

UNIVERSITETI I EVROPËS JUGLINDORE  
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FACULTY OF LANGUAGES, CULTURES AND COMMUNICATION

## Master Thesis

### *Effect of Continuous Assessment Techniques on Students' Performance and Motivation at Elementary Level*

Candidate

Erblinë Demaku

Mentor

Prof. Dr. Brikena Xhaferi

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## ABSTRACT

Language is a traditional system which people use to communicate with each other. Nowadays language is being used to communicate with people around the world. English language is the one that helps people from different cultures and different backgrounds to communicate with each other without being judged. People from the beginning of their life are faced with different difficulties, they learn how to expect critics and give them back, get used with different kind of evaluations. Starting from the kindergarten children, they first of all are motivated to go to school, to get socialized with others, to learn new things and also to play, but at the end they get evaluated also. During the primary school children sometimes are motivated by their teachers to learn, but it happens that children are demotivated by the evaluation made from their teachers. This kind of evaluation goes on and on during their whole life, some of the children manage to get through life without being affected by it, but some don't.

There are different kinds of assessments. Nowadays there are modern ways of evaluating children. Teachers need to embrace the new methods of assessments, in order to motivate children in the process of learning and to make them feel free to express themselves without the idea of being evaluated or judged by anyone.

This thesis is based on the impact of continual assessment and motivation among students, how do students react on different kind of assessments, like tests and oral tests. This thesis also deals with motivation; how teachers use motivation in their classrooms and how does motivation impacts students?

The results of the thesis, including the student's questionnaire and teacher's interview revealed that continuous assessment has positive effect on students' learning and performance. Significantly better performance was shown at the classes where continuous assessment was performed and we can conclude that it does affect the students' performance. Based on the results that were conducted I came to a conclusion that continuous assessment affects the primary school students' performance.

**Key words:** *Evaluation, Assessment, Students, Teacher, Learning Process, English language*

## PËRMBLEDHJE

Gjuha është një sistem tradicional të cilin njerëzit e përdorin të komunikojn me njëri – tjetrin, në ditët e sotme, njerëzit e përdorin gjuhën për të komunikuar me njerëzit përreth botës. Gjuha angleze është gjuha e cila ndihmon njerëzit nga kulturat e ndryshme, sponde të ndryshme të komunikojn me njëri – tjetrin pa paragjykime. Njerëzimi, që nga fillimi i jetës është ballafaquar me vështirësi të ndryshme, ata mësojnë si të pranojnë kritika dhe si ti japin ato, gjithashtu mësohen me vlerësime të ndryshme. Duke filluar që nga klasa përgatitore, fëmijet fillimisht motivohen të shkojnë në shkollë, të shoqërohen me të tjerët, të mësojnë gjëra të reja dhe po ashtu të luajn por në fund ata gjithsesi se do të vlerësohen. Gjatë shkollës fillore, fëmijet nganjëherë motivohen nga mësueset e tyre për të mësuar por edhe demotivohen nga ato dhe vlerësimi që ato bëjnë ndaj tyre. Ky lloj vlerësimi vazhdon gjatë gjithë jetës, disa nga fëmijet ia dalin të mbijetojnë pa u ndikuar por disa të tjerë nuk mund të ia dalin.

Ka lloje të ndryshme të vlerësimit, në ditët e sotme ka mënyra moderne për të vlerësuar fëmijet, mësimdhënësit duhet të përkrahin/përqafojnë metodat e reja të vlerësimit në mënyrë që të motivojnë fëmijet në procesin mësimor dhe ti bëjnë ata të ndihen të lirë të shprehin mendimet e tyre pa ndjenjen se do të vlerësohen ose gjykohen nga të tjerët.

Kjo temë si bazë ka ndikimin e vlerësimit të vazhdueshëm dhe motivimin tek nxënësit, se si reagojnë nxënësit ndaj vlerësimeve të ndryshme, siç janë testet dhe testimet gojore. Kjo temë gjithashtu ka për bazë edhe motivimin, se si mësimdhënësit e përdorin motivimin në klasët e tyre dhe çfarë ndikimi ka tek nxënësit.

Rezultatet e kësaj teme, nga pyetësoret e nxënësve dhe poashtu intervista me mësimdhënësit treguan se vlerësimi i vazhdueshëm ka një ndikim pozitivë në mësim dhe performancë të nxënësve. Në mënyrë të konsiderueshme, performancë më e mirë ishte treguar në klasët në të cilat është përdorur vlerësimi i vazhdueshëm dhe ne mund të konkludojmë që ka ndikim në performancën e nxënësve. Në bazë të rezultateve që janë bërë kam ardhë në një përfundim që vlerësimi i vazhdueshëm ka ndikim në performancën e nxënësve në shkollat fillore.

**Fjalë kyçe:** *vlerësimi, nxënësit, mësimdhënësit, procesi mësimor, gjuha angleze*

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## CHAPTER I

### 1. INTRODUCTION

*“Education is the key to unlock the golden door of freedom”*

George Washington Carver.

The quote at the beginning of the chapter one suggests that education is very important for every human being and without education we are just like birds without wings, but if we have education, we have the ability to grow our wings and fly.

A human being from the moment they are born, they have a gift for a specific area. If these gifts find a suitable environment to develop then they will get through life and live freely but if they find an environment where they can't express or feel irritated these gifts will vanish.

Teachers should be proud for the saint profession that they have, they have to give everything from themselves because children deserve the best. Teachers should teach those kids more than they know; children are the ones that live more than us, they take our education to further generations. Teachers are a second parent to students; they should have the ability to understand their world and also their behavior through specific moments during their life. Teachers should have the ability to find more attractive and exciting ways of teaching in order to win their student's trust. When teachers earn student's trust, they can gain their motivation, when motivation is achieved, half of the work is done.

The teaching process is a process in which teachers combine their methods of assessment and principles used to give instructions to their students in order to achieve the desired learning. A major factor that influences the teaching process is the usage of continual assessment. As a society we are exposed to traditional and modern methods of assessment in our educational system. Nowadays, there are teachers who prefer traditional assessment and teachers who prefer modern assessment. But, the main focus of this subject stands, in the effectiveness of these methods. Since students' needs and performances vary from one student to another a



special commitment must be done in choosing the right method of assessment in the right student or teaching environment. Therefore, this thesis analyses the method of continual assessment in details in order to bring a result about their effectiveness in the students' results. Moreover, it highlights the importance of teacher's commitment in choosing the right method.

The assessment among students in primary schools results to be one of the main important issues in the process of teaching. Nowadays, there are modern ways of teaching which means new responsibilities and new types of assessments. Also, the creation of a genuine relationship between teachers and students develops student's education. The communication and relationship between students, teachers, and parents brings higher results in the education process. Assessment, as we know and as the name itself tells us means to evaluate someone, some teachers use assessment to evaluate students, and some others use it to give advices.

Another important issue as important as assessment is motivation, all students during their primary education need motivation to believe that they can do it, they need to believe in themselves, *"You must do the thing you think you cannot do"*, Eleanor Roosevelt. Children that are demotivated, will not learn, will not retain information, they won't participate in activities, and some of them will become disruptive. Children may be demotivated for a variety of reasons. It's teacher's responsibility to find the problems and to find the solution of those problems. Managing to motivate all of the students is a difficult task but it is worth trying. Motivated students are excited to learn and to participate in learning. The reason why I chose the topic for my thesis *"Effect of Continuous Assessment Techniques on Students' Performance and Motivation"* is because I want to find out how do children feel in different circumstances, how different types of continuous assessments impact on their motivation to learn.

### **1.1. The Research Issue**

This thesis is based on collecting information about types of assessment used in the primary school "Dëshmorët e Qëndresës II" in Tërstenik. Back in time, we used to have only one type of assessment at our school, and the teaching method was mostly TTT. As a child, being assessed only on the traditional way of assessment I saw a lot of reactions from me and my peers. We as

pupils of an elementary school didn't always expect things in a proper way, we had different characters and we used to react differently. Continuous Assessment is one type of assessment which has evolved step by step, now that our generation has become adults, we can start changing things in a better way if possible. On the traditional way of teaching teachers didn't use motivation as a part of their professional preparations, they only used the TTT method where students 'job' was to listen or to 'understand' without making questions, write what is on the blackboard and do their homework, their assessment isn't done until the day of evaluation. Based on this assessment, students may 'sleep' through the whole school year until the evaluation day, this type of assessment isn't adequate for the elementary students because it doesn't teach them to learn through the whole year but only learning for the grade at the end of the year. Students who were determined to learn and had their goals for their future, these types of learning and assessment wouldn't cause any problem beside the fact that they would be with less self – confidence. Over time, teacher and students' voices were being heard about the lack of appropriateness of these methods and they arranged to find new methods of teaching which included more the STT and the assessment methods which were more appropriate for students and teachers also.

Different types of assessment were being discovered based on the student's needs. Continuous assessment and online assessment were the types of assessment which approached the best for their needs. Continuous and online assessments are the types which are being applied mostly from the young teachers. The evaluation framework includes attention to the evaluation context, students' issues and concerns, values and criteria. This framework incorporates online measurement and continuous assessment issues as an important element in evaluation of programs, teachers and students. Continuous assessment is one of the most appropriate type of assessment in the learning process because it evaluates everything a student does in the classroom, *'Everything a student does may be used for assessment'*(Hein & Price, 1994). At least, this is the reason we use assessment, like a process of systematically collecting, analyzing and interpreting information in order to determine to what extent the student has mastered the guiding objectives.

Numerous disciplinary theories have struggled out to explain motivation, to find a clear definition about motivation. They came to a conclusion that motivation probably is the most important factor that teachers should consider in order to improve learning. Alkiş in his research emphasis the importance of motivation and states that especially educational researchers and practitioners express that motivation is one of the most important factors in student achievement and that is a key factor in ensuring continuous achievement (Alkiş, 2015). However, there are other definitions of the word motivation for example in literature another definition for motivation, the latter word was derived from the word “movere” that means moving in Latin (Seiler, 2012).

The focus of this MA Thesis is to provide teachers with suggestions from each issue with motivation that can be used to motivate students. We always ask ourselves; what is the best way to motivate our students? The answer to this question would be that all of the strategies enumerated in this thesis can be used in every class possibly. Teachers should start just by trying to choose three of the new possibilities for enriching student motivation. Or, more importantly, teachers could watch themselves and their own behaviors towards the motivation of students and to become self-aware of new understandings about motivation and to find a better solution about it.

The main issue of this thesis is the fact that the types of assessments used nowadays and less or no motivation are causing disinterest on students. The impact that continuous assessment has on students and their reaction towards it, will be analyzed in this thesis. Finding a better method for motivating students also, how to get student’s attention and to make them feel motivated and comfortable in the classroom, it is teacher’s responsibility to create an engaging environment in the classroom. Finding an appropriate way to asses and also how to use continuous assessment successfully in the classroom and to motivate the students, the half way of work it will be considered done.

## **1.2. The Importance of the Study**

Learning a foreign language is not an easy task, but seemingly teaching a foreign language is not an issue to be seen easy too. Both teachers and students face difficulties and pass different obstacles to learn and teach a second language. However, the main focus of this thesis is on teachers' teaching methodology. Being a teacher nowadays is not easy, every teacher is trying to give their best and being a good teacher is not easy at all. Dealing with different types of students in a classroom, managing to have a class full of lively children, motivating them to learn and to be well educated, is what a good teacher does for her/his kids. Being a good teacher does not mean dealing only with the teaching process but also with other consistent parts of teaching. Finding the right methods of teaching, a comfortable environment, using the right games or technology at the right and proper time, fair evaluation and the most important thing is finding the right way to motivate students.

This thesis will deal about the importance of finding the right assessment tools to assess students and to motivate them. "Assessment is a dynamic and multi-faceted process with variable aims. The assessment can be continuous, a final examination or a combination of both. The method of assessment is not the target, but its impact on students' learning is important. The method or the tool of assessment modulates the students' methodology of learning" (Rezigalla 2015, p. 149). As, a teacher I was able to see the impact that assessment and motivation has on students, therefore, I believe that it would be a good opportunity for teachers to see the results of the effectiveness of continuous assessment and to know about the students' opinion on their teachers about the way of teaching and learning. I hope that this thesis will raise awareness about the way of motivating students and assessment. Finding a better solution which is good for everyone is the main aim of this thesis. From the results we may see that continuous assessment has an impact on both the student's results and their methodologies of learning. Teachers should pay serious attention directed towards the tools that they should use when using continuous assessment. Teachers should be trained in both exam settings and implementation because it is very important, because they have a direct effect on the methodology of assessment.

By being aware of the importance of continuous assessment, teachers will probably try to be more careful and teach better in the classroom. A teacher should analyze his/her student' skills and performances and try to asses them based on these skills, and further analyze their progress towards academic growth.

We hope that the results of this thesis will have an impact on teacher's performance on their teaching process and on the use of continuous assessment tools. Teachers should try new types of assessments in order to motivate their students to study more. If students feel that any type of assessment is inappropriate, the teachers should consider their students' opinion and try to find a better solution for them. Based on the results of the questionnaires that both teachers and students will undergo, other provisions will be arranged in order to improve the assessment tools and motivational habits. Another important issue is motivation, which is very important of engaging students in learning. This study was designed to understand students' perceptions about their own motivation type and how this may influence and impact on their engagement. "Students respond differently to intrinsic and extrinsic motivation and each motivation type results in different form of engagement in and with their learning" (Bowen2003, p. 253). So, finding the appropriate motivation type for each student would be a huge priority to teachers and a step further to education.

Hopefully, this thesis will encourage and make teachers aware to find and use new methods which are more appropriate for student's motivation which lead to a brighter future.

### **1.3. Objectives of this study**

This research focuses on the primary school "Dëshmorët e Qëndresës II", in the village of Tërstenik, in the municipality of Drenas. This thesis aims to find better assessment tools to include in their continuous assessment and the principles and criteria they use to assess. Another important aim of this thesis is also the motivation used by teachers in this school; what kind of motivation do teachers use, do they use motivation on all types of students or only with the interested ones, what about the problematic students, what kind of motivation do they use with them? -It is very important for the students to be motivated and to know that we care about

them. *"I believe that children are wings of an angle that expect to be worn with knowledge and to fly under the sky of happiness"*, was the answer of one of the teachers of this school.

Teachers have different conceptions towards their manner of teaching but the main point here stands in the fact of whether their teaching ends up to give positive results to students or to end up to be effective. According to Dona & Marcus the role of teachers is highly appreciated and state that teachers make a difference indeed, all of the factors that education leaders can control, the quality of teaching has perhaps the greatest potential effect (Dona & Marcus, 2013). The importance of considering your teaching effectiveness by paying attention to the methodology used in the classroom is of high value but unfortunately not every teacher pays attention to this part. Moreover, the ability of a teacher to carefully analyze whether a method is or is not appropriate in a classroom is a big factor in the effective teaching. Same as when choosing a teaching method, teachers should pay attention when choosing an assessment tool because it may have the same effect at students. Because of the inappropriate tool of assessment, teachers may lead some students to their failure but when choosing the right one they will lead them to great success.

Moreover, when students find difficulties on adapting in the classroom, they find different ways to manage to fit in the society and to get associated with the classmates. These kinds of adaptations may cause different distraction to teachers in the classroom, together with this we have also the lack of equipment in the classroom and the inappropriate environment where we teach. Therefore, all the teachers should consider their way of teaching in the classroom, what kind of motivation to use in the classroom, and the techniques they use to assess the students.

As we know, we as teachers play an important role in the education of children and youth. Being a teacher includes a myriad of other tasks and duties such as pedagogical, psychological, parenthood and a lot more in order to outstrip all problems and situations that may rise. Nowadays it also means that you have to adapt to the dynamics of technology development and changes but at the same time it gives you a satisfaction and a pleasure which is hard or impossible to get it at any other vocation.

