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"AN INVESTIGATION INTO TEACHERS' USE OF CLASSROOM ASSESSMENT METHODS IN PRIMARY SCHOOLS IN GOSTIVAR"

A thesis presented to the Faculty of Languages, Cultures and Communications of the South East University for the Degree of Master of Arts

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I would especially like to thank my parents for their effort and my family in general for providing all the support I could ever ask, thank you for inspiring and encouraging me to pursue my academic goals.

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Dedication

This thesis is dedicated to:

My beloved parents, who never stop giving of themselves in countless ways,

My husband, who leads me through the valley of darkness with light of hope and support,

To all my family, the symbol of love and giving,

My friends who encourage and support me,

All the people in my life who touch my heart,

I dedicate this research.

ABSTRACT

An important challenge teacher's face is to create a learning environment in their classroom in which students can develop skills and conceptual understanding. To establish such an environment it is essential that teachers have a good understanding of their students' current stage of development:What skills and what level of comprehension do they have? Without this knowledge teachers' teaching might be out of sync with their students' learning progress. To gather this indispensable information, teachers must assess their students regularly.

To find out students' skills and comprehension level, teachers can use methods ranging from standardized tests and tests that come with a textbook, to asking questions and observing students while they are working.

This thesis is a review and research of the literature on classroom formative assessment. Several studies show firm evidence that innovations designed to strengthen the frequent feedback that students receive about their learning yield substantial learning gains. The perceptions of students and their role in self-assessment are considered alongside analysis of' the strategies used by teachers and the formative strategies incorporated in such systemic approaches as mastery learning. There follows a more detailed and theoretical analysis of the nature of feedback, which provides a basis for a discussion of the development of theoretical models for formative assessment and of the prospects for the improvement of practice.

The overall stud results showed that assessment usually conjures up images of an end-of-unit test, a quarterly report card, a state-level examination on basic skills, or the letter grade for a final laboratory report. However, these familiar aspects of assessment do not capture the full extent or subtlety of how assessment operates every day in the classroom.

PËRMBLEDHJE

Një sfidë e rëndësishme me te cilen perballen mësuesit është të krijojn një mjedis mësimi në klasën e tyre, në të cilën nxënësit mund të zhvillojnë aftësi dhe mirëkuptim konceptual. Për të krijuar një mjedis të tillë është thelbësore që mësuesit të kenë një kuptim të mirë të fazës aktuale të zhvillimit të nxënësve të tyre:

Çfarë aftësish dhe çfarë niveli të të kuptuarit kanë ata?

Pa këto njohuri mësimi i mësuesve mund të mos jetë i sinkronizuar me përparimin e mësimit të nxënësve të tyre.

Për të mbledhur këtë informacion të domosdoshëm, mësuesit duhet të vlerësojnë rregullisht nxënësit e tyre.

Për të zbuluar aftësitë dhe nivelin e të kuptuarit të nxënësve, mësuesit mund të përdorin metoda që variojnë nga testet dhe testet e standardizuara që vijnë me një libër shkollor, për të bërë pyetje dhe vëzhguar studentët gjatë punës.

Kjo tezë është një përmbledhje dhe hulumtim i literaturës për vlerësimin formues të klasës. Disa studime tregojnë prova të forta se risitë e krijuara për të forcuar reagimet e shpeshta që marrin studentët në lidhje me të nxënit e tyre, fitojnë thelbësore të mësimit. Perceptimet e studentëve dhe roli i tyre në vetëvlerësim konsiderohen krahas analizës së 'strategjive të përdorura nga mësuesit dhe strategjive formuese të përfshira në qasje sistemike si mësimi i zotërimit. Pason një analizë më të hollësishme dhe teorike të natyrës së reagimeve, e cila siguron një bazë për një diskutim mbi zhvillimin e modeleve teorike për vlerësimin formativ dhe të perspektivave për përmirësimin e praktikës.

Rezultatet e përgjithshme të studimeve treguan se vlerësimi zakonisht parashikon imazhe të një testi të njësisë në fund të njësisë, një kartë raporti tremujor, një provim të nivelit shtetëror mbi aftësitë themelore ose nje note për një raport përfundimtar laboratorik. Sidoqoftë, këto aspekte të njohura të vlerësimit nuk kapin shkallën ose hollësinë e plotë se si funksionimi i vlerësimit funksionon çdo ditë në klasë.

1. INTRODUCTION

1.1 Aims of the research

The general aim of this research is to explore different techniques that teachers in urban and rural areas use to assess their students knowledge and it is conducted in the primary school in Gostivar region. At the same time, the research try to examine and find out which type of assessment works best and is helpful for the students, at the same time helps students to maximize their learning. The investigation of this research was done through interviews, a questionnaire and learner report.

The major objectives of this study are:

To identify the assessment techniques that teachers use to accomplish students needs and maximize their learning.

To analyze the students reaction toward different type of assessing techniques in order to compare them.

To recommend the most appropriate techniques of how to foster students learning and to assess the most useful learning strategies for people of different living areas.

To explore the perceptions of teachers about classroom assessment techniques used by elementary schools in Gostivar region and to compare based on teacher gender.

1.2 Research questions

The studies seek critically to explore the following questions and which guide the research in a useful way, namely, on the basis of research objectives, following research questions were formulated.

1. What are the perceptions of students and teachers in the elementary schools towards classroom assessment techniques in primary schools in Gostivar region?
2. What are the differences embedded in teacher classroom assessment techniques between elementary and secondary school teachers?
3. Which classroom assessment techniques are more frequently used by the teachers to assess their students learning?

4. Which classroom assessment techniques are used most frequently by the elementary and school teachers?

1.3 Hypotheses

1. Classroom Assessment is a systematic approach to formative evaluation, used by instructors to determine how much and how well students are learning

2. Classroom Assessment Techniques (CATs) give student's useful feedback on the teaching-learning process

3. Improving and evaluation show the shortfalls and is judgmental while an assessment is about providing feedback and it is positive.

1.4 Importance of the thesis

This study is important because concludes that the most frequently used classroom assessment techniques among all the categories are formative assessment and summative assessment. The study of Mussawy (2009), however, does not support to this findings. Another study found that the effectively used classroom assessment techniques include projects, portfolios, self-assessments, peer evaluations, and weekly assignments which had provided with at the spot response (Gaytan & McEwen, 2007).While analyzing in specific dimensions, it has been found that public and private schools used almost the same techniques. In male and female teachers, there is a very small change that is almost negligible.

Both of them have used the summative assessment mostly in their teaching process whereas male teachers had also used formative assessment. However, the findings are somewhat supported by the Ministry of Education (2009) as stated that formative and summative are mostly used in classrooms by language teachers. However, the findings may vary in the other city of Gostivar. As this research surveys only the opinions of teachers of Gostivar's region, future studies may be conducted on higher education system to find the classroom assessment techniques used and it may also conducted on the comparison of any two cities rather than domains e.g., male/female, public/private. It may also be conducted on analyzing the classroom assessment techniques to evaluate teachers teaching.

Based on the findings and conclusions, the study recommends that teachers should use formative assessment more effectively for their holistic development. They should be trained to use diagnostic assessment that enables them to diagnose the problems of the students and make them more accurate in their teaching and learning process. Teachers should use portfolio assessment as it is very useful tool which enhances the capability of students' self-learning. They should also use peer assessment and self-classroom assessment techniques as these are useful in enhancing the students self confidence in completion of any task and developing competition among students.

1.5Methodology

This study was quantitative in nature. The cross-sectional survey design was used in this research. The survey was used to determine the classroom assessment techniques use among elementary level teachers in Primary Schools in Gostivar region. It was survey which is administered to teachers. Asking teachers about their classroom assessment techniques, using a survey, provided information on these techniques in elementary classrooms of public schools. The teachers participated mostly in supplying in extent of differences between teachers 'classroom assessments techniques used in classrooms, which had varied significantly. The information gained through these surveys are valuable for the schools and school division personnel who are responsible for developing the policies and make plans about the use of classroom assessment techniques in the classroom. Furthermore, data taking from different teachers provide interesting findings concerning the usage of classroom assessment techniques.

