

# **FORMATIVE ASSESSMENT DIAGNOSTICIAN ACHIEVEMENTS OF THE PUPIL AND THE REFLECTION OF TEACHER'S WORK**

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## **Abstract**

Assessment is inevitable part of every human activity. Every performed activity of the human need to be assessed in order to be diagnosed in achieving success or to the ineffective of the solely activity or to the others. Objective assessment is when the criteria of grade level of achievement is defined from the implementer. If everyone's work is assessed objectively than it is a motivation for ongoing work. Objective assessment is more needed in educational institutions, therefore it should be ethical, effective and diagnostic towards the work of the pupils and the teacher. This working thesis as target study has the objective evaluation of the achievements of the pupil from the teacher and from the Ministry of Education and Science in Macedonia with the external testing.

**Key words:** *assessment, organization, instruments, objective, ethical, efficient and effective*

## **INTRODUCTION**

This work study in part one explains scientific theoretical concepts about the pupils assessment of their achievement in primary schools by the teachers. In part two are given primary data of the research, analysis of the same and the illumination of the results that took place in a primary school. In the final part are given findings, conclusion and recommendations about the realization of the objective test of the pupils by the teachers and external testing, that was conducted for the first time by the Ministry of Education and Science in Republic of Macedonia.

### **Aim of the study**

The purpose of this research is to explain conceptual theories for the grade level of the achievement of the pupil as inevitable part of the profession of every educator in the learning and the education activity in elementary schools. This study will be focused on two objectives:

- In theoretical part to explain the concepts evaluation of pupils progress.
- In empirical part to illuminate results for the evolution of pupils progress in elementary schools in the R of Macedonia.

## **Research topics**

### **Assessment**

Assessment is inevitable part of the teachers activity in the learning process, with which he constantly monitors the development and stagnation in pupils learning achievements and his demeanor. Evaluation by Moses, B (1999, p. 313) is putting a value judgment on it, which is measured. In the learning process used in controlling and measuring continuity of knowledge of testing procedures and test instruments to other assessment instruments for observing the progress of the development of pupils. Assessment is not only a conclusion of the results of pupils achievement, but also a reflection of the teacher's work and diagnostics for guidance work in progress. Assessment of ethical planning, according to an organization of teaching material should be accomplished in a way because in that way it can be measured achievement of effective-efficient work for any teacher- and sustainable knowledge for each pupil.

Parameter assessment is the measurement of pupils' knowledge and parameter educators finding work and is very beneficial for both subjects in the class action. Formative evaluation or grading is the process of ensuring information, which are used for decisions about student behavior, teaching curricula and educational policy according to Nitko (2004) in (2008, p.8). Ibid Fein & Price (1994) point out that everything that pupil works may be used for assessment Formative assessment or grading is used to mark all the activity, undertaken by teachers and their pupils in their self-assessment point out Black & Wiliam (1998). These activities provide information that will be used in modified form to process feedback and learning activities learning. From all this it is noted that diagnostic evaluation for teacher performance and student orientation leaders and work in progress.

### **Assessment organization and planning in the Albanian subject**

Organizing assessment is usually done at the beginning of the school year in preparation for the annual teaching curriculum specify subject, which provides assessment instruments for period of time realized on the base teaching material. Evaluation of the plan, according to an organization of teaching material should be accomplished, because in that way it can be measured to achieve effective and efficient work for every teacher and lasting knowledge for each pupil. Evaluation for some teachers brings fear or threat, because they notice the ascertainment of the condition of the knowledge of pupils reflection as a result of their achieving efficient and effective work.

In assessing educational principles must be respected:

- To motivate pupils learn the teaching contente
- To receive feedback for pupils learning
- To guide pupils learning
- Check pupils progress and acquisition
- To reflect on efficiency and effectiveness of teacher's work
- To help both entities in the classroom to achieve the learning outcomes

Instruments of assessment of the pupils achievement in albanian language :

- Tests
- Compositions
- Essay
- Pupil portfolio (official and family letters, grading sheets, records, complaints, requests, invitations)
- Research projects
- Analyzing reading materials
- Homework
- Feedback for participating in discussions
- Intended observations (of the objects, activities, excursions and their description)
- Self-evaluation, peer evaluation etc.
- Presentation