#### **1.4. The Research Questions / Hypothesis**

The main objective of this thesis as we mentioned earlier, is the effect of continuous assessment used in the particular schools: and what impact does it have on students' results also the use of assessment as motivation too. Unfortunately, there is still not enough awareness towards English teachers and other teachers as well that are in our system of education in Kosovo about the importance of their teaching plans, methodologies, assessment and the ideas that they use in their classrooms. According to this thesis, the methods and types of assessment that teachers use in the teaching process have a major impact in the students' performances.

Thus, comparing the traditional way of assessing and the modern way of assessing by giving both their advantages and disadvantages will give teachers hints to practice these types properly. On the other hand, it is crucial to practice those assessment techniques that fit a particular classroom in general and not only a particular student of that class. Moreover, teachers should relate their assessment types with the students' needs, interests and skills. The adequate assessment type will influence students' learning acquisition and mostly it will influence effective teaching. In this way, an important point of this thesis is to raise awareness towards teachers to carefully analyze and construct their teaching plans in order to increase the motivation, engagement and educational growth of the students and to produce an effective teaching. Therefore, this MA Thesis analyzes and gives results that will be useful for teachers and students also. As we know using motivation in the classroom would be very supporting and very important, we can say that it is the key to student's success, whereas the assessment may lead students to success or failure. So, this thesis has an importance itself raising awareness to teachers using more often motivation and to be careful on using different types of assessment techniques in the classroom, this awareness of teachers may lead to a better educational growth and effective teaching.

The study aims to answer the following research questions?

1. What kind of assessment is mostly used by teachers in this school?
2. Does continuous assessment impact students' motivation?
3. How does motivation impact on effective teaching?

#### 4. How does motivation impact on students' success?

To find answers for the above-mentioned questions, the following hypotheses were developed:

- Teachers use various types of assessment in Primary Schools in order to adapt the different types of learners.
- The adequate assessment method influences student's learning, so depending on the assessment type, students will or will not learn.
- Motivation helps students learn more.

Hopefully, we will be able to find the answers of these questions and they will have a great impact on teachers and they will find this thesis useful for them. Unfortunately, some of the teachers are not aware of their fully impact on students and sometimes they just need a hint to realize how important is their job.

### **1.5. Description of the thesis organization**

This MA Thesis is composed of 5 chapters, which include:

Chapter one: is a brief introduction to the topic of this thesis, it is about the importance of the topic and the impact that it will have on teachers and students, the research questions and hypothesis that this research paper aims to reveal.

Chapter two: is a detailed presentation of the topic which is about the effect of continuous assessment on students' performance and motivation, definitions given by different authors, types of assessments and definitions about motivation also from different authors and the impact that motivation has on students are presented.

Chapter three: firstly, it is about the methodology being used in the paper, who is participating in the research, the instruments that are going to be used to complete the tasks.

Chapter four: is going to be about the results which are taken from the questionnaires and the interviews done with the teachers.



Chapter five: is the presentation of the conclusion and recommendations which result from the research, the references that I used to come to these conclusions and at last the appendixes.

## CHAPTER II

### 2. LITERATURE REVIEW

This chapter is a detailed presentation of the thesis which deals mostly about the continuous assessment used in the particular primary - elementary school, also the use and effect of motivation among students in this school. By deciding which type of assessment to use in the classroom a teacher should know his/her students and try to find the most appropriate assessment for them, it is a decision that every teacher has to make even though it is not an easy task. Teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success, improving their instruction and helping students learn (Thomas R. Guskey, 2003). Different children require different assessment types, applying the same assessment to all of the children is a risk for teachers who do so and at the same time is a risk for children to get demotivated and feel as an outsider to that circle of children.

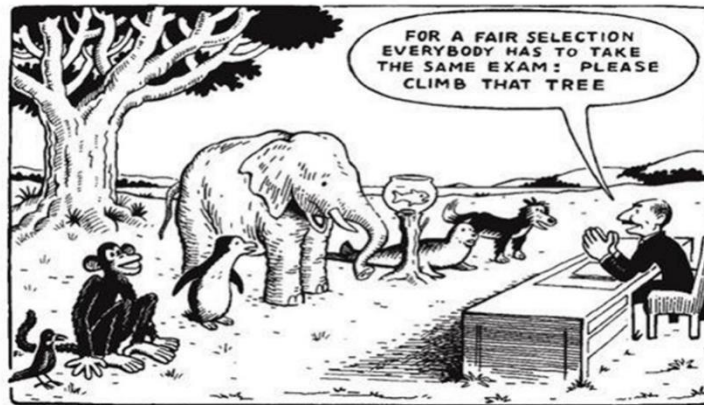


Figure 1. Differentiation in the classroom (Taken from Wormeli, 2014)

Here is an example of a teacher who doesn't take into consideration the abilities of his students, he just gives them an exercise and expects from each one to complete it. "Climb the tree", is a task which would be considered as impossible for the penguin, elephant, fish, seal and for the dog only the crawl and monkey would be able to complete this task. Now, every teacher should have in mind this picture and try to consider the abilities of their students. Students share the same abilities as the animals in the picture, some of them will face difficulties in completing the

task of the teacher but a teacher should always remember the reason why he/she is called a teacher and the reason why being there is of key importance for the students.

As in the picture above, the teacher says, "For a fair selection", teacher should know his students' abilities and shouldn't rely on different authors' sayings which bring negative results to his own class. This difficulty of 'putting research into practice' is not the fault of the teacher. But nor is it a failing in the research. Because our understanding of the theoretical principles underlying successful classroom action is weak, researches can never tell teachers what to do. Indeed, given the complexity of classrooms, it seems likely that the positivist dream of an effective theory of teacher action which would spell out the 'best' course of action given certain conditions is not just difficult and a long way off, but impossible in principle (Wiliam, 2003).

According to the researcher Rick Wormeli which stated that every teacher should consider the differentiation of students in the classroom and not as in the picture shown by him, he also presented some pictures that a student made as a response to the classic picture which he presented:



Figure 2. Differentiation in the classroom (Taken from Wormeli, 2014)

Assessment is process which has variable aims, and it is very dynamic. The assessments can be of different types, it can be continuous, a final examination or a combination of both. The type of assessment for this paper is not the target, but the important fact is assessment impact on students' performances and motivation.

## 2.1. The effect of continuous assessment on students' performance

What is assessment? Is a question which we should ask before we assess the children, according to the Merriam Webster dictionary: *assessment is the act of making a judgment about something or the act of assessing something (Merriam-Webster, 1977)*. Assessment is a good information also for teachers on finding out about their used methods, what impact they have on students, helping them identify what they taught well and what they need to work on. Criteria should be direct, and the skill or ability to use criteria in an efficient way leads to a successful assessment. Assessment of learning is not one-time movement it is a progressing process. It includes the procedure of checking on, reflecting and modifying the learning techniques in an arranged and cautious way. When assessment is carried out in classroom in an ongoing or continual way by the teacher it is called continuous assessment (Prouty & George, 2003). If a teacher decides on using the continuous assessment, it is a process which goes time to time in order to collect the data which is appropriate to determine the level of students' knowledge, understanding and performance.

A teacher should have three basic steps for assessment, he/she should know which is the case or idea that is being assessed?, which are the criteria that they are going to use to assess that case or idea?, which are the facts that will support the assessment they made?, Teachers should use many samples of the criteria which were used during the discussions and assessment. One of the most important criteria is **Ethics**. The ethic decisions and practice are those that we decide of what is wrong and what is right. Assessment is a key element where the diagnostic is done because it helps teachers to understand the students, their independence and needs. Assessment is an evaluation which is based on teacher's measurements. Assessment is evaluation for quality. In our country we use the numeric system of evaluation from 5 grades as the formal evaluation system. In this system, the grade 5 represents the highest value of the acquisition, while the grade 1 represents the lowest value.

The assessment at any phase of the education process collects data and feedback for the students, this kind of assessment raises the quality in the education system. The changes that the society is going through has marked also the education system, the traditional system of

assessment is being questioned and also its affect towards students, “teachers teach, they test pupil’s knowledge for a specific content, evaluate their achievements based on those tests and then they move on with other units” (Vula, Murchan and Shiel,2011, p. 9) students in general are being evaluated for their memorizing ability, how much they are able to memorize during some classes, during a month or a whole year, but they do not get evaluated about their creative skills the proper way as it should be. This kind of assessment as we all know it’s not that profitable, because students are not able to memorize for a long time. Students learn how to memorize the lessons to reproduce them at the testing day and then to forget them at the same day (Kannan, R 2009). Researchers have proven that this type of assessment isn’t successful and they worked on creating a new type of assessment in which the results of learning would be evaluated continuously.

The main purpose of continuous assessment is that the teacher can continuously assess students’ learning outcomes in all three domains- Cognitive, Affective, Psychomotor particularly with regard to knowledge and understanding, procedural knowledge, problem solving and other higher order skills. Continuous assessment helps teachers being in charge of everything that is happening around their students, they can see their students’ development from one phase to another ranking into higher position or vice-versa. When teachers face students’ regression in learning they can have clear picture of their data through the continuous assessment. This kind of assessment serves the purposes, including providing information about the learners’ status and progress of each student. It helps teacher to know, plan and redesign the teaching in accordance with the needs of the students. It provides diagnostic information on strengths and weaknesses of the students’ learning. It also provides feedback to the teachers for modification of curriculum targets and text books. It facilitates teachers in grouping of students for learning through various activities, provides criteria of grading and promoting students and counseling to students and their parents. It decides teacher training method for a program, faculty or staff (Gipps, 1990).

With the presentation of the new method of assessment, known as continuous assessment students all over the place are being heard and given an opportunity to show themselves by the

skills that they have and not by memorizing. As a holistic approach continuous assessment is giving students a great opportunity to show their skills in the classroom and beside this a great number of students are reacting positively towards this kind of assessment which brings out the best of them. Before, teachers used different kind of instruments in order to assess their students based on the memorizing facts and the previous tests which were used only to choose the best students to promote to next grade. Now, many teachers around the world have stressed out the success that their students are achieving with continuous assessment and their performance is something that every teacher wishes for. In higher instances, many countries stress upon the success of each student or continuous assessment is considered a way to certify that all students must have an opportunity to succeed in school.

In most of the classrooms the range of intelligence varies from slow to average and to fast learner. By means of continuous assessment, the tutor adopts his or her teaching methodology according to the needs of all learners, so each of the students has chance to learn and succeed. By frequently observing the aptitudes of the learner that what they know and what they can do, the teacher can make sure the success of every student. Everyone is provided with an opportunity to succeed when it is applied properly (Prouty & George, 2003).

Continuous assessment is being part of every school in the modern life, the other types of assessment which include memorization and the final result assessment are considered to be as traditional types of teaching and assessing. For teachers, learners, educators and parents, the continuous assessment is being very beneficial because it involves data collecting for a long period. A teacher and a parent can see the progress of every child with the help of continuous assessment because it also stimulates teachers to look at their teaching methodology and gives them the opportunity to change it in order to adapt it with the student's needs. A teacher can have a clear mirror of her classroom and see what is working and what is not, as they can play a dynamic role in identifying the remediation areas of students' weakness if correctly secured in what happening in classroom. When doing so, there is no doubt that the learners' performance is assessed properly. Continuous assessment is a tactic that detains the overall student's performance. Tutors and authority are responsible to analyze the student's achievement and

correct the highlighted problems (Alausa, 2004). In continuous assessment teacher is kept in center for the assessment of all the students' activities arranged in the classroom. It inspires more teachers to take part in assessment and grading of their learners (Paris, 1991).

The concept of teaching and learning is a matter of understanding the role of a teacher and a student in the performance of learning and teaching. Dona and Marcus underline that the teacher's job is to increase each student's academic progress by identifying his/her strengths and weaknesses and to implement the appropriate learning and teaching strategies (Dona and Marcus, 2013). Previously mentioned in this research the teaching methodologies that teachers bring in the classroom are of a big importance.



*Figure 3. Traditional teaching*



*Figure 4. Modern teaching (Taken from Taneja, 2020)*

As continuous assessment being part of the modern teaching, which is more focused on student center than teacher, a teacher has more space to analyze every movement of their students. According to Jim Scrivener, the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc. (Scrivener, 2005). Students can be easily evaluated if they start showing their abilities and skills only by interacting in the classroom.

By integrating the assessment activities into practice, in the classroom the teachers become able to integrate assessment with their instructional practices. Teachers are likely to incorporate assessment learning framework largely and certainly provide evidence related to how assessment information is applied to inform and guide in the selection of teaching methodology

for individual learner. In the view of Lewis, with the help of continuous assessment teacher must take help from assessment in their teaching, and teacher must discuss criteria for good learners' work with colleagues and parents. Lewis (1997) stated more that all students must have an opportunity to succeed in school.

According to my personal experience and using continuous assessment as an evaluating tool to my students, I came to a conclusion that it does have a positive effect on students' learning and achievement, significantly it also has a better performance at experimental groups in the subject of English language and it shows that continuous assessment does affect the students' achievement. Beside me, there are other teachers at school which are using continuous assessment as an evaluating tool and during a discussion which has been made at school it is said that continuous assessment affects the primary school students' performance also. Another teacher supported and also emphasized on the importance of continuous assessment as means of informing educators and learners about the learner's progress, which would ultimately benefit the learning process. Baker (2010) also discussed this method as an alternative assessment method which was initially used in education systems in 1991 and after continuous reforms, it evolved into continuous assessment. Furthermore, we will see the results of the impact that continuous assessment has on teachers and students based on this research.

## **2.2. Types of Assessment**

Types of assessment have been developing for a long time now, but the main issue that still stands is their appropriateness. Each type of assessment is unique and it has its advantages and disadvantages. A particular method of assessment might be effective for a particular classroom and might not be effective for another. As such, there is no single method of assessment that we can choose as the only one to be used in the teaching process. Here we come to the point where we emphasize the teacher's role in selecting the right type of assessment that fits his/her classroom. According to Richards and Rodgers methods typically make the same claim, namely that they reflect a correct understanding of language learning and that adopting the newest method will lead to better results than the method that preceded it (Richard&Rodgers, 1986).



Continuous assessment can be used in two ways: summative assessment which can imply activities/products contributing to the final grade or formative assessment on activities/products not contributing to the final grade. In both types of assessment, feedback is included to the teacher or students as part of the process. Summative assessments grading students' work during the semester is a way of avoiding the challenges with long periods of no assessment followed up by a single high-risk opportunity to demonstrate learning at the very end of the module. As such, continuous assessment signals to students that engagement throughout the module is needed for successful completion, and that studying is not just about intensive work at the very end. For this reason, modules with continuous assessment motivate students to work harder, but can also increase stress levels for some students.

Continuous assessment can become a very powerful way of introducing feedback to students' work - especially if students are given a chance to act on feedback so that assessment becomes incremental. When using continuous assessment there are no rules of using it, it can be in a written form such as problem solving, long/short answers or multiple choice, it can be in an oral form such as without preparation or other and the practical which can be anything that the teacher desires in collaboration with its students for a better success in learning.

Further on, we are going to mention some types of assessment in order that we can see their usage, advantages and disadvantages.

**Formative assessment:** serves to collect feedback, to correct and then work on each stage of the process of teaching and learning. For the formative assessment, teachers need to collect data and interpret evidence of students thinking or performance of duty, and then to use that evidence to take further decisions. Formative assessment is when teachers use the collected information to make decisions about teaching and learning (Black, Harrison, Lee, Marshall and Wiliam 2003). Based on its name, formative assessment serves also as a formative function in the classroom. In classrooms, formative assessment duty mostly is dealing with the progress of interactive assessments of students and to identify learning needs and adjust teaching appropriately. Teachers that decide to use formative assessment should also be prepared on differential teaching based on students' needs, and by using formative assessment approaches

and techniques they are better prepared to meet diverse students' needs and through differentiation and adaptation of teaching they should try and raise levels of student achievement in order to achieve a greater equity of student outcomes.

