students perceptions regarding classroom assessment practices for improving students learning and developing skills was also out of the reach of the current research.

The study also aimed to explore the respondent teachers’ experiences regarding the refreshing trainings, but all most all of the respondents teachers haven’t been passed through the refreshing training particularly of the use of classroom assessment for improving students learning. So, the study couldn’t perceived the actual experiences of respondent teachers refreshing trainings particularly of the use of classroom assessment for improving students learning.

1.10 Operational Definitions of Related Terms

Classroom Assessment:

All of those assessment techniques designed for a particular group of students of a program in the light of specific course objectives.

Perceptions: Views or insights about a thing, situation or phenomenon.

Skills: All of the capabilities required by an individual to perform effectively life tasks i.e. problem solving, critical analysis, creativity, evaluation, practical
implementation of gained knowledge in real life situation, organizational and managerial skills and an individual and group dynamics etc.

**Implementation:** The application of theory into practice.

**Assessment of Learning:** The use of assessment practices for the purpose of judgement of students’ attainment level.

**Assessment for Learning:** The use of assessment practices for improving students learning.

**Assignments:** Those tasks assigned by a course teacher in a particular course in the light of course objectives including, written assignments, web-searching assignments, critical analysis or a critical review of a topic or any responsibility regarding course or classroom management etc.

**Presentations:** The classroom assessment practice in a course in order to give opportunity to have a practice of developing their best speaking skills, expressions of their thoughts about a topic and their reflection ability along with confidence development etc.

**Refreshing Trainings:** The Refresher Training or In-service training is a training program designed for the teachers, with a determination to acquaint them with the new knowledge, skills, methods, and processes required to improve their professional skills in a particular area.
CHAPTER-2
REVIEW OF RELATED LITERATURE

This section will discuss matters that are raised up in the relevant literature on assessment practices and perceptions regarding the use of classroom assessment practices for improving students learning with respect to educationists, students’ and teachers’, perceptions. The chapter is divided into four main sections. The first section gives an overview of assessment, classroom assessment practices and its use for improving students learning. The second section deals with the various types of prevailing classroom assessment practices which are used for improving students learning. Section three describes the implementation of assessment practices within the classroom, while section four is a brief description of prevailing assessment practices at four-year (Hons) undergraduate program in the public sector universities of Pakistan.

2.1 Assessment

The word ‘assessment’ is derived from the Latin verb “assidere” meaning ‘to sit beside’, a belief fairly removed from commencements of assessment that offer importance only for examination and testing (Swaffield, 2009).

Assessment is a practice of gathering and deliberating evidence from diverse and multiple sources in order to develop an understanding of the outcome of students’ educational experiences i.e. of students’ knowledge, understanding and implication of their knowledge. The process concludes when assessment is used to enhance learning (Huba & Freed, 2000). Assessment cannot be taken only as an end task after teaching and learning. If information engendered from assessment processes is only presented after the fact the assessment process will not serve the principal client, the student, and will not support the improvement goal of leading to excellence. Educators are requisite to emphasis on the enhancement of learning on commendable tasks that need enduring understanding and skill. This necessitates securing instruction to realistic work, the focus should be on higher standard contents instead of more content coverage, the use of immediate feedback loops and appropriate mentoring and coaching and in this respect assessment plays dual pivotal roles the improvement and
accountability which are critical and complementary roles in higher education now a days (Suny, 2000).

Decades back, in the early 1970’s researchers of the Atlantic’s both sides (Snyder, 1971; Miller & Parlett, 1974), were involved in studies of student learning at high-status universities. Their studies resulted in the findings that it is assessment which influenced most the learning of students not the teaching. Students defined all facets of their study, what they are done, what they appeared to, and how they gone through their studying, are entirely dominated by the means they professed the demands of the assessment system. Furthermore, Snyder, Miller and Parlett studies highlighted that students it is to the assessment procedures to which students’ respond readily. Rowntree (2015) specified that if we are certain to determine the truth about an educational system, we must prior look to its assessment procedures. Similarly, studies many of the qualitative studies have stressed the significance of understanding students’ approaches of response to innovations in assessment (Sambell & McDowell, 1998).

The concern to the use of assessment for the improvement of learning is highlighted by the Wiliam, (2011) that it is not what we teach through which students learn, in fact the truth lies that assessment is possibly the essential process in effective learning. If students learned what is taught, then there would never need to assess. In that case simply all the learning experiences could be registered, to present that this is what all they had learned. But no doubt, anybody knows well that this is barely ever occur if, has spent more than a few hours in a classroom. What students learn cannot be prophesied with any certainty, no matter how prudently instruction is design and implement. Its only assessment that directs the instructional activities in which students are to be engaged resulting in intended learning. Assessment certainly is the bridge between learning and teaching.

Assessment mirrors our consideration of learning, as well as what is appreciated (Drummond, 2008). This is obvious in New Zealand where Denise Newfield and colleagues stated that in discerning about assessment in the multifaceted classroom, we have positioned resourcefulness and human agency at the core of what is to be assessed’ (Newfield et al., 2003). When assessment focuses on outlooks such as resourcefulness and agency, the classroom attention becomes a very precise kind of learning.
Assessment is at the core of the student understanding (Brown & Knight, 1994). In the perceptions of the students, it is assessment which defines the concrete curriculum (Ramsden, 1992). Assessment defines what students favour as significant, how they devote their time and how they come to see themselves as learners. If concern is the change in students learning then methods of assessment need to be change (Brown, 1997).

There are different uses of assessment which depends on the purpose and objectives. The uses of assessment generally fall into two general categories, assessment of learning and assessment for learning. Both types have their own place in education and in the classroom. The point of concern is that to understand both types in order to maximise their uses for the improvement of students learning.

2.1.1 Assessment of learning

The leading kind of assessment is Assessment of Learning. It is summative in purpose, proposed for the certification of learning and report about students’ progress to students, to parents and notifying students’ relative standing in a class with comparison to other students of the same class. Assessment of Learning is an end task in classrooms and usually occurred at the end of a unit, course, a grade, a key Stage or a program in the form of a test or an exam to know the students’ attainment of course content and their learning abilities. In Assessment of Learning, the results are conveyed symbolically, normally as marks or grade crossways numerous content areas to report students’ achievement (Earl, 2003).

Mehmood (2007) explained that assessment of learning encompasses of all those activities which are used to judge the worth of a completed task or program. Summative evaluation is considered as the final stage in the procedure of instructional design. It does not affect nor its results bring any change to the evaluating instructional program, it provides the evidences about students’ attainment level and learned behaviors. It delivers information on the product's efficacy, its ability to perform what it was planned to perform. Rationally, it supports the learners’ knowledge "how they performed," but more meaningfully, by considering at how the learner's did, it supports to know whether the artifact imparts what it is supposed to impart.
With the passage of time there come changes in the societies, it confronts the educators with more challenges to establishes the education system for best services of their students without knowing the nature of the society that their students will face in the future. Massive social, cultural, economic, political, technological and environmental changes occurred during the last few decades. This change has subjected educators to the rethinking and investigation of the all of the education elements including classroom assessment. It was till the last decade of the 20th century that classroom assessment was considered as an instrument for providing an index of learning following a certain design i.e. to taught course, then testing examining the students ‘understanding of the course content, developing judgements on the base of that testing and finally to make decisions and promoting to the next component of work. However, with the emergence of new learning theories cognitive and social constructivist approaches, this consideration of assessment has been questioned as the expectations of society for educational institutes have changed and has been challenged the conventional part of assessment in increasing student learning (WNCPCE, 2006).

In educational system there is giving more attention to summative assessment by the teachers and students. Yet, they are ignorant of the demands related with the projecting and substantial cogency of summative assessments and trust the results without critical judgment. The meagre enactment in such assessments results in less motivation to learn. Mostly, judgmental response in the forms of marks affects student inspiration for learning as it lacks in providing guidance for improvement and subjects to a feeling of distress (Harlen, 2006).

It is claimed that assessment has to shift to ‘assessment for learning’ from ‘assessment of learning’ whereby assessment processes and practices are established to provision learning and support rather than undercut student confidence, achievement and development (Torrance & Pryor, 1998; Black & Wiliam, 1998; Gipps, 1999; Shepard, 2000). The assessment must suitable the situation by providing that precise feedback in a timely and comprehensible way (Stiggins, 2008).

In the last two decades there has been a growing concern to another form of assessment, assessment for learning with the purpose use assessment not only for the accountability of students learning, instead as a tool to help students in their learning.
Earl (2003) quoted that the phenomenon of Assessment for Learning is simply a shift from taking in consideration the only role of the summative assessment to its use of formative assessment, that to only focus on making judgments is not significant but to create descriptions that can be used for influencing learning.

In the following there is a detailed description of the use of assessment for learning:

2.1.2 Assessment for learning

Usually assessment is regarded as being someway distinct from the learning process, something that is happen mostly at the completion of a course/module/semester to test the students attainment and understanding of the course content. However, assessment is a fundamental part of the learning process and, eventually, should aim to improve the quality of student learning.

The predominant practice of assessment, assessment of learning in comparison with another form assessment for learning is being criticized as of not much of value in levitating the standard of learning. The belief of assessment for learning is defined as a practice of pursuing and understanding evidence for use by students and teachers to know the standing position of the learners in their learning, where they requisite to go, and what way best to get there (Assessment Reform Group, 2002).

Assessment is integral to educational reform, and it signifies a shift in discerning about learning and teaching. The use of assessment practices for learning embodies one of these indispensable changes. The concept of assessment for learning lets teachers use their insights about student understanding and individual differences, to incorporate students centered strategies according to their needs in order to best serve for individual learner. Learn to grasp assessment, not simply as a device for learner evaluation, but as an imperious approach for everyday classroom learning (Earl, 2010).

Stiggins (2007) stressed on the concern to the assessment for learning that our progressing task induces us to hold a new vision of assessment that can blow the source of high quality learning, motivation, confidence and potential for best performances that exist in within each learner. Initially, we require to harmonize in to the emotional subtleties of the assessment experience from the students’ point of view, both assessment frontrunners and assessment failures. The experience of
assessment practices both of these groups is vastly different, and cast a significant impact on their self-esteem. So in this respect to empower all students to experience the productive emotional subtleties of success, we requisite to shift from limited and narrow dependence on assessments that only validate learning to the practice of assessments that enhance and support learning which is, assessments for learning.

O’Farrell (2002) stated that the significant determination of assessment for learning is to support students’ learning through the delivery of evidence about their performance. It is often relegated in education though not a new concept. However, in the 1990s this aspect of assessment received a serious consideration. It is manifested from the definition that the use of assessment practices for formative purposes is not a new concept. It is been practising regularly in terms of classroom observation and discussion etc. But in a closer look to the definition, the emphasis of this process is shifted from just a teacher to learners and teachers and learners to grasp information for directing learners in the process of learning. He also emphasised that high quality, inclusive and well-timed feedback is a very significant factor in enhancing students’ learning.

Similarly, other researches substantiates (Black & Wiliam, 2007; Brookhart, 2007; Guskey, 2007; Hattie, 2008), signifying that classroom assessment practices impart an ample impact on students’ accomplishment. Likewise, an effort by (Shavelson, et al., 2008), proposed that there are evidences that from a large scale combined study on entrenching formative assessments in inquiry-based science curriculum, which points to the improvement in students learning outcome. Furthermore, if assessment for learning is employed successfully, it supports to cultivate students' motivation for learning as a persistent disposition (James & Pedder, 2006).

A study about the use of formative assessment for improving students learning was conducted by the OECD (2005) in the educational systems of Canada, Italy, Scotland, England, Denmark, Finland, New Zealand and Australia (Queensland), Scotland. The results of the study were looked by the Policy Brief for its wider use and policy principles to discourse barriers in the use of formative assessment. The finding showed the highly effectiveness of formative assessment in enhancing students’ attainment level, improving equity of student outcomes, and raising the ability of students to learn. The gains of achievement related to the use of formative
assessment have been reported as among the highest ever stated for educational interventions. These findings were supported by the study conducted by the OECD’s Centre for Educational Research and Innovation (CERI). The use of formative assessment demonstrates not only general achievements in academic accomplishment, but also predominantly high gains for slow learners and underperforming students. Along with the improvement in the quality of students’ work, retention of learning and attendance are also enhanced.

In 2002, Department for Education and Skills (DFES), Office of Standards in Education (OFSTED) and the Qualifications and Curriculum Authority (QCA) embraced the Assessment Reform Group’s (ARG) elucidation of assessment for learning, that the process of discovering and inferring evidence for use by students and their teachers to know the standing position of the learners in their learning, where they requisite to go, and what way best to get there is called assessment for learning (OECD/CERI, 2005).

Similarly years back, Rowntree (1987) asserted that if we gradient to find the fact about an educational system, the assessment practices must first be taken in consideration to know about. Likewise, Gibbs (2010) quoted the studies of Snyder (1971), Miller and Parlett (1974) in this regard that it is not to teaching strategies but to the assessment procedures that students react. Furthermore, qualitative studies were conducted which also have proclaims the importance of considerations the way learners respond to novelties in assessment (Sambell & McDowell, 1998).

Hammond and Pecheone, (2010) quoted the statement of president of USA Obama that there must be required our nation’s governors and government education leaders to make judgments and develop criteria with broad perspective that not only to measure whether learners can lodge in a fizz on a trial, simply but concern should be whether they have 21st century abilities like skills of creativity, entrepreneurship, critical thinking and problem solving.

Ravitz, (2000) stated that the strategy of immediate feedback to learners have a beneficial impact on learning outcomes of students. Assessment is not only the source of collecting or providing of information, but it can also be used as a device to improve students learning and reform the teaching learning process. Therefore, it propose that assessment plays an important role in determining the performance and
behaviors of students. Further, Elwood (2006) queried the latent of formative assessment to endure students’ learning achievements in the long term and asserted for high concern and continuous researches in this area to explore the different facets of assessment for learning.

Struyven, Dochy and Janssens (2008) accomplished a study inspecting the relationship between assessment and students’ attitudes towards learning. This investigation offered an inclusive analysis of students’ insights about assessment creating a substantial impact in understanding the influences of assessment in teaching learning process.

Till now, a consent on the precise definition of formative assessments looked indefinable. In a way to well comprehend formative assessments is to compare with “summative” assessments, which are commonly gotten as assessments that are explicitly intended to appraise students’ performance. But, an assessment can deliver summative confirmation if its main purpose is to appraise learning and secondarily to enhance learning (Bennett, 2011).

Likewise Marshall and Drummond (2006) mentioned that in the ‘Learning How to Learn’ study some teachers endeavored and incorporated different easy techniques to implement the formative assessment in its true spirit to develop learner self-learning, to facilitate teaching and to promote students achievement. Likewise, Black et al. (2006) also asserted that in the light of the findings, of their research studies, indeed it would appear that formative assessment is not essentially or certainly a compassionate or spacious process to be implemented. Possibly, the remarkable idea to note in the framework of post-compulsory education, nevertheless, is the pervasive use of formative assessment, without the support of progressing out program (James et al., 2006).

If suitably intended, the prevalent assessment may be considered as formative if the priority is given to the support of learning, not to judgment only. What seems to be a more prolific understanding is that an assessment may be observed as formative or summative contingent on the purpose is behind of its use. Assessment not to be used only to equate or grade campuses or students but should be used productive, in terms to demonstrate current levels of learners’ achievement and to improve future
performance. The aim of assessment for students and institutions is to support them to become the superlative they are proficient of being (Fornari, 2003).

Andrade and Valtcheva (2009) cited in their research study the studies of other researchers highlighting that the principal purpose of keeping engaged learners in vigilant self-assessment is to improve their learning achievement, and to stimulate educational self-regulation, or the propensity to manage and monitor their self-learning (Pintrich, 2000; Zimmerman & Schunk, 2004). Research recommended that self-regulation is closely associated learners’ achievement. Learners who are get involved in their learning process by setting goals on their selves, designing diverse plans to meet them, and regularly monitoring their progress incline to learn more and do their best as compared to those learners who remained ignorant and passive in their learning process. The essential element of self-regulation is self-assessment, because it is through self-assessment that students get participate in their learning process and they are fully aware about the goals of any ongoing task, they keep on checking and regulating their progress towards the meeting of set goals which results in the achievement of students learning outcome and enhancing their learning (Schunk, 2003).

Klenowski and Valentina (2009) stated that in the region of Asia-Pacific, there is a growing interest in assessment for learning in the past decade. There has been a precise concentration in the constructive effect of ‘Assessment for Learning’ on students. This is the situation in Singapore where the government proclaimed the endorsements of the Primary Education Review and Implementation (PERI) Committee (April, 2009) that called for the starting of universal assessment to support learning and finish to exams for Primary 1 and 2 and.

Tan (2013) discussed that standard clarification and well planned students feedback practices for assessment design, to be assumed as intelligible set of assessment practices in connection to each other. He suggested a model triangulating for outlining assessment scheme, standards and feedback, where task design (horizontal axis), assessment standards (vertical axis), and feedback practices (predispose) form a triangle of performance. The framework of assessment and learning compromises a tangible and overt way of amplification the discrete roles of assessment design i.e. the proper execution of assessment tasks which order and stride when learning is initially established, and when it is consequently assessed in
order to regulate if according to the plan students’ learning had enhanced. While, feedback delivers how determined the feedback pursues to be. It articulates the confluence of design, standards and feedback and proposed an intelligible approach to assessment for learning that both students and teachers can comprehend and use in discourse together. Such discourse is imperative for supporting students’ learning and to helps learners in detecting and exceeding their own verge(s) of learning.

The Minimal Need for Standards in AfL (Black et al. 2003) described assessment for learning to be any assessment for which the initial priority in its design and practice is to serve the determination of students’ learning.

2.1.3 AFL: Evolution and Global Perspective

The idea of the use of assessment for improving learning took the concern in early 1970s when first Bloom et al. wrote their book in which they discriminated the For a very long time around the world formative assessment has been used only as an informal. Bloom et al. (1971) wrote a book with the title “Formative and Summative Evaluation of Student Learning”, the notion of the use of formative assessment was shifted into a formal practice. They asserted in their book that the fundamental purpose of education is the over-all development of the individual, and in this respect assessment is a significant element of learning and the best part is played by the classroom teachers. In their opinion, assessment is a vital part of learning and classroom teachers play a significant role by using classroom assessment to enhance students learning (Bloom et al., 1971).

Likewise, many researchers and educators started to promote assessment as being effective and useful for improving learning (Crooks, 1988; Shepard, 1989; Wolf et al., 1991; Stiggins, 1991; Wiggins, 1993; Gipps, 1994; Popham, 1995; Sutton, 1995; Black, 1998; Wiggins & McTighe, 1999; Earl & Katz, 2006). They concentrated on the significance and value of the everyday classroom assessment as a vital element in facilitating learners in their learning.

The most noticeable focus to formative assessment was driven, when Black and Wiliam (1998a) reviewed 250 studies based on associating assessment and learning. They concluded their extensive review that when assessment is used with proper planning in the classroom it promotes learning and improved student achievement. This review was performed by them as a part of assessment ARG
(Assessment Reform Group). The proponents of assessment for learning, the ARG was a voluntary group of researchers initially) in 1989, brought together by the British Educational Research Association (BERA). Lately, it changed the title with ARG when in 1996; BERA ceased the support to policy task groups (Nuffield Foundation. n.d.).

The basic aim of the ARG was to guarantee that assessment policy and practice takes account of evidences of relevant research. In 1996, the funding Foundation to ARG funded Black and Wiliam, as a part of the ARG, to start a literature review on the use of assessment for improving learning. Their review resulted in a publication of booklet for the practitioners with title “Inside the Black Box” including significant proof that 'formative assessment' could improve learning. Furthermore, additional funding was made from the respective Foundation assisted the ARG to publish another booklet with the title, “Assessment for Learning: Beyond the Black Box”. After this, a programme of work directed to the identification by Black, et al., (2003) with practitioners’ teachers of assistance for improving classroom assessment published in 2002 as “Working inside the Black Box” (Nuffield Foundation, n.d.).

The Assessment Reform Group (ARG) has played a vital role in conveying the evidences of research about assessment for learning to the consideration of the community of education. In on-going its effort to progress practice in assessment it has also formulated the principles of assessment for learning (Association for Achievement and Improvement through Assessment [AAIA], n.d.).

Assessment Reform Group (2002) designated their findings that assessment that is plainly designed to promote learning is the sole most influential device we have for empowering and raising standards along with life-long learning. They named this emphasis on assessment that is right linked to supporting students to learn as assessment for learning (AfL).

Too look upon, in the past two decades mostly though out the world formative assessment has been taken up in policy and practice. In one after another by countries, assessment for learning has been adopted by education systems. Since 2001 the researchers, professional development facilitators and policy makers from numeral of countries have been conferencing every after three or four years to explore, share, and
examine assessment for learning in an extensive array of circumstances (Klenowski, 2009).

Similarly, in Australia, from the late 1990s there has been grown international systemic cognizance of the significance of assessment for learning in the efforts of educational reform efforts. Inspired by the work of ARG and Paul Black, Dylan William, the momentum for change was emerged in the Asia Pacific region – remarkably in, Hong Kong, New Zealand and Australia. At the federal level in Australia, the Curriculum Corporation developed a practical guide to assessment for learning with the title ‘Improving Student Achievement’, though each Australian state and zone adopted its own approach to AfL (Glasson, 2009).

Similarly in Canada, in 2006 a document with a title “Rethinking Classroom Assessment with Purpose in Mind” was published by Canadian Protocol for Collaboration in Education representing Ministries of Education in Western and Northern Canada. In the document assessment was define in different ways based on its role i.e., assessment of learning, assessment for Learning and assessment as learning, all of them serve valued purposes. It is however, not an easy task to get them all rightly balanced. If the concern is on the enhancement of students learning then the part of assessment for learning takes on a much higher profile than assessment of learning (WNCPCE, 2006).

Across provincial assessment policies, there is a clear enunciation of the benefits and of incorporating assessment for into classroom teaching practices (British Columbia Ministry of Education, 2004; Alberta Assessment Consortium, 2005; Ontario Ministry of Education, 2010). These policies asserted that assessment for learning enhances students’ progress toward educational standards and promotes, self-regulation, learning skills and students’ autonomy. Sustaining these policies is the proclamation that improving students ability to learn (that is, assessment for learning) will increase summative assessment results, hasten learning, and will add to lifelong learning assurances.

Klinger, DeLuca and Miller (2008) mentioned that in Canada, Assessment for learning is captivating embrace as a significant feature of educational assessment programs. The policies of classroom assessment that incorporate and elucidate assessment for learning with its other form of uses are apparent through the provinces.
To implement these policies and assessment practices there are made prominent efforts to support school administrators and teachers.

Eventually, there is an intensive effort throughout the most of provinces to incorporate assessment for learning to support teachers, learning and effectiveness, district primacies, cognizant school decision-making and most prominently, to improve student learning across Canada (Birenbaum et al., 2015).

Likewise in the Republic of Ireland, the initial growing work for the promotion of “Assessment for Learning” was commenced in 2003 by the National Council for Curriculum and Assessment (NCCA). The source of interest for these projects had risen from the review of Black and William (1998) and their following version of the venture (Black et al., 2003). The booklet of information about Assessment for Learning produced for the project defines assessment for learning as a tool which teachers use to engage students in their leaning process, that assessment for leaning is being used by the teachers to get students on the inside of leaning process. So, for this purpose teacher will do efforts to make learners clear about the specific objective of the each lesson and will discuss the learning purpose with students (NCCA, 2003).

The high concern to the Assessment for Learning is also seen in the New Zealand. Its Ministry of Education stated that the principal determination of assessment is to enhance students’ learning and the teaching of teachers’ teaching as both students and teachers and students retort to the evidences it provides’ (New Zealand Ministry of Education, 2007). Afterwards, a statement on learner assessment was issued by the Ministry of Education (2011) which strongly asserted that the basic purpose of assessment is formative and for the students development. It designates assessment as a process of both of learning and for learning by decision making, adaptation, investigation, and conversion. The priority should be on the assessment for learning (New Zealand Ministry of Education, 2011).

Birenbaum et al. (2015) mentioned that like in other countries in Norway too the cause of the Assessment for learning movement can, to a great amount, be drawn back to the review paper “Inside the Black Box” (Black & Wiliam 1998). Earlier to its publication, assessment had not been a broadly discussed subject in Norway and almost traditional assessment approaches were used to embrace by the educational
institutions. While, recently in an initiative ‘Assessment-for-Learning-2010–2014’ it is addressed that the main beliefs behind assessment for learning and the understanding that teachers and institutions require to cultivate the practice of assessment of their own choice within a specified framework (Utdanningsdirektoratet, n.d.).

Shepard (2005) while in describing assessment for learning (or in USA it referred as formative), noted that this strong and best-researched information base has made its source back across the oceans, presenting great potential for moving classroom practices toward an environment of learning. It has for long time that Assessment for learning been an essential part of educational practice in Canada, Australasia and Europe. Shepard’s thought suggests, though it’s not have solemnisation in research and theory but its practice has been an identifiable article of ‘worthy teaching’ in the past of American classrooms. The initiation of strong theory and research, much of it accompanied externally to the United States, presents in teacher education and classroom practice the vision of the institutionalization of assessment for learning.

James (2010) mentioned that in relations of research analysis and observation, excessive consideration has been rewarded worldwide to the improvement of assessment systems articles are included in various countries i.e. in Australia, New Zealand and USA. In this context the Hong Kong’s current practice also justified an entry because, in 1997 when to China the soon former British colony was dispensed back, this Distinctive Administrative Region get on educational reform comprises on a ten year program that encompassed school-based assessment, new senior 7 secondary examinations, aptitude testing, and a promise to ‘assessment for learning’.

Hong Kong has struggles self-consciously in developing a system in which ‘assessment of learning’ for accountability, selection and reporting is in equilibrium with ‘assessment for learning’ for students learning and over-all educational growth. (James et.al. 2007)

Globally, the Assessment for Learning has strong roots now in the teaching learning process, its role in the improvement of students learning is considered inevitable in all the classroom setting at any level of education system. While, at classroom level it is taken in consideration according to the requirements of objectives
of the learning program and the needs and level of students in a given context. In the following there is a details description of classroom assessment practices

2.2 Types of Classroom Assessment Practices

Researchers and practitioners mention that when assessment is integrated with instruction then it refers to the formative assessment i.e. Black and Wiliam (1998, 2003, 2009) and Popham (2008) recommended that the classroom assessment practices which inform and improve learning is refer to formative assessments and are thus more of a process, in comparison with merely another formation of test items. Dunn and Mulvenon (2009) stressed that there is need of clearer guidance for researchers in identifying classroom practices that are formative and appropriate according to demands of objectives because inappropriate and poorly implemented practices leads to unreliable effects.

To create real advancement, Bennett (2011) argued that well-made and properly implemented formative assessment should be able to propose how teaching strategies should be improved, along with to know about the students attainment level and progress potentiality. In 2009, a tangible step forward that progressed the foundation of formative assessment occurred at the Educational Testing Service (ETS). The standard of assessment for learning is fairly different from several existing classroom practices. Therefore, the instructional insinuation of assessment for learning entails teachers and students to modify their existing classroom roles (James & Pedder, 2006) as it is not the role of a teacher that to transmit the information to students but in actual knowledge is constructed by the students and teacher role is to facilitate them in their learning.

Diverse approaches are used to enhance student learning by the classroom teacher, conveying his/her own ideas on teaching and inserting significance on the usage of criteria sheets and note taking. Whereas to meet the reporting needs and curriculum, the evidence is used gathered in the classroom, but the eventual purpose of this teacher is in his/her lessons is to guarantee that the students take responsibility for their own learning, in other way to assist them in the attainment of their own goals (Khallouf, 2012).

OECD (2005) reported that in classrooms encompassing formative assessment, interactive assessments are made by teachers frequently. This empowers
teachers to regulate their teaching to meet individual student needs, and support all students to grasp high standards. Teachers keep students’ actively involved in their learning process by applying regular classroom assessment practices which facilitate them in their learning, enable them to learn better and to develop their skills.

The foremost experts of formative assessment Wiliam and his colleagues at ETS (Educational Testing Service), established a continued multi-year professional development program with the purpose to cultivate skills that Keeping Learning on Track. Program is designed to help teachers’ in the embracing of five key formative assessment approaches. These strategies comprise, teachers finding and sharing of learning prospects with learners, teachers day-by-day on regular basis produce evidence of student learning, teachers planning of classroom assessment activities that to stimulate students as instructional and learning resources for one another and design in a way that students take on shoulder the responsibility of their own and besides that teachers deliver immediate feedback to step learning forward and create a framework for students to act on it (ETS, 2010).

Hymes (1991) stated that it is classroom assessment which is a mean of fostering knowledge, thinking, skills, attitudes, nurtured and accelerated students over-all development or stifled all these. Likewise, Kloser, et.al. (2016) argued that, assessments can be productive and rich tools of education that deliver critical insights for both students and teachers or, assessments can be source of tasks that of low-quality and anxiety-generating.