### **Formative assessment, diagnostic and summative**

Formative assessment is an activity that is undertaken by teachers and pupils to get feedback based information as a result of the achievement of their work and diagnostics for modification in the ongoing work. Formative Assessment According to Woolfolk, A (2011f.495) is intention is to guide teachers in planning and improving learning process and to improve pupils learning and improve learning. Feedback on tests for evaluating pupils achievement tests should be direct and fast Black & William (1998) to AED (AZhNShB)-USAID (2008, p.10). According to the National Council resarch (2001) therein (2008, p.10) formative assessment with test diagnoses teacher's performance and reflects the achievements of the pupils. With the conclusion of the results in the test both subjects receive feedback, information and ongoing work orientation. Formative assessment, giving feedback can increase exaggerated reactions , greater flexibility and greater use of differentiation to both subjects active in the process of learning the lesson Brooks (2002) ibid (2008, pp. .11). Formative assessment aims, to verify the student's sustainable knowledge, find information and to guide the direction of activities ongoing learning process in alignment with the needs of students. Formative evaluation helps many weak students, because in comprehensive activity they can be included without any shame from ignorance, and copy the tape and a get good grade. But can adversely affect excellent pupils, if the weak pupil by copying gets high grades, while the one that's continually learning gets the same grade like the other one, that is not engaged all the time and just makes noise. Objective solution in this case is to provide conditions in space with distance class, the creative climate of responsibility and no noise, where no one will feel discriminated. Using four tests for formative assessment by Mandic, P (1985, p. 105-106) is an continually motif, which makes pupils learning in continuous learning. With the use of tests is self-evaluated the work of the teacher and at the same time is diagnosed, which serves as an orientation of the work in progress. Tests also become self-evaluation tool for students who continually self-assess their knowledge.

### **Assessment during the learning process**

1. **Diagnostic assessment** checks previous knowledge and gives direction to the pupils learning. First test at the beginning of the academic year checks pupils lasting knowledge from previous years and guides pupils learning in the future. This way of assessment may be may be without grades.

2. **Formative assessment** all assessments with grade formulation, diagnostic tests, tests conducted in different time periods, assessed essays etc. Formative evaluation begins with diagnostic test and other tests following. It test checks the knowledge generated for a period of time of the developed teaching material at the same time diagnosing pupils knowledge, which serves to modify the teacher's ongoing work. The test becomes parameter for the continuous process of learning the respective subject. The test becomes a tool for retrieval and playback. The ambiguous lessons well from the pupils return to review it, that is unclear. This procedure of assessment continues with the third test and the fifth. Tests based on objective assessment criteria provide opportunities for pupils in multiple choices, to make the reorganization of the answers to the questions raised by controlling the quality of the answers to the questions point basis, according to the Bloom Taxonomy, (2007 p.35).

3. **Summative assessment** is based on assessment instruments and motivation:

- Formative assessment of the portfolio is self individual student achievement, enjoyment in comparison to previous assessment tests, diagnostics personal knowledge of progress or stagnation in learning. Tests are tools for self-assessment of their individual achievements. Summative assessment instruments used throughout the evaluation, in order to continually fill their portfolios. Also taken into account in assessments participation in oral discussions with feedback, simulations, projects, presentations, observations of objects in order to determine to create written, student self-assessment and assessment by classmates.
- Assessments during the learning process of learning accomplished during the development of each lesson. Determination of criteria at the beginning of class as input information of the teacher, the announced orally and in writing on the chalkboard to motivate student learning, so that it becomes an active participant in knowledge construction activity.

### **Decisive pupils for formative assessment, efficient, effective, ethical and objective**

1. **Effective formative assessment** is achieved when clarified evaluation criteria for formative grade, are listed in the test. Efficient formative assessment is achieved, when the teacher pays attention when formulating questions to be clear and precise in terms of spelling. This makes results achieved evidently and convinces their individuals for their achievements. Effective assessment encourages the student to fully engage in the completion of the test, to achieve points for the grade. Feedback with a small suggestion for ongoing work orientation for improvement are very motivating for the students permanent work. Efficient test should provide clear information entry with the clear wording of questions.

2. **Effective formative assessment** is achieved when at the beginning of class the teacher uses heuristic introductory information to clarify the process of working. Effective assessment is achieved with a suggestive information guide for completing the test:

- Assessment test score with effective written feedback is motivating and guiding for the pupil to work consistently.
- The project evaluation is a kind of effective assessment. Researchers encourage the pupil to work in autonomously self-organizing, self-regulating, self-regarding self-creating and in individual knowledge, cognitive , affective and psychomotor development.

- Portfolio assessment is a kind of effective assessment, motivation affects learning through self-assessment based on the comparison of their performance (scoring ipsativ)

**3. Formative Assessment ethical** achieved when the wording of test questions based on the teaching material to work for a specified period, which reached all levels of Bloomin Taxonomy. Basic features are ethical objective assessment of test validity and construct validity evaluator test. Effective rating achieved by linking the validity of assessment and formulation of test validity effect, accompanied effect that affects the assessment of student motivation, motivation, positive consequences and demotivation with negative consequences (test structure).