2. LITERATURE REVIEW

This chapter presents reviewing the literature on classroom assessment methods. Also this thesis primarily provides an overview of methods and approaches used to assess different types of key classroom assessment method. There are many researches that studied classroom assessment methods that teachers use during teaching and learning English. Lawton et al. (2012) researched how to develop evidence-based methodology with the goal of pro-viding formative assessment and useful feedback during online learning. There was the use of online informational and social networks within instructional design to assess student expertise in specific subject matters. Small changes lead to a cumulative impact on learning in the online environment. Two versions of an online course derived from identical-cal resources that integrated formative assessments were compared, which allowed instructors to pro-vide feedback to students during the learning process (Lawton et al., 2012). Focused video resources were utilized to anchor the formative assessments within the instructional design process.

The course utilized a freely available learning management system (LMS).Additionally; Pereira et al. (2009) intended to develop pedagogical strategies for online under-graduate courses that promoted student learning and success by analyzing student online submission competencies in the form of electronic port-folios. This was a classroom assessment technique due to how students were assessed in a summative manner through their assignment submissions. Pereira et al. (2009) decided to implement a fully virtual innovative teaching and learning methodology. The pedagogical model adopted by the study was strongly controlled by the valuing of students' communal and social integration, the personalized monitoring of learning, and the respect for various life experiences (Pereira et al., 2009).

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Classroom assessment techniques reflect pedagogy, measure the application of both new knowledge and course objectives, as well as identify learning outcomes. Results within summative and formative assessments have been measured in the online learning environment as educators seek to meet objectives with respect to student success in the non-traditional setting. Lawton et al. (2012) researched how to develop evidence-based methodology with the goal of providing formative assessment and useful feedback during online learning. There was the use of online informational and social networks within instructional design to assess student expertise in specific subject matters. Small changes lead to a cumulative impact on learning in the online environment. Two versions of an online course derived from identical resources that integrated formative assessments were compared, which allowed instructors to provide feedback to students during the learning process (Lawton et al., 2012).

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2.1 Assessment by Teachers

Assessment is only one component of a teacher's inclusive growth and development system and as a process involves many stakeholder groups whose roles and responsibilities aim to support and improve student learning. Being such a complicated process, for the design and implementation of useful assessment programs, it is necessary to recognize two basic points: preparation and employment, that is, the professional side, subject knowledge, pedagogical knowledge and professional teaching skills that are indicators of teacher efficiency. Twenty-first-century studies of teacher evaluation issues rely on constructivist theories and serve as a formative tool to help teachers improve their daily practice, including the components of improvement and accountability. Thus, the teacher evaluation rubrics developed by Danielson (2007) are based on Shulman's (1987) research on pedagogical content knowledge and New Teacher Interstate Assessment Standards and Support Consortium. (INTASC, 1992). They rely on a theoretical view of Vigotsky's constructivism (1978) and the area of approximate development, together with Piaget's (1952) theories, which present the conceptual framework under which students are seen as active participants. In a constructivist classroom, the efficient teacher creates a learning environment where students interact, reflect, and build deep understanding of important concepts (Brooks & Brooks, 1999).

“According to Halawah's (2005) study of the relationship between efficient communication of high school principals and the school climate, effective principals distinguish the unique styles and needs of teachers and help them achieve their performance goals “(Ibid., P. 336). To improve professional practices and individual teacher growth, Marshall (2013) advises that principals change the amount and quality of supervision and evaluation by using multiple minifies through face-to-face conversations to improve teaching in each classroom. In the new teacher evaluation system, in relation to the teaching standards identified in Danielson's (2007) framework, the administrator will have to provide individual feedback to teachers on specific parts of the facts collected during observation. Implementation of this evaluation system requires both new skills and ways of thinking (Schein, 1992), increasing the demand for effective communication between the administrator and the teacher, as well as requiring more communication and conversation between principals and teachers. Vonderwell and Boboc (2013) proposed the use of formative assessment techniques to improve an instructor’s understanding of online students’ needs.

The formative assessment technique used by Vonderwell and Boboc (2013) was online journaling to track student progress. The goal was to tie online journaling to the other course assignments, which meant that there would be a coupling of formative and summative assessments. Proper modeling and gradual implementation of online journaling before students could fully engage in the learning opportunity was another focus of the study (Vonderwell & Boboc, 2013). When online journaling was completed in teams, assigning roles helped increase reflective critical thinking and student responsibility. Classroom assessment techniques included a reflection paper (used toward the end of a lesson), a one-minute paper (used during a lesson), role play by assigning students different tasks within group work, hook questions constructed by students based off the readings to engage in conversation on a topic objective, and frequent student check ins.

2.2 Assessment, Pedagogy and Innovation

One of the outstanding features of studies of assessment in recent years has been the shift in the focus of attention, towards greater interest in the interactions between assessment and classroom learning and away from concentration on the properties of restricted forms of test which are only weakly linked to the learning experiences of" students. This shift has been coupled with many expressions of hope that improvement in classroom assessment will make a strong contribution to the improvement of learning. A second purpose is to see whether the theoretical and practical issues associated with assessment for learning can be illuminated by a synthesis of the insights arising amongst the diverse studies that have been reported.

The purpose of this Introduction is to clarify some of the key terminology that we use, to discuss some earlier reviews which define the baseline from which our study set out, to discuss some aspects of the methods used in our work, and finally to introduce the structure and rationale for the subsequent sections.

Our primary focus is the evidence about formative assessment by teachers in their school or college classrooms. As will be explained below, the boundary for the research reports and reviews that have been included has been loosely rather than tightly drawn. The principal reason for this is that the term formative assessment does not have a tightly defined and widely accepted meaning. In this review, it is to be interpreted as encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify

the teaching and learning activities in which they are engaged. Most of the teachers in this study were caught in conflicts among belief systems, and institutional structures, agendas, and values. The point of friction among these conflicts was assessment, which was associated with very powerful feelings of being overwhelmed, and of insecurity, guilt, frustration, and anger. These teachers expressed difficulty in keeping track of and having the language to talk about children's literate development. They also described pressure from external accountability testing. They differed in their assessment strategies and in the language they used to describe students' literacy development. Those who worked in highly controlling situations were inclined to use blaming language and tended to provide global, negative descriptive assessments in impersonal language. Their assessments were likely to be based on a simple, linear notion of literacy. The less controlling the situation the less this was likely to occur. This study suggests that assessment, as it occurs in schools, is far from a merely technical problem. Rather, it is deeply social and personal. (Johnston et al., 1995, p. 359)

This last quotation also draws attention to the dominance of external surnmative testing. The effects here run deep, witness the evidence in Britain that when teachers were required to undertake their own assessments they imitated the external tests (Bennett et al., 1992), and seemed to be able to think only in terms of frequent summative tests with no feedback action (Ratcliffe, 1992; Harlen & Malcolm, 1996). A similar effect was encountered in assessment reforms in Queensland (Butler & Beasley, 1987). A different tension between formative and summative assessment arises when teachers are responsible for both functions: there has been debate between those who draw attention to the difficulties of combining the two roles (Simpson, 1990; Scott, 1991; Harlen et al., 1992) and those who argue that it can be done and indeed must be done to escape the dominance of external summative testing (Black, 1993a; William & Black, 1996). The requirement in Scotland, that teachers use external tests when they think their pupils are ready, and mainly for moderation purposes (i.e. checking for consistency of standards between schools), does not seem to have resolved these tensions (Harlen et al., 1995). Given these problems, it is not surprising that when national or local assessment policies are changed, teachers become confused. Several of the reports quoted above give evidence of this. A patchy implementation is reported for reforms of teacher assessment in France (Broadfoot et al., 1996) and in French Canada (Dassa, 1990), whilst in the UK such changes have produced a diversity of practices, some of which may be counter-productive and in conflict with the stated aims of the

changes which triggered them (McCallum et al., 1993; Gipps et al., 1997). Where changes have been introduced with substantial training or as an intrinsic part of a project in which teachers have been closely involved, the pace of change is slow because it is very difficult for teachers to change practices which are closely embedded within their whole pattern of pedagogy (Torrie, 1989; Shepard et al., 1994, 1996; Shepard, 1995) and. many lack the interpretive frameworks that they need to co-ordinate the many separate bits of assessment information in the light of broad learning purposes (Bachor & Anderson, 1994). Indeed, some such work fails to produce its effect. A project with teachers in the creative arts, which tried to train them to communicate with students in order to appreciate the students' view of their own work, found that despite the training, many teachers stuck to their own agenda and failed to respond to cues or clues from the students which could have re-oriented that agenda (Radnor, 1994).