Plake (2008) stated that the primary focus of instruction is always taken to the curriculum, while classroom assessments are usually in the learning process considered as a secondary element. However, current psychometric studies have resulted in a reliable association between students learning gains and appropriate classroom assessments practices. No doubt, research has revealed that in order to be of good quality classroom assessments require to have three important characteristics firstly, to get considerable student performance gains in terms of their learning outcome, secondly to deliver precise information and to provide high quality immediate feedback and thirdly to keep involve learners in their assessment process.
Pedersen and Liu (2003) designated when to plan student-centered, the assessment practices should rightly implicate learners in analyzing their own progress by having their concern first on learning and then after on grade.

Mostly the emphasis of educators is always compelled by the student centered learning strategies and they have engaged the diverse kind of student-centered learning methodologies to improve learning of student (Scott & Buchanan, 1998; Deboer, 2002; Norte, 2005). But the issue of concern is that several teachers who integrate these methodologies often use assessment techniques actually designed for traditional instruction. Research shows, however, that assessment approaches should also be applied as learner-centered (Ma & Zhou, 2000).

There is need to brought changes in the behaviors towards classroom practice, for example, teachers should deliver clear learning objectives for students to get to know about students requirements, to track their learning progress and reproduce on their learning strength and weakness. An interactive environment of teaching and learning has to be endorsed. It is likely to accomplish this situation through appropriate assessment practices by teachers, constructive immediate feedback, peer assessment and self-assessment by students (Black, Harrison et al. 2003).

According to Brown (2002), classroom assessment is imperative because it has a robust influence on students learning. The way a teacher approaches assessment impacts the way students observe the class, the content for study, and their own progress and work. Most notably, assessment practices motivate students by leading their consideration to precise features of course material and by stipulating means of processing evidence. Students focus their efforts towards all that material and skills they consider will be assessed. So, assessment not only influences what learners spend time in learning content, but also the kind of learning happening. Different procedures of assessment influence different types of learning. Even the kind of an exam and the way of conduction can affect how students learn.

So for the choice of classroom assessment practices is concern there are different opinions of researchers and educators in this regard. Some researchers and practitioners have highlighted various classroom assessment practices for different purposes and most of them have the view that the choice of implementing any
assessment practice based on the objective of the program and on the requirements of students in a given context.

With respect to different classroom assessment practices, Brown (2001) revealed that any assessment approach that purposes to be comprehensive should array a variety of procedures for assessment (i.e. presentations, written assignments, reflective notes etc.), so that the same learners are not always deprived. Rather than summative, the classroom assessment is formative in nature. Its central purpose is improving eminence of student learning, not to provide evidences for grading students. Consequently, assessment comprises classroom activities, performance assessments, journals, demonstrations, portfolios, projects and other methods of assessment that compel the active building of evidences instead of passive regurgitation of inaccessible essentials. These sorts of assessments place more stress on higher order learning skills, collaborative skills thinking skills, problem solving skills and offer multi-ways opportunities for developing these skills (Cerny, 2000).

The significance of performance assessment was pinpointed by the researchers that performance assessments contribute to learning through numerous ways for example; exhibitions, projects, seminars, exhibitions, portfolios and journal logs etc. offer multiple instances for appraisal and revision toward a refined performance. These prospects help students inspect both how they learn and how to progress their performance. Students are usually anticipated to present their effort to an audience, for example to parents, groups of faculty, visitors or other learners to certify that their mastery is candid. These presentations to public indicate to students that their effort is valued and strengthen the impact of their works and efforts in a real-world context (Barron & Hammond, 2008).

Similarly, McMillan (2003) presented seven procedures of classroom assessment based on formative and summative assessment. First one refers to select response format, in which students have to select only one correct answer. The second one is constructed response format which mandate students to yield their own answer. Third one is called performance assessment which entails extra comparative responses and efforts on the part of students. Fourth one essay types assignments which require length, critical and analytical responses. Fifth one are discussions and oral questions which are used to understand student’s ability to learn and their reasoning abilities.
Sixth is the teachers’ observations which are applied for knowing students understating and progress. Lastly the self-assessment entails students’ opportunity to keep track of their own learning progress.

But, according to Frey and Schmitt (2007), there is variety of assessment practices which are mostly teachers own made and widely held of classroom assessment are those which teacher value in their own classroom setting. The classroom assessment practices includes all those procedures which teachers selected keeping in view the students while, it differentiating from the traditional assessment which focuses on the cognitive area and comprises assessment tools which generally test accomplishments in academic abilities, ignoring the over-all life learning skills and abilities. Written tests comprised only on multiple choice, short answer, true-false, matching test items and open-ended, are considered as traditional assessment procedures.

Likewise, another student centred assessment is alternative assessment which is a student-centred approach taking the individual differences of the students into concern while, asserting on the application of knowledge and skills to real life. The alternative approach perceives the improvements in affective and psychomotor behaviours zones of learners as compared to traditional assessment approaches which focuses only on the cognitive behaviours. Presentations, quizzes, portfolio, performance assignments, project, peer assessment, self-assessment and observation etc. are acknowledged as the practices of alternative assessment (Çalkan & Yittir, 2008).

Alternative tools motivate students to process their intellectual ability on multifaceted and critical problems, unlike the traditional tools which are mostly implied knowledge based activities. While in traditional tools, students are required to give answers and solve problems theoretically whereas using alternative techniques they respond to questions using their own concepts by relating practically with real life situation, and they demonstrate their answers in various ways (Herman et al., 1997). Same was mentioned by Llewellyn (2003) that traditional approaches generally focus on the assessment of knowledge, while alternative practices stresses on to enhance and reveal the achievement of students learning. In this setting, alternative assessment practices have a corresponding element for students with
diverse learning modes along with the providence of substitutes for the assessment of these students. Therefore instructors must incorporate alternative assessment methods which empower an assessment of attitudes and skills along with knowledge and students comprehension, besides applying traditional assessment approaches.

In the following there is a brief description of some of the prevailing classroom assessment practices.

2.2.1 Assignments and Feed Back

Classroom assignments are being practice as a classroom learning strategy even in the traditional assessment setting but, after introducing the semester system to mainstream of education system by the educational system across the globe, many of the valuable learning strategies turn to the assessment practices assigning grad marks in the assessment criteria by the educational institutes.

Bridges et al (2002) studied in six subjects at four universities the differences in exam marks and coursework assignments. Their study found the higher gains in the grades of coursework with a margin of two thirds of a degree classification in some of the subject’s i.e. Law, Computer Studies, Business Studies, and Biology while in other subjects, it was higher by one third of a degree classification in the subjects of History and English.

Reading and writing are cohesive with subjects content area to promote students in making various multiple and meaningful influences (Gammill, 2006). Students and instructors deliberate frequently about the process of writing and in their written assignments, students might be experiencing difficulties in developing their written assignments but it resulted in the ability of good written expressions and ability of reasoning, analysing the subject matter. It leads to self-monitoring, goal setting and progress in their learning and skills. Parents are involved and informed in generating a community of writers (Romeo, 2008).

When writing skills are not practiced regularly at classroom level then students are unable to efficiently and effectively develop a written material and face difficulty to use strategies before, during and after writing. They usually have difficulties while writing and also unable to develop written products despite of having knowledge. Students with poor writing skills usually can compose smaller pieces of writing and lack organization, coherency as well as planning skills of
content and failed in embodying their written expression appropriately. Normally, their sentence structure is imperfect, and is unable to give critical details and pertinent information (Christensen, 2002).

The assessment of all students, particularly those that brawl with writing and written expressions, is observed as a regularly, collaborative, continuous investigative process that is entangled with classroom instruction and student and teacher self-regulation process. It helps in developing not only of their written expressions and higher order learning abilities but also regulate students learning growth by keeping them aware of their attainment level and mastery of skills. (Piazza, 2003; Tierney et al., 2003; Johnston & Costello, 2005).

Students, teachers, and parents work collectively to fix criteria for assessment, gather assessment evidences from various sources over course time like by applying different classroom activities, investigate the data, and make decisions collaboratively regarding future strategies and the modification of current practices. Classroom assignments regarded as one of the best tool to be used for these purposes (Dahl & Farnan, 1998; Serafini, 2001; Caldwell, 2002; Tierney et al., 2003).

Serafini (2001), Badger and Wilkinson (2004) affirmed that the engagement of the students as accomplices in their assessment procedure supports them in their attainment of information and skills along with development of their writing expressions. It allows students to shoulder responsibility of their own learning and enables them to interpret their progress through self-reflection. When students are assigned regularly various types of assignments, it ensures their active participation and provide opportunities particularly to those students who have difficulty in reading and writing who have developed least self-monitoring abilities.

To accomplish competency level in learning, there must be provided to students such opportunities which motivate them and to assign them different assignments that help them to improve their ability as readers and writers. Classroom assignments then deliver the training and feedback essential to gain competence. Augmented competence through various classroom assignments persuades sustained motivation to engage students in their learning process. This lead to the upgraded student accomplishment. The motivation for students by assigning tasks to read and write looks to be threefold, the topic assign to them requires to be kind of they think is
vital to communicate about, the topic requires to be sort of they think strongly interested in, and the topic should be assign when they ready and prepare to do it and must be assign timely. Augment to this a thought of competence with the topic, language or type and multiple reliable opportunities for feedback and practice. These lead to the conducive learning environment in which learners are exceedingly engaged with reading and writing and developing their different skills (American Association of Colleges for Teacher Education, 2008).

Mercer and Pullan (2001) claimed that the major writing problems include lack of content structure, improper organisation of content, continuity, irregular tilting style, sluggishness in argumentation, and the way how to grip over the topic. The written assignments assist in developing different skills along with improving reading habits among students. According to Baker (2001), most of the students usually have writing incapability, approximately 7% to 95% of the students have reading and writing disabilities. They were of the opinion that numerous factors are accountable for the incompetence of students in reading and writing and foremost is lack of implementations of regular and appropriate classroom assignments for developing such skills.

Likewise, Forbes and Spence (1991) described a study of assessment at Strathclyde University on a course of engineering. When because of work load lecturers’ couldn’t’ marked weekly problem sheets because and were busy to give concern, so the students also stopped undertaking the problems, and consequently their final term exam marks also went down. But when lecturers started periodic peer assessment of the problem sheets as part of course assessment students’ exam marks amplified vividly to a very good level that attained previously when lecturers stopped assessment.

Plentiful opportunities are delivered for students to cooperate with peers and write for various audiences with real purposes. The teacher frame instruction (Vygotsky, 1978) in a way that effectually stabilities modelling elucidation, directed and peer practice with thought-provoking activities and student selection of topics and resources (Bromley, 2003).

In the view of Watson (2006), immediate feedback is vital to learning strategies. In a study, conducted for formative assessment on teachers had a strong
faith that almost all of their students were competent to learn very well as result they
provided feedback and in exploratory techniques. This specifies their constructive
attainment with respect to reasoning in the subject matter comprehensive learning and
multifaceted structures. Timely feedback through diverse assignment practices is very
imperative in the learning process. Both teacher and students can utilize its benefits
for different purposes.

Butler (1987); Freeman and Lewis (1998) recommended that on-going
discourse between the teacher and students, is a central part to effective feedback.
Black and William (2003) professed the feedback has dual processing where
instructors requisite to intent at finding out how supportive students have found the
feedback delivered to them. To be effective and operative, feedback should give rise
thinking to take place. While, Rodriguez (2006) specified that in classroom usually
teachers go for only oral feedback in classroom which liable on their stipulation and
the size of the class they teach. Teachers confront with problems in high strength
classes where they provide an inclusive feedback. Careless (2004) proposed some of
the valuable remedies for creating teachers feedback more effective through
immediate and timely given feedback, enough written and oral work for discussion
and written for future use.

Shamatove (1998), Alvi (2005), and Rodrigus (2006) specified that in the
framework of developing countries, such as Pakistan, very diminutive literature is
available with respect to classroom assessment for learning. Yet, a study was
conducted in Pakistan on performance assessment which designates that the
application of alternative assessment facilitated students questioning, reasoning and
questioning abilities and improved their attention in learning (OnYongo, 1999).

Similarly Chappius and Chappius (2008); and Stiggins (2008) ardently
signified self-assessment that students must be trained how to create their own
feedback through self-assessment, and to utilize and manage the evidences from that
feedback for managing their progress and adjusting their learning.

McKinney (2007) identified that it is not enough to rely alone on practice,
when practice is not accompanied by feedback it yields little learning. Students
develop skills better and faster when they receive immediate feedback about the
precision of their work. And if feedback is of general kind or missing or is not timely,
students remained unaware about the accuracy of their work and continue making the same mistakes again and again. Because of these reasons the frequent assessment and timely feedback is so vigorous to learning and in fact practice of a skill will result to its mastery and acquisition.

Romeo (2008) recommended that classroom assessment must be complicatedly and conclusively intertwined together with reliable instruction, timely feedback and goal setting that happen in a cultured learning environment. This context reliably holds and promotes student risk-taking and offers daily opportunities of writing for real life setting and audiences.

2.2.2 Classroom Group activities

In inquiry based learning students work together in groups or pairs to complete a project and assignments, to solve a problem or to develop an artefact and design models etc. Researchers defined cooperative small-group learning after the subject of hundreds of studies and several meta-analyses, that cooperative learning refers to when students work together in small groups the way that every student in a group can get the equal opportunity to participate on a group task has been assigned to that group(Hartley, 1977; Cohen b, Kulik, & Kulik, 1982; Cook, Scruggs, Mastroperier, & Castro, 1985; Cohen a & b,1994; Ginsburg-Block, et.al, 2006). Generally, there are significant learning gains for students who work together in groups (Johnson & Johnson, 1989). In another comparative research study, four types of problems presented to cooperative teams and to individual students, the study resulted in that cooperative teams outpaced individuals on all types and through all ages (Quin, Johnson, & Johnson, 1995). There are many researches and experimental studies which have revealed that groups outpace individuals on learning tasks and as compared to individual task students perform very well in group tasks individuals and do better on individual assessments as well (O’Donnell & Dansereau, 1992., Barron, 2000a, b; 2003; O’Donnell, 2006).

Cooperative group work gains students not only in learning but also in behavioural and social areas as well, as well as improvement in student socialization, self-concept, timely work completion, and positive attitudes towards peers (Cohen et al., 1982; Cook et al., 1985; Hartley, 1977; Ginsburg-Block, Rohrbeck, & Fantuzzo, 2006; Johnson & Johnson, 1989). Black et.al (2006) concentrated on the connection
between academic measures and non-academic measures. They established that both self-concept and social measures are associated to academic outcomes. Higher effects were found when same gender grouping are used in classroom interventions, besides that effects were seen when used structured student roles, and interdependent group rewards. Likewise, in a comparison of the problem-solving of groups and individuals at the sixth-grade level an experimental study was conducted, (Barron 2000a; Barron 2000b) the findings of the study showed that groups outstripped individuals and besides that students who had first solved the problems in groups performed at a significantly higher level when were assigned to solve a new analogous problem. Yet, more comprehensive analysis exposed a great deal of changeability in the collaboration of students to work in groups. Additional analysis also showed that the quality of the collaboration of students within group while working was related to their group achievements and later to individual achievement.

In the light of these and other findings, it’s obvious that the classroom teacher plays a precarious role in creating and modelling assessment practices of productive group learning processes and discussions. Observing a group’s interactions and team work can provide teachers with valuable understanding into whether the students are involved in productive work activities and can deliver the prospect to offer formative feedback and to provide the development of group considerations and goals.

2.2.3 Project based, Problem Solving Classroom Activities

Thomas (2000) recognized five main constituents of effective project-based learning. According to him it is primary to the curriculum, engrossed on a productive exploration that encompasses investigation and understanding construction, planned around dynamic questions that lead students to meet fundamental concepts and principles, authentic and aiming on thee real life problems that people concern and are student-driven (students are responsible for managing and planning their work). Normally, research on project-based learning (PBL) has found that students’ gains are high who engage in this approach as compared to those of students who engross in traditional kind of learning activities.

In other short-term, comparative research studies of project-based vs traditional approaches have established numerous benefits of projects based work, like in the development of problem understanding and solving abilities (Gallagher,
Rosenthal and Stepien, 1992), development and to support in their reasoning ability to with clear arguments (Stepien, Gallagher, & Workman, 1993), and improved ability for planning a project after performing on an related problem-based challenge (Moore et. al., 1996). Problem-based learning approaches are of same kind as are project-based learning. Lessons usually encompass a precise type of activity concentrated on using resources and reasoning for solving a problem. In problem-based learning, students use their high intellectual abilities while working in small groups, they investigate eloquent problems, identify their objectives that what they need to learn and how to go for possible solutions and generate strategies to meet the solution for problems (Barrows, 1996; Barron et al., 1998; Silver, 2004).

The problem solving approach is found to be very productive in developing problem solving abilities and in supporting implication of knowledge in real life setting. Additional research studies findings have showed that the students are comparative more capable of generating relevant hypothesis and intelligible explanations when subjected regularly in problem based assessment practices (Hmelo, 1998b; Schmidt et al., 1996) and also become more competent in supporting their claims with justifiable reasons and arguments (Stepien et. al., 1993). Such students also have showed high attainments in the understanding of science subjects conceptually (Williams et. al., 1998).

Brame, (2013) stated that the complex cognitive tasks connected with class activities, supplemented by the continuing peer/instructor collaboration is resulted in the deep learning through association with the processing meta-cognition. The students can keep engaged in different activities i.e. discussion, data analysis, debates and activities involve synthesis of data. The purpose is that students are to be involved in such activities within classroom that they can get more opportunities for developing their life learning abilities.

2.2.3 Presentations as Classroom Assessment Practice

Oral presentations have great impact to professions and also provide advantage to students in their impending careers. The practice of oral presentations permits students to improve the ability to pick up process and elucidate important topics and it aids to assist students learning, besides that it also develop students different skills and abilities. The development of presentation skills is essential that
need to be acquired by the students to express their point of view effectively. Murphy (2001) recognized that the significant skill in is the skill of communication at every level of education and particularly in teacher’s education. It is vital that educational institutes’ societies deliver students with the essential skills to be capable to convey effective oral presentations because these are significant in almost all work places. Every so often such skills are the central to elevation and promotion.

Morley (2006) asserted that oral presentation skills are indispensable for factual academic study and for also professional services, as they give the individuals confidence of effectively expressing their selves with justifies reasoning. Oral presentations are progressively acknowledged with noteworthy results in numerous courses across the world. Oral presentation assignments let students to vigorously contribute in their learning, regulate their skills through regular practice and also help them to grow abilities in a vigorous area of their future. Often teachers complaint for limited time schedule and do not have the opportunity in class to offer regular practices for the development of oral presentation skills. Students are anticipated to independently accomplish this skill. In oral presentations speech disorders are checked and regulated, there are normally by three dominions a speech disorder is caused i.e. the disorder of fluency, voice pitch, and articulation.

Polloway, Smith and Miller (2003) were of the opinion that the problems of language are varied and so is found variations among students the language disabilities inside the classroom i.e., non-spontaneity, extinction in language and language delay etc.

2.2.4 Portfolios as Classroom Assessment Practice

In very basic terms, a portfolio is an assembly of work that a learner has selected, organized, replicated upon, and presented to show understanding and development over time. A purposeful collection of student work should demonstrate efforts, progress, and accomplishments in one or more areas (Northwest Evaluation Association, 2015).

Portfolio assessment is a best way to appraise students’ performances and to improve their different higher order learning abilities. Portfolio exposes the process of collecting first hand proof of student’s efforts, achievements and progress, in several areas at a time (Rust & Ikard, 2016).
Fernsten and Fernsten (2005) stated that there is no single accredited definition for a portfolio. Its sense varies liable on the purpose and framework where it is applied. Initially, a portfolio was a file where art work of an artist is reserved. However, in education programs, its definition is much wider than just a storage file. Different authors propose diverse definitions and some are mentioned here.

Venn (2007) stated that portfolio assessment is generally an assessment that emphases both on the product and discourse of learning without any stress on the suppositions. He defined that a student portfolio is an organised collection of student efforts and correlated material that exposes a student's, accomplishments, endeavours and activities in one or more subjects in a given period of learning. The alliance should comprise of proof of student deliberation and self-evaluation, managing standards for choosing the contents of portfolio and terms and conditions for assessing the quality of the work. The basic aim is to support students convey portfolios that validate their abilities, efforts, talents, effectively represent their writing proficiencies, and express their tiers of achievement.

Likewise, Hammond and Snyder (2000) also mentioned that a portfolio is regarded as covering two mechanisms, process and product. Portfolios are ways by which students chooses and reproduce upon artefacts of their workout composed over time and from multiple sources and diverse contexts to provide indication of their rational, enactment, and learning. It is a dedicated collection of a learner's effort collected over time that forms one's efforts, progress and activities (MacIsaac & Jackson, 1994).

It is also due to variance of these structures that there are numerous forms of portfolio. Diverse titles are used for distinguishing diverse determinations. For example, the presentation portfolios refer to performance or best work portfolios (MacIsaac & Jackson 1994; Loughran & Corrigan 1995; Karp & Huinker 1997; Hansen 1998; Hammond & Snyder 2000; Klenowski 2000).

A presentation portfolio is kind of which demonstrates a teacher's and students influences and efforts, strengths, attainment and expertise. Another kind of portfolio is called as developmental portfolio comprises items which embody student progress over time. In nutshell, portfolios can model the knowledge temperaments and actual skill, of teachers and students or any individual in background. Indication is collected over time from numerous sources with the prominence on professional conversation...
and self-assessment. Consequently, it has the impending to be a reliable and authentic assessment (Hammond & Snyder, 2000).

There are numerous uses of portfolios as a classroom assessment practice. They can be supposed of as a supple storing container or flexible daily activities log/diary for students’ activities and writing products. The teacher and students interactively plan the criteria that what artefacts and records will be put in a portfolio (writing samples, pictures, logs, audio and video clips, inventories, illustrations, rubrics, journals, reports of events and checklists etc.), what needs to be go through is the way to be shared portfolio with others (Romeo, 2008).

In most of the subjects particularly in arts Seaman, et al (2007) were of the view that portfolio has emerged as the key measuring tool to show the improvement of students. It not only discourses the challenges but also boosts the creativity and motivation on the part of students. Loughran and Corrigan (1995) stated that a process portfolio proposes advanced credentials of student progress while product portfolio endorses mastery of a set of learning objectives or a learning job and comprises only the best work. Teachers practice process portfolios to support students regulate learning objectives, organizer progress over a period of time, and demonstrate learning. Mastery teachers’ favour usually to use process portfolios because they are impeccable for recording the phases those students passes their learning progress.

The shift occurred towards digital portfolios with the advancement of technology and the expansion of portfolio assessment, the digital portfolio is widely used because of its valuable properties. In several schools, students yield their work in electronic forms particularly in all the developed countries (Batson, 2002). The use of portfolios has expanded much deliberation in professional zones especially in education. Teachers have used it in numerous areas such as writing, teaching practice depending on the purpose and needs of the program (Klenowski, 2000), art of teaching and learning (Cho, 1999) and assessment. Portfolios have the potential to sustenance and promote instruction and learning (Hammond and Snyder 2000).

Data composed in the process of portfolio help teachers to analyse their teaching methods in terms of subjects and approaches. It is also supposed of as a
reliable form of assessment (Mick, 1996). Portfolio assessment delivers opportunities for teachers to gather context-based evidence. Assessment that does not take background into consideration does not substantiate to be valid, if one is to properly assess the actual and multifaceted situation of instruction (Hammond & Snyder 2000).

In reviewing the articles associated to portfolios, majority of the studies mostly deliver a justification for portfolio assessment and practice of portfolio development both in USA and other developed countries. In Hong Kong, a study was conducted on the application of portfolios where teachers cultivate teaching portfolios. Portfolios were used on students for assessment and learning determinations. Even though nearly 500 students had partaken in portfolio work, the results of the study were based on a survey in which the answers were partial, and interviews of students and teachers. They establish that developing portfolios facilitated students to become more dynamic and enlightened in their learning. For teachers, data composed from the portfolios facilitated them to design and alter their teaching according to the needs resulted from the portfolio information (Klenowski, 2000).

In a study by Niikko (2002), the author implemented portfolios in a course for nursery teacher education. Students were demanded to yield portfolios for a period of 3 years on a volunteer basis. Niikko established that only those students who had the inherent motivation could accomplish with the work. Woodward and Nanlohy (2004) found that a helpful environment based on a well-rounded framework for applying digital portfolio is essential so as to deliver a valuable learning practice for students.

In summary, Portfolio whether to be used in conventional format or digital form has the potential to expedite students' growth of reflection and teachers' instruction. The underlying theory of portfolio development is grounded on that of social constructivism. The process of portfolio assembling should encompass collaborative opportunities and mutual support. Students are capable to take an active role in the process of their learning. Barton and Collins (1993) reflected teaching, learning, reflection and assessment are closely connected in the model of portfolio.

2.2.5 Quizzes as a Classroom Assessment Practice

Teachers usually measure student’s grasp of knowledge through quizzes. Conventionally teachers ask students as a class, exploratory to see if students
comprehend what has been taught, and being covered currently, and to know their potential for next topic. Teachers likewise use individual quizzes to students or ask to groups of students for a quiz. Regular assessments are supportive both as a learning device for the student, and a feedback instrument to the teacher (Brannan, 2011).

Use of frequent quizzes let students to rehearse content and get instant feedback on their enactment (Tuttle’s, 2014). Periodic quizzes can be used as a formative assessment tool to assess and enhance student learning and adjust teaching. Constructive quizzes will not only provide teachers with immediate feedback about their students standing position in their learning process, but they also help students to assess and regulate their own learning.

By using quizzes to provide students with direct feedback, the teacher can easily get to know about the standing of each student with regard to the learning objectives, and students can get the opportunity to learn more during the discussions that closely follow the quizzes, instead of waiting till the next day to get the results of the assessment in the form of a worthless grade on a piece of a paper. The teachers use the outcomes of these quizzes to make changes in the teaching instantaneously based on student production (Constructive Quizzes n.d.).

The use of quizzes formatively is very prolific in of supporting students with productive and continuing feedback on their learning progress. One can get to know easily from the result of a quiz that where the students have comprehended the course content, and where they are needed to improve further. These quizzes occur at various stages during the course, and mostly do not trail a proper schedule for as they are formative rather than summative, and should be informal rather than formal. The tenacity of the quizzes is to encourage involvement in course content and learning process rather than to assess students. These quizzes can be used to investigate memory and recall, and also simple reasoning ability. One can convey the quiz to allow students manifold efforts so they can self-assess and review content (informal-assessments-in-the-classroom-examples-types-quiz, n.d.).

2.2.6 Peer-Assessment and Performance-based Assessment

A study was conducted by Kwok (2008), examining students’ insights of peer evaluation. He established that students observed the practice of peer evaluation as improving their self-confidence and giving them the chance to work out ability of making judgments about their peers. The study intended to degree the influence of
peer evaluation in higher education on seminar discussions; it comprised 19 undergraduates captivating a course titled English for Academic Purposes. The author used both qualitative and quantitative approaches in this study and engrossed on students’ replies from two aspects: students being evaluators and students being evaluates. The study resulted in that the bulk of students contributing as evaluates deliberated the comments and fair feedback. These participants concentrated the seminar as supportive in terms of the self-awareness, significance of teamwork, and confidence.

Assessment and teaching are reciprocally reliant on performance assessment. Specific objectives are intended at through activities of a single-leaner. These phases lessen the anxiety and frustration of students. Stiggins (2008) emphasised that it is obvious for the teacher to plainly state the type of performance to be assessed, propose activities for performance, advocate suitable norms and design an appropriate way for recording, grading and sharing the findings. The teaching technique and process of assessment yoke when teachers practice project-based approach.

Segers, et al. (2006) premeditated two associates of second-year students compelling a course with name “International Business Strategy”. They applied two teaching formats first, one assignment-based setup for the first cohort, comprised on 406 students and second, a problem-based learning format in which 312 students art taken in the next academic year. The researchers established that there were noticeable differences in the learning approaches; students in the problem-based learning assignment-based learning course took less surface learning strategies than the students in the assignment-based learning course.

Panizzon and Pegg (2008) found that those teachers who used project based problem solving and peer assessment practices, setting in different kinds of problems to assess students’ understandings in their classrooms assisted teachers to recognize students to disclose their theoretical understanding. Generally, the authors stressed that teachers described a change in their discernments of learning established in their teaching and assessment practices, which was perceived by students as well. They stated that students improved in various aspects of their learning, particularly their problem solving abilities and managing their discourse of learning along with self-regulation and their peer judgment.
Gulikers, Bastiaens, Kirschner, and Kester (2006) investigated the relationships between student views of assessment, validity, problem-solving assessment and study approaches among high classes’ students of social work studies at a vocational education and training institute in the country of Netherland. Their conclusion suggests that an optimistic association occurs between perceptions, deep studying problem-solving approach and the outcome of learning. In addition, according to Gulkirs et al. (2006) a notable connection exists between opinions of criterion authenticity and a deep study problem-solving approach, \( \beta = -0.44 \), which signifies that, the more students were subjected to problem based assessment practices, the more in-depth students reported having studied.

In summary different assessment practices offered various learning benefits and there no any substantial strategy which encompass the over-all learning and skills development. Teaching and learning is a complex process which required to be regulate through applying a variety of strategies and the use of diverse assessment practices is vital to support teaching learning process and facilitate students in their learning and developing skills.