Some basic advantages for this type of assessment are:

1. It provides sufficient information to teachers for modifying teaching.
2. It helps in formulating individual and group remedial programs
3. It provides feedback to students as well as teachers.
4. It facilitates retention and transfer of learning.
5. It enables the teacher to read just his teaching according to the needs of students.
6. Students can also modify their behavior after getting feedback from this evaluation.
7. It gives reinforcement to high achievers.
8. It can work as a self-evaluation device for learners.

As every technique and type of assessment, formative assessment has its disadvantages also, there are some major barriers to wider practice, including perceived tensions between classroom-based formative assessments, and high visibility summative tests to hold schools accountable for student achievement, and a lack of connection between systemic, school and classroom approaches to assessment and evaluation (CERI, 2008).

**Summative assessment:** Summative assessment refers to collected estimates, which usually occur at the end of a unit or given topic, which are intended to measure what pupils learn, or to what quality they have learned, and to judge their performance based in some standards. Although we often think Summative assessment is the same as traditional tests, this is not always correct. For example, summative assessment may come from accumulation of facts for a certain time; it is the accumulation of pupil's work (National Research Council, 2001). This evaluation takes place at the end of the session to measure overall achievement of pupils. Annual, internal or external examinations are the examples of summative evaluation. The purpose of this evaluation is to certify fail or pass of the product. If formative evaluation is related to the process of teaching, it is related to the product of teaching. Here students are evaluated from the whole syllabus. On the basis of this evaluation, a decision is taken whether a student should be

promoted to the next class or he should be kept in the same class again. In contrast, summative assessments evaluate student learning, knowledge, proficiency or success at the conclusion of an instructional period, like a unit, course, or program. Some of the advantages of this type of assessment are: to know if students have understood, they determine achievement, they make academic records, provides opportunity, boosts' individuals, weak areas can be identified; training success can be measured, instructional design.

**Diagnostic evaluation** - through this assessment identified learning difficulties or problems related to learning. Through diagnostic evaluation we are also able to identify the weaknesses and strengths of teaching, determine different causes of problems in learning, etc., in order to take measures for its improvement and advancement and to formulate action plans to help students. When planning to evaluate students through the diagnostic evaluation or question, we should take in consideration the type of question we are going to formulate, closed or opened. While deciding which one to use, we should have in mind two things: 1. for any given question there were two groups of students: those who could do it and those who could not. Those who could do it were fine to get on with the next challenge, and those who could not needed help. Crucially, they needed the same help. Secondly, closed questions are bad, and open questions are good. Closed questions encourage a short response, whereas open-ended questions demand much greater depth of thought. Hence, teachers urge to ask students closed questions in class, and instead opted almost exclusively. While these are two very important hints which we should never forget, there are some golden rules based on Craig Barton which help teachers to determine their questions: 1.It should be clear and unambiguous, 2.It should test a single skill/concept, 3.Students should be able to answer it in less than 10 seconds, 4.You should learn something from each incorrect response without the student needing to explain, 5. It cannot be answered correctly while still holding a key misconception, (Barton, 2018).

**Assessment of the dispute** - aims to determine the context of the school, class, outline the terms and conditions of school work, to identify and assess the needs and possibilities in a given context, their impact on student's achievement and school. Schools are institutions where educational and instructional activities are performed. Institutions have specific rules, some of

which are written while some others vary depending on the environmental conditions of the school as well as administrators' managerial practices. Just like school rules, there are rules that apply to the classroom, too. Classroom rules are mostly determined by teachers and play a significant role in establishing a school and classroom culture. Spending the majority of their school time in the classroom, children need to follow these rules. When rules are not followed, undesired behaviors and disagreements and conflicts among students or between students and teachers occur (Basar, 2011).

### **Internal Evaluation -External Evaluation**

Internal evaluation is carried out within the school, can be performed by one or several teachers from the school directors. The internal assessment is the most appropriate for the purposes of the formative evaluation. For internal evaluation will talk more extensively through -Evaluation topic in class.

Whereas, External evaluation is called for an external evaluation carried out by special assessment institutions charged to school, for external evaluation at the end of the education scale, it is the achievement test, exams. External evaluation can be performed by independent appraisers. External evaluation is usually used to fulfill the purposes of summative evaluation - assessment.

Beside that these two evaluations can be used independently there is a great chance to get great success by combing them with one – another. In the context of quality assurance in education, evaluation must yield insights into extremely complex processes and it is overly ambitious to imagine that these can be captured by means of a single snapshot. Effective evaluation is a process of analysis, presentation and discussion of findings and of confrontation with supplementary data (Nevo, 2001). This process cannot be adequately conducted in a single, 'one-off' evaluation moment. A self-evaluation as a preparation to a one-off school audit ignores the process-related character of self-evaluations.

**Self-assessment** - is a process during which the institution, school, teacher, student gather information for themselves and make their own judgment of values. Student's assessment is

realized by comparing their results with the results of other students, or choosing different evaluation techniques. Through self-assessment students have opportunities related to specific learning goals of evaluating themselves, their accessibility. Self-assessment is based on criteria, creates a base to motivate, enhance and further value in learning achievements of students. In self-evaluation the emphasis has to be on the process (Watling & Arlow,2002). Certainly, this can yield a product or a report as an interim result, but the report in itself is of little real significance. The preparation for the self-evaluation and the follow-up based on the report are much more important.

**Tests prepared by the teacher**–Most of the teachers nowadays use tests in order to evaluate their students. Most of the times tests are considered as superficial and don't really tell about the performance of a student and also doesn't tell their achievement. Teachers around the world have been using tests for different reasons and here are some of them. Tests are used in the classroom and used for the following purposes:

- To measure and evaluate student's progress in relation to the objectives of the course.
- To motivate learning on general and special issues
- To provide on which are the strengths and weaknesses
- To provide information for reporting purposes
- To provide evidence that will be beneficial to the performance improvements program and instructional procedures.

Most of the teachers usually use test in order to get a general hint of the knowledge of students towards some specific lessons or a particular subject. In order to get deeper results about the understandings and outcomes of a topic, continuous assessment is more preferable by teachers but also by students.

**Objective tests** - The objective test is the kind of test built in such a way that different estimates, which assess independently arrive at the same assessment of the level of knowledge, skills, attitudes based on a key answer. An objective test item is defined as one for which the scoring rules are so exhaustive and specific that they do not allow scorers to make subjective inferences or judgments; thereby, any scorer that marks an item following the rules will assign the same test

score. These kinds of questions from objective tests are also divided into two main types which include other sub questions, further on we are going to mention some of them. The two main types which are classified into two types are: Recall type questions and Recognition type questions. Recall type questions have two types: Simple recall type and Sentence completion questions. Recognition type questions further on is divided into several forms in which are included Classified questions, True/False questions, Multiple choice type questions, Matching type questions, Multiple choice and completion questions, and Analogy questions. There are advantages and disadvantages for objective test which we are going to mention further. The objective tests have all the qualities of a good test, though all the abilities of the students cannot be measured by them. The advantages for objective tests are: validity, reliability, objectivity, comprehensiveness, discriminative, practicability. Despite having all the merits of a good test, these tests are not devoid of some shortcomings. They also have their disadvantages: measurement of cognitive aspects only, measurement of memory power only, no measurement of language skill and expression power, difficulty in construction of questions, administrative difficulty, fluke answers, and use of unfair means (Chakma, 2020)

**Short answer tests and supplementation** - is required to provide an answer or correct answer filled with empty place using a word, a sentence of simple or compound, a mathematical symbol, formula, etc. These tests are considered better than essay type tests ways. These tests have the following advantages: possible to set question on the whole curriculum, more valid than essay type tests, more reliable than essay type test, more objective than essay type test, more comprehensive than essay type test, more discriminatory than essay type test, and simple administration. Beside the advantages these tests have also the disadvantages, they are constructed in order to do away the demerits of essay type tests, and they have succeeded in some measure, but they do not-possess the qualities of the essay type tests. The non-possession of these qualities is the shortcoming of these tests. According to these facts, the disadvantages for these tests are: inability to measure skill and attitude, inability to measure linguistic skill and power of expression, inability to measure higher mental faculties such as logic, inability to measure insight and foresight, less helpful to measure personality, emphasis on rote learning, neither fully valid, nor reliable, nor objective. (Chakma, 2020)

**Tests with alternative answers** - There are several forms of alternative response tests. There are many advantages to multiple-choice testing. Although difficult to create, they are easy to score and therefore are the evaluation method of choice in large classes. The added benefit is that taking a test generally improves students' performance on a later test; this is referred to as the testing effect. However, there can be negative consequences of relying exclusively on multiple-choice tests. Students expecting a multiple choice test spend less time studying for the test, and they take notes on different material than do students expecting a multiple choice exam (Chakma, 2020).

Here are some types of tests with alternatives which teachers mostly use:

1. True - False
2. Right - Wrong
3. True - False
4. Yes - No
5. Correction of alternative
6. Truth - The multiple false
7. Yes - No explanation

**Multiple choice tests** - are unique among objective tests for measuring enable higher levels of taxonomy objectives. The variety of formats to multiple choice tests a. Format with one correct answer b. Format with the best answer c. Negative-type format. Multiple choice tests are an assessment technique that requires students to thoroughly respond to a question or prompt by developing, organizing, and writing an original composition. The purpose of multiple choice tests is to assess students' abilities to construct a logical, cohesive and persuasive writing piece. The advantages for this type of tests are: such tests induce good study habits in the students, the guess work can be eliminated to large extent, such tests are easier and to prepare and administrate, by this type of test it is possible to measure all degrees of comprehensiveness and accuracy, such tests can be used by all type of schools, these help on developing the power of logical thinking, critical reasoning, systematic presentation on students, such tests provide an opportunity to the child to show his initiative, originality of thought, fertility of their imagination

etc, these type of tests are considered to be best for measuring ability to organize idea effectively, ability to criticize or justify a statement, and ability to interpret (Bjork 1975, Rickards & Friedman, 1978).

**Subjective tests** - Subjective test is the test that assessment is based on personal judgment of teachers or assessors according to criteria defined by it. Assessor of internal and external assesses them according to criteria associated with subjectivity. Subjective tests can be used to measure knowledge, skills and attitudes in teaching a particular subject, and to measure the ability to write. Objective items include multiple-choice, true-false, matching and completion, while subjective items include short-answer essay, extended-response essay, problem solving, and performance test items. For some instructional purposes one or the other item types may prove more efficient and appropriate. Subjective tests have many advantages over solely objective tests. Subjective test questions also measure the test taker's writing and language skills, especially if the purpose is to test language proficiency. Usually examiners of a subjective test are more interested in measuring the ability of the test taker to apply his knowledge, rather than just retention of information and being able to correctly recall it verbatim. Also, subjective tests may be useful for testing critical thinking, but there are disadvantages when it comes to marking these types of exams. The Test marker should consistently be able to mark every person's work with equal alertness, strictness, and impartiality at all times during the grading process. The marker cannot become too lenient or severe, or succumb to fatigue, or be influenced by the previous test taker's result, or by how the test taker did on previous questions, or by knowing the identity of the test taker. (Culture of evaluation, 2020)

**Achievement tests** -Achievement or progress tests measure the student's improvement in relation to their syllabus. These tests only contain items which the students have been taught in class. There are two types of progress tests: short-term and long-term.

Short-term progress tests check how well students have understood or learned material covered in specific units or chapters. They enable the teacher to decide if remedial or consolidation work is required.



Long-term progress tests are also called Course Tests because they check the learner's progress over the entire course. They enable the students to judge how well they have progressed. Administratively, they are often the sole basis of decisions to promote to a higher level.

There are some characteristics of Achievement Tests which we are going to mention further: the content of these tests is as per the students' level, abilities, interests and aptitudes, the test items in these tests are objective, so there is no question of awarding partial marks, these tests are discriminating besides being reliable and valid, these tests are very economical from the standpoint of money, time and energy, the purpose of these tests is predetermined, these tests are useful from the practical viewpoint, these tests have a wide content, these tests possess all characteristics of standardized tests, such as scoring key, manual of instructions, norms etc. All these are prepared in advance and are got printed in the form of a booklet, these tests are made separately for different classes, the scoring, time limit, etc. Of these tests are determined before their administration, the number of questions in these tests is large, so there is no question of chance factor, the results of these tests provide such material to a teacher by which he can construct his entire in structural plan (Chakma, 2020).

### **2.3. Principles of Assessment**

Assessments techniques are tools which teachers use in order to evaluate their students based on the type of assessment they see it more appropriate. In order to make assessment much better, teachers need to follow some principles in order to follow a plan and to be based on something.

There are 10 principles based on the needs for a better assessment according to Black and William (Black, P., and D. William. 1998).

1. Assessment for learning should be part of effective planning of teaching and learning
2. Assessment for learning should focus on how students learn
3. Assessment for learning should be recognized as central to classroom practice
4. Assessment for learning should be regarded as a key professional skill for teachers

5. Assessment for learning should be sensitive and constructive because any assessment has an emotional impact
6. Assessment should take account of the importance of the learner motivation
7. Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. Learners should receive constructive guidance about how to improve
9. Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing
10. Assessment for learning should recognize the full range of achievements of all learners

In order to achieve a high motivation at students for their education and learning we as teachers should follow these steps. Black and William made a distinction between assessment for learning and assessment of learning, the assessment for learning is one of the most powerful ways of improving learning and raising standards whereas assessment of learning is carried out for the purpose of grading and reporting.

If we want that our students to be independent and self-aware about their education, we as teachers have to make sure to fulfill these principles. By making clear to students about the importance that assessment itself has we also have to make them clear about their motivation which is a key factor in their self-esteem. Self-assessment is also very important where students learn about the importance that assessment has, they learn from each other they also learn how to be self-managing and also reflective. Teachers also should be very prepared in order to realize their student's achievement and their progress towards success. Beside the principles of assessment, Chakma has come up with some principles of continuous assessment which may help teachers who want to develop this type of assessment further on with their students. Continuous assessment as mentioned before is very important and plays a very important role on student's performance and motivation so this is the reason why teachers should be very careful when choosing or following principles. The principles of continuous assessments according to Chakma are:

1. Appreciative inquiry

2. Adult learning
3. Experiential learning
4. Understanding reasons for change
5. Responsibilities for change rests with the individuals

If teachers decide to use continuous assessment it is better for them to follow these principles if they want to have success with their student's results, they should follow these types of principles.

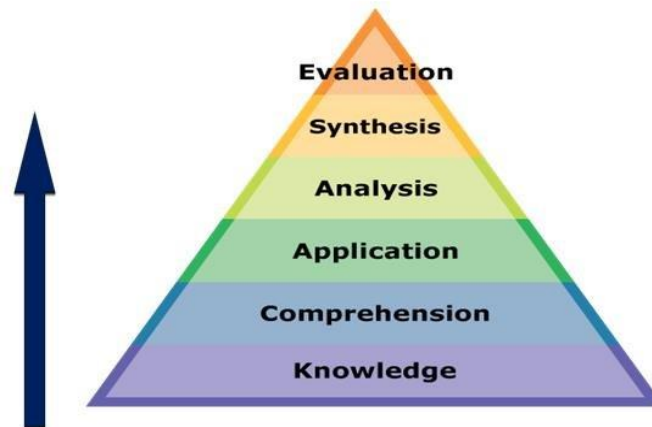
#### **2.4. Bloom's taxonomy**

Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts. It is most often used when designing educational, training, and learning processes. According to Bloom there are Three Domains of Learning (Bloom, 1956):

1. Cognitive: mental skills (knowledge)
2. Affective: growth in feelings or emotional areas (attitude or self)
3. Psychomotor: manual or physical skills (skills)

The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This taxonomy is made in order to help teachers realize about the importance of students' abilities and skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive processes, starting from the simplest to the most complex. Figure 5 is the levels of Bloom's Taxonomy.