The issue that emerges here, as it did in the section above on Classroom experience, is the close link of formative assessment practice both with other components of a teacher's own pedagogy, and with a teacher's conception of his or her role. In a project aimed at enhancing the power of science teachers to observe their students at work, teachers could not find time for observing because they were not prepared to change classroom practices in order to give students more free responsibility and give them a less closely demanding control. The authors interpreted this as a reluctance to break the existing symbiosis of mutual dependency between teachers and students (Cavendish et al., 1990). In research with special education teachers, Allinder (1995) found that teachers with a strong belief in their high personal and teaching efficacy made better use of formative assessment than their less confident peers.

We have not tried here to give a comprehensive review of the literature on teachers' assessment practices. The aim has been to highlight some key points which are relevant to the main purpose of this review. The three outstanding features are:

- That formative assessment is not well understood by teachers and is weak in practice;
- That the context of national or local requirements for certification and accountability will exert a powerful influence on its practice; and
- That its implementation calls for rather deep changes both in teachers' perceptions of their own role in relation to their students and in their classroom practice.

These features have implications for research into this area. Research which simply interrogates existing practice can probably do little more than confirm the rather discouraging findings

reported above. To be productive therefore, research has to be linked with a programmed intervention. If such intervention is to seek implementation with and through teachers in their normal classrooms, it will be changing their roles and ways of teaching; then the formative initiative will be part of a larger pattern of changes and its evaluation must be seen in that larger context. More closely focused pieces of research might be more attractive as ways of exploring the different issues that are involved, but might have to use imported researchers because teachers cannot be expected quickly to abandon habitual roles and methods for a limited experiment. Thus at least some of the research that is needed inevitably lack ecological validity.

Two substantial review articles, one by Natriello (1987) and the other by Crooks (1988) in this same field serve as baselines for this review. Therefore, with a few exceptions, all of the articles covered here were published during or after 1988. The literature search was conducted by several means. One was through a citation search on the articles by Natriello and Crooks, followed by a similar search on later and relevant reviews of component issues published by one of us (Black, 1993b), and by Bangert-Drowns and the Kuliks (Kulik et al., 1990; Bangert-Drowns et al., 1991a,b). A second approach was to search by key-words in the ERIC data-base; this was an inefficient approach because of a lack of terms used in a uniform way which define our field of interest. The third approach was the `snowball' approach of following up the reference lists of articles found. Finally, for 76 of the most likely journals, the contents of all issues were scanned, from 1988 to the present in some cases, from 1992 for others because the work had already been done for the 1993 review by Black (see Appendix for a list of the journals scanned).

Natriello's review covered a broader field than our own. The paper spanned a full range of assessment purposes, which he categorised as certification, selection, direction and motivation. Only the last two of these are covered here. Crooks used the term `classroom evaluation' with the same meaning as we propose for `formative assessment'. These two articles gave reference lists containing 91 and 241 items respectively, but only 9 items appear in both lists. This illustrates the twin and related difficulties of defining the field and of searching the literature.

The problems of composing a framework for a review are also illustrated by the differences between the Natriello and the Crooks articles. Natriello reviews the issues within a framework provided by a model of the assessment cycle, which starts from purposes, then moves to the setting of tasks, criteria and standards, then through to appraising performance and providing feedback and outcomes.

He then discusses research on the impact of these evaluation processes on students. Perhaps his most significant point, however, is that in his view, the vast majority of the research into the effects of evaluation processes is irrelevant because key distinctions are conflated (for example by not controlling for the quality as well as the quantity of feedback). He concludes by suggesting how the weaknesses in the existing research-base might be addressed in future research.

2.3 Formative Assessment

Educational research has shown that providing high quality feedback on student work is a very powerful way of raising the standard of student work. Paul Black and Dylan Wiliam (1998), in a 10 year review of research on assessment, stated that "We know of no other way of raising standards for which such a prima facie case can be made." John Hattie (1999), in his inaugural professorial lecture as Dean of Education at the University of Auckland, summarized his wide-ranging review of research on "what works" in education with the statement "the most powerful single moderator that enhances achievement is feedback."

Royce Sadler (1989) identified three elements that are crucial to the effectiveness of formative assessment:

- ✓ Helping students to recognize clearly the desired goal (understand what is required);
- ✓ providing students with evidence about how well their work matches that goal;
- ✓ Explaining ways to close the gap between the goal and their current performance.

Self-assessment is a vital component in learning. Feedback on assessment cannot be effective unless students accept that their work can be improved and identify important aspects of their work that they wish to improve. Self-monitoring is a key component of the work of all professionals, so if we want our students to become professional learners and professionals in their fields we should actively promote self-assessment. If students are asked and encouraged to critically examine and comment on their own work, assessment can become more dialogue than monologue, and can contribute powerfully to the educational development of students.

As Wynne Harlen and Mary James (1996) put it,

> "*…students have to be active in their own learning (teachers cannot learn for them) and unless they come to understand their own strengths and weaknesses, and how they might deal with them, they will not make progress*."

Marks or grades alone produce no learning gains. Indeed, there is some evidence that students gain the most learning value from assessment when feedback is provided without marks or grades. Where marks are provided, they often seem to predominate in students' thinking, and to be seen as the real purpose of the assessment. Student motivation is crucial to learning. Assessment is one of the major influences on student motivation. It is important, therefore, to anticipate and try to optimize the motivational effects of feedback on assessment. The research evidence available suggests that the greatest motivational benefits will come from focusing feedback on:

- ✓ The qualities of the student's work, and not on comparisons with other students;
- ✓ Specific ways in which the student's work could be improved;
- ✓ Improvements that the student has made compared to his or her earlier work.

Five points summarize the key lessons from research about formative assessment.

Assessment that promotes learning:

- ✓ Involves learning goals understood and shared by both teachers and students;
- ✓ Helps students to understand and recognize the desired standards;
- ✓ Involves students in self-assessment;
- ✓ Provides feedback which helps students to recognize next steps and how to take them;
- ✓ Builds confidence that students can improve their work.

The core of the activity of formative assessment lies in the sequence of two actions. The first is the perception by the learner of a gap between a desired goal and his or her present state (of knowledge, and/or understanding, and/or skill). The second is the action taken by the learner to close that gap in order to attain the desired goal (Ramaprasad, 1983; Sadler, 1989). For the first action, the prime responsibility for generating the information may lie with the student in self-assessment, or with another person, notably the teacher, who discerns and interprets the gap and communicates a message about it to the student. Whatever the procedures by which the assessment message is generated, in relation to action taken by the learner it would be a mistake to regard the student as the passive recipient of a call to action.

There are complex links between the way in which the message is received, the way in which that perception motivates a selection amongst different courses of action, and the learning activity which may or may not follow.

For the purposes of this review, the involvement of students in formative assessment will be considered by division into two broad topics, as follows:

(1) The first of these will focus on those factors which influence the reception of the message and the personal decisions about how to respond to it. The concern will be with the effects of beliefs about the goals of learning, about one's capacity to respond, about the risks involved in responding in various ways, and about what learning work should be like: all of these affect the motivation to take action, the selection of a line of action and the nature of one's commitment to it.

(2) The second will focus on the different ways in which positive action may be taken and the regimes and working contexts in which that action may be carried out. The focus here will be on study methods, study skills, collaboration with peers, and on the possibilities of peer and self-assessment.

There is clearly a strong interaction between the two areas. In particular, if self and peer-assessment are promoted in a classroom, this affects the initial generation of the message about a gap as well as the way in which a learner may work to close it. However, the over-arching sets of beliefs to be considered within the first focus bear on the perception of and response to feedback messages, albeit in different ways, whether they are generated by the self or by others. In the studies reported within the first topic, both sources of feedback have been considered.

2.4 Assessment by Students

In this section we present brief accounts of pieces of research which, between and across them, illustrate some of the main issues involved in research which aims to secure evidence about the effects of formative assessment.

The first is a project in which 25 Portuguese teachers of mathematics were trained in self-assessment methods on a 20-week part-time course, methods which they put into practice as the course progressed with 246 students of ages 8 and 9 and with 108 older students with ages between 10 and 14 (Fontana & Fernandes, 1994). The students of a further 20 Portuguese teachers who were taking another course in education at the time served as a control group. Both experimental and control groups were given pre- and post- tests of mathematics achievement, and both spent the same times in class on mathematics. Both groups showed significant gains over the period, but the experimental group's mean gain was about twice that of the control

group's for the 8 and 9-year-old students--a clearly significant difference. Similar effects were obtained for the older students, but with a less clear outcome statistically because the pre-test, being too easy, could not identify any possible initial difference between the two groups. The focus of the assessment work was on regular--mainly daily--self-assessment by the pupils. This involved teaching them to understand both the learning objectives and the assessment criteria, giving them opportunity to choose learning tasks and using tasks which gave them scope to assess their own learning outcomes. This research has ecological validity, and gives rigorously constructed evidence of learning gains. The authors point out that more work is required to look for long-term outcomes and to explore the relative effectiveness amongst the several techniques employed in concert. However, the work also illustrates that an initiative can involve far more than simply adding some assessment exercises to existing teaching--in this case the two outstanding elements are the focus on self-assessment and the implementation of this assessment in the context of a constructivist classroom.