2.3 Implementation of Classroom Assessment for Learning and its Challenges

The current classroom practices are relatively changed from the principle of assessments. Hence, different nature of pedagogical implication of assessment for learning needs so that teachers and students modify their approach towards classroom roles (James & Pedder, 2006). Although, understanding the implementation of assessment for learning in practice is difficult. Likewise, hurdles faced in demonstrate, facilitating and implementing assessment for learning.

Carless (2005) proved two cases in Hong Kong for the implementation of assessment for learning. The case One focus how an English teacher in a primary school taking parts in the assessment criteria with students as well as students shares in assessing their peers using a checklist. While, case two stated how an English teacher incorporated peer assessing in class to improve students' grammar. The results shows that although teachers are satisfied about their students' learning along with it, some students practice self-assessment, they disclose the tension in this approach with
the typical approach of teaching, learning and assessment in Hong Kong. Hence, it was concluded that the achievement of these two studies is the result of the correspondence of the principles of assessment for learning with the learning theories of teachers and the provision of external upkeeps.

An experimental study conducted by Smith and Gorard (2005) which consists of 104 sample of 7 year students in the United Kingdom for one year. The experimental group was provided enriched formative feedback on their performance, nonetheless no grades, however, the control groups were given marks and grades with minimal comments as are the usual practice in schools. It was concluded that the performance of students in the experimental group in public examinations was poor from that of the control groups. Similarly, the adverse effect was the misinterpretation of basic concepts of assessment for learning and unsuitable implementation (Harrison et. al, 2004).

Thum, et. al. (2015) highlighted in their study that Black and William focused more than 160 journals, 580 articles or chapters on assessment and together with the experts from all over the world, formative assessment improves learning standards were determined from lot of proof and facts which are present, on the other hand there is pace for enhancement, also a lot of data information found for the improvement of formative assessment. Not only this an average student to move to the top 35% of their class and an average ranking country, like the United States, could rise to be in the top 5% possible through appropriate formative assessment. Furthermore, the results stated that improved formative assessment leads to support lower achieving students more so than average or high achieving students, which has remarkable implications for suggesting the achievement loopholes found in the United States.

Stiggins (2002) illustrated the significance of the assessment reform in the U.S.A., which establish equilibrium assessment of learning with assessment for learning. The study further explained that the attitude of our nation toward assessment as obsessed with the belief that the path to school improvement is covered with improved, additional continuously and highly concentrated standardized testing. So that, no resources required in supporting teachers in ongoing classroom assessment. Less amount of efforts on behalf of states require teachers to be skilled in assessment, and practically no states require that of school administration.
Stiggins (2007) discussed that in place of frequent accumulative problems in endeavor to motivate students, the states need to maintain equilibrium and develop assessments of and for learning. The study results show that the appropriate position statements from such groups as the American Foundation of Teachers, National Education Association, and National Council on Measurement in Education, American Association of School Administrators, and some others as well.

Formative assessment created from a collection of convincing point of view regarding what makes an alteration in teacher practice and student learning (Jones & Krouse, 1988; Peterson, et, al, 1989; Black & Wiliam, 1998; Brookhart, 2007; Guskey, 2007; Fuchs, et. al., 1991). Apart from it, it is consider as a vital for first know the effectiveness of the common methods of professional development earlier than investigating the efficacy of formative assessment on students’ learning. The research studies on the impact of professional development are diverse.

Angelo and Cross (1993) quoted that in the beginning of the Classroom Assessment practice while selecting one or two of the easiest CATs and applying it in only one class. In this way planning, preparation time, energy for completing the task, and risk are minimized.

Outstanding orientation workshops in classroom assessment are already provided in various academic campuses. Hence, practiced users of classroom assessment who want to get more skilled and fresh users mainly interested in improving student learning make up the main audience for enhanced and strengthened classroom assessment workshops and faculty groups of classroom research. These opportunities support teachers’ hard works to implement revealed from research about learning to classroom practice, and to apply classroom assessment to its potential. The hurdles are of all institutions to adjust and implement a few of these ideas to produce classroom assessment community on its own campus (Steadman, 1998a).

The profound development opportunities for instructors, focus on course content and collective participation can be successful comes under the umbrella of professional development programs (Garet et al., 2001& 2010). Traditional forms of professional development are inappropriate and unsuitable for teachers with ample time, content, or activities necessary for improving teachers’ knowledge or encouraging meaningful modifications in their classroom practices (Loucks-Horsley,

Assessment is essential to effective teaching and learning beside this it is agreed as vital principle fundamental curricula in many educational systems across the world. Certainly, it indicates that high quality assessment creates a huge dissimilarity among students achievement, especially the low achievers, is mounting up, therefore, it looks to be that most of the teachers’ assessment skills (what may call teachers’ assessment literacy) need amended (O’Leary, 2008).

Steadman (1998b) presented some of the recommendations with respect to classroom assessment in the study “New Directions for Classroom Assessment Training Faculty”. The result of this study expressed extraordinary contentment with the conclusions of classroom assessment for both teachers and their students. While teachers have established skilful procedures for implementing classroom assessment, they still have space to develop that practise, especially as a mean to progress students’ learning procedures. Few teachers have a good acquaintance with theories of learning or methods to support students transmit what they have learned about learning to other activities. What follows are some concepts for going outside the rudimentary uses of CATs (classroom assessment techniques) into a profounder deliberation and more refined way of rational about learning that teachers require more prospects to get close and discourse teaching. Administrators concerned in enhancing contemplative practice among teachers should generate continuing opportunities for teachers to discuss professional skills and teaching. This could be in the practise of classroom assessment projects or group discussions that go through the whole semester and further than. Also those teachers require to be more palpable training on the association between learning theories and CATs.

The theoretical basis is discussed in both books “Classroom Research: Implementing the Scholarship of Teaching (Cross and Steadman, 1996)” and “Classroom Assessment Techniques: A Handbook for College Teachers (Angelo & Cross, 1993)” presented bases for CATs and are premeditated so that they can be easily applied by group of teachers collaboratively or by an individual teacher. Teachers can participate in accomplishments that compel them to inspect the theory
behind their chosen CAT or to plan assessment activities to follow up on the practice of CATs in class so that learners mark the learning associations. Teachers should take in consideration crucial queries about their determinations for using classroom assessment. Author renowned those teachers’ determinations for adopting classroom assessment persuaded how they executed CATs, what sort of modifications they have done in their instruction.

The excellence of any AfL program is mostly reliant on the ability and application skill of the teacher in the exclusive surroundings of her or his classroom. Angelo and Cross (1991) recommended in this respect that initiating the classroom assessment practices by choosing just one or two of the easily applicable CATs and applying them in just one or two classes. In this way one can easily reduce the risk of scheduling, planning and managing time and vigour for implementation the practices.

Popham (2004) pointed out that majority of today's educators are not needed in-service training, to dig covertly into the entrails of educational assessment. Teachers and educators require developing adequately assessment skills so they can comprehend and, if essential, support to cultivate assessment practices. Fortunately, it certainly doesn't yield much time to attain the essential level of assessment skills.

2.4 Problems of Assessment Practices in Pakistan

Assessment is an essential element of the teaching learning process, in the opinion of McMillan (2001) assessment may not only be used for judgmental purposes but also for facilitating learning and development of skills. If the aims of education is to progress students learning and cultivate ideas and higher order learning abilities in students then there should be applied assessment practices on daily basis. Thus, for improvement of students learning a sturdier connection should be developed between assessments and learning which enables learning more operative.

Till the dawn of 21st century in the educational institutes of Pakistan there is atmosphere of anxiety in teaching learning process and the emphasis mostly is on memorisation. Assessment measures and class teachings are engrossed just to impart exact conceptions from textbooks instead of providing actual teaching to students for real concepts building (Reba et.al. 2013).

Warrick and Reamers (1995) were of the opinion that classroom instructions and assessment procedures are not in support of operative connection between
teachers and students for understanding of concepts, practical implementation of gained knowledge and application of concepts to real life condition and critical analysis text books contents, besides that they also regarded that teachers only convey factual knowledge and doesn’t embolden creativity and critical thinking. A survey was conducted by them about the attainments in the subjects on above 1100 Pakistani students, the study highlighted that student’s performance was bolter in subject when they were given instruction just from the textbooks through lecture method but when students were surveyed by assigning them classroom tasks and home assignments their performance is upgraded when teachers followed such practices on daily basis regularly.

Fullan (2002) recognised that teachers should assess students work regularly in the form of different kind of responses that students get immediate feedback about the knowledge of the course content and its application to real life situations, but it is a disappointing that students are learning without clear understanding of concepts. In Pakistan assessment is mostly used for its summative purposes and always happen at the end of the sessional year and consequently, students only concentrate on the memorization of course contents which are mostly unmatched and usually they forget them after evaluation process (Gipps, 1994).

According to Muhammad (2002), mostly in Pakistan the system of education concentrated on testing and used to assess student learning attainment. Which lead to students to focus only on memorization of course contents. The teachers usually focus on to impart factual knowledge of textbooks in classrooms, students are assessed just for their knowledge and lower order learning abilities through definitions of phenomena’s. Teaching is mostly encompassed of memorizing principles even for solving problems from given course material and students without understanding just memorize rules.

Rahmani (2003) pinpointed some of the grave short comings in the education system of Pakistan. He mentioned that it is grounded on joint exam so it only procedure knowledge in its curriculum and haven’t concern with assessment. It is further itemised that the assessment procedures are used to only for checking the fact based knowledge of students and is incapable to cultivate the critical and logical reasoning abilities among the students. Furthermore the purpose of assessment is just for grading of students in the form of summative exams and teachers teacher only
teach for judging test items instead of improving students learning. Correspondingly, exam is used to only check students’ memory that promotes rote memorization (Alvi, 2005 & Rehmani, 2003). Rodriguez (2006) after depreciatively assessing Pakistani assessment methods suggested that teachers, educators and the policy makers should admit the significance of a diversity of assessment procedure therefore there must needed to bring innovation in the assessment practices for the advancement of education system and traditional practices should be dejected.

The main problem is the adding of formative assessment to the public education system that is accountable for the assortment of career by students as observed by Black et al (2003) if results of tests are subjugated to govern the future career of novices teachers stereotypically effort with teaching practice that only deliver knowledge, which is the goal of combined assessment system in this country. This use of combined assessment procedure consequences in students’ thwarting who even if obtain good percentages are incapable to get entrance in professional colleges and higher education programs. The reason is the absence of theoretical knowledge in subjects matter and the use of inappropriate assessment practices. It is in required to be transformed through inclusion of formative assessment for the purpose to improve learning not to judge students’ attainments along with adequately training teachers with the essential assessment skills (Bhatti, 1987 & Rodriguez, 2006).

Keeping in the view of above and other research studies reports and in the light of modern age needs in Pakistan and also in KP (Khyber Pakhtunkhwa, a province of Pakistan) near about all of the public along with private sector universities have launched a 4 years under graduate (Hons) level programs in different disciplines. The introduction of under graduate (Hons) programme is a move in importance of assessment to semester system from annual system of examination in the discourse of this program teachers trial different assessment practices meeting the criteria set by the respondent authorities. There is a break up of assessment practices throughout a semester more commonly comprises on internal assessment, mid-term and final term assessments. In the internal assessment practices a classroom teacher is independent to follow and apply different classroom assessment practices in order to meet the needs, demands of the teaching learning situation according to the nature of subject and requirement of students. Most common practices which are in use are written and
web assignments, oral presentations, small projects, practicum, discussions, group
tasks and question answers sessions etc.

In short the different research studies conducted on assessment in Pakistan
demonstrates that combine approach of assessment is in practice due to state
supremacy over the exam system. Besides that there is lack of awareness about the
other productive uses of assessment, particularly classroom assessment practices for
facilitating students learning. So the query is how assessment for learning practices
can serve both teachers and students in facilitating their learning, though the stress is
on oral response along with written feedback. Educational assessment is the process
of certification mostly in measureable nature about the knowledge, information,
attitudes, values and skills. But besides that assessment may be engrossed on
individual student or group of students by the institution or an education system in
harmony with the interpretation of academic argument like exploratory studies,
portfolios, experimental studies and case studies etc. assessing the underpinning
approaches and motivation of students according to plan standards.

If criteria is stated clearly then, both teachers and students grasp the basic
objectives behind the practices of assessment and can easily utilize different
assessment practices for the extended utilization of improvement of students learning
and developing their different life learning skills.
CHAPTER-3

METHODS AND MATERIAL

This chapter comprises on research design, research population/ sample, sampling techniques, pilot test, research instrument, validity and reliability of instrument, description and administration of the survey questionnaires, interview, ethical considerations and data analysis. The basic aim of the study is to investigate the perceptions of teachers and students regarding classroom assessment practices for learning at under graduate level (Hons) in public sector universities of Khyber Pakhtunkhwa.

3.1 Research Design

The most effective practice to quantify the efficacy of assessment items and procedures is to conduct surveys to measure the attitude of students (Burtner, 2004; Ribeiro & Mizukami, 2005 & Carrington et.al, 2010).

A mixed research study using both qualitative and quantitative approaches was embraced for investigating the perceptions of teachers and students regarding the use of classroom assessment practices for learning at under graduate (Honors) level in public sector universities of Khyber Pakhtunkhwa. Creswell (2013) “Triangulation Design: Validating Quantitative Data Model” was followed. The collection of Quantitative data and its analysis were followed up the collection of qualitative data and its analysis, then the data was interpreted in order to get to the conclusions (Creswell & Clark, 2011). Special prominence was placed on the field data in order to find out the effectiveness different procedures taken in the classroom assessment practices for student learning. A survey field questionnaire which consisted 35 items grouped into 06 broad categories collected from students. Thematic-structured interview was also used for data collection from 20 relevant teachers from 20 faculties of public sector universities.

3.2 Population

All the public sector universities providing honors programs at the graduate level, its teaching faculty and students at under-graduate honor level programs in Khyber Pakhtunkhwa constituted the population of this study. According to Higher Education Commission (2014), there are nineteen public sector universities in Khyber
Pakhtunkhwa. Total enrolled students are 84,120 and total number of teachers is 3,630 in these universities. Out of these the total population in five selected universities, are 34,466 students and 1051 teachers.

3.3 Sample Size and its Distribution

The researcher relied on multi-stage sampling technique. As there are 19 public sector universities in Khyber Pakhtunkhwa, one fourth of them were conveniently selected. Thus, only five universities were selected, as accessible on the part of the researcher to collect data from the respondents. Keeping in view the homogeneity of the participants’ fundamental characteristics within each class, the entire population was divided into different strata. It is so taken for given that the entire population was fairly represented by a small sample from each stratum. While, for the distribution of a sample size to each stratum, a stratified random sampling technique was used. All of universities were categorized into two broad groups on the basis of natural sciences and social sciences. Two departments (strata) were chosen randomly from each of the two groups. In this way, there were 20 (departments) sub strata. To have a Sampling Frame, a list of all the students and teachers in 20 departments were prepared. The sample size of 400 students was distributed among these sub-strata. Thus, 20 students from each department selected randomly. So, 400 students and 20 teachers i.e. one teacher teaching in semester system at a undergraduate honors level in each department were conveniently selected from five sample universities and supposed to be the fair representative of the total population and would present the fair, factual and valid outcomes.
3.4 **Research Instruments Used and Their Description**

As it was a mixed research study, so for the collection of data varied research instruments were used. For the collection of quantitative data a questionnaire was used while for gathering qualitative data an interview was used. In the following there is description of both instruments:

3.4.1 **Survey Questionnaire**

Questionnaires were used to gather data from the students in order to get relevant information. The survey questionnaire was consisted of quantitative items, with the addition of open-ended questions in order to allow the respondents to state in some depth on the subjects being looked into. The information thus gathered were bring to the fore students view about those facets of assessment practices which are more helpful in driving their learning while in power and the reasons he/she attributes to the effectiveness of classroom assessment practices for learning.

These questionnaires were divided into three parts. Part I cover the demographic data which consists of different questions for students while Part II is further divided in six sub sections consisting questions about the use of classroom assessment practices for learning and part III about different types of prevalent assessment practices in relevance with the objectives of the research study. The design of questionnaire was based on 5 point Likert’s scales in which option of strongly agree (1), agree (2), undecided/ neutral (3), disagree (4), strongly disagree (5) were given (Annex 1).

3.4.2 **Interview**

Teachers were interviewed for ascertaining their views on the use of classroom assessment practices for student learning. Teachers’ perceptions were known about different prevalent assessment practices and the problems confronted by them in the implementation of such practices. Furthermore, semi-structured interview schedules were used to gather relevant information about the sample universities (Annex 2). The interviews were helpful in depicting an in depth picture of the narratives of teachers regarding classroom assessment practices for learning.
3.5 Pilot Testing of Research Instrument

Before carrying out the main survey, a pilot survey was conducted by teachers and students other than sample public sector universities of Khyber Pakhtunkhwa with the intention to investigate and improve the planned data collection practices; to examine the appropriateness of instruments; to recognize limitations and problems in respect to data collection through using the instruments and finding solution to resolve them.

3.5.1 Validity and Reliability of Test

The precise results depend on the accuracy and reliability of the research tool. So it is imperative to guarantee the accuracy and reliability of the research tools. According to Gay (2005) and Masrur (2003), reliability is the degree of consistency of a data collection tool while validity refers to the quality of the process for collection of data that find to measure what it expects to measure. Validity of the instruments was checked by five experts belong to the in the field of education and also was discussed with supervisor. All the recommendations given by experts and supervisor were then incorporated to finalize the instruments. While to check the reliability of questionnaire Cronbach’s alpha was used. In the result of initial pilot study the 0.63 reliability coefficient in the questionnaire was found which is then re-constructed and re-piloted and when tested second time the coefficient was found 0.872.

3.6 Data Triangulation

As two types of instruments, containing survey questionnaires and an interview were used to produce data for the study so to improve its quality and reliability the data triangulation was performed following “The Triangulation Design” which is the most corporate and prominent approach to mixing methods (Creswell, 2013). The researcher attempted to amalgamate the two data sets, by taking the separate results together in the interpretation to expedite integrating the two data types during the analysis.

3.7 Ethical Considerations

All research studies performed with needs of humans need and always follow an ethical practice to protect all the participants from any moral eccentricity. This study also involved human subjects so were asked to follow ethical procedures. This
study was adopted to strictly follow ethical processes and pursued consent from the all the participants of the study. Furthermore, confidentiality of all the participants of the study was maintained.

### 3.8 Data Analyses

Students’ perceptions regarding classroom assessment practices for learning were analyzed using Statistical Package for Social Sciences (SPSS) version 22.0. Multiple Regression test of Variable of Interest, Assessment for Learning and different Types of Assessment Practices was applied to pinpoint the most effective assessment practice in the light of students’ perceptions. Furthermore, Independent Sample Kruskal Wallis test was used to know the relationship among the students view of different institutes for the use of different classroom assessment practices. Addition to these, the nonparametric test, Independent Samples Mann-Whitney U test was used to find out the difference between the respondents of Natural Sciences and Social Sciences of different classroom assessment practices for improving students learning and skills and also between genders of institutes. As for as qualitative data analysis is concerned, thematic approach (Hannes & Lockwood, 2011) was applied. Semi-structured interviews with the teacher were transcribed, coded into themes, sub-categories were developed and then the data was interpreted to capture the main ideas of the respondents.
CHAPTER-4

INTERPRETATION AND ANALYSES OF DATA

Analysis is the yield of perception into the entire situation playing upon the accumulated facts and giving them a broad implication. Analysis is the process of uniting and validating the data while, interpretation provides perspectives, values and conceptual framework to the provision of conclusions. The emphasis of data analysis was on the reduction and unfolding extensive volumes of data to generate information that is meaningful for interpretation and discussion. This chapter is about the data analysis which encompassed students’ perceptions about classroom assessment practices for learning in general and about different types of classroom assessment practices in particular.

4.1 Classroom assessment practices

The public and private sector universities have shifted their under-graduation and post-graduation programs from traditional annual system to semester system. This shift in teaching learning program resulted in a change in the practice of assessment along with other changes in teaching learning process. Assessment does more than assign a rank or grade categorization of students; it does a lot in centering their interest and in compelling their learning. It is important to see that how students perceive the different classroom assessment practices with respect to playing role in their learning other than grading purpose.

Table 4.1: Distribution of the Respondent Students Regarding the Use of Classroom Assessment Practices (Assignments, Presentations, group activities, projects, Quizzes) for learning

<table>
<thead>
<tr>
<th>Item #</th>
<th>Classroom Assessment Practices (Assignments, Presentations, group activities, projects, Quizzes) for learning</th>
<th>SDA f (%)</th>
<th>DA f (%)</th>
<th>NEU f (%)</th>
<th>AG f (%)</th>
<th>SAG f (%)</th>
<th>N f (%)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.i</td>
<td>The use of classroom assessment practices enhances learning.</td>
<td>(0)</td>
<td>(0)</td>
<td>(2.0)</td>
<td>(61.0)</td>
<td>(37.0)</td>
<td>(100.0)</td>
<td>4.35</td>
</tr>
<tr>
<td>4.1.ii</td>
<td>The use of classroom assessment practices creates an environment more favorable for learning.</td>
<td>(0)</td>
<td>(1.5)</td>
<td>(4.8)</td>
<td>(62.7)</td>
<td>(31.0)</td>
<td>(100.0)</td>
<td>4.23</td>
</tr>
</tbody>
</table>
The use of classroom assessment practices is a good way for over-all development.

Classroom assessment practices are helpful in pointing out the strengths and weakness of students.

Classroom assessment practices give rise to boredom, disturbance and fear.

Classroom assessment practices are difficult to be managed in the given period of time.

Classroom assessment practices hinders in the course completion.

It can be observed from table 4.1 that two responses rated the most frequently in the combined categories of “Agree” and “strongly agree” by the respondent students responses related to classroom assessment practices. The use of different classroom assessment practices does affect the teaching, learning environment in different ways. Item 4.1.i indicates that most of the students were agree that use of classroom assessment practices help in improving their leaning as the percent response was high under the statement of agree 61% and strongly agree was 37% and the mean score was 4.35, which indicates that most of the students were very satisfied of the use of classroom assessment practices for improving their learning. For the statement 4.1.ii “The use of classroom assessment practices creates an environment more favorable for learning.” almost 63 % reported agreed and 31 % strongly agreed and again the mean score for this statement was high more than 4 which mentions that students were very satisfied that the use of classroom assessment practices is helpful in creating favourable environment for learning, similarly the response for the
statement 4.1.iii “The use of classroom assessment practices is a good way for over-all development.” were 58 % agreed and 26 % were strongly agreed, the mean value was 4.08 showing that students were satisfied that for the over-all development of students the use of classroom assessment practices is effective.

Referring to item 4.1.iv that “classroom assessment practices point out the strengths and weakness of students” 54.3 % of respondents were agreed and 34.3% were strongly agreed showing their satisfaction on the effectiveness (as the mean value is 4.16) of the use of classroom assessment practices for pointing out strengths and weaknesses. Items 4.1.v and 4.1.vi and 4.1.vii refer to the moderate responses as the responses lies mostly in neutral, disagree and agree categories for the aspect that classroom assessment practices give rise to the boredom, disturbances and fears, difficult to be managed in the given period and does hinder in the course completion.

In most cases, the students encourage the use of classroom assessment practices for improving their learning. The students also considered the use of classroom assessment practices effective for developing their different skills, over-all development and particularly pointing out their strengths and weaknesses. While from their responses it is also revealed that they have the point of view that there is problem in the appropriate management of classroom assessment practices in the given period of time.

4.2 Assignments (written, practical, library, web searching assignments)

As formative assessment practices teachers use different assignments. Teachers use assignments in different ways based on different purposes for example teachers do give to students’ sometimes written assignments like to write about any particular topic, or to analyze the given topic, or search out relevant authentic material in the library or on digital library, web etc. on certain topics. Teachers also use to ask students for practical assignment. In nut shell depend on the purpose a teacher uses different assignments in order to improve students learning, to develop their different skills and abilities like writing skills, problem solving, analytic powers, creativity, to keep them engaged in their learning process as active participants and also to get to know about the students learning level and their problems etc.
Table 4.2: Distribution of the Respondent students regarding Assignments (written, practical, library, web searching assignments)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Assignments (written, practical, library, web searching assignments)</th>
<th>SDA (%)</th>
<th>DA (%)</th>
<th>N (%)</th>
<th>AG (%)</th>
<th>SAG (%)</th>
<th>N (%)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.i</td>
<td>Written assignments are helpful in improving students writing skills/ written expressions.</td>
<td>(0.00)</td>
<td>(0.5)</td>
<td>(3.5)</td>
<td>(59.5)</td>
<td>(36.5)</td>
<td>(100.0)</td>
<td>4.32</td>
</tr>
<tr>
<td>4.2.ii</td>
<td>Web and library assignments encourage student self-searching and self-learning abilities.</td>
<td>(0.00)</td>
<td>(0.00)</td>
<td>(3.5)</td>
<td>(48.8)</td>
<td>(47.8)</td>
<td>(100.0)</td>
<td>4.44</td>
</tr>
<tr>
<td>4.2.iii</td>
<td>Assignments (activity, projects) help in the development of creativity.</td>
<td>(0.00)</td>
<td>(4.3)</td>
<td>(12.3)</td>
<td>(39.0)</td>
<td>(43.3)</td>
<td>(100.0)</td>
<td>4.19</td>
</tr>
<tr>
<td>4.2.iv</td>
<td>Individual and group assignments are good for in-depth understanding of concepts/phenomena.</td>
<td>(3.3)</td>
<td>(3.0)</td>
<td>(11.8)</td>
<td>(44.5)</td>
<td>(37.5)</td>
<td>(100.0)</td>
<td>4.10</td>
</tr>
<tr>
<td>4.2.v</td>
<td>Assignments are helpful in enhancement of students’ interest for learning.</td>
<td>(0.5)</td>
<td>(7.5)</td>
<td>(15.8)</td>
<td>(50.8)</td>
<td>(25.5)</td>
<td>(100.0)</td>
<td>3.93</td>
</tr>
<tr>
<td>4.2.vi</td>
<td>Involvement in different assignments helps in all-round development.</td>
<td>(1.3)</td>
<td>(6.5)</td>
<td>(15.5)</td>
<td>(57.8)</td>
<td>(19.0)</td>
<td>(100.0)</td>
<td>3.87</td>
</tr>
<tr>
<td>4.2.vii</td>
<td>Assignments should be used as a regular classroom assessment practice.</td>
<td>(5.3)</td>
<td>(17.0)</td>
<td>(24.3)</td>
<td>(40.8)</td>
<td>(12.8)</td>
<td>(100.0)</td>
<td>3.39</td>
</tr>
</tbody>
</table>

Note. SDA=Strongly Dis Agree, DA=Dis Agree, N= Neutral, AG=Agree, SAG=Strongly Agree

Note. Mean. 1.00-1.80=Very Unsatisfied VS, 1.81-2.00=Unsatisfied UN, 2.10-3.40= Moderate M, 3.41-4.20=Satisfied S, 4.21-5.00=Very Satisfied VS

Table 4.2 indicates that the two categories rated the most frequently in the combined categories of “Agree” and “strongly agree” by the students responses, related to assignments as a classroom assessment practices for improving students learning. The use of different assignments as a classroom assessment practices is
helpful in improving students learning and developing their skills in different ways. Item 4.2.i shows that most of the students were agreed (59.5% agree and 37.5% strongly agree), that written assignments are helpful in improving students writing skills/ written expressions. The mean value 4.32 indicating , that students are satisfied with the statement that written assignments are helpful in improving students writing skills/ written expressions.

For the item 4.2.ii results designates that almost half of the respondents 48.8 % agreed and approximately half of the respondents 47.8% were strongly agreed, while the mean value 4.3 showing that students are very satisfied with the web and library assignments for developing students self-searching abilities. 43.3% of the students responded strongly agreed and 39.0% agreed regarding item 4.2.iii that assignments (activities, projects) help in the development of creativity the mean also 4.19 also shows that students are satisfied with this statement and at the same time for item 4.2.iv 37.5 % respondents were strongly agreed and 44.5% of the respondents agreed expressing satisfaction from the mean value 4.10 that the individual and group projects are too good for in-depth understanding of concepts/phenomena. Similarly for the statement 4.1.v “Assignments are helpful in enhancement of students’ interest for learning.” almost 50.8 % reported agreed and 25.5 % strongly agreed and the mean score for this statement 3.39 shows students satisfaction on this statement.

The involvement in different assignments helps in all-round development in item 4.1.vi, indicated by nearly 77% positive responses and satisfaction (mean value, 3.87) on the part of students that assignments helps in their all-round development. Moderate response is shown by the mean value 3.39 related to assignments should be used as a regular classroom assessment practice in item 4.2.vii among which 40% students were agreed and 12.8%were strongly agreed.