### Higher order thinking skills



### Lower order thinking skills

*Figure 5. Levels of Bloom's Taxonomy*

By creating the taxonomy educational psychologist Benjamin Bloom wanted to make students aware of what they were learning, he wanted to attain more sophisticated levels of learning with six cognitive-learning categories. As mentioned before Bloom's taxonomy of educational objectives is a classification system which was created in 1956. His aim was to make students to focus on developing thinking ability which involves simple information acquisition to more complex processes (Bloom,1956). Adams (2015) summarizes the six levels of Bloom's taxonomy of cognitive learning objectives as:

1. **Knowledge**, which entails foundational cognitive skill that require students to retain of specific, discrete pieces of information,
2. **Comprehension**, which requires students to paraphrase the content of knowledge in their own words, classify items in groups, compare and contrast items with other similar entities, or explain a principle to others,
3. **Application**, entailing students to use knowledge, skills, or techniques in new situations,
4. **Analysis**, which requires students to distinguish between fact and opinion and identify the claims upon which an argument is built,
5. **Synthesis**, which entails the need to create a novel product in a specific situation, and
6. **Evaluation**, which requires students to critically appraise the validity of a study and judge the relevance of its results for application.

The Bloom's taxonomy of educational objectives has been considered as very important in the field of education and for a long time it is used as a tool for cognitive development. Teachers around the world have been using this frame and it has influenced many teaching philosophies especially in promoting rational thinking, often focusing on higher-order thinking skills. Beside the fact that the taxonomy was influencing teachers around the world in the development of thinking skills, some teachers weren't satisfied with the classification that Bloom has made. This is the main reason why the taxonomy was later revised in 2001 by Anderson, who changed the order. However, the changed taxonomy didn't please everyone again and it just prompted further criticisms and is regarded as the most catastrophic framework in education (Case, 2013). Case highlights that the taxonomy limits students' capability to think beyond a sequence given and he gives a comment by a teacher as an example: "My student struggle with comprehension and recall, how can I expect them to tackle application and evaluation?" (p. 3). Teachers should be able to think about the benefits of every child and they should give their best in order to make them comprehend what is going on in the classroom. Case believes that any misapplication of Bloom's taxonomy as a theory of teaching is often used to justify reduced expectations of students' capacity to think.

On the other hand, the revised Bloom's taxonomy which is supposed to emphasize students' learning outcomes through the use of refined terms, has a different impact depending on teacher from teacher. The revised taxonomy by Anderson is a refreshed take on Bloom's Taxonomy from 1956, which examined cognitive skills and learning behavior. There have been made changes to the terminology, structure and emphasis as a part of the revised approach. The main distinction which is visible is on the nouns such as evaluation or synthesis which are now replaced with verbs such as creating or evaluating. By adding the verb, "creating" the taxonomy now becomes the highest level, which means constructing ideas or creating a new point of view.

Bloom's taxonomy is shown in the pyramid with its six complex categories and they are analyzed below starting from the lowest to the highest.

1. **Remember:** Knowledge level objectives require the students to remember. The test questions require the student to bring to mind the facts, terminology, definitions, date,

age, etc. Below are some verbs that describe the learning outcomes for the level of knowledge: define, duplicate, list, memorize, repeat, state, etc.

2. **Understand:** The objectives of this level require some level of understanding. The test questions require students to interpret the information, revise it to read, to see connections and relationships between parts, gives conclusions from the information obtained. Some verbs used to describe the results of learning at this level are: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate.
3. **Apply:** The objectives of this level require the learner to use information from earlier in a different way from what they have learned. Application differs from the recognition of the fact that the questions used in this level require the application and present the problem in a different context and often applied. Some verbs that are used to build these level questions are: execute, implement, solve, use, demonstrate, interpret, operate, schedule, and sketch.
4. **Analyze:** The objectives of this level require the student to make a differentiation between facts, opinions, forecasts, assumptions or conclusions. Questions at this level often require students to show relationships between ideas or compare. Here are some of the verbs used: differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, and test.
5. **Evaluate:** At this level students are required to formulate judgments about the value of ideas, people, methods, etc., which have a specific purpose. Most frequently used verbs are as follows: appraise, argue, defend, judge, select, support, value, critique, and weigh.
6. **Create:** Objectives require students to give something unique and original. Some verb used in this case are: design, assemble, construct, conjecture, develop, formulate, author, investigates (Anderson, 2001).

Bloom's taxonomy is very useful for teachers who decide to use it and in the area of assessment it makes it a lot easier. Continuous assessment which is applied correctly by teachers is the same as implementing Bloom's taxonomy in the classroom. Activities such as journals, diaries, critiques, problem sets, product reviews, or studies that require students to: test, monitor, judge, or critique readings, performances, or products against established criteria or standards, are used

in continuous assessment during the classroom. In order to have a better performance of students based on Bloom's taxonomy, teachers should introduce it to students in order that the students should know the points on what they are being assessed. Many teachers have divided their assessments in the lowest two levels of the taxonomy but this doesn't seem to be a good choice by their part because it does not show whether the students have truly integrated the new knowledge. A better method is an interesting method which includes all of six levels mentioned in Bloom's taxonomy, this method is to create an assessment based entirely on the levels of Bloom's Taxonomy. This means that a teacher should use continuous assessment in order to develop this method but before doing this, it is essential that students are given enough information and knowledge about the levels of the taxonomy. After presenting the information and practicing it, the teacher should then provide them with an opportunity to practice using the material being taught in class. For example, after teaching about a specific topic, the teacher could go through six questions, one for each level, with the students. Together, the class can construct appropriate answers as a way to help students see what will be expected of them when they complete a Bloom's Taxonomy assessment on their own and a teacher completes their assessment also based on their student's performance (Kelly, 2019).

## **2.5. Students' Motivation**

The concept of motivation is considered as a crucial factor that affects human behavior and performance, especially educational researchers and practitioners express that motivation is one of the most important factors in student achievement and in ensuring continuous achievement (Alkis, 2015). Motivating students is one of the greatest challenges, teachers face when we achieve students' motivation they will be engaged and all what is left for us teachers, is to teach. As teachers we know that we don't have any control on the external factors among student's motivation but we play the main role what occurs inside the classroom and about student's motivation and engagement. And according to Bowen and respectively to Schlechty engaged students have the skills and abilities to work with others and know how to turn that work into production. When students are engaged, they work with self – esteem and eager to succeed. On

the other hand, work that requires only repetitive actions and requires no thought or action, is forced on students (Bowen, 2003) leads to rebellion of students and no success (Schlechty, 2011).

In order to achieve students' trust and their motivation we should understand them, their problems why they behave inappropriate or why don't they learn. Teachers should make some surveys and give them to students in order to find out about their inappropriate behavior and also about their low marks, what they think is the problem. While getting these results the teacher firstly should consider the quality of the criterion they use on the tests or perhaps students' mis-nterpreted the questions. Whatever the case, teachers must determine whether these items adequately address the knowledge, understanding, or skill that they were intended to measure. While discussing with class, in conclusion if the teacher realizes that there are no problems according to the understanding of the criterion then the teacher must turn their attention to their teaching. When most of the students in a class answer a clear question incorrectly or fail to meet a particular criterion, it's not a student learning problem, it's a teaching problem. Whatever teaching strategy was used, whatever examples were employed, or whatever explanation was offered, it simply didn't work. When realizing these kinds of problems and trying to find solutions about them means that we realize our problems and we try to give our best for our pupils. *"But not all teachers are the same, some of them may say that, "I taught them. They just didn't learn it!" But on reflection, most recognize that their effectiveness is not defined on the basis of what they do as teachers but rather on what their students are able to do. Can effective teaching take place in the absence of learning? Certainly not."*(Thomas R. Guskey 2003).

Even when teachers give their best teaching efforts, we cannot guarantee that all students will learn everything excellently. Only rarely or never do teachers find assessment criteria that every student answers correctly. Some of the students are never willing to put forth the necessary effort, but these students tend to be the exceptions, not the rule. If a teacher is reaching fewer than half of the students in the class, the teacher's method of instruction needs to improve. And teachers need this kind of evidence to help target their instructional improvement efforts.

In order to gain the pupil's motivation, we have some strategies by Carl Wieman:



- When possible, use authentic real-world contexts and problems that the students can relate to
- Show how material is useful in other courses and/or future careers
- Before launching into definitions, procedures, mathematical formalism, etc., introduce a meaningful problem that motivates the need to learn these details and tools
- Check that all your assignments pass the “why would anyone care about the answer to this problem?” test
- Show your own interest and enthusiasm for the subject
- If you are uncertain as to what the students will find interesting or relevant, ask some students (a good group to ask are students who recently took the course) (Carl Wieman, 2003).

Students need feedback in order to see how they are doing with their studies; the feedback that best motivates learning is that which stresses the importance of effort and the specific processes and strategies for learning. Feedback and grading that focuses on what the student has mastered, and how they can improve, is more motivating to most students than feedback that focuses primarily on their standing relative to the other students. Furthermore, we believe that motivation isn't just a simple tool which helps students on their achievement and performance. Motivation does not have a simple or basic structure but it has a multi-dimensional structure instead. Based on these facts, each individual may have a different amount of motivation. Deci and Ryan came up with an idea and further examination with three categories of motivation that affects achievement:

1. Intrinsic motivation: If the factors that direct the individual to a certain behavior come from his own inner world, in a manner that is independent of the drives outside of the individual, this is intrinsic motivation (Ural 2009). There are some factors which are considered to be as a main source of intrinsic motivation, they are the interest, curiosity and needs of the individual. Activities and actions based on these sources are performed through intrinsic motivation are very rewarding for the individual, and there is no need for additional motivator punishment is needed. In this case, the individual is expected to

display behaviors such as volunteerism, willingness and making a choice (Deci and Ryan 2000).

2. Extrinsic motivation: When a student's motivation is dependent from his/her environment and its behavior is independent from him, then this is extrinsic motivation. Extrinsic motivation has other sources from intrinsic motivation, its behaviors are based on external sources, such as rewards, punishment and social support; these behaviors are linked directly with the results of the individuals. Therefore, in this kind of motivation the individual is not motivated by activities or any other interesting action but he is motivated only by the benefits that those actions or activities bring. Some actions which are considered to be important for the students by teachers and parents are triggered by extrinsic motivation, and, therefore, they do not draw the intrinsic attention of individuals (Deci and Ryan 2016).
3. Amotivation: Amotivation is the process or the result when we don't have motivation of the individual. If individuals cannot establish a connection between their actions and the results of their actions there is no motivation, not and the individuals experience amotivation (Reeve 2014).

In conclusion, we can say that motivation is a very important tool in the teaching process and teachers around the world state that is a key factor. This study therefore shows the importance which should be focus on the relationship between motivation and student achievement. Finally, it was concluded that the continuous assessment has great impact on students' performance and motivation of elementary school students.

## CHAPTER III

### 3. RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Overview

This thesis is a combination of the qualitative and quantitative research methods. The teachers were observed and interviewed in an individual way about their assessment and motivational methods that they use, also different discussions with parents related with what their children prefer more and what do they need. The results are analyzed and presented to teachers, students and parents in order that everyone to be aware of their responsibilities and finding a better solution for everyone and mostly to contribute in the effective teaching process.

#### 3.2. Instruments

This thesis is based on two methods, the questionnaire and the interview. The questionnaire contains ten questions and each question has to be answered with one of the following a) often, b) sometimes, c) rarely and d) never. Questions are formed in the shortest and simplest forms in order to provide clearer and not vague meanings to the students. Each question has its own background which the researcher is interested to obtain information about.

---

Male \_\_\_\_                  Female \_\_\_\_

School: primary school "Dëshmorët e Qëndresës II" - Tërstenik

Please circle a suitable answer for each statement.

1. Teachers give their best to make an honest assessment.

- a) often
- b) sometimes
- c) rarely
- d) never

2. Teachers use continuous assessment in the classroom to assess us.

- a) often
- b) sometimes
- c) rarely
- d) never

3. With continuous assessment we can express our skills and abilities in the classroom.

- a) often
- b) sometimes
- c) rarely
- d) never

4. We are satisfied with the grades we get from the continuous assessment.

- a) often
- b) sometimes
- c) rarely
- d) never

5. All teachers use continuous assessment to assess us.

- a) often
- b) sometimes
- c) rarely
- d) never

6. Teachers use different activities in the classroom to assess students.

- a) often
- b) sometimes
- c) rarely
- d) never

7. Teachers use tests to assess students.

- a) often
- b) sometimes

- c) rarely
- d) never

8. Teachers don't use motivation when assessing.

- a) often
- b) sometimes
- c) rarely
- d) never

9. Do teachers use motivation while they assess students orally?

- a) often
- b) sometimes
- c) rarely
- d) never

10. Do you like being assessed?

- a) often
- b) sometimes
- c) rarely
- d) never

---

The interview, in the other hand, is suited particularly for teachers of English language which are interviewed during the research. They are given ten questions of various aspects of learning and teaching approach such as what kind of methodologies, do they and their students use, in the second language learning process and its difficulties, and how do they perform to achieve their learning goals.

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1. What type of teacher are you?
2. What type of assessment do you use?
3. Do you assess students according to their activity in the classroom?
4. What kind of assessment difficulties do you notice in the process of learning in the classroom?

5. Do you use extra assessment materials for particular students?
  6. Do students ask for explanations when they don't understand any particular problem?
  7. How do you motivate your students?
  8. How does continuous assessment impact students' performance and motivation?
  9. According to you which is the best assessing method?
  10. What are your suggestions regarding the effect of continuous assessment techniques on students' performance?
- 

### **3.3. Participants**

The research was conducted in SHFMU "Dëshmorët e Qëndresës II" in the village of Tërstenik. For the purpose of this study, 96 students of this primary school (45 males, and 55 females) ranging between 11- 15 years old, i.e. 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders, were chosen randomly from total population in this Primary School.

They were given the questionnaire to investigate on what type of assessment teachers use in the classrooms, do they use continuous assessment and how does it affect students. The participants should choose the most appropriate option to what they believe it is correct. Also, the teachers of this school were part of the thesis; they were given an interview to investigate the strategies, methods and techniques they use as teachers.

Class VI-1 a total of 21 students

Class VII-1 a total of 25 students

Class VIII-1 a total of 20 students

Class IX-1 a total of 30 students

### **3.4. Procedure**

As mentioned earlier, we used a random sampling strategy to choose the participants for the purpose of this thesis from the Primary School “Dëshmorët e Qëndresës II” in Tërstenik. The students were given essential information about the purpose of the work. Also, a set of instructions were given in Albanian and piloted to minimize the risk of misunderstanding or confusion. No time limit was set and the students were given enough time to complete the questionnaire accurately. The same procedures applied for teachers that took part in the research. Since the problem of evaluation in education lower secondary schools in the territory of the municipality of Drenas is a problem that requires work and maximum engagement of researchers. There are a few number of students in this region this is why such group studies are hard to beat someone, they are used just for technical and material reasons. Therefore, instead of choosing individual student cases, devised without any specific criteria for selection before the group determined the spot without any prior imposition by the Directorate. Beside the fact that in this region there are small number of students in the classrooms and in this school respectively. It is much easier for teachers of this school to conduct different evaluation techniques in accordance with the student’s needs.

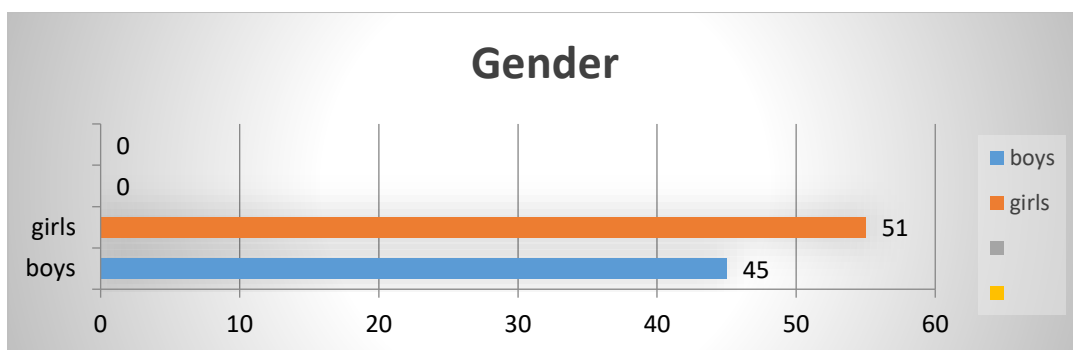
## CHAPTER IV

### 4. RESULTS

Chapter four presents the results obtained from the students' questionnaires and teachers' interview. Hopefully, the results will bring a great change to the school "Dëshmorët e Qëndresës II". The results from the students' questionnaires are analyzed carefully and put into charts where we can see the students' answers for every question, whereas the results from the teachers' interview are put into answers from which are taken the most interesting ones and the same answers are put into one.