On the one hand it could be said that one or other of these features, or the combination of the two, is responsible for the gains, on the other it could be argued that it is not possible to introduce formative assessment without some radical change in classroom pedagogy because, of its nature, it is an essential component of the pedagogic process. The second example is reported by Whiting et al. (1995), the first author being the teacher and the co-authors university and school district staff. The account is a review of the teacher's experience and records, with about 7000 students over a period equivalent to 18 years, of using mastery learning with his classes. This involved regular testing and feedback to students, with a requirement that they either achieve a high test score--at least 90%--before they were allowed to proceed to the next task, or, if the score were lower, they study the topic further until they could satisfy the mastery criterion. Writing’s final test scores and the grade point averages of his students were consistently high and higher than those of students in the same course not taught by him. `Me students' learning styles were changed as a result of the method of teaching, so that the time taken for successive units was decreased and the numbers having to retake tests decreased. In addition, tests of their attitudes towards school and towards learning showed positive changes.

Like the previous study, this work has ecological validity--it is a report of work in real classrooms about what has become the normal method used by a teacher over many years.

The gains reported are substantial; although the comparisons with the control are not documented in detail, it is reported that the teacher has had difficulty explaining his high success rate to colleagues. It is conceded that the success could be due to the personal excellence of the teacher, although he believes that the approach has made him a better teacher. In particular he has come to believe that all pupils can succeed a belief which he regards as an important part of the approach. `Me result shows two characteristic and related features--the first being that the teaching change involves a completely new learning regime for the students, not just the addition of a few tests, the second being that precisely because of this, it is not easy to say to what extent the effectiveness depends specifically upon the quality and communication of the assessment feedback. It differs from the first example in arising from a particular movement aimed at a radical change in learning provision, and in that it is based on different assumptions about the nature of learning.

The third example also had its origin in the idea of mastery learning, but departed from the orthodoxy in that the authors started from the belief that it was the frequent testing that was the main cause of the learning achievements reported for this approach. The project was an experiment in mathematics teaching (Martinez & Martinez, 1992), in which 120 American college students in an introductory algebra course were placed in one of four groups in a 2 X 2 experimental design for an 18-week course covering seven chapters of a text. Two groups were given one test per chapter; the other two were given three tests per chapter. Two groups were taught by a very experienced and highly rated teacher, the other two by a relatively inexperienced teacher with average ratings. The results of a post-test showed a significant advantage for those tested more frequently, but the gain was far smaller for the experienced teacher than for the newcomer.

2.5 Strategies and Tactics for Teachers

As mentioned before, teaching strategies suggest a way in which a teaching situation can be approached. It is important to underscore their essential characteristics:

(1) They have a normative character without the rigidity of a rule; they are the training component of dynamic situations, characterized by flexibility and internal elasticity. The general teaching approach outlined by educational strategies can be "adjusted" and adapted to the

training events and conditions. The strategies largely carry the footprint of the trainer's teaching style, creativity and personality;

(2) They have a structuring and modeling function to link the learning situations where learners are placed and to trigger their psychological mechanisms of learning;

(3) The components of the strategy (methods, means and organization forms of the work) form a system, establishing the connection between them, even interrelations and interdependencies. A teaching strategy can be decomposed into a series of operations, steps, rules of conduct specific to different teaching sequences so that each decision indicating the transition to the next sequence by exploiting the information obtained in the previous step;

(4) They do not identify either with the opted methodological system or the basic teaching method because the teaching strategy aims at the training process as a whole, not a single training sequence;

(5) They have probabilistic meaning, that is that a particular teaching strategy, although scientifically founded and appropriate for the psychological resources of participants, cannot guarantee the success of the training process because there is a large number of variables that can intervene in the process;

(6) They involve the students in specific learning situations and rationalize and adequate the training content to their personality; and

(7) They create an ideal framework for interactions between other components of the training process (Ionescu & Radu, 2001:184-185).

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on. In this thesis, we use term *strategy* to imply thoughtful planning to do something. When we use the term *method,* it implies some orderly way of doing something. Thus, we use the terms *technique* and *procedure* as synonyms to signify a series of steps that one takes to employ any general model being used in the classroom. Each of these aspects emanate from a broader and more encompassing model (Orlich, Harder, Callahan, Trevisan, & Brown, 2010:4)

2.5.1 Importance of assessment in the classroom

There goes a common saying, “Practice makes a man perfect.” The pearls of wisdom coming from our ancestors indeed hold a significant relevance in every field, particularly in the area of academics. Without practice, it is indeed not possible to achieve perfection in any field that you pursue. Assessment gives you the opportunity to develop your skills in your field of interest. By exploring your strengths and weaknesses, you get an idea of what works best for you and hence can strive towards perfecting your skills in the necessary field. There is a growing trend for searching online assessment help by the academicians. Both the teachers and the students understand the need for assessment help in the present day. Assessment help helps the students in focusing on their ability to evaluate themselves, to make judgments and assess their performance and take measures or steps to improve upon it. It makes use of authentic assessment methods. A lot of opportunities are offered to the students to develop their skills in the best way possible through both summative assessment and formative assessment. The importance and benefits of assessment for learning are enormous. Therefore it is often searched online by the teachers and the students both. Buyonlineclass.com is your one-stop destination for this purpose since we offer the best online assessment help that you can get.

By now, you must have realized the importance that assessment help has in your life. There is a sense of anticipation and an anxiety working in the students, right before taking their exams. Exams and essays are in reality a form of assessment. It is a critical step in the process of learning. Whatever goals or learning objectives have been set for the course, assessment helps in realizing whether those have been established and achieved or not. Assessment is similar to a learning objective, and students should be aware of conducting it after completion of every lesson. It affects education in many spheres like grades, placements, curriculum, and school funding and instructional requirements as well. It is impossible to escape the clutches of assignment if at all you want to do that. A student undertaking study in any field has to go through an assessment in one way or the other. Even the teaching staff goes through assessments now and then. Assessment is required by every one of us because it becomes a significant determinant of what, when and how we learn things. Hence getting the right assessment is required by both the students as well as the teachers.

There is an importance of assessment in teaching learning process. Assessment has an impact on every sphere of academics. There are specific effects of it which are explained below:

Student Learning – Assessment is a significant component of learning because it helps the students learn and explore the very best of their abilities. If students can analyze their performance in the class, understand their strengths and weaknesses, then they can quickly determine whether or not they can understand the course material. It positively motivates them inspiring them to achieve the goals that they have set for themselves and achieve perfection in their field. Knowing their performance in the courses leads to a form of self-evaluation which might then enable them to work even harder thereby considerably improving the quality and the level of their performance.

Teaching – Just as assessment help the students, it helps the teachers as well. Frequently assessing their performance as a teacher helps them determine whether their teaching has been effective in creating an impact on the students or not. Assessment also allows the teachers to understand the performance of their students. It helps them in ensuring that the students are learning that which they are supposed to. Assessment enables the teacher in helping the students to reach the course's objectives.

The importance and benefits of assessment for learning have been established in the previous sections. You are undoubtedly aware of its significance in our academic lives now. However, in order to achieve the required goal of assessment, it should be ascertained that assessment is being done at frequent intervals on a regular basis. In other words, it should be an ongoing process. Classes or courses which hold one or two exams per year are not exploiting the potential of assessment to the extreme. For students to have a more precise perspective and understanding of their flaws and strengths and take steps to improve it, frequent assessment is exceptionally crucial. However, it should also be kept in mind that merely assessing the performance is not enough. Assessment should also be accompanied by feedback. The response of the teacher to the work of the student defines feedback. Assessment is made more efficient through the help of feedback. It is vital for the students to understand the reason behind their flaws or inability to acquire the desired grades and results. They should understand why their essay failed to meet the requirements. Assessment without feedback is like gaining knowledge and not implementing it. There is no use of such an experience which is not implemented for the further development of an individual.