In almost all of the cases related to the use of different assignments as classroom assessment practice to improve their different learning abilities and skills, students showed their very satisfaction and considered it as an effective practice for improving their leaning, their interest in leaning and developing their written expressions and performance abilities. Students also encourage the regular use of a variety of assignments for their overall development.
4.3 Activity-based assessment Practices

In the activity/project based approaches the teachers amalgamates assessment with teaching. The remarkable feature of activity/project based approach is that it deals with the developing of skills along with knowledge comprehending and the implementation of that knowledge in a real life situation. This direct to an assessment guided learners towards attaining higher-order thinking skills.

Table 4.3: Distribution of the Respondents Students Regarding Activity-based Assessment Practices

<table>
<thead>
<tr>
<th>Item #</th>
<th>Activity-based Assessment Practices</th>
<th>SDA f (%)</th>
<th>DA f (%)</th>
<th>N f (%)</th>
<th>AG f (%)</th>
<th>SAG f (%)</th>
<th>N f (%)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.i</td>
<td>Students get more opportunities (e.g., discussions, questions, learning tasks) when engage in activity based assessment.</td>
<td>00 (0.00)</td>
<td>18 (4.5)</td>
<td>46 (11.5)</td>
<td>233 (58.3)</td>
<td>103 (25.8)</td>
<td>400 (100.0)</td>
<td>4.05</td>
</tr>
<tr>
<td>4.3.ii</td>
<td>Activity based assessment is helpful in providing alternative ways to slow learners to learn from their peers.</td>
<td>15 (3.8)</td>
<td>32 (8.0)</td>
<td>67 (16.8)</td>
<td>205 (51.2)</td>
<td>81 (20.3)</td>
<td>400 (100.0)</td>
<td>3.76</td>
</tr>
<tr>
<td>4.3.iii</td>
<td>Activity based assessment is helpful in deep understanding of concepts.</td>
<td>00 (0.00)</td>
<td>31 (7.8)</td>
<td>70 (17.5)</td>
<td>158 (39.5)</td>
<td>141 (35.3)</td>
<td>400 (100.0)</td>
<td>4.02</td>
</tr>
<tr>
<td>4.3.iv</td>
<td>Activity based assessment provides more opportunities for developing skills (i.e., management, coordination, problem solving etc.)</td>
<td>08 (2.0)</td>
<td>16 (4.0)</td>
<td>82 (20.5)</td>
<td>210 (52.5)</td>
<td>84 (21.0)</td>
<td>400 (100.0)</td>
<td>3.86</td>
</tr>
<tr>
<td>4.3.v</td>
<td>Activity-based assessment practices are time consuming.</td>
<td>19 (4.8)</td>
<td>88 (22.0)</td>
<td>125 (31.3)</td>
<td>116 (29.0)</td>
<td>51 (12.8)</td>
<td>400 (100.0)</td>
<td>3.25</td>
</tr>
</tbody>
</table>

Note. SDA=Strongly Dis Agree, DA=Dis Agree, N= Neutral, AG=Agree, SAG=Strongly Agree

Note. Mean. 1.00-1.80=Very Satisfied, 1.81-2.00=Unsatisfied, 2.10-3.40= Moderate, 3.41-4.20=Satisfied, 4.21-5.00=Very Satisfied
It is obvious from table 4.3 that students are satisfied that activity-based assessment practices help in improving students learning and developing their higher order thinking skills. Referring to item 4.3.i 54.3%, students were agreed and 25.8% were strongly agreed that students get more opportunities (e.g., discussions, questions, learning tasks) to engage in activity based assessment. The mean value 4.03 also demonstrates their satisfaction on the statement which is a good indicator for activity-based assessment as an effective assessment practice for improving students learning and skills. Nearly 71% were agreed and strongly agreed with the statement 4.3.ii “Activity based assessment is helpful in providing alternative ways to slow learners to learn from their peers.” So the students are satisfied (Mean value is 3.76) with the use of activity based assessment for providing alternative ways to slow learners to learn from their peers.

Whereas activity based assessment is helpful in deep understanding of concepts indicated 4.3.iii most of the respondents almost 80% agreed and expressed their satisfaction (Mean value is 4.06) that activity-based assessment practices help in the deep understanding of concepts. Approximately 52.5% students agreed and 21% were strongly agreed for the item 4.3.iv that activity based assessment provides opportunities for developing skills (i.e., management, coordination, problem solving etc.), whereas 20.5% responded in neutral category about this statement, the mean value expresses students satisfaction about the statement. Item 4.3.v shows slit responses “Activity-based assessment practices are time consuming.” Strongly disagreed category was 4.8%, disagreed category was 22.0% and 31.3% uncertain, 29% agreed while strongly agreed was 12.8%, and the mean value 3.25 shows a moderate response from students with respect to this statement.

The overall response shows satisfaction of students regarding the use of activity based assessment for improving their learning and developing their skills.

4.4 Presentations

Oral presentations are in common practice by university teachers in the higher educational context with a range of teaching learning purposes. These comprise developing students’ confidence to express in front of an audience, the opportunity to practice specific communication skills, high order thinking skills and present
information to fellow class members, to comprehend subject matter, and sharing information from personal experience, research and classroom subject matter.

Table 4.4: Distribution of the Respondent Students regarding Presentations

<table>
<thead>
<tr>
<th>Item #</th>
<th>Presentations</th>
<th>SDA f (%)</th>
<th>DA f (%)</th>
<th>N f (%)</th>
<th>AG f (%)</th>
<th>SAG f (%)</th>
<th>N f (%)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.i</td>
<td>Presentations help in confidence development.</td>
<td>00 (0.00)</td>
<td>00 (0.00)</td>
<td>05 (1.3)</td>
<td>79 (19.7)</td>
<td>316 (79.0)</td>
<td>400 (100.0)</td>
<td>4.78</td>
</tr>
<tr>
<td>4.4.ii</td>
<td>Presentations provide opportunities for expression of thoughts and concepts.</td>
<td>00 (0.00)</td>
<td>07 (1.8)</td>
<td>20 (5.0)</td>
<td>151 (37.8)</td>
<td>222 (55.5)</td>
<td>400 (100.0)</td>
<td>4.47</td>
</tr>
<tr>
<td>4.4.iii</td>
<td>Presentations are good for developing communication skills.</td>
<td>00 (0.00)</td>
<td>00 (0.00)</td>
<td>04 (1.0)</td>
<td>125 (31.3)</td>
<td>271 (67.7)</td>
<td>400 (100.0)</td>
<td>4.67</td>
</tr>
<tr>
<td>4.4.iv</td>
<td>Presentations make learning more easy and interesting.</td>
<td>00 (0.00)</td>
<td>15 (3.8)</td>
<td>26 (6.5)</td>
<td>169 (42.3)</td>
<td>190 (47.5)</td>
<td>400 (100.0)</td>
<td>4.34</td>
</tr>
<tr>
<td>4.4.v</td>
<td>Presentations should be a regular part of classroom assessment.</td>
<td>05 (1.3)</td>
<td>07 (1.8)</td>
<td>45 (11.3)</td>
<td>208 (52.0)</td>
<td>135 (33.8)</td>
<td>400 (100.0)</td>
<td>4.15</td>
</tr>
</tbody>
</table>

Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

1Note. Mean. 1.00-1.80=Very Satisfied, 1.81-2.00=Unsatisfied, 2.10-3.40= Moderate, 3.41-4.20=Satisfied, 4.21-5.00=Very Satisfied

Table 4.4 reveals that most of the respondents lie in agree and strongly agree scales. Items 4.4.i, 4.4.ii, 4.4.iii, 4.4.iv and 4.5.v refer to the presentations help in confidence development, presentations provide opportunities for expression of thoughts and concepts, presentations are good for developing speaking skills, presentations make learning more easy and interesting and presentations should be a regular part of classroom assessment, students strongly agreed responses were 79.0%, 55.5%, 67.8%, 47.5% and 33.8% respectively. Similarly the agreed responses were 19.8%, 37.8%, 31.3%, 42.3% and 52.0% respectively. While the mean values were lies above 4 for all of the five items expressing that students are very satisfied with presentations as a classroom assessment practice and its effectiveness for improving
their learning and their different skills particularly in the development of their communication skills, confidence development and expression of thoughts etc.

4.5 Quizzes

Quizzes are usually used as formative assessments, but they are much more valuable if students do not have to wait to receive feedback on their performance. The quizzes can also help students identify areas where they need help. Quizzes help the teacher to know who is paying attention to learning material and who is not. Frequent uses of assessment through quizzes, serve both as a learning tool for the student, and a feedback instrument to the teacher.

Table 4.5: Distribution of the Respondents Students regarding Quizzes

<table>
<thead>
<tr>
<th>Item #</th>
<th>Quizzes</th>
<th>SDA f (%)</th>
<th>DA f (%)</th>
<th>N f (%)</th>
<th>AG f (%)</th>
<th>SAG f (%)</th>
<th>N f (%)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.i</td>
<td>Quizzes are helpful of the students’ active participation in learning.</td>
<td>00 (0.00)</td>
<td>08 (2.0)</td>
<td>18 (4.5)</td>
<td>217 (54.3)</td>
<td>157 (39.3)</td>
<td>400 (100.0)</td>
<td>4.31 (VS)</td>
</tr>
<tr>
<td>4.5.ii</td>
<td>Quizzes are good for grasping/comprehending the knowledge.</td>
<td>00 (0.00)</td>
<td>13 (3.3)</td>
<td>57 (14.2)</td>
<td>217 (54.3)</td>
<td>113 (28.2)</td>
<td>400 (100.0)</td>
<td>4.07 (S)</td>
</tr>
<tr>
<td>4.5.iii</td>
<td>Quizzes are helpful in developing students’ interest in learning.</td>
<td>04 (1.0)</td>
<td>15 (3.8)</td>
<td>34 (8.5)</td>
<td>200 (50.0)</td>
<td>36.8 (36.8)</td>
<td>400 (100.0)</td>
<td>4.18 (S)</td>
</tr>
<tr>
<td>4.5.iv</td>
<td>Quizzes help in the development of conducive learning environment.</td>
<td>03 (0.8)</td>
<td>15 (3.8)</td>
<td>61 (15.3)</td>
<td>226 (56.5)</td>
<td>95 (23.8)</td>
<td>400 (100.0)</td>
<td>3.99 (S)</td>
</tr>
<tr>
<td>4.5.v</td>
<td>Quizzes should be frequently used as a classroom assessment practice.</td>
<td>03 (0.8)</td>
<td>29 (7.2)</td>
<td>91 (22.7)</td>
<td>200 (50.0)</td>
<td>77 (19.3)</td>
<td>400 (100.0)</td>
<td>3.80 (S)</td>
</tr>
</tbody>
</table>

Note. SDA=Strongly Dis Agree, DA=Dis Agree, N= Neutral, AG=Agree, SAG=Strongly Agree

It is evident from table 4.5 that two responses ranked the most repeatedly in the joint categories of “Agree” and “strongly agree”. For item 4.5.i that “quizzes are helpful in students’ active participation in learning” 54.3% reported agreed while 39.3% reported strongly agreed. The mean value is 4.31 showing that students are very satisfied with the statement that quizzes are helpful in students’ active participation in learning.
participation in learning. Approximately 54.3% agreed and 28.2% of respondents strongly agreed that quizzes are good for grasping/comprehending the knowledge, whereas 14.2% remained neutral about this statement. Item 4.5.iii shows “Quizzes are helpful in developing students’ interest in learning.” Agreed categories (50%) strongly agreed categories, 36.8% and 8.5% were neutral. “Quizzes help in the developing conducive learning environment.” was reported agreed by 56.5% students, while nearly 23.8% fell in the categories of strongly agree. As for as item 4.5.v is concerned “quizzes should be frequently used as a classroom assessment practice”, almost 70% students reported in agreed and strongly agreed categories while 22.8% remained neutral on this statement and 7.2% showed their disagreement with this statement. Then mean value is almost all of items are above 4 showing students’ satisfaction with the use of quizzes as a classroom assessment practice for improving their learning.

### 4.6 Portfolio/Academic Dairies (academic activities record & students’ diaries)

Portfolio is an assessment tool that is great for helping students learning, as well as their teachers and parents, to track their progress over time. Students assemble accomplished assignments in a single folder called portfolio. By looking at all of their work over the progression of time, they can easily get how they have improved and/or where they need more work.

Table 4.6: Distribution of the Respondent Students regarding Portfolio/Academic Dairies (academic activities record & students’ diaries)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Portfolio/Academic Dairies (academic activities record &amp; students ‘expressions)</th>
<th>SDA (%)</th>
<th>DA (%)</th>
<th>N (%)</th>
<th>AG (%)</th>
<th>SAG (%)</th>
<th>N (%)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.i</td>
<td>Academic records help students to know of their strengths and weaknesses.</td>
<td>00</td>
<td>06</td>
<td>42</td>
<td>222</td>
<td>130</td>
<td>400</td>
<td>4.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.00)</td>
<td>(1.5)</td>
<td>(10.5)</td>
<td>(55.5)</td>
<td>(32.5)</td>
<td>(100.0)</td>
<td>(S)</td>
</tr>
<tr>
<td>4.6.ii</td>
<td>Keeping record of academic activities develop writing skills.</td>
<td>00</td>
<td>30</td>
<td>102</td>
<td>183</td>
<td>85</td>
<td>400</td>
<td>3.81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.00)</td>
<td>(7.5)</td>
<td>(25.5)</td>
<td>(45.8)</td>
<td>(21.3)</td>
<td>(100.0)</td>
<td>(S)</td>
</tr>
<tr>
<td>4.6.iii</td>
<td>The expression of views and thoughts through portfolios give opportunity of self-reflection.</td>
<td>00</td>
<td>05</td>
<td>63</td>
<td>261</td>
<td>77</td>
<td>400</td>
<td>3.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.00)</td>
<td>(1.3)</td>
<td>(15.8)</td>
<td>(65.3)</td>
<td>(17.8)</td>
<td>(100.0)</td>
<td>(S)</td>
</tr>
</tbody>
</table>
A close look at table 4.6 illustrates that respondents were split in response to different items related to the portfolios. One of the reasons may be that portfolios were lacking in most of the departments of the institutes and in some departments it is used in the form of academic records by some of the teachers as a classroom assessment. As for as item 4.6.i is concerned, “Academic records/portfolios help students to know of their strengths and weaknesses”, most of the students responded positively, almost 87% responded agreed and strongly agreed that academic records help them in pointing out their strengths and weaknesses. Nearly 67.0% of students were agreed that keeping record of academic activities develop their writing skills, while 7.5% denied it and 25.5% were uncertain. Most of the respondents (83.0%) admitted that the expression of views and thoughts through portfolios give way to self-reflection, while nearly 16% were neutral.

About 76.0% of respondents reported that portfolio provides opportunities to students to express their different abilities, while nearly 21% fell in the category of neutral.

Approximately 64% of respondents agreed and strongly agreed that Portfolio should be used as a part of classroom assessment, 8.5% were disagreed and 26.3% were neutral. “Portfolio should be avoided as a classroom assessment practice.” was reported by 10% in the category of agreed and strongly agreed while 54% respondents denied that portfolios academic records should be avoided as a classroom assessment practice and nearly 37% fell in the categories of uncertain.
Hypothesis I. There is no significant difference in the effectiveness of different types of assessment practices for the use of improving students learning and developing skills.

The effectiveness among different types of assessment practices for improving students learning and skills was analyzed by the multiple regression test. This test was used to determine the effectiveness of different types assessment practices for improving students learning and skills.

Table 4.7: Multiple Regression test of Variable of Interest Assessment for Learning and different Types of Assessment Practices.

Regression Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.240&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.058</td>
<td>.055</td>
<td>.31979</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Assignments for Learning

ANOVA<sup>a</sup>

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>2.493</td>
<td>1</td>
<td>2.493</td>
<td>24.381</td>
<td>.000&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>1 Residual</td>
<td>40.702</td>
<td>398</td>
<td>.102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Total</td>
<td>43.196</td>
<td>399</td>
<td>.102</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Classroom Assessment for Learning

b. Predictors: (Constant), Assignments for Learning

Coefficients<sup>a</sup>

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>2.895</td>
<td>.144</td>
</tr>
<tr>
<td>1 Assignments for Learning</td>
<td>.175</td>
<td>.035</td>
</tr>
</tbody>
</table>
Coefficients\textsuperscript{a}

| Model          | 95.0% Confidence Interval for B | \multicolumn{2}{c|}{Lower Bound} | Upper Bound |
|----------------|--------------------------------|-------------------------------|-------------|
| 1 (Constant)   |                                |                               | 2.612       | 3.178       |
| Assignments for Learning |                      |                               | .105        | .244        |

\textsuperscript{a} Dependent Variable: Classroom Assessment for Learning

Excluded Variables\textsuperscript{a}

<table>
<thead>
<tr>
<th>Model</th>
<th>Beta In</th>
<th>T</th>
<th>Sig.</th>
<th>Partial Correlation</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Activities based Assessment for Learning</td>
<td>-.048\textsuperscript{b}</td>
<td>-.979</td>
<td>.328</td>
<td>-.049</td>
<td>.995</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.001\textsuperscript{b}</td>
<td>.025</td>
<td>.980</td>
<td>.001</td>
<td>.972</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes for Learning</td>
<td>.004\textsuperscript{b}</td>
<td>.083</td>
<td>.934</td>
<td>.004</td>
<td>.958</td>
</tr>
<tr>
<td>Portfolio for Learning</td>
<td>.038\textsuperscript{b}</td>
<td>.771</td>
<td>.441</td>
<td>.039</td>
<td>.982</td>
</tr>
</tbody>
</table>

Table 4.7 shows the significance in the difference of the effectiveness among different types of assessment practices for the use of improving students learning and developing skills. There is a significant difference in the effectiveness of different classroom assessment practices so it rejects the null hypothesis.

According to test results, for the use of assignments as a classroom assessment for learning, the Multiple Regression test produced statistical significance is (P<.05) showing the use of different assignments as a classroom assessment practice for improving students learning and skills is more significant as compared to other assessments practices (activity based assessment, presentations, quizzes, portfolios).
Hypothesis II. There is no significant difference among the students of different institutes in their perceived view of the use of different classroom assessment practices for improving students learning and skills.

Relationship among the students view of different institutes for the use of different classroom assessment practices was analyzed through Independent Sample Kruskal Wallis test. Significant or no significant relationship/association with the use of classroom assessment practices for learning was identified by five scales, as shown in Table 4.8.

Table 4.8: Independent Sample Kruskal Wallis of classroom assessment practices for learning among the Respondents of different Institutes.

<table>
<thead>
<tr>
<th>Hypothesis Test Summary</th>
<th>Test</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The distribution of Classroom Assessment for Learning is the same across categories of Name of Institute.</td>
<td>Independent Samples Kruskal Wallis Test</td>
<td>.018</td>
<td>Reject the null hypothesis.</td>
</tr>
<tr>
<td>2. The distribution of Assignments for Learning is the same across categories of Name of Institute.</td>
<td>Independent Samples Kruskal Wallis Test</td>
<td>.882</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>3. The distribution of Activities based Independent Assessment for Learning is the same across categories of Name of Institute.</td>
<td>Independent Samples Kruskal Wallis Test</td>
<td>.080</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>4. The distribution of Presentations for Learning is the same across categories of Name of Institute.</td>
<td>Independent Samples Kruskal Wallis Test</td>
<td>.521</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>5. The distribution of Quizzes for Learning is the same across categories of Name of Institute.</td>
<td>Independent Samples Kruskal Wallis Test</td>
<td>.830</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>6. The distribution of Portfolio for Learning is the same across categories of Name of Institute.</td>
<td>Independent Samples Kruskal Wallis Test</td>
<td>.003</td>
<td>Reject the null hypothesis.</td>
</tr>
</tbody>
</table>

Asymptotic significances are displayed. The significance level is .05.

Table 4.8 indicates that the nonparametric test, Independent Samples Kruskal-Wallis, produced different statistical significance for different classroom assessment practices and among the respondents of different institutes. According to results there is found significance differences of the use of different classroom assessment practices for improving students learning and the use of portfolios as classroom assessment practice for improving students learning and skills among the students of different institutes as the statistical results produced significance difference (P<.05), so in these two cases the null hypothesis is rejected.

While, according to statistical results there is found no any significant difference of the use of assignments, activity based assessment, presentations and
quizzes among the students of different institutes as the statistical results produced non-significance ($P > .05$), in these four cases the null hypothesis is accepted.

**Hypothesis III.** There is no significant difference between the students of Natural Sciences and Social Sciences in their perceived views of the use of classroom assessment practices for improving students learning and skills.

**Table 4.9 Independent Sample Mann-Whitney U Test of classroom assessment practices for learning between the Respondents of Natural Sciences and Social Sciences.**

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The distribution of Classroom Assessment for Learning is the same across categories of Discipline.</td>
<td>Independent-Samples Mann-Whitney U Test</td>
<td>.963</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of Assignments for Learning is the same across categories of Discipline.</td>
<td>Independent-Samples Mann-Whitney U Test</td>
<td>.245</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of Activities based Assessment for Learning is the same across categories of Discipline.</td>
<td>Independent-Samples Mann-Whitney U Test</td>
<td>.548</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of Presentations for Learning is the same across categories of Discipline.</td>
<td>Independent-Samples Mann-Whitney U Test</td>
<td>.266</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of Quizzes for Learning is the same across categories of Discipline.</td>
<td>Independent-Samples Mann-Whitney U Test</td>
<td>.073</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of Portfolio for Learning is the same across categories of Discipline.</td>
<td>Independent-Samples Mann-Whitney U Test</td>
<td>.839</td>
<td>Retain the null hypothesis.</td>
</tr>
</tbody>
</table>

Asymptotic significances are displayed. The significance level is .05.

Table 4.9 indicates that the nonparametric test, Independent Samples Mann-Whitney U test, produced statistical insignificance ($P > .05$) of the use of different classroom assessment practices for improving students learning and skills between the respondents of Natural Sciences and Social Sciences. So, in this case the null hypothesis is accepted that there is no significant difference with respect to the use of
different classroom assessment practices for improving students learning and skills between the two disciplines of Natural Sciences and Social Sciences.

**Hypothesis IV.** There is no significant difference between the genders in their perceived views of the use of classroom assessment practices for improving students learning and skills.

**Table 4.10 Independent Sample Mann-Whitney U Test of classroom assessment practices for learning between the genders of Institutes.**

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The distribution of Classroom Assessment for Learning is the same across categories of Gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.887</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>2 The distribution of Assignments for Learning is the same across categories of Gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.611</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>3 The distribution of Activities based Assessment for Learning is the same across categories of Gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.614</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>4 The distribution of Presentations for Learning is the same across categories of Gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.296</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>5 The distribution of Quizzes for Learning is the same across categories of Gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.530</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>6 The distribution of Portfolio for Learning is the same across categories of Gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.296</td>
<td>Retain the null hypothesis.</td>
</tr>
</tbody>
</table>

Asymptotic significances are displayed. The significance level is .05.

Table 4.10 shows that the nonparametric test, Independent Samples Mann-Whitney U test, produced statistical insignificance (P>.05) of the use of different classroom assessment practices for improving students learning and skills between genders of institutes. So, in this case the null hypothesis is accepted that there is no significant difference with respect to the use of different classroom assessment practices for improving students learning and skills between the genders of institutes.
Qualitative Results and Discussion

This section/chapter discourses outcomes from the qualitative data that are resultant from three main themes of class room assessment for learning, effective types of classroom assessment practices, and classroom assessment implementations of the participants regarding under-graduate programme at university level. The ‘live interviews’ provided an opportunity to the participants to express and share experiences of their classroom assessment practices that had cast a paramount impact in improving students learning, in numerous different ways. Keeping aside the traditional assessment approaches and embracing new, advanced student-centred assessment approaches came collectively and very strongly through the participants’ voices and shared that they experienced a significant impact on students learning of the implementations of such practices. Given this a framework, it was therefore essential to exploring participants’ preliminary experiences of their assessment practices.

4. A Classroom Assessment for Learning

Description provide by the participants responses part of the first main research question, perceptions of teachers about assessment practices for learning. Opinions given by teachers will shed light on how they perceive the use of classroom assessment practices for learning based on their practices in classroom. Various views were presented by the teachers with respect to the use of classroom assessment practices for learning.

They communicated their point of view by deliberating various aspects and effects of classroom assessment practices for learning.

In asking about their perceptions of the use of classroom assessment practices for improving students leaning that the research participants practiced in their classrooms, almost all of the participants (i.e. 20 teachers) shared that classroom assessment practices play an important role not only as judgemental tool but also in the improving students learning, particularly in a semester system where there is a set criteria from the quality enhancement centres of the universities, that different assessment practices are applied throughout the semester.

An analytical appraisal of the data highlighted a sum of configurations that were embedded in the respondents’ experiences when they dwelled deeply about the
use of classroom assessment practices for enhancing students learning. Of these, classroom assessment for learning and developing skills, classroom assessment practices in pointing out the strengths and weakness of students/meaningful feedback, the use of classroom assessment practices for the enhancement of students’ interest in learning and the narrow and broad scope of the use of classroom assessment practices for improving students learning appeared as significant magnitudes that participants articulated augmented their practices of classroom assessment. While most participants’ understandings reverberated with one another, here some are substance revealing that explains their perceptions about the use of classroom assessment for improving students learning and developing their skills.

When different types of assessment practices are implemented in classroom then students get various opportunities for improving their different abilities and skills along with knowledge improving. Some of the practices help in students writing skills like written assignments etc. while some are helpful in developing their problem solving abilities like practical task, mini projects etc. So, it definitely helpful in the over-all development of the students…

I think it is interesting in a way as I can give an example from the cress cross puzzle quiz which I give to my students now, they were not familiar with that only those students who read the newspaper they were familiar with that activity while other students they were not. So it is interesting for them to learn as a new form of assessment because it’s not only judging them but at the same time they are also learning for example they have definition given to them and they have to identify a word to put that into the puzzle so automatically they pass through learning process along with assessment…

….. of course, when students are keep engaged in a variety of classroom activities and when teachers make sure the participation of all students within class in such activities by assigning grades or any other worth to students participation then it leads to a favourable environment for learning and students grooming. The main factor which I noticed that in this approach, there is a large room for students’ over-all development, I mean that we apply different activities

…we have to remove the gaps and where I need improvement of my own self along with the students because when you think that what you are teaching students are not getting then there is some flaw in your communication so then you have to improve that and have to reach to the level of students to make them their learning easy. So, for that purpose the use of various types of classroom assessment practices is very helpful. The thing is that, through this approach at one hand we provide to students different opportunities to improve their literacy skills and on another hand we assert a kind of compulsion or one can say in a good way we provide an incentive in the form of grading in order to make sure the students that their participation will be valued. So in this way it becomes easy for us to grasp their interest in their learning and they then get ready to shoulder the responsibility of their learning.

…I have found what we used to do whenever we apply any assessment practice then we used to share that feedback technique on the top just by putting name and roll
number but not students’ marks. And when in a written test we deduct students’ marks then also give the reason and that’s why marks has been deducted so when students go through their test/paper they also get their mistakes with reasons of deduction then they do work on and never do such mistakes again and I found it very helpful and seen the students in the beginning and then end of the semester with big positive difference and improvement. So if we see it’s a kind of burden on a teacher but the result is very productive on the other hand which give a satisfaction to teacher afterwards.

The use of assessment practices on daily basis in classroom is highly useful for the well-being of students because, when students are involved in such practices they came to know about their particular weaknesses and try to do well in that area. And such assessment practices compel students and teachers to work closely and do concentrate on the academic research approaches towards learning and on the overall grooming of personality…

….. It’s not is about giving the grades but the priority is the learning. Besides that it has made teaching easy for us, it’s something like we have got the right keys for opening the doors, I mean earlier in traditional education system we only used one strategy for learning irrespective of taking in consideration individual differences and also the basic objectives, while now in this approach we know for what kind of articular development of students what articular strategy should to be apply. For example, to improve students communication skills and for their confidence building, I do prefer presentations, debates and open forum discussions with question answer sessions etc. and when I have the objective to improve their problem solving abilities, their managerial kind of analytical synthetic skills and polishing their group dynamics then I do ask for mini projects and practical tasks etc. so along with judging these practices do very much a lot to focus in students overall development.

Students shouldn’t be discouraged they should be encouraged so that they can actively participate in these different types of assessment practices. For example if they are shy and they cannot communicate properly then practicing on the presentations would give them confidence to speak out in front of the large groups.

…for the improvement of both analytical and critical understanding among students’ the assessment practices must be a regular part of the course as these give us a double package both as an assessment tool and also provide appropriate ways of improving students learning.

It is evident from the above quotations that almost all of the respondents who are using in their classrooms different assessment practices have found this approach very productive in improving students learning. Various aspects of the classroom assessment provide the respondent teachers means to make use of it for improving students learning and developing their different skills. Some of the respondents considered that in the semester system it is a reinvigorated approach towards teaching, learning and assessment practices and particularly towards consideration of students’ individual differences for improving their learning. The participants shared that not only did they found this approach effective in improving students learning but it also has made teaching easy for them. They also mentioned that they get easily to know
about the students' individual differences and so, they try to apply different assessment strategies that students can get a variety of opportunities in the areas where they need to develop their different skills and knowledge. Moreover, the use of assessment practices for developing of students' skills also appears as an imperative part of participants' experiences and this elucidates how and why much stress has been laid on the use of a variety of assessment practices as only developing of knowledge is not matter of concern but to make the students skilled in different life aspects, their developing in this level of education is also important.