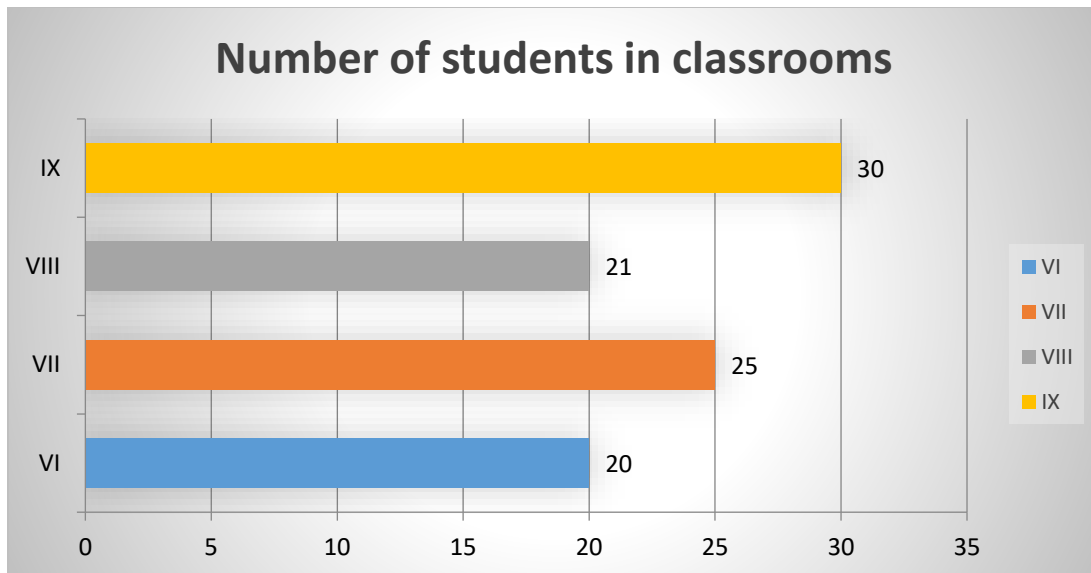
#### 4.1. Results from the Questionnaires

The questionnaires made in this thesis were all made of simple questions that made the students comfortable on answering them. The results from this questionnaire will be given to students, teachers and also parents, the main aim of this paper first of all was to attract teachers' awareness about the mentioned questions and hypothesis about the impact of continues assessment and motivation on students' performance. There were two types of questionnaires; the students had the test with multiple choices whereas teachers had opened questions. They had enough time to respond to these questions and it is worth mentioning that the students felt relaxed and extra information was given every time when it was needed. Every question and answer was closely analyzed and for a fair calculation, they are represented through the chart.



Graphic 1. The overall percentage of the gender of participants





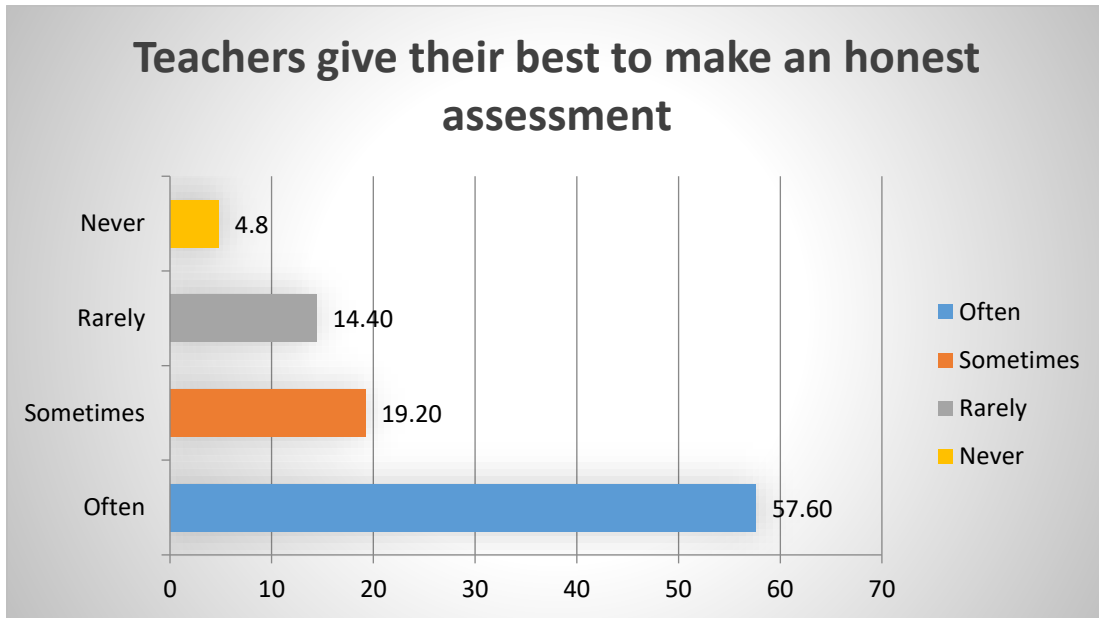
Graphic 2. The overall number of the participated students and the grade level

The first question it gets directly to the topic which is about the assessment of students by teachers, what are student's opinions on the honesty of teachers towards student's assessment. The first question from student's questionnaire is: *teachers give their best to make an honest assessment?* Students had to answer to this question by giving an answer from the multiply questions, where the student had only to circle what they think is the best answer. The answers which students had the possibility to choose were: *often*, *sometimes*, *rarely* and *never*. With the results from this question we have seen that most of students think that teachers of this school assess correctly and with honesty according to the survey where 56 of the students answered *often*, 20 of them answered *sometimes*, 15 answered *rarely* and 5 of them answered *never*. In a school with a higher number of students these results would have been very satisfying, but based on the number of students in this school, these results are a bit worrying.

I hope that these results are going to be a great help on teacher's behavior on how to evaluate students and also their honesty towards them. They should ask themselves why most of the students think that teachers not always are honest on the assessment procedure. Teachers should always be fair to the profession they have, they should not base their judgment and evaluation on any other aspect rather than that of student's knowledge. Any other type of misunderstanding or misconception may lead to amotivation of students and that is not the

results we are seeking for, so we must be very careful when evaluation students because the process itself requires concentration and fairness.

The chart below represents the student's percentage about their opinion to the usage of continuous assessment from teachers.

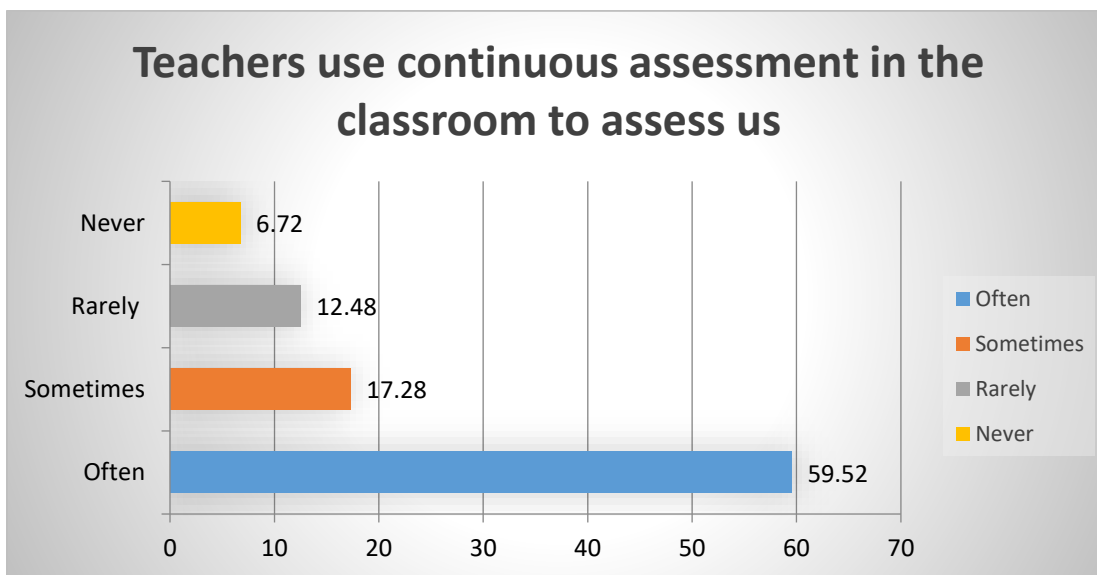


Graphic 3. Results from the first question of the questionnaire

The second question is done in order to see the student's point of view towards the evaluation process. The second question from student's questionnaire is: *teachers use continues assessment in the classroom to assess us?* The questionnaires are a great possibility for students to express themselves. There is no need to write their names, and they will feel much comfortable this way. We have cases where some of the students are very shy and they don't feel comfortable to express what they feel or think. Through the questionnaires we are able to see the students' responses and their opinions towards our teaching and our evaluation process in the classroom.

With hope that the results from this questionnaire will bring some changes at this school and students' responses will be the ones who will change everything. With these results teachers may be able to change their way of evaluating students and to try being more correctly without being emotionally affected with them. As mentioned before, teachers of this school have been using

techniques of continuous assessment for a period of time now but not all of them had the ability to maintain the criteria of evaluation. According to the survey 58 of students responded *often* to the question, 18 of them responded *sometimes*, 13 of them responded *rarely* and 7 of them responded *never*. With the new methods of teaching nowadays I hope that these results will change as soon as possible and the teachers that aren't using continuous assessment in the classroom hope that are using other useful methods of evaluation and the students will be satisfied with one another. The chart number two is presented below.

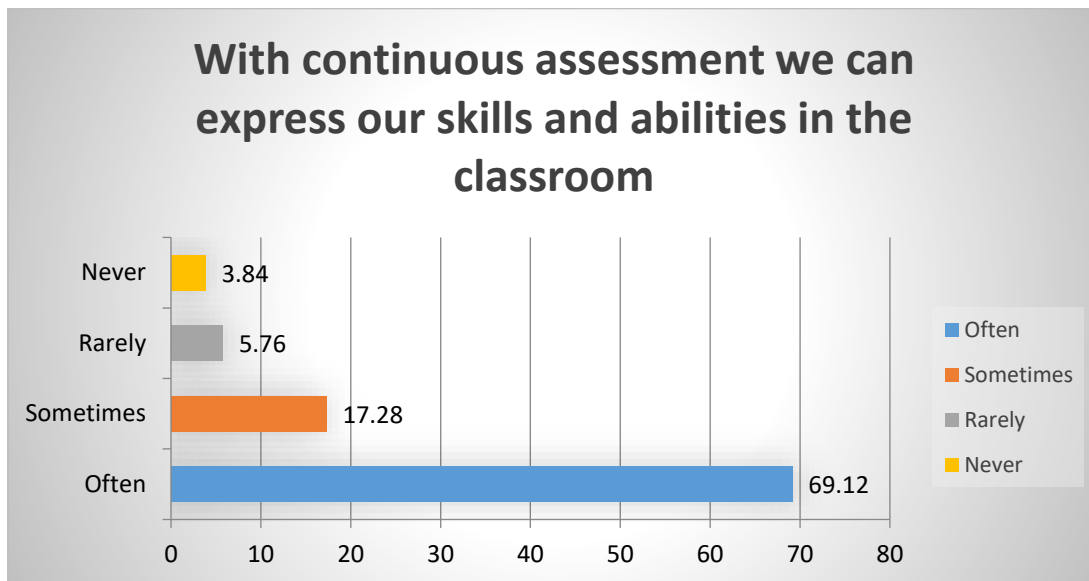


Graphic 4. Results from the second question of the questionnaire

The third question is made in order to know and learn more about the relationship between the pupils and the teachers. Some teachers behave very rough with the students of young ages like they were adults and they are supposed to understand everything that they say and sometimes or most of the time they forget that their job is with children and not adults. There is a need to be a connection between teachers and students in order that everyone would feel free and respect each other as a family, and if everyone respects these rules, there is a guarantee for success. When achieving this environment in the classroom, it is much easier for teachers to develop the continuous assessment. Teachers can introduce different activities that may lead the engagement of students and teachers can assess students even without the knowledge of students that they are being assessed. Now, according to third question in the questionnaire:

*With continuous assessment we can express our skills and abilities in the classroom?* From the results we have learned that 68 of the students answered *often*, 18 of them answered *sometimes*, 6 of them answered *rarely* and 4 of them answered *never*.

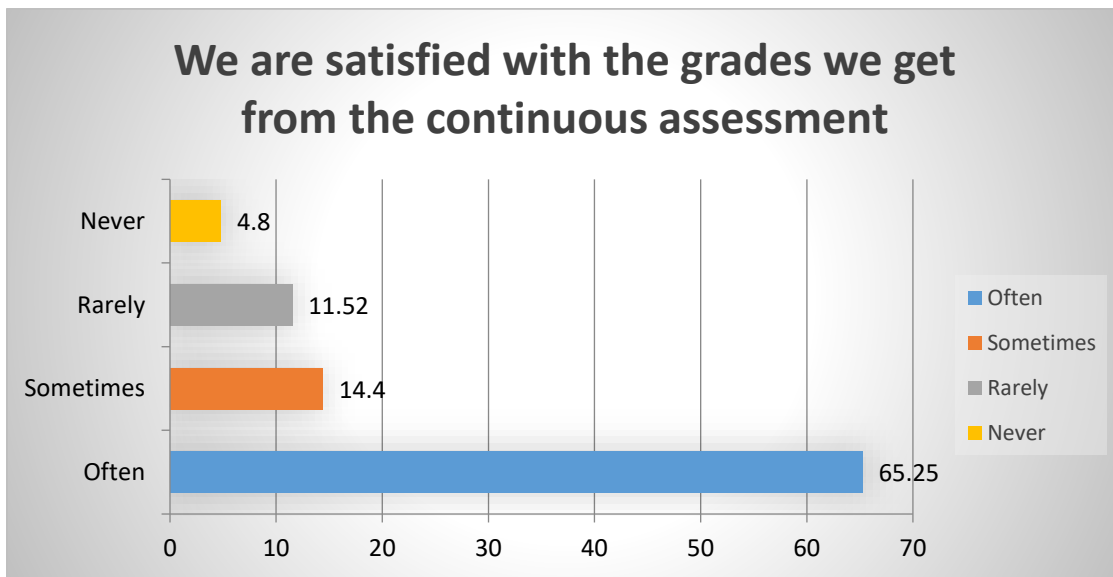
According to the results students are free to express their skills and abilities while being assessed continuously in the classroom. Below is the chart with the percentages of student's answers.



Graphic 5. Results from the third question of the questionnaire

The question number four is related with the mark and with the explanation given for that mark. The question is: *we are satisfied with the grades we get from continuous assessment?* Students as most of the time are not satisfied with the grades they get, and teachers try to do their best in order to make them satisfied. We also have to teach them to ask for explanation about the grade they got, they need to have an explanation about their work and how did all the process of grading went, is it all what they deserved. We also have some cases when some teachers do not feel confident when being asked about student's grades, as a result they don't allow students to ask for any kind of explanation. This is a good opportunity for teachers to start using continuous assessment and they will have everything recorded for each class. According to the results of the questionnaire: 64 of the students answered with *often*, 15 of them answered *sometimes*, 12 of them answered *rarely* and 5 of them answered *never*.