The Benefits of Involving Students in Assessment While assessing the students is a good thing, it might be a great idea to involve them in the process of assessment. The importance and benefits of assessment for learning are enormous. The following benefits are reaped if this is done:

- ✓ If the students are actively involved in the process of assessment, they actively participate in selecting evidence like their work samples which demonstrates their intended learning outcomes in the best way.
- ✓ Through the process of assessment, the student can develop an understanding of the required and desired outcomes as well as of the success criteria.
- ✓ Sometimes, making judgments can be the best way to develop the skills of one's self as well as assessing the capabilities of the peers.
- ✓ Assessment can lead to shared learning as well as an understanding of the teacher-student relationship.
- ✓ There is a higher transparency provided for the students in the assessment process if they are actively involved in it.
- ✓ Students learn to respect their teacher's judgments since they are fully aware of the reasons behind them. They develop more confidence in their teacher's assessment of their performances.

2.5.2 Classroom assessment

Classroom Assessment is a systematic approach to formative evaluation, used by instructors to determine how much and how well students are learning. CATs and other informal assessment tools provide key information during the semester regarding teaching and learning so that changes can be made as necessary. "The central purpose of Classroom Assessment is to empower both teachers and their students to improve the quality of learning in the classroom" through an approach that is "learner-centered, teacher-directed, mutually beneficial, formative, context-specific, and firmly rooted in good practice" (Angelo & Cross, 1993, p. 4).

In their book, *Classroom Assessment Techniques*, Angelo and Cross describe 50 Classroom Assessment Techniques (CATs)-simple tools (instruments, forms, strategies, activities) for collecting information on student learning in order to improve it. CATs are easy to design, administer and analyze, and have the added benefit of involving students in their own learning.

They are typically non-graded, anonymous in-class activities that are embedded in the regular work of the class. The 50 CATS are divided into three broad categories:

- Techniques for assessing course-related knowledge and skills
- Techniques for assessing learner attitudes, values and self-awareness
- Techniques for assessing learner reactions to instruction

2.5.3 Classroom Assessment Techniques

Classroom Assessment Techniques, also referred to as CATs, are strategies educators use to gauge how well students are comprehending key points during a lesson or a course. The techniques are meant to be a type of formative assessment that also allows teachers to make adjustments to a lesson based on students' needs. CATs are most commonly ungraded, unanimous, and are conducted during class time.[1] By using feedback attained through CATs, teachers gain insight into which concepts their students understand the best and which ones are most confusing. They can then use this information to decide when there needs to be more instruction, and when the class is ready to move on to the next topic. In this way, teachers are able to meet the needs of their students most effectively. These techniques can also help teachers understand the ways their students learn the best, as well as alert teachers when a certain teaching approach is not working very well. Other benefits include flexibility and timeliness.[2]

Many of the techniques, although not all, can be used in a variety of ways. They can be adapted to fit large or small class sizes, or modified depending on what subject matter is being taught; they can be used to assess students' recall or critical thinking skills. Also, CATs require very little time, if any, to be set aside - most of the activities can be conducted during regular instruction time. Appropriate assessment in Higher Education (HE) is a topic which has been debated and researched over the years, as not only is assessment respected as a necessary method of quantifying students, but it is also required by clients themselves, both students and employers. One of the major problems with assessment is how to make it meaningful, and in a manner which promotes deep learning to develop independent and self motivated thinkers, whilst also fulfilling the assessment criteria.

This is often achieved by providing thorough feedback in a timely manner after the assessment, which in large classes can be difficult to the lecturer.

[1] "Classroom Assessment Techniques (CATs)". University Teaching & Learning Center. Retrieved 27 October 2015.

Another area of much debate in HE is how to evaluate what is taught. Student evaluation of teaching and modules is prone to criticism; therefore many suggestions of evaluation methods to improve accuracy have been put forward. The present paper aims to draw on previous theories about:

1) Assessment, i.e. summative or formative;

2) Feedback; and

3) Student evaluated teaching, to propose an assessment method, which also combines an evaluation method. Assessment can provide a framework for sharing educational objectives with students and for mapping their progress.

For these reasons there is strong support for assessment to be part of the learning process (Dochy & McDowell, 1997). In general, assessment is divided into two concepts: formative and summative. Formative assessment is intended to assist student learning via deep learning approaches. Summative assessment on the other hand, e.g. assessments involving short questions, multiple choice or unseen exams, checks the level of learning at the end of a course/module and often takes the form of an exam or piece of course work which is graded. Exams lend themselves to rote learning, or surface approaches by encouraging students to concentrate on performance goals (passing the test) rather than learning goals (understanding the subject) (Dweck, 1999).

This leads some to argue that summative assessment in itself can control, and arbitrarily classify students whilst impairing the student's own sense of self and leads to a limitation of their educational development (Barnett, 2007). Therefore it is argued that formative assessment should be an integral part of teaching and learning in HE and that it should be systematically embedded in curriculum practices (Juwah et al., 2004)

3. METHODOLOGY

3.1 Sample

The population of the study was all the teachers of elementary schools in Gostivar region. There were 22 male elementary teachers and 12 female elementary teachers. The population that was targeted was all 33 teachers. Data were collected from primary schools in Gostivar region in May 2019 by using survey questionnaire as instrument. These surveys were administered by the researchers; the researchers personally visited the institutions and collected the data obeying the ethical consideration. Teachers were informed that their participation is very meaningful as they fill the data honestly. The researchers collected data after seeking permission from the heads of the schools. Uniform procedures were followed during the administration of the opinionative. The teachers were given sufficient time to complete the survey; however, caution was taken not to discuss or copy each other's responses while filling opinionative. The participants were guaranteed that their responses would be kept confidential in compliance with the research ethics.

3.2 Research instruments

First, the definitions of methods and procedures from different sources will be defined. Methods and methodologies in teaching are not universal and have different opinions on this issue.

3.3 Questionnaire results

The first stage in the data collection was conducting interviews with 13 teachers.

The aim was to analyze 13 teachers in mentioned school above, how the use classroom assessments methods during teaching.

- ✓ Primary School " Naim Frasheri" Negotinë - 10 teachers
- ✓ Primary School "Bashkimi" Gostivar – 3 teachers

I am teaching at:	Number of respondents
Elementary	13
Secondary	0
Tertiary	0

Table 1: Participant background

In this table we are showing the participant background, there are 13 teachers investigated in Elementary school.

The average number of students in my class is:	Number of respondents
Less than 10	
11-20 students	11
More than 20 students	2

Tab.2 The average number of students in my class is.

This table shows the average number of students in the classes where the study is done.

How long have you been teaching in this school?	Number of respondents
1-3 years	2
4-6 years	4
7-9 years	5
More than 10 years	2

Tab.3 How long have you been teaching in this school?

Table 3 shows that the teachers that are interview 23 percent of them are teaching in primary school 1-3 year, 15% are teaching 4-6 years, 23% are teaching 7-9 years, more than 10 years 39%.

Have you taken in-service training on assessment or classroom testing and evaluation for the past three years?	Number of respondents'
Yes	5
No	8

Tab.4 Have you taken in-service training on assessment or classroom testing and evaluation for the past three years?

According to table 4, 38% respond yes they take in service training on assessment or classroom testing and evaluation for the past three years but 62 respond no.

Have you taken courses in classroom assessment/educational measurement during your pre-service training (at teacher-training colleges and/or universities)?	Number of respondents
Yes	9
No	4

Tab.5 Have you taken courses in classroom assessment/educational measurement during your pre-service training (at teacher-training colleges and/or universities)?

According to table5, 74% of respondents' responds that they take courses in classroom assessment/educational measurement during your pre-service training (at teacher-training colleges and/or universities, 26 % respond No.

3.3.1 Part II. Classroom Assessment Preferences

Guide students to set their goals and monitor their own learning progress.	Number of respondents
V - Very rarely or Never (less than 10% of the time)	2
R- Rarely (10 – 25% of the time)	5
O- Occasionally (26 – 50% of the time)	4
F- Very Frequently (51 – 75% of the time)	1
A- Always (more than 75% of the time)	1

Tab.6 Guide students to set their goals and monitor their own learning progress.

According to table 6, 15% of respondents' very rarely, 38% rarely, 31% occasionally, 8% very frequently, 8% always guide students to set their goals and monitor their own learning progress.