In line with their assessment for learning and overall development of students' explanations, participants were obvious in conveying themselves about the other uses of assessment practices which they came to know during their experience in their teaching. Some of the important excerpts that mention the effective uses of classroom assessment are as follows:

...if we talk about the assessment practices and how such practices do increase the participation of the students, so let’s consider the scenario when students are not attending the classes but when they know that there is an assessment and that assessment will be included as a part of their final examination and if it is graded then the participation is obviously hundred percent......

I found the use of classroom assessment practices very very helpful in achieving students’ interest in their learning, particularly of those students who were not serious for their learning and those, who were having anxiety in attending regular classes and used to be absent mostly from classes. Once I started to shoulder on students the responsibility of their learning by applying different assessment practices, it turned out to a different classroom environment where students were eager to participate in such activities and also developed an atmosphere of competition to prove their abilities. Though most of the students were reluctant and were having fears to participate in activities, but when I used to apply continuously different assessment activities and also made it clear to students that their participation will be awarded and graded through different means so, then even the hesitant students started to take participation. And as a teacher I am so pleased, when I see those passive learners as active participants in their learning process. That’s why I tried to use different assessment practices keeping in view the objectives and level of interest of the students in mind.

...I think it’s a very constructive approach because, when addition to the judgment we keep engage students in such activities they pass through self-assessment which help them in improving their learning.

When the student participation is appreciated the other student definitely asks from him/ herself why he or she can’t do that. So he or she gets the motivation in this way and secondly when any activity is going to be graded to their total marks so definitely they have to participate otherwise will have to lose the marks...and that’s why we are now applying assessment activities as a classroom learning strategies because, when we use any learning activity but don’t grad that activity to students final grading then students don’t take it seriously. While when we mention that to students any given
assignment or activity is going to be graded then they take it serious and try to complete the task in a given period of time…

… we get a feedback about our strategies and also get to know of students’ position in their learning process that in what areas they are doing well and in where they need to focus on for more development. For example, in my class once in a third semester I found one student who was very good in his written expression, I can say with distinctive quality in producing his written assignments and reflecting on any activity, event etc., but whenever there comes a time to present orally anything he was always reluctant and I came to know about when I asked for presentation even he himself came know about this when he found himself hesitant to present his point of view orally in front of class. So when I noticed that then I encouraged him and supported him and assigned oral presentation continuously in order to lessen his anxiety and after a few efforts he was able to do very well. The objective of quoting this particular example is just I want to say that by applying different assessment practices not only teachers but students and even their aren’t s come to know about the strength and weaknesses of students and besides that when students are given regular practice so it helps them to overcome on their weaknesses and develop their weak areas….

To a great extent classroom assessment is helpful to involve the students’ interest in their learning. The main reason I can say is actually the application of a variety of activities for example I used to ask for some different tasks sometimes discussions other times group tasks or pair works or library work and field visits then for their reflection on such visits so, students found it interesting and never get bored as one can do in a monotonous situation….

What seems evident from the above is that, the more the participants used a variety of assessment practices in classroom, the more they were in a position to get to know about students’ strengths and weaknesses and can plan for the appropriate assessment practices for the improvement of students weak areas. Their voices also highlighted the significance of the assessment practices in terms of increasing students’ engagement in their learning and their participation in classroom activities. Besides that it is also brought to the surface by the participants that the use of classroom assessment practices is very helpful in developing students interest in their learning as in this approach students is provided with variety of opportunities for learning not just one method or strategy which minimised the scope for learning. The participants asserted that by applying various assessment practices students get the interesting ways for their grooming. Furthermore respondents also voice the effectiveness of classroom assessment for learning in the semester program a very constructive approach, which is articulated in the following words:

…as we were used to be very hesitant in applying new practices in our conventional system and were also having the lack of innovative ideas because, it was a rot memory system focusing just on lower order learning abilities while, now in this approach the students are doing things by their own by participating actively in their
learning and so in assessment because of which students confidence developed, they are confident enough and that they also have elevated their moral values and their self-esteem and confidence along with their real-world mastery. I have realised so I am in a paramount position to judge their level of attaining goals and also can predict how well they can be doing in future.

These are very productive practices and I well-thought-out these very productive. The vital benefit is that in the conventional way of assessment and teaching learning got aside by the use of these practices, because in the traditional approaches we judged our students just at the end (annual) session and mostly relying on traditional lecture based teaching strategies which are mostly teacher centered, but now we have the opportunity to assess our students during the course of four and six months of the semester using diverse practices and thoroughly get response using students centered approaches. And I found it very beneficial as compared to traditional system as now I have seen that students take more interest in their learning and we can easily keep them engaged in their learning process in other words I can say that students in this approach students have shouldered their learning responsibility which leads them to an effective learning or a kind of permanent productive change in their behaviours, knowledge and skills…

The quotations above necessitates how effective are the use of classroom assessment practices not only to get feedback and to know about the students learning level or to be used for the purpose of grading students attainment level but also for their over-all development and its practice increase students engagement higher in their learning and interesting for them. Students and teachers both get to know about their strengths and weaknesses and so help them to plan appropriate practices in the light of its feedback. So it is evident from the views of respondents that assessment practices obliged diverse purposes i.e. to get instant feedback both on the part of learners’ comprehension of the course contents, to keep engaged students practically in their learning process along with to know about the instructional strategies which help them to enhance their learning and life learning abilities. Besides that the use of classroom assessment practices are very productive in bringing the change of students’ behaviours towards their learning and though the use of such practices, students adopt self-learning attitudes which leads to a productive learning and enhancement of their abilities.

Addition to that it is also come to surface from the respondents views that they valuing more the semester system and use of different learning strategies like the use of continuous assessment practices and asserted that in the conventional assessment approaches, there is very limited opportunity for continuous and over-all assessment; where the focus is on knowledge based assessment and the use of assessment is so limited just to the judgment of students learning level. While, in this approach of
using classroom assessment continuously and by applying variety of assessment practices they can also motivate students for learning. Besides that, while implementing continuous assessment the teachers think their selves themselves in a comparatively strong position to assess students’ over-all development and in the light of that can apply appropriate practices for development of students’ weak areas.

So it is obvious from the above, the assessment practices served diverse purposes and inclusively assisted to facilitate students learning. For this purpose variety of assessment practices, either standardised or teacher own made are used for improving student learning and different skills that are in line with objectives, need, framework and aligned with the available resources at classroom level, which is what are discussed below.

4. B Classroom Assessment practices (Assignments, Presentations, group activities, projects, Quizzes and portfolios etc.)

In questioning about their understandings of the various types of assessment practices that the research participants do practice in their teaching, almost all of the participants (20 teachers) do use assignments, presentations, group activities and quizzes. And practices of such types of assessment practices not only give them feedback but also help them in their teaching and improving students learning and developing their different skills. However, portfolio is concerned only few participants (i.e. 06 teachers) do use in true essence as an assessment strategy while rest of the participant (i.e. 14 teachers) shared that they thought are not acquainted with this assessment practice but they do use a kind of assessment practice in the form of students’ diaries or students’ academic record etc.

The analysis of data shows significance of the various types of assessment practices in various means on the participants’ assessment practices for student learning, when they were probed to share their experiences about the use of assessment practices which they practice in their classrooms.

The participants reflected on and shared their experiences concerning questions of diverse types of assessment practices that they applied in classrooms. In this respect, teachers’ perceptions were taken initially about different types of assignments, which followed questions relating to group activities, presentations, quizzes and student portfolio.
4. B. i Assignments (written, practical, library, web searching assignments)

On inquiring about the use and effectiveness of different assignments the participants assign their students as a classroom assessment practice; most all of the participants (i.e. 18) shared that to improve students written expressions along with the enhancement of students’ searching ability of relevant material from different sources like from libraries, archives and online available material. So the fundamental purpose was also to keep engaged students in higher order mental activities and improving their written expressions. However, for a couple of respondents (i.e. 2) to ask for hand-written assignments proved to be of a limited purpose i.e. just was for cultivating student writing skills. However, participants mentioned that they used variety of assignments through which they assess their students for formative purposes and also help in improving students particularly their written expressions and higher order learning abilities. The responses provided were comprehensive and full of depiction, some of which are reproduced here:

I think there is a direct co-relation between written assignment practices and writing skills improvement. When students are given written assignments they obviously have to work on it and that is the first step they have to take and if they have given a particular topic then they have to write the terminologies, they have to write and make sentences and its structures and if it not only they do it through their hand writing. In my view if they are doing it on computer by typing even then too it helps in developing their writing skills and they have a practice of how to give words to their concepts and expressions through these assignments practices. And when they know they are going to be graded for this so this incentive really works to motivate them for developing their writing skills.

I asked the students for different assignments as classroom assessment suppose, I ask them diverse topics relevant to the contents of the course so, they then search for that themselves from different sources books and web through which they pass through different learning experiences….. I ask students for conducting short type surveys individually and also in groups for example, I assign them the task to survey your own department or library and then ask to present me their survey report. So, when they come up with a report there we assess their written skills and along with judging about the written expressions this practice provides a mean to the students to develop their this skill and also their knowledge get improved, because when student ass through a series of procedure for producing such a written product they do practice their brain processing like their collecting of relevant material, analysing other works and synthesizing and reproducing those materials to justify their own thoughts so, this all make them to come in work their high order learning processor in their brain which help them to improve their such abilities….

…. as far as my experience is concern I have seen that the purpose of assignment is not you just give to the students some sort of learning activity but I think that when u give some assignment to the students and they go there to search the relevant literature and then by working on a single topic here share the opportunity not only to get the knowledge about that particular topic but they pass through different learning experiences and some time I give them for a critical analysis of research articles, now
it’s not just a single paper they just go through that no, they have the opportunity to
go and read so many other research papers to make sure that how to be able criticise
that paper that up to what extent that paper is compatible to the current situation and
state of the research so, in this way thorough a single research paper they have the
opportunity to go and read other studies and so in this way through lots of knowledge
etc. and not only their writing skills get improved but in addition to that their critical
analysis thinking and logical reasoning and problem solving abilities get improved….

….assignments are helping in improving their writing skills for example, I give
students to literature review assignment in which they learn how to cite different
information and then how to analyse that information in their own words by
rephrasing. Besides that I asked them how to present in classroom. So, students are
learning, they are writing and particularly their communication skills have improved
along with the developing their written expression and so we found it very helpful in
judging students their abilities of higher order learning.

The written assignments do a lot in improving their learning in different ways as for
example when I asked them for literature review with respect to a particular topic, or
to summarise a research article downloaded from different sites and then to written
and present in their own words following an authentic way of writing an assignment
to make sure proper citation and referring material, and now I can see them at a stage
that my students at their fifth semester of BBA (Honors) program can write easily a
research paper. They can do by studying relevant literature and by doing empirical
literature review and then to draw theoretical framework from them. So, it really
works no matter in any subject but the thing which is important that teacher should
keep motivated them to try their work their selves.

It does improve their written skills. As we here a culture since the beginning in our
education system, which is going on is just spoon feeding in which the stress is given
just to memorize the learning material and just to put them in the answer sheets
within examinations. So, yeah the assignments and there are few practical work when
we give students such assignments then they have to do their own research on that, it
definitely improve their skills, writing skills, they have to do further work along with
like, searching is easy but then explanation, explaining and presenting their material
concepts and when we ask them for written experiences will help them in improving
their writing skills and for this we are there to guide them how to collect from
different sources the relevant material and then how well to organise in a required
way. So, through these experiences they went through a lot of other learning
experiences which do help them not only their written skills development but also of
other skills and learning abilities too.

….writing an assignment requires in-depth study and full concentration on
developing relevant material on the required topic and so this approach enhance
students information level and their reasoning ability and their subjective analysis
which are more important to be developed among students during their practice at
classrooms level in order to be able a competitive and well equipped with the ability
of well-developed written expressions in their practical life.

I assign my students written assignments because, it improves their writing skills and
also it highly develops synthetic ability the creative thinking among the students.
When the students are producing their assign tasks, they incessantly involve their
cognitive abilities which primes to innovations of ideas and creative expression of
thoughts.
These deepened experiences of the participant teachers shed light on the significant features of the use of assignments as classroom assessment practice. This is evident in the excerpts of the respondents given above that written assignments are proved to be very effective in developing students written expressions and developing their cognitive learning abilities.

Furthermore, using written assignments as assessment practices also help them to get immediate feedback of students’ level of learning and their weaknesses in their written expressions and their other abilities so it makes the respondents conscious of and they also made incessant modification in their planning and instructions. The participants thus, used written assignments frequently to judge and develop diverse abilities and most importantly to improve students’ higher order learning level and their written expressions.

It is evident from the above description that the use of written assignments as a classroom assessment is important for developing students written skills and higher order learning abilities. Besides that this practice is very productive as an incessant assessment and in judging various abilities of students. Therefore, the respondents used various kind of written assignments in diverse circumstances to help student learn successfully and develop in various aspects and to get feedback to judge their own teaching and instruction.

It is clear that the application of assessment practices like the use of different assignments contributed in developing students learning and their writing skills. With the passage of time the needs also get changed and to make our students enable that to cope with the needs of this competitive age they required to be highly learned and skilled accordingly and this could only be possible when students are provided with the modern innovative teaching, learning and assessment practices. keeping this objective in mind the modified forms of assignment practices are need to be provided to the students in order to get benefitted of the new technologies and be able to cope with the fast developing world. With respect to this, the use of web searching and library assignments is a research based approach for improving students learning.

4. B. ii Web Searching and library-based Assignments

The participants viewed different about the use and effectiveness of web searching and library assignments as assessment practices. Almost half of the
participants (i.e. 12 teachers) used web searching assignments, while rest of participants (i.e. 8 teachers) mentioned that though they are aware of the benefits of such practices but can’t use because of lack of internet facilities not only at departments but also in the localities from where students belong. However as for library assignments are concerned, almost all of the participants (i.e. 20 teachers) said that they asked for such types of assignments and considered this practice very beneficial for the students to search out the required information authentically from the libraries and archives. While most participants’ opinions resounded with one another, here some are worth stating that elucidates the significance of web searching and library assignments and their effectiveness in the improvement of students learning:

…it..as up to my experience, web searching assignments make students responsible for their own learning. I do have under graduate research projects and I gave this task to my students to do so on particular topics and ask them for related literature review, so for that purpose they have to go on to their computer lab, they have to do search and it improves their understanding that how to conduct theses searches on different search engines and I also ask them to go to the library and check the register and see any previous student has a similar work on the topics. So, we have a library and students go there to search out the relevant material studies required them in their particular topics to do their assignments assign to them by us. So, definitely it does improve their self-searching abilities and self-regulation for their own learning and task completion.

…we have a complete web, you know yesterday, when I checking in class there was one of the topic with respect to literature review and we were looking for some of the research papers in medical sciences and life sciences related, and we came to kno that in the last month ninety four thousands papers have been published. So ninety four thousand in just one month so, you can imagine how fast the knowledge is getting add to the existing knowledge stores so I mean from this that the thing is that yes we have to encourage our students for web searching as it’s the need of time to get handy the relevant material about the particular topic. And yes library assignments also enhance their learning abilities but I myself prefer to the web searching assignments because, they can easily access the required material from around the world. And as we have now a day’s different tool available and we have to give them to the students to utilize them in their learning. And I do agree with this web searching assignments are very important for improving student learning and keeping them up to date with the required knowledge…. 

It really works, when they are collecting information from books and research articles etc. For example, I do ask students when to write an assignments on a topic from their subject, for that they have to collect different information from different sources at from least six or seven sources including books and research articles both from the Library and material available on internet. So definitely when they go through such a process, they pass through different learning activities and their different skills get developed like searching the relevant information and then creating new meanings from that information…. 
…if we see the information worldwide, these are on web now and when students searching for their assignments and anything they required from through the internet it will encourage them to get more from the web sources and all of the information on websites are updated. One can easily get accesses to any knowledge readily that’s why I encourage among students the web searching attitude. And I have found that web assignments do encourage self-searching abilities and self-learning abilities because, students pass through a creative process and it encourages them to do well and explore the knowledge more and more....

…due to the opening and flourishment of internet and digital libraries it become so easy and handy to get access to the information whatever we required in no time and it is because of this approach that world has become a global village where, we can get information around the world no matter where we are. It has broadened the horizons of knowledge.... For example if someone has conducted a research in the any part of world let’s suppose in any European country or in US etc. so if there is no web information facility then it would definitely impossible for us to go physically there and get the required information and secondly, by regular searching students get to know how to resent and share his her thoughts and point of view with the others...

It is clear that the web and library assignments when used as assessment practices are helpful in improving students learning. The most effective use which came from the views of respondents that students can easily get access to the vast array of information from around the world in just one click. Besides that participants mentioned that while searching the required material about the topic assigned to them, students either from web or library they pass through brain processing in collecting relevant material and then analysing, organizing and creating a document according to the need. It is also asserted by the respondents that the use of this practice enhances students’ self-searching abilities and their attitude to take responsibility of their own learning. However, some of the participants mentioned that though they are aware of the benefits of such practices but can’t use because of lack of internet facilities not only at departments but also in the localities from where students belong. They expressed their concerns in this regard as follows:

…..yah, I think this type of practices are the need of time to be used in out teaching learning environment and internet is now the facility without which to think of today’s life is incomplete in other words I can say it a treasure for lots facilitation and particularly for information. But, unfortunately we are facing still the lack of this facility, though university is trying to provide but it not to that extent that students can easily have accesses in their classrooms or computer labs, and let’s suppose if we make sure this facility here in University but most of the students haven’t the facility of internet at their homes and home towns and we ask about such assignments then there comes students the excuse of lack of this facility. So, I feel very much the lack of this facility in our institute and if it is provided then definitely it will turn our teaching learning environment to a well-developed classroom where we will be able to get benefit of surfing engines to explore knowledge and information from everywhere we required. And most importantly it will save our time to get to the required information....
It is obvious from the above quotations that most teachers were not practicing web searching assignments as they are lacking internet facilities in their institutes. And articulated that

The internet facility is the utmost necessity of today’s classroom and teaching learning situation and because of lack of this facility they are facing problems in the practice of modern learning strategies and deprived of the benefits of digital libraries and other information available on the internet. Teachers also emphatically stated that there is a need to provide our students to the internet facilities and computer labs in order to enable them to cope with the fast going modern world. And asserted that at the higher level of education institutes should make enable the provision of this facility at each department and classroom level. They also mentioned that students are facing to fulfil the requirements of the curricula in completing their research projects etc. because of lacking the internet facility. And doing research projects is the kind of practice which is conducted for the development of higher order skills of the students and that’s why mostly such practices are the part of the courses at higher education level. So, in this connection the following opinion of teachers was taken about the use of projects and practical tasks as an assessment for learning.
4. B. iii Individual and Group Projects, Practical activities as an Assessment for Learning:

The research participants were also instigated to share their views about the use of individual and group projects and practical activities as an assessment practices for learning. An analytical review of the data in this relation brought to the surface that almost all of the participants (i.e. 20 teachers) used short time projects and practical activities as an assessment. They quote the effectiveness of such practices for learning in the following words:

….up to me the group work is more important when that is important to identify the task within a group, so there may be three students working in a group on a particular task but in usually at the under-graduate level they haven’t work in group before then they may not fully divide the task that’s give rise a problem that should be overcome somehow by explaining to the students that they need to divide the task and there should be proper contribution by each student in the group. And it doesn’t mean that one or two students in the group does whole the task and it will work out only when all the students work on equally on a particular task. And that’s y I do encourage my students to work equally and to divide the task and all of them should be aware what he she is doing and so this should be actually a practice and in the future when they need to work on a task/problem in a group so they will be able to solve it collectively.

My approach is to give a particular task in the class and give the task to individual student and they have to provide their own feedback based on for example o the previous lecture to see the topic in detail and for alternative, I divide the class in four to five groups and by that they come up with me with the ideas and share their ideas by understanding the concept to solve the problem and theses two approaches which I use at the classroom level and found productive in improving students learning particularly for difficult or higher order learning to make their concepts clear about the particular topic……

It helps for in-depth understanding but I have seen that it is more helpful in developing team spirit among students. They learn how to prepare a project by working in a group. It improves their capability; it improves their managerial skills and a team spirit to work in a group for establishing a project. It also helps students particularly slow learners to get help from their other group members which is an opportunity to such students to get improve their learning. But it is possible when the project is equally divided among the members of a group. This one issue related to this practice which we frequently received that students come with complains that this member is not working and which always lead to fights among them. So, in this respect I keep checked on every member of the group to see his her task on their selves and try to make sure students work with each other cooperatively.

….the thing is that if we assign project to the students and some of the project depending on the nature of the project like some of mega projects yes, definitely we do involved more students and if the project is not that much extensive then we assign to just couple of the students or to an individual student as well. The idea behind by giving this project activity is that we give this opportunity to the students that they should understand theoretical background plus practical work so it’s a practical based learning and we involve them if they working in a group that increases their potential that how to work as a team so to improve their ability as a team work is one of the objective behind applying this activity in the classroom and
yes I do agree with it that it helps in improving students learning and some of the best skills which every student need to get developed.

Individual projects do increase a lot of their knowledge, if you give them individual projects because, at university level, particularly when you teach them professional studies, so professional study doesn’t mean that you read a book and then straight write down it in a paper, you have to actually practically can made them so yah the projects are the way where they can practice their practical experiments. But in group projects there are some students who get a very little knowledge and benefit in their learning out of it and most of the students just find a way through to get out though it, that’s why they get their selves in some groups and ask their friends in groups to do assignment for them. It is only effective when every student has assigned their individual role to perform in that project and acts as a team work and it will also develop their different skills like, what do you say …management skills, students’ leadership skills also get polish through it….the activity based assessment is a more reliable way of getting information and the learning through this approach occurred a kind of permanent learning so that’s why it’s a more reliable way of learning. Students also develop their other learning abilities and skills like problem solving and particularly they learn about the group dynamics. Besides that it creates among students a competition to do well and to bring forth their efforts to perform well in a given activity.

…..Besides that students also pass through the practice of task completion approaches to meet the challenges at the given time period so that’s why today’s more focus is given to the activity based learning. But one thing which I want to mention in this regard that such practices prove to be effective when used in organised way whenever it gets difficult to be mange in a given period of time then it leads to waste of time and energy and won’t provide such a productive results in terms of learning. That’s why I considered that a teacher should be skilled enough to facilitate appropriately different types of practical assessment….

…..it is good activity based assessment it is good, but it is difficult for us to judge students’ performance as we haven’t any appropriate or standardized way of its assessment, and a teacher has to concentrate on each and every student in the class, but I used to give time students for discussion within class in groups though not for judgment but for improving their learning though there are some students when they don’t know about the topic but when there is going discussion on that topic they definitely get idea of it about the topic and yah, help in improving their learning….

It is apparent from the above responses that teachers’ considered the practical activities and projects as an effective assessment tools for improving learning and in-depth understanding.

The effectiveness of such practices which pinpointed by the respondents are the reliable learning, in-depth understanding, development of team work and group dynamics, development of problem solving and conceptual abilities and most of all it develops among students positive competition Besides that it creates among students a competition to do well and to bring forth their efforts to perform well in a given activity and to get support in their learning from their peers.
While mentioning the effectiveness of activity based assessment some of the respondents also pointed out that, for the conduction of such practices teachers need to be skilled that to organise appropriately any activity. They showed their concern that if teacher having any difficulty in the management of such activities then it will be not that much productive in terms of learning outcomes and considered them just waste of time. Some of the respondents also pointed out that while, conducting group tasks a teacher should make ensure the participation of every member of the group otherwise and a check should be keep on every member of the group that to perform their assign tasks on their own and work cooperatively with each other.

It is also evident from the above excerpts that group projects helpful in providing opportunities for the students to learn from their peers and flourish their skills in which they are weak.

4. B. iv Presentations

Almost for all of the participants (i.e. 20) the best effective assessment practice was given students the opportunities to present presentation on various topics allocated to them. As far as the usefulness of this practice is concerned, all of the participants (i.e.20) acknowledged that student presentations was the most effective assessment practice among the various types of assessment practices. The justifications for their statements came from their voices were e.g. improvement in higher order learning abilities, best way for the development of communication skills, very effective for confidence building, a worthy way for students’ self-expression. The participants resonated one another in this regard:

……...presentations encourage students to come and stand in front of the rest of the students of the class, it builds their confidence and obviously it builds their boldness and ability to speak in front of large groups because, in the future and they will be expressing their views in front of large groups and communicating in in diverse situations so in my view I considered presentation is a very effective classroom assessment technique in developing students different skills particularly communicative skills and their higher order learning.

I used to assign topics to students for presentations and it is graded accordingly …the process of presentation comprise on several elements and we focus to assess each element during presentation and noted carefully how an element of presentation is followed. I considered it is a very effective technique for the development of students different skills particularly, their boldness to express their views in front of others and their development of communication skills. Besides that their verbal ability, capacity building of their knowledge level, time management and their appropriate use of gestures and body language etc. also get improved by regular practice of presentations.
that’s absolutely fantastic, I do agree with the use of presentations as an effective assessment practice. I am not in favour of too much presentations in the class because, in a semester system you have a limited time period so you have to take in considerations other activities as well but yes, I think one has to give the opportunity to the student to just go and speak something in front of audience, you know it’s a kind of training that how to face an audience and the thing is that we at the moment in all around the world facing the lack of communication. So, if we have to improve our communication skills then we have to develop skills of our students as one should has the ability how to speak, what to speak and how one can make sure that audience could get him/her effectively. Apparently it’s just a few minutes activity but though this students get improve their communication skills, how to respond to the cross questions and how effectively present the topic to the audience.

In my view, there is an extreme need for the presentations because, if a person having lots of knowledge but he she has not the ability to present himself or herself or cannot convey his her message to others , even has the difficulty to defend their selves and just bothering and getting confused. So, there is need to develop this ability in students in their classroom sessions, where they have to resent different topics in front of whole class. This develops confidence in them and if they have any weak point then they have to defend their selves and they learn all this out of it.

Actually presentations involve two things one is oral communication and another is body language, so most of the students at this level better know how to communicate orally or through a written assignment, but mostly lack how to present by using appropriate body language. And in this way by practicing in classroom students learn different ways of communication and how to stand in front of a class and which will help them out in their practical life to present themselves in a good way.

It is very effective, it is not about just they searching about their topic, thinking about how to present it, it also motivates them to express their views, their thoughts, to express their thinking process and also increases their confidence. They having information, they will be able to present and will be able to face question answer session at the end of presentation. But if they don’t have any information then they will not be able to present. So this will help them in their career life to participate well. And of course it develops their communication skills as well.

I frequently ask students for presentations and in my view it is a very effective assessment tool because, it builds up their confidence level and their communication skills along with improving their knowledge about the topic which they going to present and this help them to grasp the knowledge and understand their contents effectively. It lowers down their anxiety and fears to face the others and can argue about their point of view. It also improve their reasoning abilities when at the end of presentation they have to face cross questions from the audience which is the most important skill to be develop among individuals to do well in their practical life...

Presentation is an indispensable element of our internal assessment, students get the opportunity to actively participate in their learning to develop their communication skills and it enhances their learning very effectively besides that it give us an instant picture of students learning level and their strengths and weaknesses.....

What seems evident from the above is that respondents considered the practice of presentation is considered as an effective assessment tool for improving students learning and developing their skills. The practice of presentation not only improve
students’ knowledge, understanding and skills but also give to both teachers and students an instant feedback about their strengths and weaknesses and in the light of that feedback then can then give more concern to the development of their weak zones. It is also came to the surface from the perceptions of teachers that the use of presentation is most effective for development of communication skills and confidence building of students in order to be able to express their point of view appropriately.

The participants also emphasised that the regular use of this practice deplete the anxiety of students to face the others and can argue about their point of view with valid justifications.

In relation to assessment practices the respondents’ perceptions were also explored about quizzes which are as follows.

4. B. v Quizzes

On inquiring about quizzes and their effectiveness as an assessment for learning, approximately half of the participants (i.e.11) mentioned that they used quizzes and found them effective in improving students learning and grasping of their course contents. Besides that respondents expressed its effectiveness to assessment in many reverences e.g. give a feedback of students’ course content understanding, cultivating students different skills like learning competency and analytical skills, and besides that serve for the preparation of written exams. However, almost half of the participants (i.e.9) mentioned that they did not ask for quizzes by giving different defences for their proclamation. Yet, many of other participants rationalized their practice of quizzes in the following words:

when I joined the department from the very first course which I started, I included quizzes as part of the learning process as well as the part of assessment process and these are the two different dimensions and the quizzes are not only help students to learn but they also help them to understand the fact that they will be evaluated as from the quizzes. So that’s why sometimes I do give them sometimes puzzles the cress-cross puzzles in fact in their part of all of the examination so I give them about 10 cress-cross puzzles and all of their puzzles are from their relevant syllabus and to the course contents. And I have seen students take participation very eagerly and they learn in an interesting way…

…It does a lot in improving their learning as when students are given the task that they will have to prove their selves in front of the whole class and they will also be rewarded then definitely it encourages them and try to come up with more preparation.
Quizzes and specifically surprise quizzes compel students to keep in touch with their course content and to pay attention to their studies and classroom activities seriously…….