Based on these results we can see that most of the students are satisfied with the grades they got from continuous assessment and every student has the right to know about their grade and success and to have an explanation for that grade, teachers should respect their rights and also those of students'. In order not to make any injustices with the students, teachers should respect and give every student the grade they deserve and at the same time from grades to achieve student's motivation and their continual interest toward that subject. Below are the results presented on the chart.

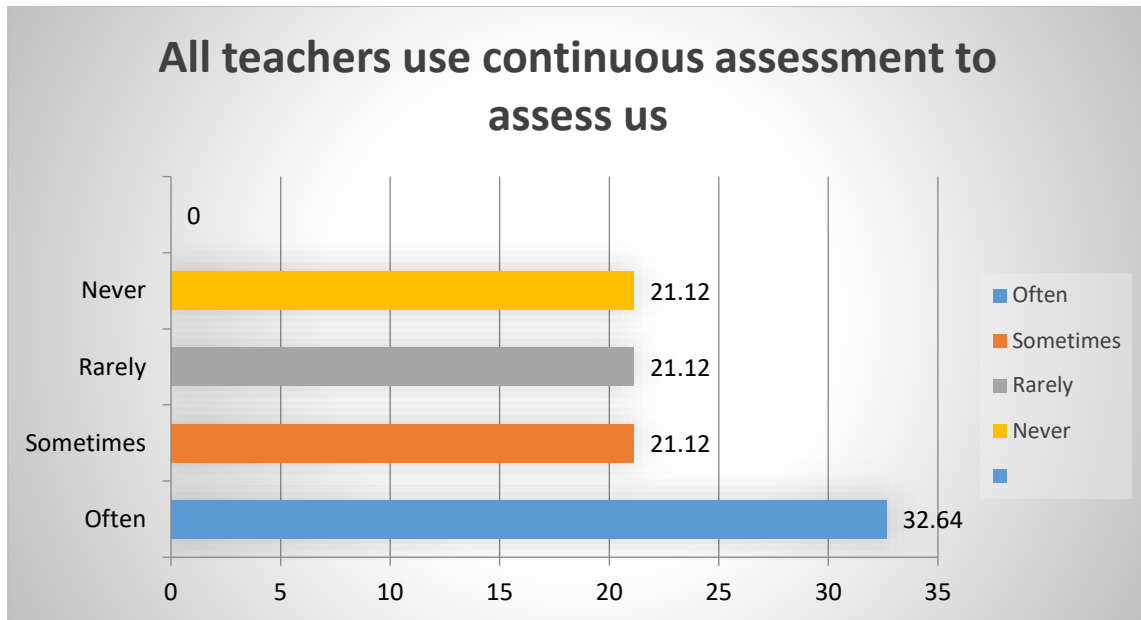


Graphic 6. Results from the fourth question of the questionnaire

The fifth question deals with continuous assessment of students with different techniques, different teachers have different types of assessment, that's why we made this question in order to see what students think about the types of assessment especially the continuous assessment which is done by most of the teacher world-wide.

The question number five of this questionnaire is: *all teachers use continuous assessment to assess us?*, we are surprised by the results of this question because we realize that most of the teachers do not use the method of continuous assessment to assess students but further on we will see the results from the other questions to see what kind of assessment they use. The results from this question tell us that 30 of the students answered with *often* which is a low percentage according to the question, 22 of the students answered *sometimes*, 22 students answered *rarely*

and 22 of students answered *never*. Knowing the impact which continuous assessment has on teaching process the results from this question aren't very satisfying. Hopefully, the results from the other questions would be more satisfying. Below it is shown the chart with the percentages of the question just mentioned.

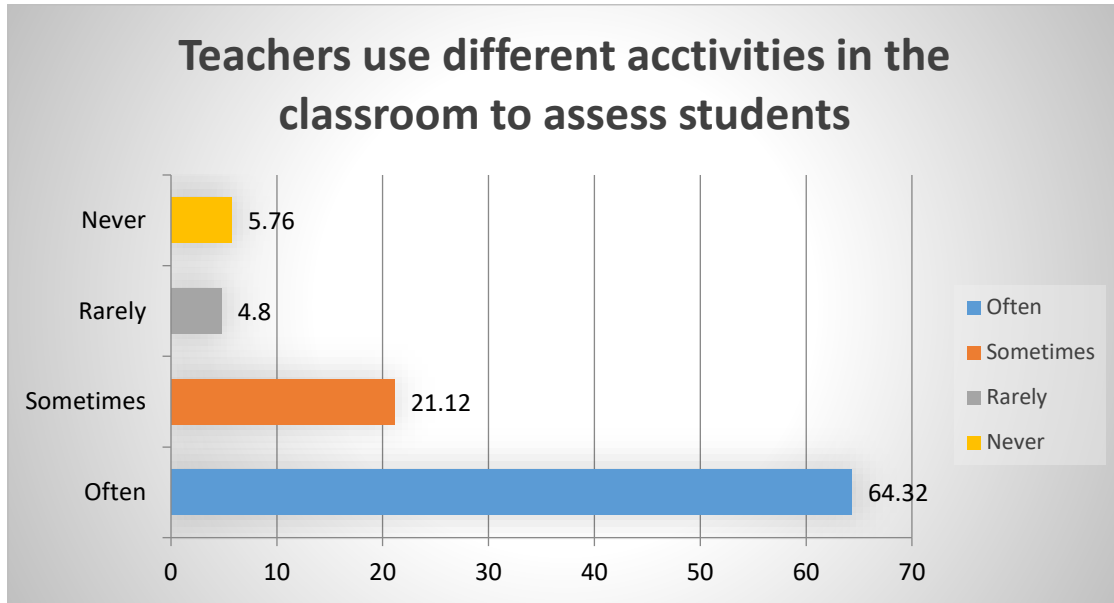


Graphic 7. Results from the fifth question of the questionnaire

The sixth question of the questionnaire deals with the activity of the students, some students are more active during the classroom activities and some others are shy, some teachers do not realize this and this may be reason that, in a way, they punish the children because of their inability to go to the blackboard for example. But we as teachers should understand each and every child and to understand their abilities, not every child is the same and not everyone requires the same kind of assessment these are the reasons why teachers should have different kind of assessment while grading students. The question number six is: *teachers use different activities in the classroom to assess students?*

From the results we learned that most of the teachers do assess students with their activities during the class where 63 of the students answered with *often*, 22 of them answered with *sometimes*, 5 of them answered *rarely* and 6 of them answered *never*. The results are satisfying in a way but there are still teachers that do not consider the activity of the children during the

class, this may be worrisome because the students might get demotivated and this may lead to a loss of engagement of those children to that particular subject. Below is the chart with the percentages of this question.

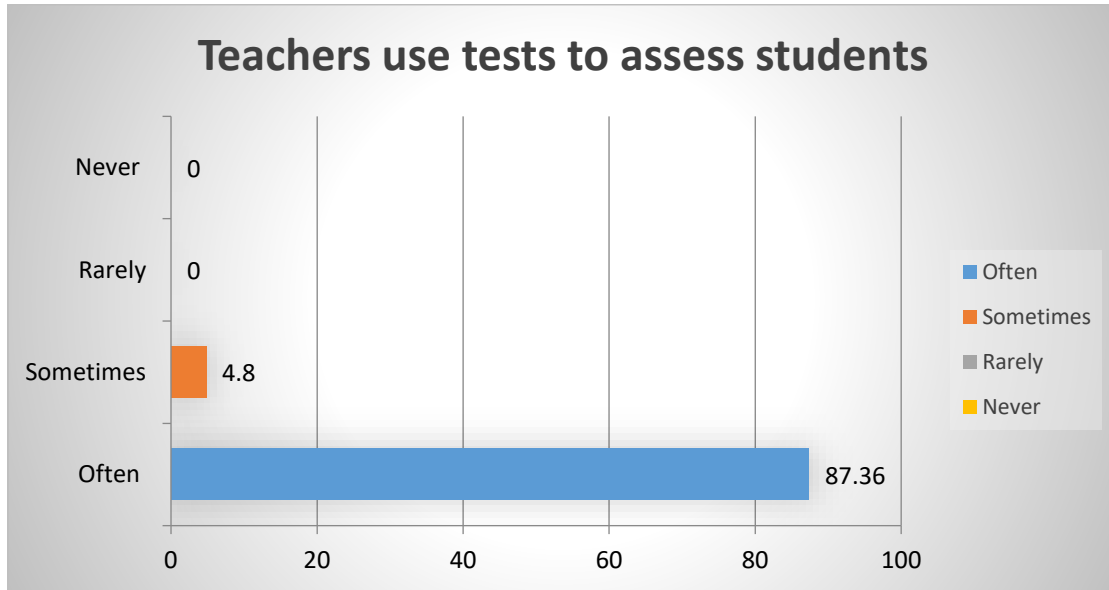


Graphic 8. Results from the sixth question of the questionnaire

The seventh question is also about the student’s assessment, another method which is very preferable for teachers but not as well for the students. For teachers it is very easy to make a test because all of the students will be graded about the topics that have been taught, but for the students it is very stressing and some of the students do not handle well the stress of being tested. As I mentioned above a saying from the greatest Albert Einstein “*Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid*”, we don’t have to evaluate all of the students the same way, they will get demotivated, unengaged and this will lead to a failure of success for those students. The seventh question of the questionnaire is: *teachers use tests to assess pupils?*

From the results we see that 85 of the students answered *often* to question on which we may conclude that all of the teachers use tests to assess students, 10 of them answered *sometimes* and 5 of them answered *rarely* and *never*. Hopefully these teachers use other kind of assessments as well, in order not to demotivate the children but to raise their motivation and to make them

believe that only if they want to, they can achieve everything. The results from this question are worrisome as well, I hope that this questionnaire will help teachers use other assessment techniques to assess students. Below is the chart with the percentages of the answers.

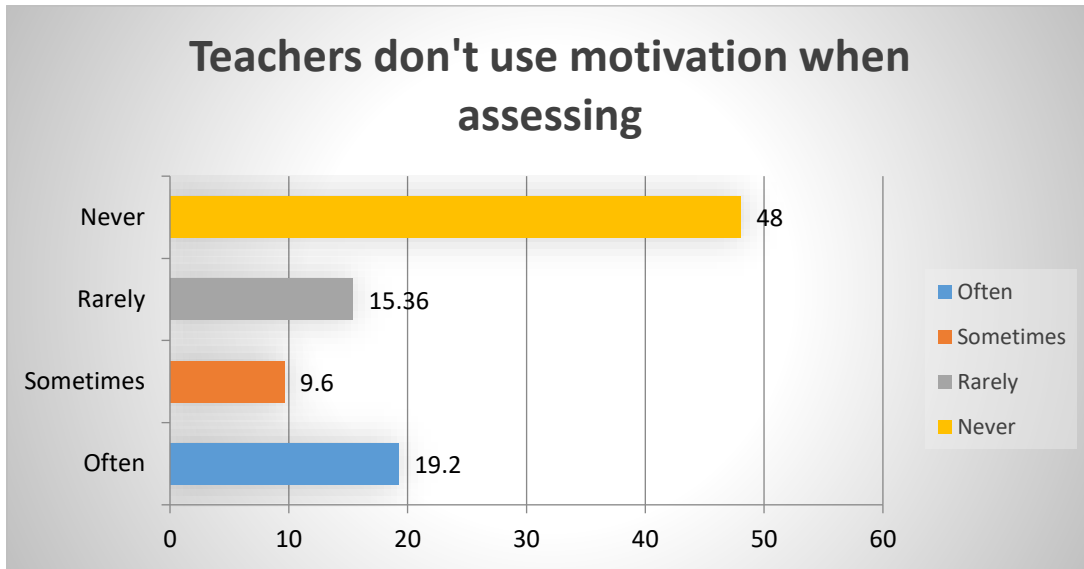


Graphic 9. Results from the seventh question of the questionnaire

As we all know motivation is very important for the process of learning and also for children. Teachers should always give their best to motivate students and the reason behind this is that teachers don't want their students to get unengaged and demotivated from the learning process while they are in classrooms. Scientists nowadays have come with some results and some ideas that motivation is a basic factor for students engagement, they came to a conclusion that it would have been better for students that after they get motivated at school when they get home they want to pass time with their family or to get outside to play, to hang out with friends to spend more time with their relatives and not spending all their days learning and stressful. They came to the conclusion that teaching orally doesn't get them motivated or higher engaged, they just get frustrated trying to learn for tomorrow's lesson because they will get punished if not. But we'll see further on the results from the eighth question which is about motivation: *teachers don't use motivation when assessing?*



The results from this question are as I expected where most of the teachers use motivation to keep the students more engaged and not only for the assessment. 20 of the students answered *often*, 6 of them answered *sometimes*, 20 of them answered *rarely* and 50 of them answered *never*. I am glad to see that 50 of them answered never because it shows the true reason which stands for motivation. Below is the chart with the percentages of the answers.

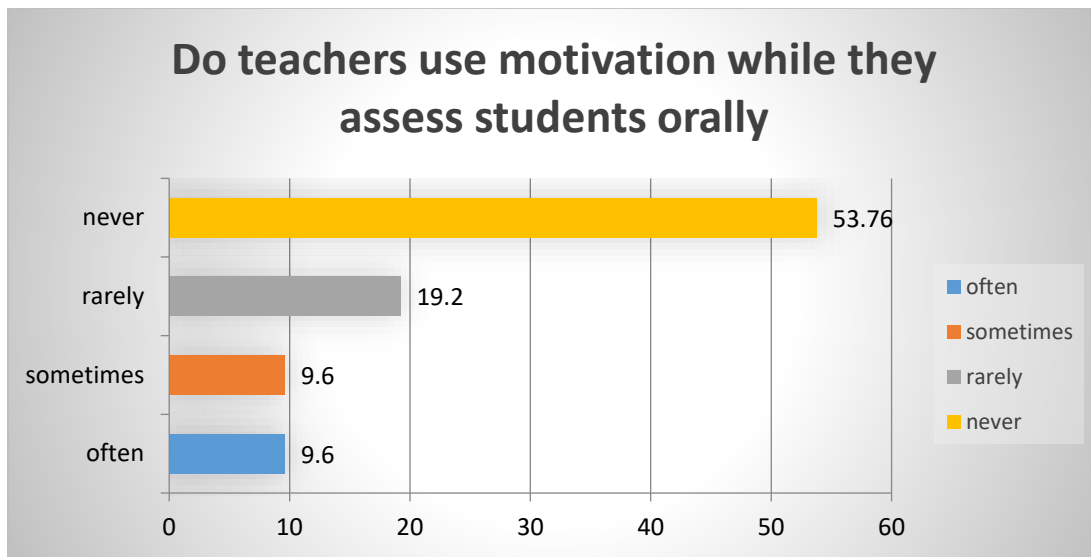


Graphic 10. Results from the eighth question of the questionnaire

The ninth question is another method which traditional teachers used to apply at the end of a semester, they thought that it was the best at that time but nowadays there have been different kind of advanced methods discovered for assessing students every-day and not only for a day, for the lessons which have been taught three months ago. I think that teachers should embrace the new methods of assessment and teaching as well. The ninth question of the questionnaire is: *do teachers use motivation while they assess students orally?*

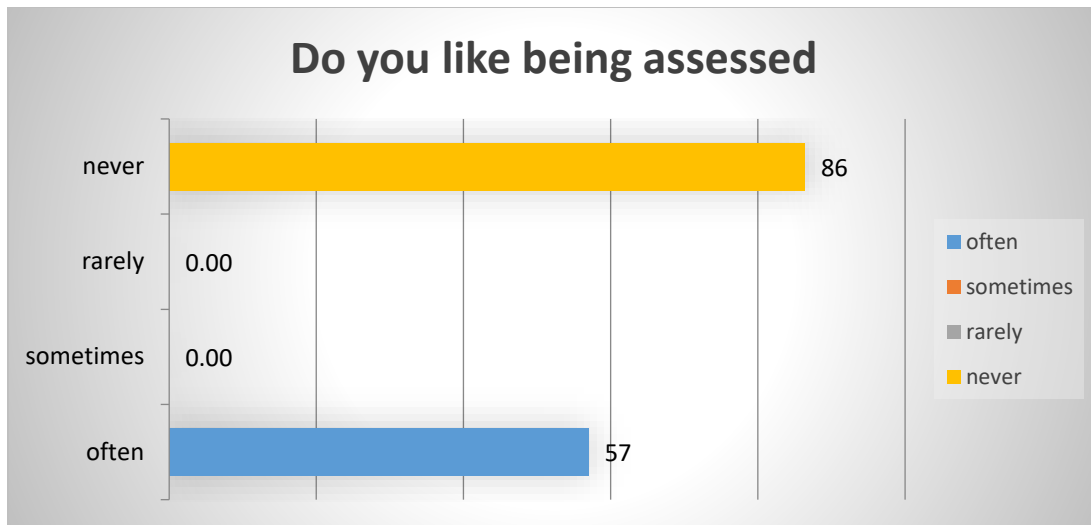
The results from this question are as expected, we can see that most of the teachers have developed their way of assessing students and they use different methods and use motivation for engaging students in the learning process and not only for assessment. 10 of the students answered *often*, 10 of them answered *sometimes*, 20 of them answered *rarely* and 56 of them answered *never*. The oral assessment is a way of learning things by heart and is a method which is not preferable because they don't assess the students correctly for his/her knowledge but it

only assesses what he/she can remember. Below is the chart represented with the results from the ninth question.