Demonstrate to students how to do self-assessment.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	1
R- Rarely (10 – 25% of the time)	2
O- Occasionally (26 – 50% of the time)	3
F- Very Frequently (51 – 75% of the time)	4
A- Always (more than 75% of the time)	3

Tab.7 Demonstrate to students how to do self-assessment.

Also, according to table7, 8% very rarely, 15% rarely, 23% occasionally, 31% very frequently, 23% always demonstrate to students how to do self- assessment.

Determine how students can learn on their own in class.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	5
R- Rarely (10 – 25% of the time)	4
O- Occasionally (26 – 50% of the time)	1
F- Very Frequently (51 – 75% of the time)	1
A- Always (more than 75% of the time)	2

Tab.8 Determine how students can learn on their own in class.

Tab.8 shows that:38% very rarely, 31% rarely, 8% occasionally, 8% Very Frequently, 8% Always can learn on their own in class.

Assist students to identify means of getting personal feedback and monitoring their own learning process	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	2
R- Rarely (10 – 25% of the time)	3
O- Occasionally (26 – 50% of the time)	1
F- Very Frequently (51 – 75% of the time)	4
A- Always (more than 75% of the time)	3

Tab.9 Assist students to identify means of getting personal feedback and monitoring their own learning process.

As shown above 15% very rarely, 23% rarely, 8% occasionally, 31% very frequently, 23% always assist students to identify means of getting personal feedback and monitoring their own learning process.

Help students develop clear criteria of a good learning practice.	Number of respondents
V - Very rarely or Never (less than 10% of the time)	1
R- Rarely (10 – 25% of the time)	2
O- Occasionally (26 – 50% of the time)	2
F- Very Frequently (51 – 75% of the time)	5
A- Always (more than 75% of the time)	3

Tab.10 Help students develop clear criteria of a good learning practice.

Tab.10 shows that 8% very rarely, 15% rarely, 15% occasionally, 39% very frequently, 23% always help students develop clear criteria of a good learning practice.

Set the criteria for students to assess their own performance in class.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	3
R- Rarely (10 – 25% of the time)	3
O- Occasionally (26 – 50% of the time)	3
F- Very Frequently (51 – 75% of the time)	3
A- Always (more than 75% of the time)	1

Tab.11 Set the criteria for students to assess their own performance in class.

According to table11, 23% very rarely, 23% rarely,23% occasionally, 23% very frequently, 23 very frequently, 8% always set the criteria for students to assess their own performance in class.

Measure extent of learning at the end of a lesson or subject.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	2
R- Rarely (10 – 25% of the time)	1
O- Occasionally (26 – 50% of the time)	3
F- Very Frequently (51 – 75% of the time)	0
A- Always (more than 75% of the time)	7

Tab.12 Measure extent of learning at the end of a lesson or subject

As shown in tab.12: 15% very rarely, 8% rarely, 23% occasionally, 0% very frequently, 54% always measure extent of learning at the end of lesson or subject.

Evaluate the level of competence of students at the end of an instructional program.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	1
R- Rarely (10 – 25% of the time)	4
O- Occasionally (26 – 50% of the time)	3
F- Very Frequently (51 – 75% of the time)	2
A- Always (more than 75% of the time)	3

Tab.13 Evaluate the level of competence of students at the end of an instructional program.

Tab.13 shows that 8% very rarely, 31% rarely, 23% occasionally, 23% very frequently, 15% always evaluate the level of competence of students at the end of an instructional program.

Determine the degree of accomplishment of a desired learning outcome at the end of a lesson.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	2
R- Rarely (10 – 25% of the time)	4
O- Occasionally (26 – 50% of the time)	0
F- Very Frequently (51 – 75% of the time)	3
A- Always (more than 75% of the time)	4

Tab.14 Determine the degree of accomplishment of a desired learning outcome at the end of a lesson.

15 % very rarely, 31 % rarely, 0% occasionally, 23% very frequently, 31% always determine the degree of accomplishment of a desired learning outcome at the end of lesson.

Make final decision about the level of learning that students achieved at the end of a lesson or subject.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	3
R- Rarely (10 – 25% of the time)	0
O- Occasionally (26 – 50% of the time)	0
F- Very Frequently (51 – 75% of the time)	4
A- Always (more than 75% of the time)	5

Tab.15 Make final decision about the level of learning that students achieved at the end of a lesson or subject.

According to table 15, 25% very rarely, 33% very frequently, 42% always make final decision about the level of learning that students achieved at the end of a lesson or subject.

Rank students based on their class performance to inform other school officials.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	2
R- Rarely (10 – 25% of the time)	2
O- Occasionally (26 – 50% of the time)	3
F- Very Frequently (51 – 75% of the time)	4
A- Always (more than 75% of the time)	2

Tab.16 Rank students based on their class performance to inform other school officials.

16% very rarely, 15% rarely, 23% occasionally, 31% very frequently, 15% always rank students based on their class performance to inform other school officials.

Provide information to parents about the performance of their children in school.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	2
R- Rarely (10 – 25% of the time)	1
O- Occasionally (26 – 50% of the time)	3
F- Very Frequently (51 – 75% of the time)	3
A- Always (more than 75% of the time)	4

Tab.17 Provide information to parents about the performance of their children in school.

15% very rarely, 8% rarely, 23% occasionally, 23% very frequently, 31% always provide information to parents about the performance of their children in school.

Examine how one student performs relative to others in my class.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	1
R- Rarely (10 – 25% of the time)	2
O- Occasionally (26 – 50% of the time)	0
F- Very Frequently (51 – 75% of the time)	5

A- Always (more than 75% of the time)	5

Tab.18 Examine how one student performs relative to others in my class.

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8% very rarely, 15% rarely, 0% occasionally, 39% very frequently, 38% always examine how one student performs relative to others in my class.

Supply information to other teachers, schools, employers regarding students' performance in class.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	1
R- Rarely (10 – 25% of the time)	2
O- Occasionally (26 – 50% of the time)	4
F- Very Frequently (51 – 75% of the time)	3
A- Always (more than 75% of the time)	3

Tab.19 Supply information to other teachers, schools, employers regarding students' performance in class.

According to table 19, 8% very rarely, 15% rarely, 31% occasionally, 23% very frequently, 23% always supply information to other to teachers, employers regarding students' performance in class.

Help students improve their learning process and class performance	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	0
R- Rarely (10 – 25% of the time)	0
O- Occasionally (26 – 50% of the time)	2
F- Very Frequently (51 – 75% of the time)	3

A- Always (more than 75% of the time)	8

Tab.20 Help students improve their learning process and class performance.

Tab 20 shows that 15% occasionally, 23% very frequently, 62% always help students improve their learning process and class performance.

Assist students to determine their learning strengths and weaknesses in class.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	0
R- Rarely (10 – 25% of the time)	10
O- Occasionally (26 – 50% of the time)	3
F- Very Frequently (51 – 75% of the time)	1
A- Always (more than 75% of the time)	0

Tab.21 Assist students to determine their learning strengths and weaknesses in class.

72% rarely, 21% occasionally, 7% very frequently assist students to determine their learning strengths and weaknesses in class.

Identify better learning opportunities for students in class.	Number of respondents'
V - Very rarely or Never (less than 10% of the time)	2
R- Rarely (10 – 25% of the time)	1
O- Occasionally (26 – 50% of the time)	8
F- Very Frequently (51 – 75% of the time)	1
A- Always (more than 75% of the time)	1

Tab.22 Identify better learning opportunities for students in class.

15% very rarely, 8% rarely, 61% occasionally, 8% very frequently, 8% always indentify better learning opportunities for students in class.

Periodically collect learning data from students to improve instructional process.	Number of respondents
V - Very rarely or Never (less than 10% of the time)	1
R- Rarely (10 – 25% of the time)	0
O- Occasionally (26 – 50% of the time)	4
F- Very Frequently (51 – 75% of the time)	5
A- Always (more than 75% of the time)	3

Tab.23 Periodically collect learning data from students to improve instructional process.

8% very rarely, 0% rarely, 31% occasionally, 38% very frequently, 23% always periodically collect learning data from students to improve instructional process.