I do conduct quizzes of different type like oral and written. Mostly we take quizzes from the course contents but I usually ask to get prepare from general knowledge and current affairs. The objective is always that to keep involve in their learning as an active participant and to improve their knowledge and particularly their competency skills. It also serve for the purpose of judgment of the students comprehension of knowledge and a mean to get them prepare for their other examination like mid and final term that’s y I usually take quizzes before these tow exams. And also develop their confidence level and to compete on their learning capacity with other students and this way I have seen they tried to do their best to get maximum score in the quizzes while enjoying the activity as well…..

It is apparent that most respondents appreciated quizzes for assessing and improving student course understanding, to enrich students’ competency for learning and to keep involved students in their learning actively. It is also expressed by the participants that students take interest in these practices and it help in developing their interest in learning and improving their general knowledge etc. Besides that it make interesting the classroom environment for students and minimize the boredom. However, for half of the participants, quizzes seemed to have limited use for improving students various skills. They echoed one another in this regard:

….. I am not much in support of quizzes in a class. Well best what I learned from the last ten, twelve years of my teaching experience that the main objective of the teacher should mostly keep involve students in the interactive sessions. The thing is that the flow of information shouldn’t be one way traffic it should be a two way traffic among students and between teachers and students. First thing I would suggest that the teacher should have the ability to involve students in particular topic/ subject and in learning activity, that gives you an understanding, that gives you an idea what of the level of understanding of the student. For example what I do normally in the first five, ten minutes of the class I just discuss the previous class period activity and ask questions to know what we did yesterday, students understating about the topic but giving not that impression that it’s a quiz session, just want to know for my own curiosity whatever I have taught in the previous class, did get that, that’s a kind of questioning answer in a friendly way. While if we say about the specific quiz activity I myself don’t encourage as we have comparatively more good activities like group work and think pair share and presentations where students get opportunity of questions answering session so I think there is no need in my view of a particular quiz activity.

…..in my point of view not that much, as there are other practices do contributes well in improving students learning. I don’t conduct frequently; instead I utilize it in other activities like at the end of discussion session in my class…..

…it does increase their learning process, but it is not as effective as presentation, because when we use presentation there is a question answer session, which is a sort
of quiz, after which I can say that presentation is far better than a quiz, so I myself favour presentation more for improving student learning as compared to quiz. And secondly, I have quiz has only focus on knowledge and comprehension level I mean in lower order learning, though it also important but I can prefer rather other practices in which we can improve higher order learning of students along with their knowledge and comprehension.

It is obvious from the above quotations of the respondents that quizzes appeared to have limited practice for improving students learning various skills. According to the respondents perception though quizzes improve students comprehension of the learning contents and developing their interest but, are not that much effective for improving higher order learning so that’s why they prefer to other assessment practices like presentations and use the quiz as part of that practices. It is also viewed by the participants that there are other assessment practices to be used which can serve in different way to improve students learning including their higher order learning abilities and skills along with grasping their interest and knowledge enhancement.

4. B. Vi Students’ Portfolio

The participants were asked about using students’ portfolio, only few of them were know about this assessment practice (i.e.6) and its uses as assessment tool. While, most of them (i.e.14) were not acquainted exactly with this assessment practice however, among them some (i.e.8) were using a kind of that practice in form of students’ diaries and academic activities record etc. While the views of those participants who practiced reverberated with one another, it is worth mentioning to state some of them that explicate the purposes behind the practice of portfolio or students diaries. They enunciated their perceptions in these words:

...we practice student’s portfolio as well as teachers’ portfolio too and keep the record of students all activities in the discourse of learning semester. Portfolio is effective because it tracks their learning discourse and students can get a reflection on their efforts which they have made and also we have a systematic record of students all activities and of their learning improvement...

... we don’t use that too much it’s not a common practice here at under-graduate level. But I personally think that we have sort of academic records of assignments which I do give to students and also practical session’s i.e laboratory work and researches etc. so we do only such type of thinks not as a proper portfolio method, but I personally believe that portfolio should be there. It gives a sort of understanding, is student going on a right direction or not, does he or she needs any further guidance and where he or she has problem in his/her learning and to find that gaps and then try to remove such gaps and to take their learning track on a right direction. But the thing which I think first teachers should be trained about the use of
this practice and how to properly evaluate the students through this technique and how to utilize this practice throughout the semester. I mean either a University or department should keep a proper criteria for this or like other new assessment practices that to be used by every teacher in a regular practice.

The only thing what I do when I see students are weak in some areas, then I ask from those students to write up about their achievements and problems so my practice of portfolio is only on those students who face difficulty in their learning. I found it effective in this respect, I would like to mention here one case study, once I was have a student who was good in quizzes and group activities but while in his written tests and examinations he was quite weak, so I got his portfolio and watched what he does in that days and his another subjects performances and his other tutors and activities, then I asked from him the reason when it is your assignment, presentation or quiz and practical activities you are doing very well but when it comes to examinations and written test etc. then it is not as effective as you are showing in other assessment practices and he told me that he is having some financial problems because of which he is also doing a job and while examination days he has difficulty to learn for that. So when heard his problem I helped him by teaching some computer skills to earn money at home through internet in order to save time for his studies and also guided him to apply for University need based scholarship to fulfil his financial needs. And within a month he was started giving good results in his written tests. So, definitely a student portfolio helps in learning of the students in a way by pointing out where a student has any issue and particularly helps teacher in getting know about students’ individual differences as the way I judged his problem through his portfolio and then sorted out his learning issue.

I use students portfolios in the practise of a daily diaries and it give us students activities record throughout a semester. When students use to record their activities they then get a motivation to bring on record their best work so for that purpose they try to do well in their learning. It also create a positive competition among students with their classmates in improving their learning and bringing their potentials to do best…..

As for this exact terminology is concerned so I am not acquainted with at all, in fact I am listening for the first time it, while as for the procedure is concerned I am practicing a kind of same activity in class as an assessment practice and even give marks to it and we called it “students activity log” in which we ask students to record their learning activities and their achievements and even any participation in co-curricular activities on their part. And it’s a very effective practice in so many ways for example it improves their written expressions by rearing that log and provide an opportunity of daily practice, they also reflect on their work which improves their expression of thoughts and besides that it track their learning progress and not only to us and students but also provide the information about students overall grooming to their parents and if required by our administration about any particular students so we can easily provide to them……..

The above excerpts highlighted the effectiveness of portfolio assessment practices which is helpful in improving students learning and developing their skills in different ways. It is evident from the expressions of respondents that the portfolio or students diaries provide so many opportunities to students for their over-all development i.e. it help them to improve their written expressions, motivate them to do well in their learning, develop their confidence on their selves to prove their
potential abilities, provide an incentive for competition among students in improving their abilities. Besides that it helps them to keep track of their development and also provide an organised informative record about the progress and over-all grooming of students to teachers, parents and to students their selves. However, while some of the participants who were not acquainted about this practice remained neutral in response to this question.

4. B. vii The Use of Assessment Practices Apart from the Suggested Practices

Besides prompting about the prevalent assessment practices it was also asked from the research participants that if any assessment practices they used on their own. When probed about the use of assessment practices apart from the suggested practices by the Institute, most of the participants responded (i.e. 12) that in internal assessment they are free in their choice to use any assessment practice, as for as mid-term and final term is concerned they are provided with a set criteria by the institution which they have to follow to fulfil that criteria. While, some (i.e. 8) of the participants mentioned that they follow mostly the suggested practices and very rarely used assessment practices apart from them. In reply to this question numerous responses came from the participants i.e. lab tasks, model making, projects, simulations and games etc. Here some excerpts are reproduced that discuss views of the respondent teachers:

….we applies different types of practices. But usually assignments, presentations, group projects and surprises tests etc. other than mid and final term written tests. But as I said in a semester we have a short time and limited credit hours and we have to complete those particular standards. But I myself do not only rely on suggested assessment practices, I divide the credit hours for different activities and mostly keep engaged students in different group tasks within class room period or in lab work which are not the parts of the suggested practices. Initially I do agree with that there will be a sort of national forums to formulate those criteria’s and we have to follow that, but now I think teacher is by self a judge to analyze the classroom environment, so as a being of teacher along with teaching a teacher has a number of other roles as well, have to analyze the situation and then behave accordingly….

I do used as I mentioned that I used to ask for research paper analysis etc. But there is no any criteria set by the administration that how we have to use different assessment practices. I think if the administration set the criteria and does impose on all faculty members to use different assessment activities. Then it will be more productive and both teachers and students will take it serious and through a systematic procedure also teacher will submit the record either monthly or semester wise. And if there is no any imposition on any faculty from the administration side for using any assessment procedure then no one will take it serious and will always go for easy ways. So there should be teacher evaluation by the faculty administration as Quality
Enhancement Cell does. So, mostly we rely on the suggested practices those which are to be graded and to be reported to the concern authority.

…I used to ask for short time projects and model making which are not suggested to us and I considered these very effective in the developing creativity of students…..

I applied various assessment practices for example I asked for reporting about a historical place or national events which happened recently etc. in the last month I asked for the reporting on the cricket champions trophy. Students showed very keen interest and I felt hay when saw their responses. I used such things to see their interest level and then according to objectives plan such practices. It helps out very much in improving their searching abilities and then their written expressions. Though it comes under the assignments you asked about but I used to give assignments other than course contents to develop their different skills and in which they have also to perform practically either in groups or individually…

I considered the prescribed assessment practices are enough as we have a set criteria in the form of internal, mid-term and final term assessment practices. So for the internal assessment is concerned there we use such types of classroom assessment for students improving and mostly we used assignments, presentations and mini projects etc.

the assessment practices particularly in my situation is that I assess students on the syllabus which is approved by the department and the by the University and the lectures I deliver so I encouraged the students to actively participate in the lectures there too benefits of it first of all their attendance is not short and secondly, it will allow them to sit in the class listen to the lectures, understand them and then I tell them that assessment will be from the lectures so I don’t rely only on the assessment that is offered by the publishers. In terms of the assessment and to the examinations, I tell students at the beginning of the course in the very first lecture/class that all the examination will be from the syllabus/course contents to make them mentally prepare for the whole semester. And I also tell them that there will be mid-term and final term written exams and also there will be classroom assessments. So, that if they are informed from the very first day then at least they know what we are expecting from them in the examinations and in what ways they are going to be assessed. And apart from the suggested practices as I mentioned the quizzes and classroom assessment techniques i.e. whole class portfolio are not suggested practices but I do practice these techniques on my own and found these helpful in learning so I have keep continue sine I joined this department.

I used to ask for research paper analysis etc. But I have a serious concern that there is no any criteria set by the administration that how we have to use different assessment practices. I think if the administration set the criteria and does impose on all faculty members to use different assessment activities. Then it will be more productive and both teachers and students will take it serious and through a systematic procedure also teacher will submit the record either monthly or semester wise. And if there is no any imposition on any faculty from the administration side for using any assessment procedure then no one will take it serious and will always go for easy ways. So there should be teacher evaluation by the faculty administration as Quality Enhancement Cell does. So, mostly we rely on the suggested practices those which are to be graded and to be reported to the concern authority.

Mostly we follow the suggested practices as we are accountable to the university quality enhancement cell for that and we have to report for their results. So for
internal assessment is concerned for which we have the lowest assigned grades in a semester we can only go for suggested practices like presentations and assignments mostly. So in my view the valuing and gradation have a great factor in influencing the concern of students but also of teachers for conducting any practice.

From the above replies of the respondents it is palpable that the some of the participants use self-planning practices and also meet the student interest and individual differences while scheming different assessment strategies. However, most of the participants mostly rely on the suggested practices giving different reasons i.e. some of the participants were satisfied of the suggested practices and think that because of time constraints and having other responsibilities along with teaching it is sometimes difficult for them to meet the set criteria appropriately in a given period of time. It is also come to the surface that teachers mostly fulfil the criteria and give preference to that so there came some suggestion that the respondent authority of the department or institute should to set a specific criteria’s along with appropriate gradation to that for classroom assessment practices. A concerned came to the surface if teachers won’t be accountable for applying any practice so they won’t take it in their high concern and will opt for only the suggested practices. It was also asserted by almost all of the teachers that classroom assessment should be given high grades in order to be given a serious concern by the teachers and students, participants also proclaimed teachers should be given open choice in the distribution of marks to the classroom assessment practices.

4. B. Viii Students’ Reaction/Response towards the Classroom Assessment Practices

The research respondents were also inspected about the students’ response towards the use of classroom assessment practices. When respondents were investigate about the students’ responses towards using such assessment practices. Almost all of the respondents replied that they have found their students in a positive response with respect to these approaches and they have observed that they take keen interest when involved in their learning process. Furthermore, such practices proved very helpful in the improvement of their different abilities and skills which in turns have increased their self-esteem on confidence on themselves. While most of the participants resounded with one another, here some are of the significant extracts which explain their observations about students’ responses to these assessment practices:
I often talking to my students about the different approaches which I use in the classroom and I daily much more better if I needed somebody ask them because students to provide them with the very clear understanding that they have but in terms of the reflections which I get from the students I can comment on that, their responses usually very constructive and positive and the reason for that is I used audio-visual aids in my teaching and I prepare my lectures on power-point presentations so they are not only hearing the lectures but at the same time they are seeing to the graphs, to the images. Besides that when I used different classroom assessment techniques not just relying on lectures so based on these approaches I do receive positive responses from my students and obviously for me it is reflected in their results and because of these approaches also high levels even the PhD level students come to me to offer courses.

This shift from traditional to a modern education system, I mean semester system is designed as a student centred in which when we do apply such type of classroom assessment practices and keep involved actively students in their classrooms so definitely they take interest in their learning and in classroom participation. ….

Students always you know they want to be left to in a relaxed mode but, most of the students are agree that because, they know if they are left to go like that without participating in those learning activities so obviously at the end they wouldn’t be able to pass their semester final exams. But in that practice what I am using at the moment like a sort of you have to finish everything on weekly basis so they know what they have done at the end of semester. Though in start I have seen them a bit reluctant but as they do practice such different practices so they also get used to with it and at the end all those students who have taken regular participation found their selves well learned and it’s easy for them to go through any formal examination.

I have found them very energetic at the end of semester, they are very happy with me, they tell me that when we do such activities and our hostel mates and other fellows see us they tell us that oh. You are doing such a high level tasks and getting more competent than us and your teacher is teacher is teaching you like at the M.S and Ph. D level.

…students response is positive and our students although come from the conventional way of learning system so in start its difficult for them to get used to it and remained reluctant in the start of their first semester to participate but, with the passage of time when they get used to it and when motivated by the teacher response so they conditioned their attitude to new practices and started to participate actively……

Their response is very good and once they started to get rewards for their participation like in terms improving their learning and developing their skills along with marks for their performances so their self-esteem level raises high which keep them motivated to be an active participant. I have seen them that whenever, I use any new practice they show their excitement to participate in it…….

There are some students who are, one can say like the ones who always seek escape from active participation or to take responsibility of their learning and mostly they are used to with soon feeding types of learning strategies. But when they are subjected to continuously in this kind of student centred and practical types of practices then even those students also start working and to take interest and that’s why I am in favour of using classroom assessment practices regularly…….
I never found my students always motivated and excited particularly they enjoy a lot group works and short time activities and also do welcome to the practices where they get the opportunities to participate actively. I also have seen the some students who are slow learners and had no any interest in their learning but when subjected to this classroom environment, then I found them very change in their attitude towards their learning. At the end of first semester I always get the reflection from the students that though we were hesitant in the start and was taking a burden on us but now we are happy that we have learned very easily throughout the semester and reared to step forward to the next semester with having any anxiety.....

It is obvious from the above excerpts that teachers get a positive response from the students when the use assessment practices. It is clear from their views that students welcome those approaches in which they find the opportunities to participate actively. Participants also mentioned that these approaches proved to be very effective for the slow learners to improve their learning. It also pinpointed by the teachers that students’ self-esteem gets high when they do participate in activities and proved their potentials which keep them motivated for improving their abilities more and more. It is infer from the voices of respondents that students’ response is positive to the use of assessment practices and they take interest to participate in such practices though reluctant in the start of program but once they get to know the benefits of these practices then do actively participate.

4. C  Classroom Assessment Implementation

After investigating the effectiveness of different types of classroom assessment practices for learning, the research participants were also instigated to share their views about the implementation of such practices within classroom. A number of patterns with respect to classroom assessment were explored. Of these, the one query about the difficulties they face in the implementation/management of classroom assessment practices.

4. C. i  Problems/Challenges in the Implementation of Classroom Assessment Practices

An analytical review of the data in this respect brought to the surface that most of the respondents face difficulties with relation to time management and in the smooth conduction of assessment practices, because of unavailability of resources for conducting such practices i.e. modern learning aids, multimedia, the lack of internet facility, libraries and computer labs etc. while some of the respondents don’t face any
major difficulty and can easily implement such classroom assessment practices. They quote in this regard:

it takes lots of time let’s suppose, I take sessional tests two times and also used different assessment procedures like assignment, practical works and presentations and to report these all just in ten percent marks so for that I have to work a lot to convert them in ten percent marks. Though administration doesn’t know how worked hard and it becomes a sort of over burden….

It gets difficult sometimes to conduct practical activities one reason is that we are lacking learning aid for that and lack of new technologies etc. and secondly we are not only assigned teaching responsibilities, here we have to perform other tasks too. So then we don’t feel free mind to utilize all of energy there in classroom because only administration or conduction is not matter of concern in fact we have to track every step and to facilitate the students, keep check and also have to provide immediate feedback…..so in my view the workload should to be keep balanced on teachers with regard to teaching and assigning other responsibilities…..

….the management of group work assessment is difficult at the classroom level because, we are having high strengths in one class so then it gets difficult to manage appropriately within given period of time as most of the time of our period send in the establishing discipline etc. so in my view the classroom strength should be keep up to standard number of students in a class i.e. 30 to 40 then it will be so convenient to apply such type of activity based practices….

At the beginning of any semester it is a bit difficult to implement appropriately in the given time of period because, we spend time in giving instruction and making groups but once students get used to the procedures of practices then it becomes easy to ally in a given period of time.

I am not facing any major problem because, all of the facilities are available in the department, and students actively participate and as I mentioned I pre-planned all of the teaching learning strategy in the very start of the semester and also do share with students so, by following that schedule, I can manage easily implementation of different methods within classroom. So, I cannot feel any major difficulty.

It is instigated from the above quotations that the participants were facing problems with respect to management of different activity based assessment practices. Besides, those having lack of resources for the conduction of applying such practices showed their concerns and considered it a hurdle in the smooth implementation of assessment practices. The participants pointed out resources they considered most important for the application of various assessment practices are i.e. un-availability of internet facility and that of library and computer labs and multimedia etc. It is also evident from the views of research participants that high strength of students in a class also makes difficult to implement activity based assessment practices. Another aspect which research participants brought to the surface is that extra work load on the
teachers other than classroom teaching is a reason which makes for them it difficult to conduct such a time and energy demanding activities that why then they have to only fulfil the required criteria in terms of presentations and assignments etc. and couldn’t able to conduct activities regularly. They mentioned that it would be better if extra workload be minimised from the teachers so that they will be in a position to spend most of their energy and time at classroom level. However, for some research participants, they hadn’t any major problem in the implementations of classroom assessment practices. They were fully facilitated with the teaching learning aids and computer labs, library and internet facilities including multimedia etc. and they expressed that these facilities the accomplishment of such practices very easy for them and it has a very positive effect in promoting students learning and enhancing their interest for learning.

Align with the relevancy of the implementation of classroom assessment practices the participants were also inquired about the the hindrance in the course completion by the implementation of such practices. Most of the participants responded in the following words in this regard:

No, not at all these not hinder in the process of course completion but only when planned earlier before the session and well organised timely.

….we can’t say that because this is the job of a teacher to plan these activities appropriately in order to complete a course as well as assessment with specified time of period and if handled appropriately then it rather helps out in the completion of course not hinders. And you are not only concerned with the completion but also what students are learning…..

These are the easy means through which we cover our course and achieve our objectives in true sense in the product of students learning and development, so it doesn’t hinder in achieving the set objectives instead help in achieving the target…

It is inferred from the above excerpts that research participants considered the use of classroom assessment practices helpful in achieving the objectives of the course and think its use very much productive in terms of its outcomes in the form of students learning and development. In relevance to the implementation of classroom assessment practices research participants were also investigated about the need for any formal training/refreshing courses to make them enable to implement appropriately different assessment practices and also to get acquaintance of innovative assessment practices.
4. C. ii Refreshing Courses and Trainings for the Implementation of Classroom Assessment Practices

When asked about the need for refreshing courses and trainings, workshops, seminars etc. that how much they considered it important in the development of their skills for the implementation of different assessment practices. Almost all of them asserted the need for such kind of refreshing courses and trainings, workshops etc. however only few of them has gone through such kind of trainings while most of them hadn’t availed any opportunity at all. They share their perceptions and experiences in the following words while mostly resonated with each other:

…these formal trainings or refreshing courses are very necessary as the purpose of those to build the capacity. They can be beneficial and I can give example, I mean from my stay in the United Kingdom during my PhD. So, over there the approach is to train post docs for example teachers with the new teaching techniques, with the new assessment techniques and I think if it implemented here it could be beneficial even those assessment procedures they usually do not change but still there may be some practices which can be share amongst faculty members to get improve their knowledge and skill about assessment practices or any other teaching learning strategies. And so, they could be beneficial. But, it’s my fifth year of teaching here I hadn’t get any such kind of opportunity. And a also I didn’t passed through any formal pre-service training nor in-service trainings because of which I feel lacking in my pedagogical skills which definitely need to be developed though such types of trainings etc. as we are scrutinised here on the base of academic knowledge and not on the base of any professional education. While in the all developed countries for the teachers’ recruitment their relevant professional qualification is necessary. So if here there is no any pre-service professional training is required then the in-service trainings should to be make necessary once after recruitment to improve their teaching skills and to train them in new practices...

I think if we are provided with such opportunities then it will be easy for us to overcome the hurdles we do face while the implementations and management of different classroom assessment practices…

Initially I was not aware of the significance of refresher courses but once I passed through a such type of course then I feel that those trainings are very helpful in improving our professional skills though the training I passed through was not exactly about the classroom assessment practices for learning but instead about the evaluation and grading procedures and statistics etc. but I got benefitted of that very much...

….formal training, refresher courses they should be given on regular basis to faculty. That they know the international practices in the field of teaching learning and the other thing is that if you are provided with to some sort of trainings and give you some sort of opportunity to interact with fellow beings sharing that kind of approaches, so you can come up with a conclusion that what I should do to improve different teaching skills, you get to know new strategies and about your weak areas in teaching….

….these are very important, because there are different skills which need to be developed and also modified with time. As I mentioned that I was experienced in a
school and then when join here in university I incorporate my those experiences in my teaching but not every teacher come here been passed through such experiences, so for them and also for even those who have some experiences need such type of trainings, refreshing courses and workshops etc.

The above excerpts highlighted the providence of refreshing trainings and workshops is utmost necessary for the development of teachers’ skills to know about the new techniques and practices and also to be trained enough that to be able to implement such practices in their own circumstances. It is also proclaimed by the research participants that to keep pace with the world in the teaching learning situation, it is necessary to keep updated the teachers with the new and modern techniques in order to facilitate learning and it only possible when the faculties are passed through refreshing courses regularly. The participants also stresses on pre-service and in-service trainings of teachers for developing their professional skills. In line with their views about suggested the need for refresher courses and trainings for assessment practices they were also asked to share their experiences about the trainings they have gone through with respect to assessment for learning. Almost all of the participants replied in negative that they haven’t gone through any particular training with respect to the use of assessment practices for learning. But some of them shared their experiences of other assessment practices and teaching learning strategies through which they have gone. They expressed that such trainings enable them to develop their capacity building for the implementations of new strategies. And help them to develop their teaching skills. However, while most of the participants responded neutrally to this question but some of them shared their experiences in the following words:

Definitely, it could be helpful as one could get new knowledge and improved skills though such trainings and then it will help out them while implementing in the classroom. But I myself haven’t gone through any kind of those trainings so that’s why there is a need to be trained in this regard.

I gone through some training but that were not exactly assessment for learning. When I was teaching in Fauji foundation school there I got such kind of opportunities while having summer break. There I learnt about different teaching strategies and also some new assessment practices like case studies and peer assessment but the way they were giving training is not a good one because it was just in a form of a lecture not in a practical way. Though we get the knowledge but not got skilled to implement such techniques in the classroom in an appropriate way. So in my view whenever the trainings are designed they should be in a manner that the participants not only get the knowledge but also get their skills developed. As knowledge can be taken now days from everywhere, but trainings mean to practically show to you about the strategies…
I haven’t taken any such kind of articular training or workshop and that why feeling the thirst that to be given these kinds of opportunities…

The above given views of the participants put in the concern that the relevant professional trainings and refreshing courses, workshops etc. are very significant for the professional skills development and teachers feel the need to be provided with such trainings and courses on regular bases in order get to know about new strategies and also to develop their competency level.

It is inferred from the above discussion that the research participants/teachers welcome the modern approaches of assessment practices and considered its use very effective for not only improving their learning but also for the development their different skills and higher order learning abilities. The use of different classroom assessment practices provides various opportunities to the students for their grooming throughout the program. The participants were in favour of implementation of different assessment practices for improving different skills keeping in consideration the individual differences, as not one single practice could be enough to improve students various abilities. Research participant expressed their concern for not providing in-service trainings and regular refreshing courses which they considered very significant for professional development. Participants asserted that the use of different classroom assessment practices help in lowering down students various learning and evaluative anxieties and developing their interest for improvement of learning and developing skills. Finally, respondents considered that assessment practices shouldn’t be used only for the judgment of students learning level but also for the improvement of their learning and their overall development.
CHAPTER-5

FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter consists of findings, conclusion, discussion and recommendations which were drawn from the analysis of the data.

5.1 Findings

Information from the collected data about the perceptions of teachers and students regarding classroom assessment practices for learning at undergraduate (Honors) level of Khyber-Pakhtunkhwa led to the following findings:

a. Findings from quantitative data

5.1.1 Perceptions of Students Regarding the Use of Classroom Assessment Practices (Assignments, Presentations, group activities, projects, Quizzes etc.) for improving Students’ learning and Developing Skills.

i. Most of the respondent students were agree that use of classroom assessment practices help in enhancing their leaning as the per cent response was high under the statement of agree 61% and strongly agree was 37% and the mean score was 4.35 which indicates that most of the students were very satisfied of the use of classroom assessment practices for improving their learning.

ii. The majority (93.7%) of the respondent students revealed that the use of classroom assessment practices creates an environment more favorable for learning.

iii. Approximately 84.0% respondent students agreed that the use of classroom assessment practices is a good way for over-all development. While, 13.5% respondent students reported neutral in response to the statement that the use of different classroom assessment practices is effective for the over-all development of the students.

iv. Besides, most (88.6%, M=4.16), of the students were agreed that classroom assessment practices are very helpful in pointing out the strengths and weakness of students.

v. As far as, the use of classroom assessment practices give rise to boredom, disturbance and fear, the majority of the respondent students (70.6, M=1.6457)
were disagreed, while some of the respondent students (22%) were remained neutral.

vi. Likewise, the classroom assessment practices are difficult to be managed in the given period of time, most of the respondent students (43.0%) were agreed that the implementation of classroom assessment practices difficult. While 30.3% respondent students were disagreed and some of the (26.8%) remained neutral about the management of classroom assessment practices. The over-all response of the respondent students was moderate as the mean value was (M=3.12).

vii. Furthermore, some of the (36.3%) respondent students viewed as agreed that classroom assessment practices hinders in the course completion. While, 33.3% responded in disagreed and almost 30.0% remained neutral about the statement that classroom assessment practices hinder in the course completion. The mean value (M=3.0) also showed moderate response of the students.

5.1.2 Perceptions of Students Regarding the Use of Assignments (written, practical, library, web searching assignments) for improving Students’ learning and Developing Skills.

i. Almost all of the respondent students (96.0%, M=4.32), were agreed that written assignments are helpful in improving students writing skills/ written expressions.

ii. Likewise, approximately all of the respondent students (96.6%, M= 4.44) were agreed that web and library assignments encourage student self-searching and self-learning abilities.

iii. Also, most of the respondent students were agreed (82.3%, M=4.15), that assignments (activity, projects) help in the development of creativity.

iv. Likewise, the majority of the respondent students (80.0%, M=4.10) were agreed that individual and group assignments are good for in-depth understanding of concepts/phenomena.

v. Similarly, most of the respondent students (76.3%, M=3.93) were agreed that assignments are helpful in enhancement of students’ interest for learning. While, almost 16% respondent students were remained neutral about the statement that assignments are helpful in enhancement of students’ interest for learning.
vi. Majority of the respondent students (76.8%, M=3.87) were agreed that involvement in different assignments helps in all-round development. But, some (15.5%) were uncertain.

vii. As for as, the results about the use of assignments as a regular classroom assessment practice indicated that half of the respondent students 53.6% were agreed, 22.3% were disagreed and 24.3% were neutral.