Graphic 11. Results from the ninth question of the questionnaire

As for the tenth question I chose that it would be about student's desire of being assessed, to see how many of the students like being assessed, and what they think about it. As we all know that as kids neither one of us liked being assessed, but these kinds of assessment followed us through our lives from the beginning of school until the university studies we always got evaluated about our knowledge, about our memory and different kind of topics. It is a bit traumatizing knowing that everything that we do, will be assessed from others, and there were times when teachers didn't understand us at all and sometimes all the opposite. Now as a teacher I try to give my best to understand the way of assessing students and to find a suitable assessment for everyone. The question number ten of the questionnaire is: *do you like being assessed?*, the results were just as I expected and how I supposed they will answer, from 96 pupils 90 of the pupils didn't like being assessed, where 6 of the pupils answered *often*, 0 of them answered *sometimes*, 0% of them answered *rarely* and 90 of them answered *never*. I suppose that the 6% of the students which answered often they are some of the students which like a particular assessment and they feel attached to that, or maybe they feel attached to a particular type of teachers' assessment but it is not very surprising at all, who likes assessments, perhaps only us the teachers.



Graphic 12. Results from the tenth question of the questionnaire

#### 4.2. Results from the teachers' interview

As the old saying 'there is always another side of the story', beside the students' point of view we decided to make also a questionnaire for teachers as well. As we know the teacher's role in the process of learning is very important and the teachers as second parents to pupils. Most of the teachers, the good teachers I would say think of finding better methods of teaching, better assessment methods and a comfortable environment for the pupils. In order to find what is more important in the teaching process also the importance of the assessment among pupils, I made a questionnaire with 10 questions for teachers of "Dëshmorët e Qëndresës II" in Tërstenik. The teachers who participated on the questionnaire are teachers who teach from the 6<sup>th</sup> until the 9<sup>th</sup> grade, but also the teachers who teach from the 1<sup>st</sup> until the 5<sup>th</sup> grade helped with different kind of information about the assessment they use in the classroom. They knew that the data and they answers will be used only for the paper purpose. As we know the process of assessment is very important and most of the time it was the main topic of many discussions together. Beside the help and discussions related to the assessment, the teachers felt very good and cooperative in order to find out which is the appropriate assessment among pupils.

The results from the questionnaire will be a great help to all of the teachers of this school, we are going to see the advantages and disadvantages of using a particular assessment in the teaching

process, what kind of assessment do they use in the classroom, was it satisfying or not, what are they main opinions about those kind of assessments towards pupils. What kind of difficulties they face during the assessment procedure? Hopefully the results of this questionnaire will be a great example for furthermore questionnaires when teachers will have problems with any kind of topic in the teaching process and would be a way of finding solutions with the help of one another.

Below there are the questions made in the questionnaire together with the responses. There are also the advices and teachers' opinions which helped a lot on finding the right solution on what kind of assessment should we use best in the classroom, thanks to them the questionnaire was a successful one.

***Question number 1: What type of teacher are you?***

According to the teachers, being a teacher and embracing the profession of a teacher which is a saint profession that every teacher should protect it as a precious pearl in their hands.

T1 - Teachers as a second parent to students have a great responsibility on their shoulders, they are responsible for everything that has to do with those particular children from the moment they enter their classroom. Children for their parents are everything and they trust teachers when they bring them to school, so the whole responsibility is on teachers. Teachers should consider everything, from the moment the children enter the school, then when they get in the class and during the classes, their motivation and engagement on different topics and lessons also, the process of assessment and the grading process also. Teachers give their best on trying to prepare the children for the future and nowadays teachers, the modern teachers are modernizing the education and they are removing the wall between the classroom life and the real life, they are trying to make the classroom to feel the same environment as in the real life. And to impact students by helping them to develop new skills that will help them later on life. Teachers should be carefully on the words they talk during classes, students learn fast and the words may affect them in different ways, sometimes they encourage them to be a better person

in life but sometimes, occasionally they will affect badly on students and as a consequence they get demotivated and unengaged to the education process which lead to bad future.

T2 - Being a good teacher is a job with full responsibility; you become a role model to most of the students. You have to build a positive relationship with all the children, a bridge of confidence with your students, to let them feel free asking you for different advices and choices in their lives. Beside of all the facts teachers are those that teach students everything, but on the other hand students are the ones who teach teachers as well. We as teachers learn a lot from our students and feel gratitude towards them. Children are the future of our country and it is our job to educate them and to prepare them for a prosperous and a brighter future.

T3- Teachers should be very careful when assessing because it defines them by their actions. The assessment which is used in this school needs to be refreshed by some of the teachers, with new teachers entering in the education process some or most of the system of education is being modernized and with it also the process of assessment is being changed. Teachers should be very carefully when assessing, they should find a better type of assessment which is suitable for everyone, for every child in that classroom none of the students should feel themselves as outsiders in the classroom. The main aim for each teacher should be their student's motivation in the learning process of education.

***Question number 2: What type of assessment do you use?***

There are different types of assessment according to the teachers, and they think that it is better of having as much as it can be.

T1 - As we all know not a child is same with one another so as much as we have assessments it is easier for us. According to some of the teachers of the school the most applying method of assessment, nowadays is the continuous assessment and of course the tests and the oral

assessment. The method which I am using is the oral assessment but the oral assessment is mostly used by us the teachers that have been for too long in the process of learning and think that the best way to assess students is orally.

T2 - Teachers are using also the online tests, according to two of the teachers, they have been using online tests with their students and they think that is the best way of assessing students nowadays. Personally I have been using tests and also tests with the head – projectors, I show the questions on the projector and who knows the answers should raise their hands, this is a new method of assessments and students are being satisfied with it, and also the teachers think that it shows what the students have taught well and which of the students didn't. These kinds of assessment sometimes might have different impacts on students, they may affect positively and negatively on them. On one hand it may raise their motivation on that particular subject, they will want to learn more and to be prepared for the assessment day if they will not get prepared they will feel ashamed from the others and also from the teacher; but if this turns on the right way all of the students would prepare themselves in order to be rewarded with a higher mark. On the other hand, if they are not prepared on that particular day of assessment, they will get demotivated and will be unengaged with that particular subject. If we lose the engagement of a student than we as teachers have a difficult task on our hands to get them back to the engagement process. But we will always try to give our best for the sake of our students.

T3 –As a new teacher in this school, I am trying to give my best to teach these students, and assessment as a process has its importance itself. I am trying to get the newest ideas that have proven to be successful in the classroom and I have started with continuous assessment with some classes, and I was able to see great results on students' performances. And some of the teachers also said that they informed students that they were going to be assessed every-day, from the activities that they will do in the classroom and they will not know that they are being assessed. Some students will give free answers and without having stress of tests or oral assessment, they will get assessed and possibly with good marks. We suggest that every teacher should use continuous assessment in the classroom because the students are the ones that

benefit the most. Teachers should be careful on deciding the types of assessment but without trying there is no knowing, we have to try in order to know.

***Question number 3: Do you assess students according to their activity in the classroom?***

T1 - Classroom activity is very important that students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. As we know, assessing by activities in the classroom is part of the continuous assessment, teachers sometimes do it even though without realizing that they are doing it. Each activity that is done in the classroom provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge and many of these activities also provide the instructor feedback about the students' learning.

T2 - Choosing texts is another important issue which teachers have to deal and it's a great obligation on teacher's responsibility, if they find texts that are suitable for their students, they will enjoy learning and as a consequence they will be more active during the class activities. Beside the texts which have a great role on students' activity in the classroom another important aspect are also the worksheets, which play a great role on student's performance, some advantages of the worksheets in the classroom are that all of the students get engaged and especially the writing activities where they can focus on key questions and ideas or ask students to make predictions. These kinds of activities give students the opportunity to organize their own thoughts, or can be collected by the teacher to gain feedback from the students. Advantages include developing students' abilities to think critically, and improving their writing skills. These kinds of activities which include also the games and technology in the classroom bring the best of students; they get engaged when they like a specific game even if it has to do with paper sheets or with technology.

T3 - Class activities are very important, through them we can assess students during the activities but not as a final grade, we collect all the data assumed by a student should have in order to assess them. There are students that are very good on tests but some of the good students

sometimes fail on exams, maybe it is because of the stress or they can't express themselves on written tests, sometimes they are graded with lower grades on tests and when they are very good students, with their activities during the class as a reward for their activity and engagement they will get a higher grade. This is a way also of motivation, if we grade these students with lower grades everything that we achieve is the demotivation of them but if we try to encourage them by giving them a higher grade beside their activity in the classroom, they will be more motivated and engaged for further activities.

***Question number 4: What kind of assessment difficulties do you notice in the process of learning in the classroom?***

T1 - There are a lot of difficulties in the process of assessment, first of all is the stress of students, their fear which can ruin everything in the process of assessment and then other factors which may lead to failure in the process of assessment. Assessment may be very difficult when you have to deal with a large number of students in a classroom, in this case in the primary school of Tërstenik where in the 9<sup>th</sup> grade there are 30 students, it is very difficult in order to achieve the desired assessment. If teachers plan to make exams first of all they have to make an arrangement of seats in order that the students will not talk to each other, another problem is the little papers which students use for copying and also the writings on their hands and their desks. It is nearly impossible to achieve a correct test with a high number of students and only one teacher to check them. If teachers decide to focus only on one of these problems for example on not letting the students talk to each other, they will find a way on copying from letters or the written parts on the desk, but if they decide on focusing on the copying letters, while teachers check for copying letters, they can talk to each other. It is a problem that teachers have to find a solution on their own.

T2 - Another teacher says the best way to assess students is oral assessment, where teachers use overhead projectors, they prepare the questions in different kind of ways and then in the assessment day, the students are asked to put the books and notebooks in their bags everything that they need to do is to focus on the question on the projector. The teacher will read the



question to them and the students who know that particular question will raise their hands and the teachers decides who will answer. This kind of assessment has also its disadvantage, some students may feel unsecure even if they know the question, they might not raise their hand and as a consequence they will get a lower grade. As I mentioned before it is up to the teacher the whole responsibility on finding a better solution for their teaching techniques and assessment methods also.

T3 - *“It is all for the student’s benefits, a teacher, a good teacher gives their best”*, was the answer of one of the newest teachers in the school, she said that she has started to use continuous assessment in her classes and has been one of the best assessment methods that resulted with success. Students like playing games, doing activities, making presentations or watching movies or documentaries, when doing all of these activities, teachers can use questions after every activity and by the answers of students, teachers can assess them or by an activity that they complete within the classroom. Activities like these can occur every day, and by making the teaching process more interesting and enthusiastic even the process of assessment will be the same. As a teacher, that uses continuous assessment I am very satisfied with the results and students’ performance.

***Question number 5: Do you use extra assessment materials for particular students?***

T1 - Nowadays teachers are trying their best to make their students believe in themselves and to have courage to pursue a better future for them. At this point, according to one teacher who claimed to be of the same idea, that students need extra materials during the learning process, claiming to conduct extra methods for particular learners who need more attention or extra explanations. According to him, there are always learners that require particular consideration. As I mentioned before there are different learners and different learners require different assessment. Sometimes there are cases when students may feel unsecure with a particular type of assessment and require specific type of assessment according to their needs. There are also students with special needs which require specific assessment methods, beside the assessments

there are teachers that use also extra classes in order to make their students at the same level with others.

T2 - It is worth mentioning also the support of parents in this particular area, surprisingly there are parents that do care for their children's education and for their future also. According to the teachers there were parents that required extra classes and also extra materials for their children in order to bring them to the same level as the other students of their class. There are about 20 teachers who teach in this school, and most of them give extra classes to students who require so. There are different meetings with parents and with the teachers, these meetings are done in order to make some conclusions for the benefits of students, the main topics of the discussions are the students' success in different subjects of that particular class and their behavior, the students' behavior and their activity in the classrooms. If teachers and parents work together, they will achieve students' success.

T3 – As a young teacher at this school, I wasn't prepared to teach students with special needs where I had to use extra materials in order to assess students. Beside the students with special needs that need to be treated with extra or special materials there are other students that need extra materials in order to assess them. I personally, always stay ready with extra materials for every class and prepare them myself in order to distribute them to students and to have a hint about their assessment.

***Question number 6: Do students ask for explanations when they don't understand any particular problem?***

T1 - Students have a tendency of not making questions about things when they don't understand because they don't want that teachers to know that they didn't understand. The students like to think that teachers believe that all of the students learn and know everything and when the teachers find out that students do not know everything this is the part of the climax as in literature and they start to fall down, the curtain from they were hiding is vanished and there is

no need of hiding anymore. It is up to teachers to try and keep that curtain available as much as possible because it will keep them more interested and engaged in the classroom activity.

T2 - Some teachers try to keep a straight profile which doesn't allow students to feel free and ask them about questions or problems that they don't understand. Whether learners ask or do not ask for extra explanations depends from the learners' personal characteristics, as we mentioned before. There are always some learners that are shy and feel timid in front of the others. Therefore, they cannot ask the teacher for explanations. Some of the teachers have an interesting method on finding out which students do understand and which not, they explained how they make sure that all the learners have understood the lesson and don't wait the learners to raise their hands or trying to hide. Each lesson, they ask every single student, a particular question regarding the lesson, so that learners have to answer individually. Whoever does not understand the lesson; they get stuck and don't know the answer. Therefore, through this method, he could identify which learners have figured out the lesson and which have not. Thus, they made themselves clear what should they do next, whether to repeat the explanations or to continue with extra exercises to reinforce the understanding.

T3 - And according to the other teacher, there are students that are more talkative during the class but when it comes to asking questions, they feel a bit timid and they don't ask question. But these kinds of students, don't like making questions because they don't want that other students to think that they don't understand questions. They think that it is teacher's responsibility to ask students if they understood everything and of course to make sure that everyone has understood. Therefore, teachers should make it clear to students that they need to be aware of the importance that questioning has and that they should not be scared or feel timid to ask questions because it is for their own good and success. Teachers should create a comfortable environment that all students need to get certainty from the teacher and feel relaxed and comfortable in the classroom. And this is why the relation between the students and the teacher should be friendly and supportive because it is much easier to accomplish the aimed learning goals. Nothing is done without the feeling that the teacher is there to help them.

***Question number 7: How do you motivate your students?***

T1 - There are some important factors which need to be accomplished in order to have a successful class, and one of these important factors is motivation. Motivation is considered as a key factor on students' further education. Nowadays it is a very concerning issue because students are being demotivated and unengaged and this is leading to their misbehavior and problems in the classrooms. The demotivated students distract their peers in the classroom which are willing to learn, this may be a very big problem for teachers to manage. But teachers help teachers and there are always meetings with each other in order to find ways to manage problems about students' demotivation which lead to miss behavior. They came to a conclusion in order how to raise students' motivation and which is having a great success.