3.3.2 Part III. Assessment Alternatives and Teaching

I use the following assessment approaches:	V - Very rarely or Never *(less than 10% of the time)*	R - Rarely *(10 – 25% of the time)*	O - Occasionally *(26 – 50% of the time)*	F - Very Frequently *(51 – 75% of the time)*	A - Always *(more than 75% of the time)*
a. Multiple Choice	1	2	3	4	3
b. True-False or Right-Wrong	2	1	4	5	3
c. Matching-types	2	2	2	2	5
d. Fill-in the blanks or short constructed response	5	6	1	0	0
e. Essay	2	2	4	2	3
f. Performance assessment	2	1	3	4	3

g. Portfolio assessment	1	2	3	4	3
h. Graded recitation	2	4	2	2	3
i. Observations	1	3	4	2	3
j. Term Papers or Projects	0	0	2	8	3
k. Class presentations	4	2	1	3	3
l. Assignments	1	2	2	5	3
m. Classroom assessment techniques (CATs)	4	2	1	2	3
n. Others, please specify	1	1	1	0	10

Tab. 24 I use the following assessment approaches

Assessment usually conjures up images of an end-of-unit test, a quarterly report card, a state-level examination on basic skills, or the letter grade for a final laboratory report. However, these familiar aspects of assessment do not capture the full extent or subtlety of how assessment operates every day in the classroom. The type of classroom assessment discussed in this chapter focuses upon the daily opportunities and interactions afforded to teachers and students for collecting information about student work and understandings, then uses that information to improve both teaching and learning. It is a natural part of classroom life that is a world away from formal examinations—both in spirit and in purpose. During the school day, opportunities often arise for producing useful assessment information for teachers and students. In a class discussion, for example, remarks by some of the students may lead the teacher to believe that they do not understand the concept of energy conservation. The teacher decides that the class will revisit an earlier completed laboratory activity and, in the process, examine the connections between that activity and the discussion at hand. As groups of students conduct experiments, the teacher circulates around the room and questions individuals about the conclusions drawn from their data. The students have an opportunity to reflect on and demonstrate their thinking. By trying to identify their sources of evidence, the teacher better understands where their difficulties arise and can alter their teaching accordingly and lead the students toward better understanding of the concept.

As another example, a planning session about future science projects in which the students work in small groups on different topic issues leads to a discussion about the criteria for judging the work quality. This type of assessment discussion, which occurs before an activity even starts, has a powerful influence on how the students conduct themselves throughout the activity and what they learn. During a kindergarten class discussion to plan a terrarium, the teacher recognizes that one of the students confuses rocks for living organisms and yet another seems unclear about the basic needs of plants. So the conversation is turned toward these topics to clarify these points. In this case, classroom teaching is reshaped immediately as a result of assessments made of the students' understanding.

Abundant assessment opportunities exist in each of these examples. Indeed, Hein and Price (1994) assert that anything a student does can be used for assessment purposes. This means there is no shortage of opportunities, assessment can occur at any time. One responsibility of the teacher is to use meaningful learning experiences as meaningful assessment experiences. Another is to select those occasions particularly rich in potential to teach something of importance about standards for high-quality work. To be effective as assessment that improves teaching and learning, the information generated from the activity must be used to inform the teacher and/or students in helping to decide what to do next. In such a view, assessment becomes virtually a continuous classroom focus, quite indistinguishable from teaching and curriculum.

The *Standards* convey a view of assessment and learning as two sides of the same coin and essential for all students to achieve a high level of understanding in science. To best support their students' learning, teachers are continuously engaged in ongoing assessments of the learning and teaching in their classroom. An emphasis on formative assessment—assessment that informs teaching and learning and occurs throughout an activity or unit—is incorporated into regular practice. Furthermore, teachers cultivate this integrated view of teaching, learning, and continuous assessment among their students. When formative assessment becomes an integral part of classroom practice, student achievement is enhanced (Black & Wiliam, 1998a; Crooks, 1988; Fuchs & Fuchs, 1986).

What are assessment methods? Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes. Several methods should be used to assess student learning outcomes. See the Assessment Methods Table for an overview of some commonly used direct and indirect

methods of assessment. Why is it important to use multiple methods? Relying on only one method to provide information about the program will only reflect a part of students' achievement. Additionally, SLO may be difficult to assess using only one method. For each SLO, a combination of direct and indirect assessment methods should be used. For example, responses from student surveys may be informative, however, when combined with students' test results they will be more meaningful, valid, and reliable. What are direct and indirect methods of assessment? Direct methods of assessment ask students to demonstrate their learning while indirect methods ask students to reflect on their learning. Tests, essays, presentations, etc. are generally direct methods of assessment, and indirect methods include surveys and interviews. Can grades be used for assessment? Even though course grades are a source of information about student achievement, they are generally insufficient in measuring the student learning outcomes of the program. Grades may not identify whether the SLO have been achieved, may include factors not related to SLO such as class participation, and faculty members may differ in their grading policies and practices. Considering these limitations, however, grades MAY be able to be used for program assessment IF they relate to the program's SLO and if grading methods are consistent across program faculty and courses. There is a book dedicated to the use of grades as an assessment measure. (Walvoord, Barbara, & Anderson, Virginia Johnson. (1998).
Effective grading: A tool for learning and assessment. San Francisco: Jossey-Bass.) What are embedded assessment methods? Embedded assessments utilize existing student course work as both a grading instrument as well as data for assessing SLO. Embedded assessments are also referred to as "classroom-based" or "continuous" assessments. Embedded assessments can assess individual student performance, the course, or the program if the information is aggregated; they can be formative or summative, quantitative or qualitative. If embedded assessments are properly designed, students should not be able to tell whether they are being taught or assessed. For example, as part of a course, each student completes a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).

4. CONCLUSION

Classroom assessment, as formative assessment in the hands of teachers with the aim of collecting information about the students' learning to make adequate instructional decisions to meet the students' needs, has been widely acknowledged and promoted in the field of education. In this study, we explored the use of classroom assessment techniques (CATs) with 13 Albanian teachers in elementary schools in Negotino and Gostivar. It was found that the teachers could easily include classroom assessment techniques in their daily practice by changing them to fit their pree-arranged lesson plans. Assessment plays central role in process of effective instruction. A number of assessment techniques are associated with the quality of instruction and evaluating its learning outcomes. This study was designed to analyze the perceptions of teachers about using classroom assessment techniques at elementary and secondary schools in Gostivar. Meeting the learning needs of all students is a complex and demanding task for schools. How well students achieve at a school depends on factors such as how well teachers engage with their students, and the relationships schools have with their students' families and whānau. The assessment of student achievement, or understanding what students know and can do, is fundamental to effective teaching and to students' learning. Unless teachers know students well and are knowledgeable about their achievements, they cannot be confident that they are meeting the learning needs of their students.

In summary, students, teachers and school managers can use assessment information to improve learning only when they have:

- Collected good quality information that fairly represents what students know and can do;
- Analyzed the information to accurately determine the achievements of students;
- Correctly interpreted the information to report the achievements and progress of individuals and groups of students and to identify their next learning steps;
- Reviewed the information to evaluate and modify teaching programmers; and
- Used the information to report to inform governance and management decision making.

The study concludes that the most frequently used classroom assessment techniques among all the categories are formative assessment and summative assessment. The study of Mussawy (2009), however, does not support to this findings. Another study found that the effectively used classroom assessment techniques include projects, portfolios, self assessments, peer evaluations, and weekly assignments which had provided with at the spot response (Gaytan & McEwen,

2007). While analyzing in specific dimensions, it has been found that the school in Negotine and Gostivar used almost the same techniques. Both of them have used the summative assessment mostly in their teaching process whereas male teachers had also used formative assessment. However, our results varied from the research that peer assessment is classroom assessment technique which students gave instant response However, the findings are somewhat supported by the Ministry of Education (2009) as stated that formative and summative are mostly used in classrooms by language teachers.

However, the finding may vary in the other city of Gostivar. The perceptions of students and teachers' in the elementary schools towards classroom assessment techniques are in proportion 70:30 listed first the school in Gostivar. Data were collected from elementary teachers in December 2019 by using survey questionnaire as instrument. These surveys were administered by the researchers; the researchers personally visited the institutions and collected the data obeying the ethical consideration. Teachers were informed that their participation is very meaningful as they fill the data honestly. Surveys were collected at the spot from the participants and organized. There are some of differences embedded in teacher's classroom assessments. During writing the master thesis we also answered to the 3rd research question, in this part we was a frequently technique used by teachers are Formative assessment that is intended to assist student learning via deep learning approaches. And Summative assessment on the other hand, e.g. assessments involving short questions, multiple choice or unseen exams, checks the level of learning at the end of a course/module and often takes the form of an exam or piece of course work which is graded. We can conclude that Classroom Assessment Techniques (CATs) are generally simple, non-graded, anonymous, in-class activities designed to give you and your students' useful feedback on the teaching-learning process as it is happening. CATs encourage the view that teaching and learning is a formative process that evolves over time. By being able to react swiftly to student answers, they provide the opportunity for immediate feedback to the lecturer which can be promptly acted upon, therefore giving the chance to the teacher to close the feedback loop. It encourages self-assessment by the student and reflection amongst both the lecturers and students. However care must be taken in choosing the appropriate CAT and also allowing enough time in class to ensure that they are worthwhile.