5.1.3 Perceptions of Students Regarding the Use of Activity-based Assessment Practices for Improving Students’ Learning and Developing Skills.

i. Most of the respondent students (79.1%, M=4.05) showed agreement that students get more opportunities (e.g., discussions, questions, learning tasks) when engage in activity based assessment. While, some of the respondent students (11.5%) were remained neutral.

ii. Although, the most of the respondent students were agreed (M=3.76). Activity based assessment is helpful in providing alternative ways to slow learners to learn from their peers. But few of the respondent students (11.8%) were disagreed, while some of the respondent students (16.8%) were neutral.

iii. Likewise, the respondent students (74.8%, M=4.02) were agreed that activity based assessment is helpful in deep understanding of concepts. While, some of the respondent students (7.8%) showed dissatisfaction and 17.5% were remained neutral about the statement that for deep understanding of concepts activity based assessment are effective and helpful.

iv. Furthermore, the 73.5% of respondent students showed agreement and their satisfaction (M=3.86) that activity based assessment provides more opportunities for developing skills (i.e., management, coordination, problem solving etc.) whereas, 20.5% were stayed neutral and only few (6.0%) were showed disagreement.

v. Nearly, 41.8% respondent students reported that activity-based assessment practices are time consuming, whereas 26.8% disagreed. While, 31.3% were remained neutral. The over-all response of respondent students was moderate (M= 3.25) to the statement that activity based assessment practices are time consuming.
5.1.4 Perceptions of Students Regarding the Use of Presentations as an Assessment Practices for improving Students’ learning and Developing Skills.

i. The results indicates that presentations help in confidence development, that’s why almost all of the respondent students (98.7%, M=4.78) were highly satisfied with the effectiveness of the use of presentations as an assessment practice for the development of the confidence among students.

ii. Besides that, nearly all of the respondent students (92.3%, M=4.67) were agreed that presentations provide opportunities to the students for their expression of thoughts and concepts.

iii. Likewise, the result indicates that approximately all of the respondent students (99%) were agreed that presentations are good for developing communication skills. The mean value (4.79) showing the high satisfaction of respondent students on the use of presentation for the development of their communication skills.

iv. Similarly, majority of the respondent students 89.8% showed highly satisfaction (M=34) that presentations make learning more easy and interesting. Whereas, only 6.5% were remained neutral and 3.8% disagreed.

v. Alike for the statement, presentations should be a regular part of classroom assessment in the classroom the majority of respondent students (85.8%, M=4.15) showed their agreement and satisfaction for the use of presentation as an assessment practice on regular basis.

5.1.5 Perceptions of Students Regarding the Use of Quizzes as an Assessment Practices for improving Students’ learning and Developing Skills.

i. Nearly, all of the student respondents (93.6%, M= 4.31) were agreed that quizzes are helpful of the students’ active participation in learning.

ii. Most of the respondent students showed agreement that the uses of quizzes are good for grasping/comprehending the knowledge. (82.5%, M=4.07). While, some of the respondent students (14.2%) were stayed neutral.

iii. It was found that 86.0% respondent students showed their agreement that quizzes are helpful in developing students’ interest in learning. Whereas, a few (8.5%) were remained neutral. The respondent students were satisfied
that the use of quizzes is helpful in the developing of students interest in their learning.

iv. Result shows that most of the respondent students (80.3%, M=3.99) Quizzes help in the developing conducive learning environment. While only 4.0% denied and 15.8% showed a neutral response that quizzes are helpful in the development of conducive learning environment.

v. As for as the quizzes should be frequently used as a classroom assessment practice, almost 69.3% of the respondent students showed their agreement while, 8.0% were disagreed and 12.7% were neutral. The average response (M=3.80) of the respondent students was satisfied about the frequently use of quizzes as a classroom assessment practice.

5.1. 6 Perceptions of Students Regarding the Use of Portfolio/Student Diaries as an Assessment Practices for improving Students’ learning and Developing Skills.

i. Majority of the respondent students (88%, M=4.19) were agreed that academic records help students to know of their strengths and weaknesses. Whereas, 10% respondent students remained neutral.

ii. Results indicates that nearly, more than half of the respondent students (67.1%, M=3.81) were agreed that keeping record of academic activities develop writing skills. While, 7.5% denied and 25.5% stayed neutral.

iii. Besides, majority of the respondent students (83.1%, M=3.99) expressed their agreement that the expression of views and thoughts through portfolios give opportunity of self-reflection. While, 15.8% remained neutral.

iv. Likewise, most of the respondent students (77.1%, M=3.96) were agreed that portfolio provides opportunities to the students to develop their different abilities. Whereas, 21.5% were stayed neutral.

v. As for as, portfolio should be used as a part of classroom assessment. 64.3% respondent students were agreed while, 9.5% denied and 26.3% were remained neutral. The over-all response of the respondent students (M=3.71) was satisfied the portfolio or academic diaries should be used as a part of classroom assessment practice.
vi. Furthermore, portfolio should be avoided as a classroom assessment practice was denied by nearly more than half of the respondent students (64.1%). Whereas, 9.3% showed their agreement and 36.8% remained neutral.

vii. The Multiple Regression test indicates that there is significant difference of the effectiveness among different types of assessment practices for the use of improving students learning and developing skills. The results of the test show that use of different assignments as a classroom assessment practice for improving students learning and skills is more significant (P<.05) as compared to other assessments practices (activity based assessment, presentations, quizzes, portfolios); it rejects the hypothesis i.

a. The nonparametric test Independent Samples Kruskal-Wallis, produced different statistical significance for different classroom assessment practices and among the respondents of different institutes. According to results there is found significance differences (P<.05) of the use of different classroom assessment practices and the use of portfolios as classroom assessment practice for improving students learning and skills among the students of different institutes. And it rejects the hypothesis ii.

b. According to statistical results of Independent Samples Kruskal-Wallis there is found no any significant difference (P>.05) of the use of assignments, activity based assessment, presentations and quizzes among the students of different institutes accepting the hypothesis ii in these four cases.

i. Independent Samples Mann-Whitney U test, produced statistical insignificance (P>.05) of the use of different classroom assessment practices for improving students learning and skills between the respondent students of Natural Sciences and Social Sciences and the null hypothesis iii is accepted.

ii. The nonparametric test, Independent Samples Mann-Whitney U test, produced statistical insignificance (P>.05) of the use of different classroom assessment practices for improving students learning and skills between genders of institutes. Its accepted the hypothesis iv that there is no significant difference with respect to the use of different classroom assessment practices for improving students learning and skills between the genders of institutes.
A. Findings from Qualitative Data

5.1. A Perceptions of Teachers Regarding the Use of Classroom Assessment Practices for improving Students’ learning and Developing Skills.

i. It is evident from the results that almost all of the respondent teachers (i.e. 20 teachers) shared that classroom assessment practices play an important role not only as judgmental tool but also in the improving students learning. Besides that the respondent teachers expressed that the use of different assessment practices has made their teaching easy.

ii. Moreover, the use of assessment practices for developing of students skills also arises as a significant share of participants experiences which explains how and why much emphasis has been laid on the use of a variety of assessment practices as only developing of knowledge is not matter of concern but to make the students skilled in different life aspects, their developing in this level of education is also important.

iii. It evident from the results that the more the participants used a variety of assessment practices in classroom, the more they were in a position to get to know about students’ strengths and weaknesses and can plan the learning strategies for the appropriate assessment practices for the improvement of students’ weak areas.

iv. The respondent teachers asserted that by applying various assessment practices students get the interesting ways for their grooming. Furthermore, respondent teachers also voice the effectiveness of classroom assessment as a very constructive approach for the students’ over-all development.

v. Likewise, students and teachers both get to know about their strengths and weaknesses and so help them to plan appropriate practices in the light of its feedback.

vi. It is apparent from the views of respondent teachers that assessment practices assisted diverse purposes for example these are used mostly to get direct feedback about the effectiveness of assessment practices, students’ understanding of the course contents and to keep students practically involved in their learning process which help them to enhance their learning and different abilities.
vii. Majority of the respondent teachers mentioned that the use of various assessment practices are very helpful in keeping students practically engaged in their learning which help them to enhance their learning and different abilities.

viii. Besides that the use of classroom assessment practices are very productive in bringing the change of students’ behaviours towards their learning and though the use of such practices, students adopt self-learning attitudes which leads to a productive learning and enhancement of their abilities.

5.1. B Classroom Assessment practices (Assignments, Presentations, group activities, projects, Quizzes and portfolios etc.)

Results indicates that almost all of the respondent teachers have the perceptions that written assignments are very effective in developing students written expressions and developing their cognitive learning abilities. Furthermore, using written assignments as an assessment practices also help them to get immediate feedback of students’ level of learning and their weaknesses in their written expressions and their other abilities so it makes the respondents acquainted of and modify their instructional and assessment practices and planning continuously. The respondent teachers therefore, used written assignments to judge different abilities and most importantly to improve students’ various higher order mental abilities and their written expressions etc.

As for as the use of web searching and library assignments is concerned, almost half of the participants (i.e. 12 teachers) used web searching assignments, while rest of participants (i.e. 8 teachers) mentioned that though they are aware of the benefits of such practices but can’t use because of lack of internet facilities not only at departments but also in the localities from where students belong. However as for library assignments are concerned, almost all of the participants (i.e. 20 teachers) said that they asked for such types of assignments and considered this practice very beneficial for the students to search out the required information authentically from the libraries and archives.

The most effective use which came from the views of respondents those students can easily get access to the vast array of information from around the world in just one click. Besides that participants mentioned that while searching the required
material about the topic assigned to them, students either from web or library they pass through brain processing in collecting relevant material and then analysing, organizing and creating a document according to the need. It is also asserted by the respondents that the use of this practice enhances students’ self-searching abilities and their attitude to take responsibility of their own learning. However, some of the participants mentioned that though they are aware of the benefits of such practices but can’t use because of lack of internet facilities not only at departments but also in the localities from where students belong. It is obvious from the above quotations that most teachers were not practicing web searching assignments as they are lacking internet facilities in their institutes. Furthermore, the respondent teachers expressed their concerns about the lack of internet facility and asserted that the internet facility is the utmost necessity of today’s classroom and teaching learning situation and because of lack of this facility they are facing problems in the practice of modern learning strategies and deprived of the benefits of digital libraries and other information available on the internet. Teachers also emphatically stated that there is a need to provide our students to the internet facilities and computer labs in order to enable them to cope with the fast going modern world. And asserted that at the higher level of education institutes should make enable the provision of this facility at each department and classroom level. They also mentioned that students are facing to fulfil the requirements of the curricula in completing their research projects etc. because of lacking the internet facility.

Result shows that all of the participants (i.e. 20 teachers) used short time projects and practical activities as an assessment. It is apparent from the views of respondent teachers that teachers’ considered the practical activities and projects as an effective assessment tools for improving learning and in-depth understanding. The effectiveness of such practices which pinpointed by the respondents are the reliable learning, in-depth understanding, development of team work and group dynamics, development of problem solving and conceptual abilities and most of all it develops among students positive competition. Besides that it creates among students a competition to do well and to bring forth their efforts to perform well in a given activity and to get support in their learning from their peers. While mentioning the effectiveness of activity based assessment some of the respondents also pointed out
that, for the conduction of such practices teachers need to be skilled that to organise appropriately any activity.

So for the effectiveness of the presentations is concerned, almost all of the participants (i.e. 20) acknowledged that various presentations were the most effective assessment practice among the various types of assessment practices. The justifications for their proclamations came from their voices were e.g. improvement in higher order learning abilities, best way for the development of communication skills, very effective for confidence building, as a good opportunity for students’ self-expression.

About quizzes and their effectiveness as an assessment for learning, approximately half of the participants (i.e. 11) stated that they used quizzes and have found them effective in improving students learning and grasping of their course contents. Besides that respondents expressed its effectiveness in many respects e.g. give a feedback of students’ course content understanding, improving students various skills for example their learning competency and analytical power and besides that it helps them to get prepared for written exams minimising their exams anxiety. However, for half of the participants, quizzes seemed to have proved of limited use for improving students various skills. According to the respondents perceptions, though quizzes improve students comprehension of the learning contents and developing their interest but, are not that much effective for improving higher order learning so that’s why they prefer to other assessment practices like presentations and use the quiz as part of that practices.

Similarly, the results indicates about the use of portfolio as an assessment tool, only few of them were know about this assessment practice (i.e. 6) and its uses as assessment tool. While, most of them (i.e. 14) were not acquainted exactly with this assessment practice however, among them some (i.e. 8) were using a kind of that practice in form of students’ diaries and academic activities record etc. It is evident from the expressions of respondents that the portfolio or students diaries provide so many opportunities to students for their over-all development i.e. it help them to improve their written expressions, motivate them to do well in their learning, develop their confidence on their selves to prove their potential abilities, provide an incentive for competition among students in improving their abilities. Besides that it help them to keep track of their development and also provide an organized informative record
about the progress and overall grooming of students to teachers, parents and to students themselves. However, while some of the participants who were not acquainted about this practice remained neutral in response to this question.

So for the use of assessment practices apart from the suggested practices by the Institute is concerned, most of the participants responded (i.e. 12) that in internal assessment they are free in their choice to use any assessment practice, as for as mid-term and final term is concerned they are provided with a set criteria by the institution which they have to follow to fulfil that criteria. While, some (i.e. 8) of the participants mentioned that they follow mostly the suggested practices and very rarely used assessment practices apart from them. It is palpable that the some of the participants use self-planning practices and also meet the student interest and individual differences while scheming different assessment strategies. However, most of the participants mostly rely on the suggested practices giving different reasons i.e. some of the participants were satisfied of the suggested practices and think that because of time constraints and having other responsibilities along with teaching it is sometimes difficult for them to meet the set criteria appropriately in a given period of time. It is also come to the surface that teachers mostly fulfil the criteria and give preference to that so there came some suggestion that the respondent authority of the department or institute should to set a specific criteria’s along with appropriate gradation to that for classroom assessment practices. A concerned came to the surface if teachers won’t be accountable for applying any practice so they won’t take it in their high concern and will opt for only the suggested practices. It was also asserted by almost all of the teachers that classroom assessment should be given high grades in order to be given a serious concern by the teachers and students, participants also proclaimed teachers should be given open choice in the distribution of marks to the classroom assessment practices.

Most of the participants retorted that they get a positive response from their students with respect to the application of various assessment approaches. By taking participation in their learning and assessment process have made them confident of themselves which in turns have increased their self-esteem which keep motivating them for their further improvement. It is clear from their views that students welcome those approaches in which they find the opportunities to participate actively. Participants also mentioned that these approaches proved to be very effective for the
slow learners to improve their learning. It also pinpointed by the teachers that students’ self-esteem gets high when they do participate in activities and proved their potentials which keep them motivated for improving their abilities more and more. It is infer from the voices of respondents that students’ response is positive to the use of assessment practices and they take interest to participate in such practices though reluctant in the start of program but once they get to know the benefits of these practices then do actively participate.

5.1. C Classroom Assessment Implementation

Results indicates that most of the respondents face difficulties with relation to time management and in smooth conduction because of unavailability of resources for conducting such practices i.e. modern learning aids, multimedia, the lack of internet facility, libraries and computer labs etc. while some of the respondents don’t face any major difficulty and can easily implement such classroom assessment practices. It is also evident from the views of research participants that high strength of students in a class also makes difficult to implement activity based assessment practices. Another aspect which research participants brought to the surface is that extra work load on the teachers other than classroom teaching is a reason which makes for them it difficult to conduct such a time and energy demanding activities that why then they have to only fulfil the required criteria in terms of presentations and assignments etc. and couldn’t able to conduct activities regularly. However, for some research participants, they hadn’t any major problem in the implementations of classroom assessment practices. They were fully facilitated with the teaching learning aids and computer labs, library and internet facilities including multimedia etc. and they expressed that these facilities the accomplishment of such practices very easy for them and it has a very positive effect in promoting students learning and enhancing their interest for learning.

It is inferred from the perceptions of respondent teachers that they considered the use of classroom assessment practices helpful in achieving the objectives of the course and think its use very much productive in terms of its outcomes in the form of students learning and development, rather than hindering in the course completion.

Almost all of the respondent teachers asserted the need for refreshing courses and trainings, workshops etc. however only few of them has gone through such kind
of trainings while most of them hadn’t availed any opportunity at all. The above excerpts highlighted the providence of refreshing trainings and workshops is utmost necessary for the development of teachers’ skills to know about the new techniques and practices and also to be trained enough that to be able to implement such practices in their own circumstances. It is also proclaimed by the research participants that to keep pace with the world in the teaching learning situation, it is necessary to keep updated the teachers with the new and modern techniques in order to facilitate learning and it only possible when the faculties are passed through refreshing courses regularly. The participants also stresses on pre-service and in-service trainings of teachers for developing their professional skills.

Almost all of the participants replied in negative that they haven’t gone through any particular training with respect to the use of assessment practices for learning. But some of them shared their experiences of other assessment practices and teaching learning strategies through which they have gone. They expressed that such trainings enable them to develop their capacity building for the implementations of new strategies and help them to develop their teaching skills. All of the respondent teachers put in the concern that the relevant professional trainings and refreshing courses, workshops etc. are very significant for the professional skills development and teachers feel the need to be provided with such trainings and courses on regular bases in order get to know about new strategies and also to develop their competency level.

5.2 Discussion

The data gathered from the five educational Institutes, yet interwoven features helped to carryout out a multidimensional analysis of teachers and students perceptions regarding the use of classroom assessment practices for learning, the effectiveness of various assessment practices and challenges in the implementations of assessment practices. The succeeding passages discuss findings framed within each of these segments to grasp conclusions and to look through implications of these conclusions for policy and practice.
5.2.1 The Use of Classroom Assessment Practices for improving Students learning and developing their Skills

The respondents both teachers and students have expressed their views about the use of classroom assessment practices for improving learning. The findings from the previous section show that most of the respondents both teachers and students stressed on the effectiveness of the use of different classroom assessment practices. The data reflect that the use of classroom assessment practices influences students learning and development in different ways. It was brought to the surface by the respondent teachers and students that assessment practices serve different purposes i.e. used to get immediate feedback of students’ understanding and retention of the course contents and of instructional strategies, to develop students different learning skills, to know about students strengths and weaknesses, to enhance students interest and participation in their learning and to keep students practically engaged in the discourse of their learning.

Besides that the use of classroom assessment practices are very productive in bringing the change of students’ behaviours towards their learning and through the use of such practices, students adopt self- self- evaluation and self-learning attitudes which leads to a productive life-long learning and enhancement of their abilities. Likewise, it is indicated by the teachers and students that the use of classroom assessment practices creates an environment more favourable for learning. Teachers in the study were of the view that the classroom assessment practices are not used only to get feedback and to know about the students learning level or to be used for the purpose of grading students’ attainment level but, also for the over-all development of students. Further, it was perceived both the teachers and students that the practice of classroom assessment increase students’ engagement higher in their learning and also makes learning interesting for students. It is clearly evident from the opinions of respondent teachers classroom assessment practices play an important role not only as judgmental tool but also in the improving students learning. Besides that the respondent teachers expressed that the use of different assessment practices has made their teaching easy.

These results are consistent with the decade’s back study of Boud (1988) assessment plays number of roles. The main determination of assessment is to expand learning, update teaching, help students attain the maximum standards they can and
supply meaningful reports on students’ attainment. The signification of the role of assessment may vary according to situations. It is the assessment which defines the patterns of learning (Ramsden, 1992).

Similar to other studies (Crooks 1988; Ramsden 1992; Nightingale & O’ Neil 1994; Nightingale et al 1996; Brown 1997; Black & William 1998; Steadman 1998; Schwartz & Webb 2002; Stiggins 2002; Wood 2007; Earl 2010; Spinelli 2012) results of the respondent teachers and students asserted that the influence of classroom assessment practices on students learning and developing their different abilities are very high.

This study confirms that the assessment shouldn’t be used typically to make judgements about students’ attainment level or acceptability for further study but also to be taken in consideration for it’s another most important purpose to facilitate learning. Same is confirmed by other research studies about the use of assessment practices for improving student learning. It is claimed that assessment has to shift to ‘assessment for learning’ from ‘assessment of learning’, to design and plan assessment procedures and practices in a way that to support students learning and reinforce rather than weaken students’ achievement, progress and confidence (Black & Wiliam, 1998; Torrance & Pryor, 1998; Gipps, 1999; Shepard, 2000). The results is compatible with another study that approves, that in Asian culture the use of assessment for learning can enhance students’ motivation to learn (James & Pedder, 2006).

The findings of the study show that the classroom assessment practices play an important role not only as judgmental tool but also in the improving students learning. Besides that it was also expressed by the respondent teachers that the use of different assessment practices has made their teaching easy for them and they are in better position to know about students individual differences and keep on track students learning in positive direction. In alignment to this many other researchers stated the same results of their research study i.e. Steadman (1998 a & b) mentioned that the use of classroom assessment practices are proved to be helpful and effective both for teachers and students who have practiced classroom assessment over the past many years. And they are confident about the productivity of the use of assessment for learning as a feedback approach that delivers teachers with information on the effectiveness of their teaching and student understanding, besides that classroom
assessment also encompasses students in vigorous intellectual processing of new evidences and enables them to track their learning progress. Classroom assessment (Angelo & Cross, 1993; Cross and Angelo, 1988) is a learning novelty that yokes efforts to enhance both teaching and learning.

Similarly, other researches validates (Black & Wiliam, 2007; Brookhart, 2007; Guskey, 2007; Hattie, 2008), signifying that classroom assessment practices can have an ample impact on the attainments of students in learning and developing skills. Another work, by Shavelson et al., (2008), proposes that data from an enormous combined study on entrenching formative assessments in inquiry-based curriculum of science plugs to improved student learning outcomes. Furthermore, if assessment for learning is implemented successfully, it supports to enhance students' motivation for learning as a persistent disposition (James & Pedder, 2006).

The results established the effectiveness of classroom assessment practices for getting feedback and increasing students engagement in their learning process and in turns improving students learning which is also explained by Angelo and Cross (1993) explicitly that the classroom assessment is a continuing process, best assumed of as the building and care of a classroom ‘feedback loop.’ By using a sum of simple classroom assessment practises that are swift and convenient in use, teachers acquire feedback about the standing position of students in their learning process. This loop is then completed by the teachers by providing students with feedback on the results of the assessment and suggestions for improving learning. To keeping in consideration the worth of their suggestions, teacher use classroom assessment yet again, enduring the ‘feedback loop.’ while incorporating this approach into everyday classroom activities, the communications loop linking teachers and students and teaching to learning develops more proficient and more effective. The reason is that the concentration is on learning not only judgment and classroom assessment requires the active involvement of students. By part taking in assessment, students strengthen their understanding of the course content and reinforce their own skills at self-assessment.

Similarly Maddox et al. (2003) providing evidence that immediate feedback and spontaneous dialog correlate with higher cognitive function and the ability to synthesize resulting in the improvement of higher order learning abilities. From the finding of the study it is also apparent that assessment practices assist diverse purposes i.e. to obtain feedback both about the students’ comprehension of the course
material, of their teaching approaches and to keep students engaged actively in their learning which help them to enhance their learning and different higher order learning abilities. Same was asserted by McKinney (2007) that only practice is not sufficient. When students get immediate feedback about the precision of their work they develop skills sooner and better when they receive feedback about the accuracy of their work; without feedback, learning practice produces very only by practice. When feedback is not provided or is kind of too general, or not given on time immediately, students endure making the same types of mistakes again and again.

The respondent teachers asserted that by applying various assessment practices students get the interesting ways for their grooming. Furthermore, respondent teachers also voice the effectiveness of classroom assessment as a very constructive approach for the students’ over-all development. The principal purposes of involving students in cautious self-assessment are to increase their achievement and learning, and to endorse their academic self-regulation, or the predisposition to observe and manage their own learning (Pintrich, 2000; Zimmerman & Schunk, 2004). Research proposes that achievement and self-regulation are diligently connected, students who set goals for themselves, design flexible plans to meet them, and observe their progress be likely to to learn more and do their best as compared to those students who do not. The core element of self-regulation is self-assessment, because it involves understandings of the objectives of a task and monitoring one’s progress toward them. The increase in both achievement and self-regulation occurred as a result of self-assessment (Schunk, 2003).

Additionally, the use of assessment practices for developing of students skills also appears as an significant part of participants experiences asserting how and why much stress has been placed on the use of a variety of assessment practices as only developing of knowledge is not matter of concern but to make the students skilled in different life aspects, their developing in this level of education is also important. This finding is analogous to other pragmatic studies, the performance tasks confront students with real-life problems through which students get to the information regarding problems. Students incorporate information from numerous sources to reach at a solution, judgement, or commendations. In grading enactment, unconventional admissible solutions to the problem and alternative solution routes are documented and assessed. The classroom assessment does not make-believe to be the degree of
academic learning. As pointed out by the Council for Aid to Education, there are numerous aftermaths of an institution education, and the classroom assessment emphases on comprehensive critical reasoning, communication abilities and problem solving. The origins of the classroom assessment can be drawn to progressive concepts of learning that emphasis on analytic reasoning, critical thinking, problem solving, and written communication (Shavelson, 2007).

The most extensively quoted source for these robust claims about the achievement in students’ improvement in learning as a result of the regular implementation of classroom assessment practices as asserted by both the respondent teachers and also from the result data collected from the students is certainly the publication of pair of papers by Black and Wiliam, both then of Kings College, London. ‘Inside the Black Box’ is a brief position piece that appeared in Phi Delta Kappan (Black & Wiliam, 1998a) and also as a broadly disseminated booklet (Black & Wiliam 1998b). That research paper reviewed as an extended, scrupulous examination, ‘Assessment and classroom learning’, issued in the very year of this journal, Assessment in Education (Black & Wiliam 1998b). As distinguished, one or the other of this research paper has been used regularly to support prerogatives for the efficacy of assessment for learning. One renowned respected measuring expert writes, grounded on the meta-analysis of Black and Wiliam (1998) account consequence sizes of between .4 and .7 in support of students imparted in classrooms where assessment was applied for the purpose of improving learning (Popham 2008).

For the those who are unacquainted with the notion of effect size, this statement would be roughly twice the average growth US children in school grades would be probable to make on consistent tests in a school year. Similarly, another expert mentioned, Paul Black and Dylan Wiliam issued the outcomes of an inclusive meta-analysis and synthesis of extra than 40 meticulous studies of the influence of enhanced classroom assessment on the achievement of students (Stiggins, 1999). The same author also cited the same .4 to .7 effect sizes as indicted above. In a later publication, the same author seems to expand the claim, in terms of both the scale of the observed effects and the size of the proof base. Black and Wiliam, in their 1998 crunch from around the world their research review of more than 250 studies on the effect of classroom assessment, account expansions of a half to a full standard
deviation’ (Stiggins 2006). On the same piece of paper, the efficiency claim seems to be made stronger still.

Likewise Bloom and his students’ decades back in (1971) made widespread use of classroom assessment for learning and conveyed consequent improvements in student test enactment of one to two standard deviations. Improvements of this extent would be in respect of approximately three to six times development of average US student. Effect sizes are not the only measure in which influence prerogatives have been made.

The same basic proclamations seem expressed in terms of enhancing student enactment a given number of percentile points in the attainment distribution, growing student learning by some number of months or years, or even touching countries who accomplished middling on international assessments like TIMSS or PISA to the top of the pack e.g. (Chappuis & Chappuis’; 2008 & Stiggins, 2009). Irrespective of the metric used, the indispensable dispute pointed out by these and several other supporters is that empirical research proves formative assessment or assessment for learning bases medium-to-very high achievement gains and that these outcomes come from authentic sources. In specific, the sources are alleged to include meta-analyses, as well as notable individual studies.

Though the present study used various data collection tools and approaches to access teachers and students' reflective thinking, it shows that the use of classroom assessment practices has a positive effect on the enhancement of students learning and developing their different life learning skills and it can be used as two way purpose, both as a judgmental tool and for the enhancement of students learning. Same is asserted by the other authors that assessment is not only the source of providing information, but it can also be a tool to restructure the education system (Ravitz, 2000), similarly Bennett (2011) also voiced that same, an assessment may be used for summative purpose to get the evidence if its prime purpose is to appraise learning and additionally to support learning. Fornari (2003) also in support of that assessment should be a constructive in terms not to be used only to equate or grade properties or students but to validate current levels of attainment and to progress future performance.
5.2.2 The Effectiveness of Various Classroom Assessment Practices (Assignments, Presentations, group activities, projects, Quizzes and portfolios etc.) for improving Students learning and developing their Skills.