T2 - As teachers of this school we came up with some steps in order to achieve students' motivation. In order to achieve their motivation we have to learn to praise them in the classroom to recognize their work in class, sending positive notes home to parents, hold weekly awards in your classroom, and also mentioning them in the student's newspaper to acknowledge students' hard work. Spread excitement, there is no gaining efforts if we are not excited about that, students will see us if we mean it for sure, we have to be very convincing and very optimistic that we as a class will make it through. Assign classroom jobs, this kind of motivation is also important in student's engagement in the classroom, trying to find some activities that even some of the weaker students can do in order to esteem their motivation, and together with the praising for a job well done they will be motivated for further working.

T3 - The best way of teachers winning against students on finding out student's pleasures, these are topics that make all of the students talk. Asking them what do they enjoy doing, what helps them learn, what they're excited about after class, multiple choice might be the best way to start conversation between students and also to raise their motivation to participate in the discussions in the classroom. We have to show also our enthusiasm in the subject and use appropriate, concrete and understandable examples in order to help them understand the task. These kinds of examples were very successful according to the teachers interviewed in the survey.

***Question number 8: How does continuous assessment impact students' performance and motivation?***

T1 - Motivation is an important key role in students' success so teachers try to maintain a balance between the motivation of their students and their assessment. Assessment is a factor or a competence which is done in order to assess students; it is a factor which has an impact directly to students. Children as young as they are, they expect things as harder than they are, so we as teachers should be very careful when assessing them because they could have different impacts on them. Continuous assessment is good for the information you can get and also for teachers on finding out about their used methods, helping them identify what they taught well and what they need to work on. Criteria should be direct, and the skill or ability to use criteria in an efficient way leads to a successful assessment.

T2 - Continuous assessment is an instrument where students show the results of your work and the methodology used, if most of the students are successful in a particular subject than it is an indicator of a methodology well used but if most of the students fail to that particular subject then it is an indicator of a methodology bad used. Both in these cases, teachers can see their work, and they can see what have they done, what went well and what went wrong, why most of the students failed or succeeded. After the results they can make the adequate changes in order to make it work. These kinds of failures do not impact only teachers but the students as well, these failures may direct students towards other failures and demotivation. In these occasions, teachers should work and recover quickly in order not to let students get cooler and to lose enthusiasm.

T3 - Teachers should work constantly in order to keep the students always on tracks and never to let them feel down. Motivation plays a great role on students' performance so I and other teachers manage to motivate the students of our classes in order that the learning process will be better. While we are assessing in the continuous assessment, we should always give our best in order to raise the students' engagement and gain their attention in order that their performances will be in accordance with expecting results. As a teacher I have practiced this type of assessment and I can say that it has good effects and great results are as the ones expected.

***Question number 9: According to you which is the best assessing method?***

T1 - There are a lot of assessing methods but it is very difficult to decide which assessing method is the best one, because it depends on the class, on the students and also their level. Different teachers have different opinions about their assessing methods, According to one of the teachers the oral assessment is the best way and fairest method to assess students, he thinks that when you evaluate student orally, students express everything what they know and at the same time teachers can manage the class of being silently and without telling one another the answers to the questions. Regardless, the advantages of this method there are also the disadvantages where some of the students feel the pressure of being judged and from the stress, they lose all the answers but this happens rarely even though it is something that needs to take in consideration.

T2 – I think that the written assessment is the best, because you can evaluate all the students with the same question and none of them has the opportunity to complain of grading someone with higher grades and with easier questions. But this kind of assessment has the disadvantages also as we mentioned many times that not all of the students are the same and different students require different assessments. Some of the students have the ability to express themselves orally, but they fail when it comes to written assessment and vice versa.

T3 – I think that the best way of assessing students is by requiring them to write essays with the topics by their choice, this is a way where students can express their inner thoughts without any interruptions this is also on teacher's advantage because they can see students' abilities grammar, spelling and punctuation. This kind of assessment has its disadvantages also because there are always students who can't express themselves on written exams, they get blocked.

So, after all of the responses we came to a conclusion that inside the classrooms there are two or three kinds of assessment which need to be done in order to have a correct and fair assessment for everyone or try using different methods and activities and try assessing them with the continuous assessment techniques.

***Question number 10: What are your suggestions regarding the effect of continuous assessment techniques on students' performance?***

T1 - This interview intention first of all was made for this thesis but it resulted that all of us teachers of the "Dëshmorët e Qëndresës II" school in Tërstenik, will have a benefit from it. First of all, we will know the students' opinion towards the learning process and also the continuous assessment techniques according to them which one is the appropriate one. And secondly, the teachers' opinions and the discussions they made while analyzing the questions and the conclusions they made, helped them to analyze their assessment techniques and to take in consideration their colleagues' opinions also. At the end they were happy that they participated in such a survey which is beneficial for the students and also for them, and they are willing to attend meetings which are for the good of students' education.

T2 - According to some studies there are many assessing techniques for students but teachers have tried and experiment different methods in order to see what kind of assessments are suitable for what particular students. This kind of experiment period maybe will take a while but it is worth it because you will find which assessment techniques work with what kind of students and then those methods you can apply it for further generations also. But teachers should not stop, teachers need to be always on move with new steps of methodology because students nowadays seek innovation in the classroom, they need new materials, new assessment techniques in order that they will not get bored.

T3 - Teachers should bring different activities, materials and games in order to make the class environment more comfortable for them. If we are able to do more than half of the things that all the teachers together claimed than we could say that we tried. We gave our best and hopefully we will achieve it.

## CHAPTER V

### 5. CONCLUSION

Teachers are a very important part of society and they can't be replaced by anything else. Throughout their working experience they get related to their students as family as they learn about their dreams of what they want to be when they get older and also about their deepest secrets, they also know about their hopes for the future. Teachers and students together create a family in the classroom, and learn how to trust each other. We the teachers are the ones responsible for this little family together with our students. Teachers are responsible also for students' orientation of their dreams, what they are going to be when they grow up and the education, they give them every possible advice while they are growing, how much a teacher can give to his/her students is up to the teacher's will and ability. There are different professions world-wide but teachers' profession is the most important because it has to deal with kids, and when the others say that they are half way, the teachers say we just started. People who decide to be teachers are not the ones who decide during the university studies, real teachers are the ones who were born to be teachers and they know it from the beginning. From the childhood we can see someone's ability for a certain field and if this kind of ability it is in an environment where it can develop and at this case, we say that particular person is born for that profession. As kids we see the teacher as a second parent, and also we imagine ourselves being just like them when we grow up, and now we have to be a role model to our students because in their eyes we are what they want to be when they grow up.

While creating a better environment for the little family which is called classroom, the place where we teach and learn we also prepare the students for their evaluation. Evaluation and assessment are as important as the learning process. In order to be fair with every child in our classroom we should be careful when choosing the right assessment technique. In order to find the best assessment method, this thesis will provide teachers with information they need in order to decide what is best for the student of this school. In order to find the best assessment method there has made some questions and hypothesis which will be analyzed further.



The first research question, *What kind of assessment is mostly used by teachers in this school?*

Based on the students' questionnaire, where 4 classes with 96 students were participants, they gave their opinion and the results brought the continuous assessment as one of the most desirable assessment among students. Based on the results of the questionnaire, we have seen that teachers of this school didn't use only one type of assessment, they use different ones. Some of the teachers didn't use continuous assessment until now, but after the results they said that they would be enthusiastic to use this new type of assessment.

The second research question: *Does continuous assessment impact students' performance?*

According to the studies and different researchers, every kind of assessment has an impact on students' performance. Teachers that have answered the questions from the interview has stated the fact that continuous assessment impact students' performance. As mentioned before, students that undergo the process of continuous assessment have the tendency to change for better or for worse it also depends on the teachers' readiness to motivate and help them. When teachers motivate students before starting a new method of teaching or assessment the students will prepare themselves and will be ready for everything and the results will be better on their engagement and their performance. Teachers that have performed the continuous assessment and motivate their students, they experienced better results in their performance.

The third research question: *How does motivation impact on an effective teaching?* As stated by teachers and students when students are motivated during the learning process, they are more eager to learn and to be part of every activity in the classroom. When students are motivated, teachers can make activities in order to see the students' skills and their performance on learning will be more effective.

The fourth research question: *How does motivation impact on students' success?* When students are motivated even their success will be better. When students are not motivated and not engaged it more difficult for the teacher to deliver a lecture and also to assess students but when they are motivated and engaged the success is more than sure. When students are motivated, teachers can have different activities in the classroom and the students are more willing to interact and it is better to include the things that they are more willing to do. For example, when

teachers use games and activities that students like to do in the classroom then the students' success will appear at the end of the lecture. When students are motivated the success is guaranteed.

*The first hypothesis which is about the types of assessment which are used in the particular school* turned out to be true based on the responses of the students' questionnaire and teachers' interview. Based on the results of teacher's interview, some of the teachers stated that they use different types of assessment in order to adapt to the students' needs but also teachers that use continuous assessment said that they only change the assessment techniques and not the type of assessment.

*The second hypotheses states that continuous assessment is very vital for the students' decision on learning*, this turned out to be partial true. Students decide to learn or not based on other points, assessment is one of those points but it is not always crucial. Assessment especially continuous assessment may be the reason for the students' motivation to learn, this is proven also with the results from the students' questionnaire but if it is not successfully developed it may lead the students to failure. So, everything is based on one another and everything must go as a river flows in order that the class to be a success.

*The third hypotheses discusses the importance of motivation on student's performance*, this theory has proven true for a long time. Motivating students is one of the greatest challenges, teachers face when we achieve student's motivation they will be engaged and all what is left for us teachers, is to teach. As teachers we know that we don't have any control on the external factors among student's motivation but we play the main role what occurs inside the classroom and about student's motivation and engagement. Student's motivation is a key factor which helps both students and teachers for a better success.

This thesis has helped a lot of teachers of the primary school "Dëshmorët e Qëndresës II" in the field of assessment and motivation. This thesis beside the help that the teachers have found it has revealed a lot of phenomena regarding the difficulties the teachers go through to assess students, and also the difficulties the students go through during the assessment process. There are different types of assessment nowadays and with the new curricula and the new methods

being discovered every day. But it is a bit harder when we deal with the problem in a rural area where the school is located and the environment where the students live. In order to achieve success in the assessment process there are some steps which teachers have to go through in order to achieve their goals. First of all, creating a suitable environment where the students feel secure to express themselves without the fear of being judged and also without the fear that the teacher is going to use force against them like they used to do in the past. The usage of the adequate methods of assessment has a direct impact on the motivation of students and their performance. If we as teachers achieve the motivation of students, we are securing them the road of success. The impact of the importance of assessment it still hasn't achieve its extension in most of the schools and also in this particular school of Tërstenik. The reasons of this lack of implementation are from the lack of information from the teachers, parents and the school. There are some basic information about the implementation of the appropriate methods of assessments, first of all are the principles of assessment and then the standards of assessment.

Beside the lack of possibilities of information according to the types of assessments, there are also difficulties facing with problematic students which are demotivated and the lack of support of their family. Most of the families in this village are uneducated and they don't see the importance of their children being educated so they don't motivate their children to seek for higher education. The director of this school is giving his best in order to raise the cooperation with the parents in order to achieve a higher awareness of the importance of being educated but only a small number of parents responded to his call. Beside the lack of support of some of the parents, teachers are trying to give their best in order to motivate their students and talk to them about the importance of being educated and continuing their studies.

The main issue of this thesis was about the effect of continuous assessment on students' performance, the difficulties that teachers have on assessing students and vice versa. There are different kinds of students as we all know, and they require different assessment, teachers are facing difficulties on choosing an appropriate type of assessment which suits all students. From the results of this thesis teachers together has come to a conclusion to use continuous assessment but using different techniques and activities during a semester in order to include all

types of learners. This kind of assessing students as mentioned before has a great effect on students' performance in different ways but teachers are willing to accept their responsibilities and they believe that this type of assessment will impact positively because it is created for the students and about the students. Therefore, we hope that this type of assessment will get improved with time because learners are not the same as the techniques and they do not function the same to all students, so in the future they will need to be changed again.

Further on, the results from the students' questionnaire and teachers' survey revealed that continuous assessment has positive effect on students' learning and achievement. Significantly better performance was shown at the classes where continuous assessment was performed and we can conclude that it does affect the students' achievement. About this type of assessment, it was discussed even between teachers of this school and they came to a conclusion that continuous assessment affects the primary school students' performance. Another teacher of the school supported the conclusion of this thesis and he also emphasized the importance of continuous assessment because it informs the teachers and students about the student's progress which would ultimately benefit the learning process. Baker (2010) also discussed this method as an alternative assessment method which was initially used in education systems in 1991 and after continuous reforms, it evolved into continuous assessment.

Beside the importance of assessment and student's performance and it is argued that the importance of motivation plays a role in student achievement also depending on the students and on classes. This thesis therefore shows the importance which should be focus on the relationship between motivation and student achievement but it also depends on the students' type of learners. Finally, it was concluded that the continuous assessment has great impact on students' performance and motivation of elementary school students.

### **5.1. Recommendations and Limitations**

In order to have better results from continuous assessment there need to be good application of continuous assessment using different strategies and techniques, would help in moving towards

accomplishing learning objectives and increasing greater confidence in the class and school systems. Here are some recommendations

- Teachers should increase the sense of feeling inclusive inside the classroom, when the students feel that they are accepted from class the results will show up on their performance
- Teachers should provide a higher, qualitative and learning standards for students in order to enhance the students' learning
- Teachers should use different techniques from the continuous assessment and help improving the students' learning skills

#### **The limitations**

- Sometimes teachers have the tendency to study pressure pushing students off to the edge
- Sometimes they show the inability of the system to strike a balance between pressure and pleasure of learning.
- The new teachers sometimes lack the experience in the field which can lead to a deviated assessment system

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## APPENDIX 1

### The students' questionnaire

Male \_\_\_\_\_ Female \_\_\_\_\_

School: primary school "Dëshmorët e Qëndresës II" - Tërstenik

Please circle a suitable answer for each statement.

1. Teachers give their best to make an honest assessment.

- a) often
- b) sometimes
- c) rarely
- d) never

2. Teachers use continuous assessment in the classroom to assess us.

- a) often
- b) sometimes
- c) rarely
- d) never

3. With continuous assessment we can express our skills and abilities in the classroom.

- a) often
- b) sometimes
- c) rarely
- d) never

4. We are satisfied with the grades we get from the continuous assessment.

- a) often
- b) sometimes
- c) rarely
- d) never

5. All teachers use continuous assessment to assess us.

- a) often
- b) sometimes
- c) rarely
- d) never

6. Teachers use different activities in the classroom to assess students.

- a) often
- b) sometimes
- c) rarely
- d) never

7. Teachers use tests to assess students.

- a) often
- b) sometimes
- c) rarely
- d) never

8. Teachers don't use motivation when assessing.

- a) often
- b) sometimes
- c) rarely
- d) never

9. Do teachers use motivation while they assess students orally?

- a) often
- b) sometimes
- c) rarely
- d) never

10. Do you like being assessed?

- a) often
- b) sometimes
- c) rarely
- d) never

## APPENDIX 2

### The teachers' interview

School: primary school "Dëshmorët e Qëndresës II"

1. What type of teacher are you?
2. What type of assessment do you use?
3. Do you assess students according to their activity in the classroom?
4. What kind of assessment difficulties do you notice in the process of learning in the classroom?
5. Do you use extra assessment materials for particular students?
6. Do students ask for explanations when they don't understand any particular problem?
7. How do you motivate your students?
8. How does continuous assessment impact student's performance and motivation?
9. According to you which is the best assessing method?
10. What are your suggestions regarding the effect of continuous assessment techniques on students' performance?