4.1 The study recommends

Based on the findings and conclusions, the study recommends that teachers should use formative assessment more effectively for their holistic development. They should be trained to use diagnostic assessment that enables them to diagnose the problems of the students and make them more accurate in their teaching and learning process. Teachers should use portfolio assessment as it is very useful tool which enhances the capability of students' self-learning. They should also use peer assessment and self classroom assessment techniques as these are useful in enhancing the students self confidence in completion of any task and developing competition among students.

4.2 Limitation of study

No matter how much effort we make to meet our expectations, we always come across elements that limit our expectations to provide all the answers to the questions that are asked. Even my own work: "AN INVESTIGATION INTO TEACHERS 'US CLASSROOM ASSESSMENT METHODS IN PRIMARY SCHOOLS IN GOSTIVAR" is no exception. The limitation itself is the region Gostivar.

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APPENDIX 1

This questionnaire will take 15 minutes of your time. You answers will be part of my master dissertation in the SEEU. Your answers will remain anonymous. Thank you for your time and honesty. This questionnaire serves a research function. It aims to explore teachers' assessment literacy levels and their ability to use assessment scores to guide instruction and to make appropriate classroom decisions. Your help is highly requested and appreciated. The information you will provide will be treated in strict confidentiality. Thank you very much for your cooperation.

Part I: In responding to the following questions, consider one grade/year level and courses you are currently teaching and have taught recently. Please shade the appropriate bubble.

At present,

1. I am teaching at:

! Elementary 2 Secondary 3 Tertiary

2. The primary subject (major) that I teach is in the area of:

1Filipino 2English 3 Mathematics
4Natural Sciences 5Social Sciences 6 Arts & Music/Humanities
7ICT and Technology 8 Health & PE 9 Others_____

3. The average number of students in my class is:

1 Less than 10 2 11-20 students 3 More than 20 students

4. I have been teaching for

1 1-3 years 2 4-6 years 3 7-9 years 4 more than 10 years

5. Have you taken in-service training on assessment or classroom testing and evaluation for the past three years?

1 Yes 2 No

6. Have you taken courses in classroom assessment/educational measurement during your pre-service training (at teacher-training colleges and/or universities)?

1 Yes 2 No

7. My highest educational attainment is:

___ 1 Bachelor ___ 2 Master ___ 3 Doctorate

8. I am a:

1 Male 2 Female

Part II. Classroom Assessment Preferences

Instructions: Please read each statement starting with "***IN MY TEACHING PRACTICE, I USE ASSESSMENT TO"*** and then check (√) the appropriate frequency level that best matches your typical assessment practice.

V - Very rarely or Never *(less than 10% of the time)*

R- Rarely *(10 – 25% of the time)*

O- Occasionally *(26 – 50% of the time)*

F- Very Frequently *(51 – 75% of the time)*

A- Always *(more than 75% of the time)*

Your honest responses are very important and highly appreciated.

IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO:

1. Guide students to set their goals and monitor heir own learning progress.	V	R	O	F	A
2. Demonstrate to students how to do self-assessment.	V	R	O	F	A
3. Determine how students can learn on their own in class.	V	R	O	F	A
4. Assist students to identify means of getting personal feedback and monitoring their own learning process	V	R	O	F	A
5. Help students develop clear criteria of a good learning practice.	V	R	O	F	A
6. Set the criteria for students to assess their own performance in class.	V	R	O	F	A
7. Measure extent of learning at the end of a lesson or subject.	V	R	O	F	A
8. Evaluate the level of competence of students at the end of an instructional program.	V	R	O	F	A
9. Determine the degree of accomplishment of a desired learning outcome at the end of a lesson.	V	R	O	F	A
10. Make final decision about the level of learning that students achieved at the end of a lesson or subject.	V	R	O	F	A
11. Rank students based on their class performance to inform other school officials.	V	R	O	F	A
12. Provide information to parents about the performance of their children in school.	V	R	O	F	A

13. Examine how one student performs relative to others in my class.	V	R	O	F	A
14. Supply information to other teachers, schools, employers regarding students' performance in class.	V	R	O	F	A
15. Help students improve their learning process and class performance.	V	R	O	F	A
16. Assist students to determine their learning strengths and weaknesses in class.	V	R	O	F	A
17. Identify better learning opportunities for students in class.	V	R	O	F	A
18. Periodically collect learning data from students to improve instructional process.	V	R	O	F	A

Part III. Assessment Alternatives and Teaching

A Please read each statement and then shade the appropriate option that describes how frequently you do a typical assessment practice.

V - Very rarely or Never *(less than 10% of the time)*

R - Rarely *(10 – 25% of the time)*

O - Occasionally *(26 – 50% of the time)*

F - Very Frequently *(51 – 75% of the time)*

A - Always *(more than 75% of the time)*

IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO:

1. I use the following assessment approaches:	V	R	O	F	A
o. Multiple Choice	V	R	O	F	A
p. True-False or Right-Wrong	V	R	O	F	A
q. Matching-types	V	R	O	F	A
r. Fill-in the blanks or short constructed response	V	R	O	F	A
s. Essay	V	R	O	F	A

t. Performance assessment	V	R	O	F	A
u. Portfolio assessment	V	R	O	F	A
v. Graded recitation	V	R	O	F	A
w. Observations	V	R	O	F	A
x. Term Papers or Projects	V	R	O	F	A
y. Class presentations	V	R	O	F	A
z. Assignments	V	R	O	F	A
aa. Classroom assessment techniques (CATs)	V	R	O	F	A
bb. Others, please specify	V	R	O	F	A
2. When I do assessment, I ask questions or tasks that allow me know whether students:					
a. Can recall or remember what is taught in class.	V	R	O	F	A
b. Explain ideas and concepts	V	R	O	F	A
c. Use learned information or concepts in a new way	V	R	O	F	A
d. Analyze a situation or condition	V	R	O	F	A
e. Justify a stand or decision	V	R	O	F	A
f. Create a new product or point of view or idea	V	R	O	F	A
3. Please rate the following areas of assessment in terms of your need for professional development. ***(1 – not needed; 5 very much needed).*** ***Please shade the number that represents your response.***					
a. Writing learning outcomes	1	2	3	4	5
b. Constructing objective tests	1	2	3	4	5
c. Defining tasks for performance tests	1	2	3	4	5
d. Choosing the most appropriate item type for a test	1	2	3	4	5
e. Asking essay questions	1	2	3	4	5
f. Preparing observation checklists	1	2	3	4	5
g. Creating rubrics	1	2	3	4	5
h. Developing assessment plans	1	2	3	4	5
i. Linking learning outcomes with assessment process	1	2	3	4	5

j. Administering tests and exams	1	2	3	4	5
k. Scoring and marking tests and assessment tools	1	2	3	4	5
l. Reporting assessment results	1	2	3	4	5
m. Others, please list down other areas that you want to know and learn about classroom assessment;					
	1	2	3	4	5

B. Assessment literacy is defined as an understanding of the principles of sound assessment. Describe your overall level of assessment literacy on a 10-point scale with 1 as very low and 10 as very high.

1 2 3 4 5 6 7 8 9

Very low **Very high**

C. Read the following statements and indicate how you describe your agreement to each statement on a 5-point scale as follows:

1 - Completely disagree
2 - Disagree
3 - Neither agree nor disagree
4 - Agree
5 - Completely agree

Teaching is an excellent profession	1	2	3	4	5
I would not leave teaching for another profession I could.	1	2	3	4	5
I enjoy my school very much.	1	2	3	4	5
This job gives me professional satisfaction	1	2	3	4	5

D. Please read each statement and then encircle the appropriate option that describes how

frequently you do these, using the following 5-point scale:

1 - Never

2 - Seldom

3 - Sometimes

4 - Often

5 - Always

How often do you have conversations with colleagues about what helps students learn best?	1	2	3	4	5
How often do you have conversation with colleagues about how to improve assessments?	1	2	3	4	5

Thank you for completing the questionnaire.

Please make sure that you answered all items.