Result indicates that that there is significant difference of the effectiveness among different types of assessment practices for the use of improving students learning and developing skills. The results show that the use of different assignments as a classroom assessment practice for improving students learning and skills is more significant as compared to other assessments practices (activity based assessment, presentations, quizzes, portfolios). The results from other studies also appreciated the effectiveness of different classroom assessment practices and particularly of the use of assignments as mentioned by Brown (2001) mentioned that any assessment approach that intentions to be comprehensive should organise a variety of approaches for assessment (i.e. presentations, written assignments, reflective journals etc.). Similarly Cerny (2000) asserted that assessment comprises variety of practices like portfolios, demonstrative presentations, performance assessments, journals and other forms of assessment that require the vigorous building of facts instead of passive regurgitation of inaccessible facts. These types of assessments dwell more stress on thinking and collaborative skills along with providing opportunities for multiple "correct" answers (Cerny, 2000). It is mentioned by Watson (2006) Feedback through different assignment practices is imperative in the instruction process. Both students and teachers can yield advantage out of it. Similarly, the participation of the learners in the process of assessment supports their achievement of knowledge, skills, and outlooks for writing, empowers them to take extra accountability for their learning and supports them to understand and assist their progress via self-reflection (Serafini, 2001; and Badger & Wilkinson, 2004). So these results congruent with the results of this study that almost all of the respondent teachers have the perceptions that written assignments are very effective in developing students written expressions and developing their cognitive learning abilities. Furthermore, using written assignments as an assessment practices also helps them to get immediate feedback of students’ level of learning and their weaknesses in their written expressions and their other abilities so it makes the respondents familiar of and made incessant modification in their instructional process and planning.
So for activity based assessment practices are concerned the results of the study brought to the surface that both students and teachers’ considered the practical activities and projects as an effective assessment tools for improving learning and in-depth understanding. Generally, there are significant learning gains for students who work together in groups (Johnson & Johnson, 1989). In another comparative research study, four types of problems presented to cooperative teams and to individual students, the study resulted in that cooperative teams outpaced individuals on all types and through all ages (Quin & Johnson & Johnson, 1995). There are many researches and experimental studies which have revealed that groups outpace individuals on learning tasks and as compared to individual task students perform very well in group tasks individuals and do better on individual assessments as well (O’Donnell & Dansereau, 1992; Barron, 2000a, b; 2003; O’Donnell, 2006.).

Similarly, Thomas (2000) recognized five main constituents of effective project-based learning. According to him it is primary to the curriculum, engrossed on a productive exploration that encompasses investigation and understanding construction, planned around dynamic questions that lead students to meet fundamental concepts and principles, authentic and aiming on the real life problems that people concern and are student-driven (students are responsible for managing and planning their work). Normally, research on project-based learning (PBL) has found that students’ gains are high who engage in this approach as compared to those of students who engross in traditional kind of learning activities.

In other short-term, comparative research studies of project-based vs traditional approaches have established numerous benefits of projects based work, like in the development of problem understanding and solving abilities (Gallagher & Rosenthal & Stepien, 1992), development and to support in their reasoning ability to with clear arguments (Stepien & Gallagher & Workman, 1993) and improved ability for planning a project after performing on an related problem-based challenge (Moore et. al., 1996). Problem-based learning approaches are of same kind as are project-based learning. Lessons usually encompass a precise type of activity concentrated on using resources and reasoning for solving a problem. In problem-based learning, students use their high intellectual abilities while working in small groups, they investigate eloquent problems, identify their objectives that what they need to learn and how to
go for possible solutions and generate strategies to meet the solution for problems (Barrows, 1996; Silver, 2004).

The findings of the study declared that teachers considered presentations as the most effective assessment practice among the various types of assessment practices. The rationales for their statements came from their voices were e.g. improvement in higher order learning abilities, best way for the development of communication skills, very operative for confidence building, as a worthy prospect for students’ self-expression. In the same context the results of Murphy (2001) recognized that the significant skill in is the skill of communication at every level of education and particularly in teacher’s education. It is vital that educational institutes’ societies deliver students with the essential skills to be capable to convey effective oral presentations because these are significant in almost all work places. Every so often such skills are the central to elevation and promotion.

Morley (2006) asserted that oral presentation skills are indispensable for factual academic study and for also professional services, as they give the individuals confidence of effectively expressing their selves with justifies reasoning.

As for as Quizzes are concerned, the results show that both teachers and students don’t perceive these assessment practices very effective as compared to the assignments and presentations etc. Teachers ask for individual and group quizzes to students. Frequent uses of assessments in the form of quizzes serves both as a feedback device for the teachers and an effective learning instrument for students (Brannan, 2011).

Similarly, the results indicates about the use of portfolio as an assessment tool, only few of them were know about this assessment practice and its uses as an assessment tool. While, most of them were not acquainted exactly with this assessment practice however, among them some were using a kind of that practice in form of students’ diaries and academic activities record etc. It is evident from the expressions of respondents that the portfolio or students diaries provide so many opportunities to students for their over-all development i.e. it help them to improve their written expressions, motivate them to do well in their learning, develop their confidence on their selves to prove their potential abilities, provide an incentive for competition among students in improving their abilities. Besides that it help them to
keep track of their development and also provide an organized informative record about the progress and over-all grooming of students to teachers, parents and to students their selves. In this respect research study of Venn (2007) stated that portfolio assessment is generally an assessment that emphases both on the product and discourse of learning without any stress on the suppositions. Some other studies conveyed that teachers have used it in numerous areas such as writing, teaching practice (Klenowski, 2000), teaching of art (Cho, 1999) and assessment but were unaware of its terminology and exact uses. Portfolios have the potential to support learning and instruction (Hammond & Snyder, 2000).

5.2.3 Classroom Assessment Implementation

Results indicates that most of the respondents face difficulties with relation to time management and in smooth conduction classroom assessment practices because of unavailability of resources for conducting such practices i.e. modern learning aids, multimedia, the lack of internet facility, libraries and computer labs etc. The literature shows in this regard that the opinion of assessment for learning is fairly unlike from numerous existing classroom practices. Consequently, the instructional insinuation of assessment for learning necessitates teachers and students to modify the means they contemplate about their classroom performances (James and Pedder, 2006). Likewise, one description for the undesirable effect was the misinterpretation of essential concepts of assessment for learning and incongruous implementation (Harrison et al., 2004).

From the result of the study it is confirmed that almost all of the respondent teachers asserted the need for refreshing courses and trainings, workshops etc. however only few of them has gone through such kind of trainings while most of them hadn’t availed any opportunity at all. The above excerpts highlighted the providence of refreshing trainings and workshops is utmost necessary for the development of teachers’ skills to know about the new techniques and practices and also to be trained enough that to be able to implement such practices in their own circumstances. It is also proclaimed by the research participants that to keep pace with the world in the teaching learning situation, it is necessary to keep updated the teachers with the new and modern techniques in order to facilitate learning and it only possible when the faculties are passed through refreshing courses regularly. The participants also stresses on pre-service and in-service trainings of teachers for
developing their professional skills. With this respect Stiggins (2002) stated, there are no resources left to support teachers in ongoing classroom assessment. Only a small portion of states require teachers to be skilled in assessment, and almost no states require that of school administration.

Literature also mentions that professional advancement courses that comprise in-depth learning prospects for teachers focus on content and cooperative contribution can be fruitful (Garet, Porter, Desimone, Birman, & Yoon, 2001). Likewise Popham (2004) asserted that appropriate culpability assessments can deliver educators with an appropriate prospect to demonstrate their efficacy. But educationalists need to be adequately assessment literate so they can comprehend and, if needed, help to progress any accountability system that trusts on inappropriate achievement tests.

Besides that studies also show that conventional forms of professional expansion are unsuccessful in giving teachers with adequate time, material and accomplishments required for improving teachers’ knowledge and endorsing eloquent variations in their classroom practices (Loucks-Horsley, Hewson, Love, & Stiles, 1998). Similarly, Northwest Evaluation Association (2015) stated the significance of precise magnitudes of professional development, comprising how the period of training influences the gravity of adjustment in teacher practice and student achievement (Garet et al., 2001; Weiss, Montgomery, Ridgeway, & Bond, 1998).

It is apparent form the findings that almost all of the participants replied in negative that they haven’t gone through any particular training with respect to the use of assessment practices for learning. But some of them shared their experiences of other assessment practices and teaching learning strategies through which they have gone.

Black and Wiliam (1998 a & b) asserted that the problem, as we already have recognised and will continue to proclaim, is that disparagingly significant instructional decisions that stand directly on student well-being are prepared on the foundation of confirmation collected day to day via classroom assessment. Hitherto, we have prepared factually no venture in promising either their quality or operative use in the provision of student success. Pre-service programs continue to negligence this side of the professional training and in-service prospects remain very rare, both for teachers and principals. Yet, the potential of constructive influence for students
residues high. Attainment gains of a half a standard deviation and more have been reported in concurrence with enhancement of classroom assessment, particularly with the major gains accruing for low achievers.

Similarly, Steadman (1998a) revealed that outstanding orientation workshops in classroom assessment are already provided in various academic campuses. Hence, practiced users of classroom assessment who want to get more skilled and fresh users mainly interested in improving student learning make up the main audience for enhanced and strengthened classroom assessment workshops and faculty groups of classroom research. These opportunities support teachers’ hard works to implement revealed from research about learning to classroom practice, and to apply classroom assessment to its potential. The hurdles all institutions to adjust and implement few of these ideas are to produce classroom assessment community on its own campus.

5.3 Conclusion

According to the examination of data and based on the findings of the study, it can be concluded that most of the students and almost all of the teachers perceived that the classroom assessment shouldn’t be only used for the judgment of students attainment level of learning and other evaluation purposes but should also be used as a regular classroom practice for improving students learning and developing their skills. The data collected in result of this research study supplements to the existing bulk of knowledge embodying the impression students and teachers’ perception of classroom assessment attributes used by classroom teachers can have on student affect in improving their learning. Both teachers and students showed their satisfaction of the effectiveness of classroom assessment practices in enhancing leaning. It was concluded that the use of different assessment practices are very helpful in the overall development of students and particularly developing students higher order learning abilities like problem solving, analytical abilities and creativity etc.

Besides that it is inferred from the data that most of the students and teachers showed their agreement that the use of a variety of classroom assessment practices make classroom environment conducive for learning by increasing students’ engagement and interest in their learning. Furthermore it is brought to the surface by the teachers that the use of different classroom assessment practices are very effective
in the consideration of individual difference and students easily get a variety of opportunities to improve and express their different abilities which students can’t get in the traditional system of education.

To know about students’ strengths and weaknesses and to get immediate feedback both students and teachers showed their satisfaction that the use of classroom assessment practices proved to be effective in this regard. Besides that it is concluded from the findings that the use of different assessment practices are helpful in the improvement of slow learners in other words of those students who face difficulties in their learning. The data also supports the efforts of teachers to shift away from a heavy reliance on assessment of student learning and towards an increase in using assessments to help students learn.

So for the effectiveness of different assessment practices is concerned the data from the students supports the most effectiveness of the use of different assignments for the improving students learning and for the enhancement of students self-learning approaches, while almost all of the teachers considered the presentations as the most effective tool they have find in improving students learning and developing their different skills particularly for the development of students confidence and their communication skills. The findings of the study confirms that the activity based assessment practices have an effective role in the improvement of students’ in-depth understanding and in providence of more practical opportunities for developing skills (i.e., management, creativity, coordination, problem solving etc.).

While the data from the study shows the limited effectiveness of quizzes in the development of higher order learning abilities and more effectiveness for the grasping of learning contents. Besides that it is concluded that most of the teachers don’t frequently used quizzes as an assessment practice separately instead make use of it as a part of other assessment practices like at the end of presentation.

The findings confirm the portfolio assessment as an unfamiliar assessment practice both for most of the teachers and students but are used in the form of academic diaries. Those who are practicing portfolios considered it a very effective assessment practice for the improvement of students learning, most prominently to track the students’ development progress and to know about the individual differences along with a very effective tool for the expression of thoughts and students reflection.
The data concluded that most of the teachers rely on the suggested assessment practices including presentations, assignments and projects. And some of teachers used their own made or learned assessment practices. A concerned was shown by the teachers with respect to the autonomy on the use of classroom assessment practices and its gradation, that they are limited in the choice of the use of assessment practices and its gradation.

The findings of the study presented that there is no significant difference in the perceptions of students regarding the use of classroom assessment practices for learning with respect to discipline (Natural Sciences vs Social Sciences), also showed no significant difference in the perceptions of students regarding the use of classroom assessment practices for learning with respect to gender (Male vs Female). While study indicates the significant difference among the perceptions of students regarding the effectiveness of different classroom assessment practices.

The conclusion drawn from the findings of the study about the implementation of classroom assessment practices are that some of teachers faced problems in the management and appropriate conduction of different assessment practices. The main reasons pinpointed by the most of teachers are lack of resources for conducting such practices i.e. modern learning aids, multimedia, the lack of internet facility, libraries, computer labs, high strengths of students in a class and time constraints etc. Furthermore workload and extra responsibilities other than classroom teaching on the university faculty also mentioned as a problem in the practice of classroom assessment implementations. Which also lead to the hindrance in the course completion in a given period of time. But those teachers who are skilled enough in the implementation of classroom assessment practices mentioned that the use of different assessment practices has made easy teaching for them and though its implementations they are in better position in the timely achievement of the set learning objectives.

However the data express that for some research participants, they hadn’t any major problem in the implementations of classroom assessment practices. They were fully facilitated with the teaching learning aids and computer labs, library and internet facilities including multimedia etc. and they expressed that these facilities the accomplishment of such practices very easy for them and it has a very positive effect in promoting students learning and enhancing their interest for learning.
The findings of the study brought to the surface that almost all of the teachers have not gone through any particular training or workshop etc. with respect to assessment for learning though gone through trainings about assessment but for its use of judgmental purposes.

It is also stressed by the research participants that to keep pace with the world in the teaching learning situation, it is necessary to keep updated the teachers with the new and modern techniques in order to facilitate learning and for the development of their professional skills and it only possible when the faculties are passed through refreshing courses regularly. The participants also stresses on pre-service, in-service trainings and arrangement of relevant workshops etc. for the development of teachers’ professional skills.

In a nutshell the findings of the study confirm that both students and teachers perceived the use of different classroom assessment practices very effective in the improvement of students learning and developing skills. The results of the data highlighted that the shift from only taking assessment of learning along with to the assessment for learning has profound effect on the teaching learning and developing among students a self-learning and self-regulation approaches towards their learning. And if the priority is to encourage students to be enduring learners, they must be halted away from any propensity to over-dependency on the views of others. Eventually, they must be capable to judge the appropriateness and adequacy of their own learning in a real life settings, so what sort of assessment practices are used must be intelligible to the students so that they can be assumed as standard for their critical self-evaluation and as a tool for enhancing their learning.

So, learn to grip assessment, not merely as a device for student evaluation, but as an imperative strategy for everyday classroom learning in the view that the central purpose of assessment for learning is to contribute to student learning.

5.4 Recommendations

In the light of the data gotten from the analysis, the following recommendations are made:
Emphasis on the Use of Assessment for Learning

i. Based on the findings of the study the assessments may be evaluated with respect of the eminence of the evidence they produce as well as the influence they cast on prospect learning. The use of diverse assessment practices emboldens advance learning. Considering the demonstrative dynamics of the assessment practice from both teachers and the student's perspective is vital to the operative use of assessment practices to improve students learning and skills as well as the over-all teaching learning situations.

ii. The limited number of assessment practices in any given course could not be expected to demonstrate a large number of desirable features. So a number of variety of assessment practices may be used to achieve the desirable goals and also students get multiple opportunities for improving their learning and skills.

iii. To ensure the students participation, proper grading criteria to different assessment practices should be given in order to achieve the balance among all assessment methods in the course.

iv. The documentation of the assessment practices tried to be ensured on a semester basis that to be taken seriously a regular practice both by the teachers and students.

v. Assessment for learning may be included as a course subject in the curriculum of teacher training programs.

vi. Based on findings, the study suggests that an institutional support is needed to foster assessment for learning approaches among all the level of education system.

vii. Recognition needed to be provided to all of the stake holders of the profound influence on instruction and specifically assessment has on the motivation and self-esteem of students.

viii. A concern may be given to the adjusting of teaching to take account of the results of assessment.

ix. The provision of effective feedback to pupils tried to be ensured.

x. The active involvement of pupils in their own learning may be given preference and to make sure for students to be capable to evaluate themselves on their own and to know the appropriate ways to improve their learning.
xi. Precise emphasis may be given to the sharing of learning objectives with students, encompassing them in their self-assessment process and also by providing timely feedback which leads to students identifying and planning their discourse of learning.

xii. For the effective practices of AFL interventions a classroom culture which uses cooperative learning as its fundamental basis may be created.

**Recommendations for the Appropriate Implementations of Classroom Assessment Practices for learning**

i. The required resources needed to be provided by the institutions and educational ministries for the conduction of modern classroom assessment practices.

ii. The pre-service and in-service training’s may be provided to the faculty teachers’ at regular intervals to improve their professional skills.

iii. Additionally, to increase the awareness about the use of classroom assessment practices for learning in educational institutions, workshops, short-term course, and seminars etc. needed to be organized to make available teachers different opportunities for their professional development, enhancing their competency levels and to keep updated with the new discoveries and inventions in the field of assessment practices.

iv. Assessment for learning may also be emphasized to be implement at other levels of education i.e. elementary and secondary and higher secondary level of education in order to make learning easy and interesting and to improve long term learning skills of students.

**Research & development**

i. Additional emphasis is required in the expanse of research and development in both academic & applied at all levels i.e. Psychology, medicines, vocational and social work field etc.

ii. The study may be replicated within different demographic concerns.

iii. The study required to be conducted with the comparison of successful educational assessment practices of developed countries.
Establishing of Assessment Reform Centre

An assessment reform center may be established in each institutes and by the ministry of education with the purpose:

i. To transform educational assessment;

ii. To redefine its purposes and methods;

iii. To promote awareness about the new roles of assessment practices;

iv. To coordinate between the educational policy makers and curriculum implementers with respect to assessment for learning;

v. To relate different aspects of assessment theory and practice;

vi. To promote new ways of thinking about assessment and its extended utilization for facilitating students learning;

vii. To develop better ways of monitoring long-term progress through classroom assessment practices and

viii. To provide assistance to the teachers for implementation of new assessment practices for improving students learning.

ix. To establish monitoring and evaluation committee to keep a regular check for the regular practice of classroom assessment across all the disciplines of institutes.
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The theoretical anatomy of group learning. Cambridge, MA: Cambridge University Press.


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Appendix-A

Survey Questionnaire for Students

TITLE: PERCEPTIONS OF TEACHERS AND STUDENTS REGARDING CLASSROOM ASSESSMENT PRACTICES FOR LEARNING AT UNDERGRADUATE HONORS LEVEL IN KHYBER PAKHTUNKHWA

Assalam-o-alaikum!

This survey intends to explore your perceptions and experiences about class assessment practices for learning at your institute. The survey is purely for research purposes and the findings will help inform policy and practice at your institute as well as in others throughout the country.

The responses to this survey will be confidential and anonymity of respondents is our top priority. Your details will not be mentioned or communicated to any person without your permission.

Your participation is greatly appreciated

Research Scholar
IER University of Peshawar

1. Name (Optional): ____________________________________________

2. Name of Institute/ Department: ________________________________

3. Program/ Subject: B.S.__________________

Please put a tick [✓] in the appropriate box

4. Discipline: Then video is played about reading components the participants watched with concentration. And discuss their confusions.

Natural Sciences [ ] Social Sciences [ ]

5. Gender: Male [ ] Female [ ]
### Classroom Assessment Practices (Assignments, Presentations, group activities, projects, Quizzes) for learning.

<table>
<thead>
<tr>
<th>4.1</th>
<th>The use of classroom assessment practices enhances learning.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.i</td>
<td>The use of classroom assessment practices creates an environment more favourable for learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.1.ii</td>
<td>The use of classroom assessment practices is a good way for over-all development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.1.iv</td>
<td>Classroom assessment practices point out the strengths and weakness of students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.1.v</td>
<td>Classroom assessment practices give rise to boredom, disturbance and fear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.1.vi</td>
<td>Classroom assessment practices are difficult to be managed in the given period of time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.1.vii</td>
<td>Classroom assessment practices hinders in the course completion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Assignments (written, practical, library, web searching assignments)

<table>
<thead>
<tr>
<th>4.2</th>
<th>Written assignments are helpful in improving students writing skills/ written expressions.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.i</td>
<td>Web and library assignments encourage student self-searching abilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.2.ii</td>
<td>Assignments (activity, projects) help in the development of creativity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.2.iii</td>
<td>Individual and group assignments are too good for in-depth understanding of concepts/phenomena.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.2.iv</td>
<td>Assignments are helpful in enhancement of students’ interest for learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.2.vi</td>
<td>Involvement in different assignments helps in all-round development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.2.vii</td>
<td>Assignments should be used as a regular classroom assessment practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Activity-based assessment Practices

<table>
<thead>
<tr>
<th>4.3</th>
<th>Students get opportunities (e.g., discussions, questions, learning tasks) to engage in activity based assessment.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.i</td>
<td>Activity based assessment is helpful in providing alternative ways to slow learners to learn from their peers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.3.iii</td>
<td>Activity based assessment is helpful in deep understanding of concepts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### 4.3.iv Activity based assessment provides meaningful feedback (i.e., information with which a learner can confirm, add to, overwrite, tune, or restructure understanding).

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### 4.3.v Peer assessment activities are time consuming.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### 4.4 Presentations

<table>
<thead>
<tr>
<th>UTES</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.i</td>
<td>Presentations help in confidence development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.4.ii</td>
<td>Presentations provide opportunities for expression of thoughts and concepts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.4.iii</td>
<td>Presentations are good for developing speaking skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.4.iv</td>
<td>Presentations make learning more easy and interesting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.4.v</td>
<td>Presentations should be a regular part of classroom assessment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### 4.4 Presentations

<table>
<thead>
<tr>
<th>UTES</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.i</td>
<td>Presentations help in confidence development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>4.4.ii</td>
<td>Presentations provide opportunities for expression of thoughts and concepts.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>4.4.iii</td>
<td>Presentations are good for developing speaking skills.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>4.4.iv</td>
<td>Presentations make learning more easy and interesting.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>4.4.v</td>
<td>Presentations should be a regular part of classroom assessment.</td>
<td>1</td>
<td>2</td>
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</table>

### 4.5 Quizzes

<table>
<thead>
<tr>
<th>UTES</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.i</td>
<td>Quizzes are helpful in students’ active participation in learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.5.ii</td>
<td>Quizzes are good for grasping/comprehending the knowledge.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.5.iii</td>
<td>Quizzes are an interesting way of learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.5.iv</td>
<td>Quizzes help in the developing conducive learning environment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.5.v</td>
<td>Quizzes should be frequently used as a classroom assessment practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

### 4.6 Portfolio/Academic Dairies (academic activities record & students’ expressions)

<table>
<thead>
<tr>
<th>UTES</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.i</td>
<td>Academic records help students to know of their strengths and weaknesses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>4.6.ii</td>
<td>Keeping record of academic activities develop writing skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.6.iii</td>
<td>The expression of views and thoughts give way to self-reflection.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.6.iv</td>
<td>Portfolio provides opportunities to students to express their different abilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.6.v</td>
<td>Portfolio should be used as a part of classroom assessment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.6.vi</td>
<td>Portfolio should be avoided as a classroom assessment practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Other than the above, please feel free to write your experiences about classroom assessment practices for learning (Please feel free to write in English or Urdu).
Appendix-B

Semi-Structured Interview Schedule for Teachers

TITLE: PERCEPTIONS OF TEACHERS AND STUDENTS REGARDING CLASSROOM ASSESSMENT PRACTICES FOR LEARNING AT UNDERGRADUATE LEVEL IN KHYBER PAKHTUNKHWA

INTERVIEW FOR TEACHERS

Name (Optional): _______________________________

Name of Institute: _______________________________

Program: _______________________________________

Discipline: Natural Sciences ☐ Social Sciences ☐ Please put a tick [✓] in the appropriate box

Department: _______________________________

Course: _______________________________

Gender: Male ☐ Female ☐
A. Classroom Assessment Practices (Assignments, Presentations, group activities, projects, Quizzes and portfolios etc.)

1. How far do you consider that assignments (written, practical, library, web searching assignments) are helpful in improving students writing skills/ written expressions?

2. What about web and library assignments do they encourage students’ self-searching abilities and enhance their learning?

3. Do you think that individual and group projects are good for in-depth understanding of concepts/phenomena and developing of students different skills (critical analysis, evaluation etc.)?

4. Do you agree with that activity based assessment (group activities, discussion) provide opportunities to students for learning?

5. Have you used presentations to students and how far it is an effective assessment strategy for improving students’ various abilities?

6. How for quizzes are helpful in students’ active participation in learning?

7. Do you use students’ portfolio (dairies, academic activities record & students’ reflections etc.) and what objectives are behind it?

8. Apart from the suggested practices, what assessment practices have you used on your own will and how effective have they been?

9. What is the students’ reaction/response towards the approaches you use in your classroom?

B. Classroom Assessment Implementation

10. What sort of difficulties/challenges you face in the implementation/management of classroom assessment practices?

11. Do you consider that the use of classroom assessment practices hinders in the course completion or it may help in its completion?
12. Do you consider that teachers need any formal training/refreshing courses to make them enable to implement appropriately different assessment practices and also to get acquaintance of innovative assessment practices for learning?

13. How well do you think such trainings enable you to implement assessment practices in your classroom for different purposes other than judgment?

C. Classroom Assessment for Learning

14. Do you think the use of classroom assessment practices is helpful in improving student learning?

15. Do you consider that the use of classroom assessment practices is a good way for over-all development of students?

16. What is your view about classroom assessment practices in pointing out the strengths and weakness of students/meaningful feedback?

17. Do you consider that classroom assessment increase participation and engagement levels from students?

18. How for the use of classroom assessment practices are helpful in the enhancement of students’ interest for learning.

19. Do you agree with that classroom assessment practices should not be used only for judging the students level of learning but also for improving their learning?

20. Anything you would like to add about classroom assessment practices for learning.
APPENDIX-C

Students’ Questionnaire Pilot & Reliability Test

Scale: All Variables

Case Processing Summary

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
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</tr>
<tr>
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<tr>
<td>Total</td>
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a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

<table>
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<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
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<tr>
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</table>

Item Statistics

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<th>Std. Deviation</th>
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<td>.813</td>
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<td>Table4.1iii</td>
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<td>27</td>
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<tr>
<td>Table4.1iv</td>
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<td>1.055</td>
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**Scale Statistics**

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APPENDIX-D

List of Sample Departments from Social and Natural/Physical Sciences Disciplines of Public Sector Universities in Khyber Pakhtunkhwa

Each public sector university of Khyber Pakhtunkhwa offers multidiscipline and diverse departments. The following departments and institutes were selected as sample for data collection from the five selected public sector universities in Khyber Pakhtunkhwa:

1. University of Peshawar, Peshawar:
   
   i. Social Sciences:
   
   A. Institute of Education and Research;

   B. Department of Gender Studies.

   ii. Natural Sciences:

   A. Department of Environmental Studies;

   B. Institute of Microbiology/Biotechnology.

2. Islamia College Peshawar University:

   i. Social/Management/Numerical Sciences:

   A. Department of Statistics;

   B. Department of Business Administration.

   ii. Natural Sciences:

   A. Department of Botany;

   B. Department of Zoology.

3. Shaheed Benazir Bhutto Women University

   i. Social/Management/Numerical Sciences:

   A. Department of Psychology;

   B. Department of Economics.
ii. Natural Sciences:

A. Department of Biochemistry;

B. Department of Zoology.

4. Abdul Wali Khan University Mardan:

i. Social/Management/Numerical Sciences:

A. Department of Political Sciences;

B. Department of Economics.

ii. Natural Sciences:

A. Department of Physics;

B. Department of Zoology.

5. University of Swabi, Swabi:

i. Social/Management/Numerical Sciences:

A. Department of Statistics;

B. Department of Management Sciences.

ii. Natural Sciences:

A. Department of Microbiology;

B. Department of Chemistry.
Appendix-E

Consent Letter
(Letter to the Head of Faculty)

Dear Mr/Ms________________________________

Subject: Seeking Permission for Conducting a Research Study in Your Institution

My research scholar Ms. Shahzadi Seema is going to conduct to explore the question: “PERCEPTIONS OF TEACHERS AND STUDENTS REGARDING CLASSROOM ASSESSMENT PRACTICES FOR LEARNING AT UNDERGRADUATE LEVEL IN KHYBER PAKHTUNKHWA”. We are glad to reveal to you that your institute has been selected as one of the research sites for this study. We humbly request your permission to conduct the research project in your institution. Your permission will enable us to gather information from trainees, teachers and yourself. Regarding the exact nature of the participation of your institution in the study, first, your students will be requested to volunteer to complete a survey questionnaire containing 35 items. Completing the survey questionnaire, at maximum, will take 30-45 minutes of their time. Secondly, the interview one of your faculty teacher will be recorded.

We assure you that while collecting data we will strictly adhere to the principles of research ethics including seeking informed consent, and maintaining and anonymity throughout the process of data collection and reporting. The participation in the study is voluntary, the participants have the right to refuse participation in or withdraw from the study at any stage without fear of any negative consequence. All data will be kept confidential and the identity of the participants will not be revealed.

If you have any query about the study, we will be happy to respond to it.

Thank you for your cooperation.

Sincerely yours,

Research Scholar: Shahzadi Seema

Supervisor IER University of Peshawar: Dr. Amjad Reba