**a) Validity of the test**

- Validity of test construction
- Validity of the final grade formulation
- Validity of the test outcome
- The effect of the grade, which influences pupils motivation with positive outcome and de-motivation with the negative outcome (test structure)

**b) Reliability in grading** is achieved by checking the results, redoing the test or when the evaluation is done by somebody else

**c) Safety for validity** of the test is when controlled by somebody else it can ensure that it has the components of validity and reliability

**d) Transparency** of the objective formative assessment is achieved when as a part of summative assessment more instrument for assessing are involved. Inserting the grades on the electronic journal indicates the transparency of the objective evaluation.

**4. Formative assessment objective** reaches target reliability of grading, when checking the results by repeating the test or control test by someone else. Verification of the test is achieved by control of someone else, so the bond is achieved validity and credibility of the test. Transparency of formative assessment objective achieved with the formulation of transparent assessment grade based on more assessment instruments, in summative assessment.

**The monitoring** is a process where many individuals can join in assessments of pupils achievements. This process enables parents making access to information through e-diary, where the ratio of notes issued as transparency objective assessment of their child's achievements and by evidentiary lists for assessment by teachers and oral communication directly with from ordinary diaries. Internal assessment carried out by the evaluation committee of the school. External evaluation can be performed by Ministry of Education and Science with external testing and other monitors, inspectors, advisors, etc.. Everything is now transparent in education.

## **Research questions**

This research will follow the research questions about objective assessment of the pupils achievement in primary school by teachers and in external testing by the Ministry of Education and Science in Republic of Macedonia.:

Q.1 How is the assessment of pupils achievement in elementary schools by teachers during a school year?

Q.2 What instruments teachers use for evaluating pupils achievement?

Q.3 What opinion have pupils for objective assessment of the achievements of their teachers?

Q.4 What opinion have students with test assessment based on criteria?

Q.5 What opinion have students for evaluating their achievements by external testing?

Q.6 What opinion have pupils and teachers about the ethical assessment in external testing?

## Scientific methods

In order to reflect upon the actual condition of the formative objective assessment in school I used the theoretical and descriptive analysis and the empirical method-casual of the analytical research. All responds were analyzed by using the *qualitative* and *quantitative* method of data interpretation. The answers are presented on the charts below. Details of this research are primary and illuminate the current situation assessment in elementary schools, from which were reached conclusions and recommendations

**HYPOTHESIS:** Formative assessment with the test relied on criteria increases the pupils reliability for teachers objective assessment and diagnoses the work of the both parts involved in the teaching and learning process

## Sample

The aim of the research was to find out in which way is done the assessment of pupils achievement in elementary schools and which instruments have been used for this purpose

- The first objective of this research was to gather pupils attitudes for the achievement assessment by the use of the questionnaire
- The second objective was to gather teachers perception of the Albanian language for pupils achievement assessment by using the Focus Group

The research was conducted with individual motive on 02.12.2013 at the elementary school “Ismail Qemali” in Gostivar, Macedonia. In this research 50 pupils attending 8<sup>th</sup> grade were randomly selected to fill the questionnaire and 7 teachers of the Albanian language were part of the Focus Group

## Instruments

- The Focus Group with the teachers answered the ready made questions related to the presented topic in form of conversation
- The pupils questionnaire consisted of open ended and yes/no questions.

## Findings

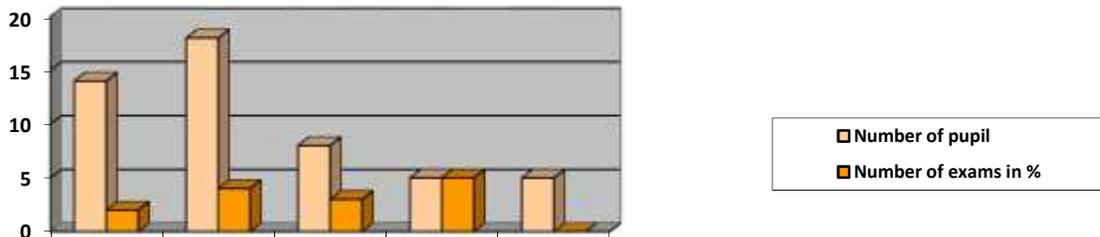
### Data analysis of pupils

**Table nr.1** Number of pupils who took the questionnaire divided by gender, 2013

Succes	Female	Male	Total
Excellent	18	24	38
Very good	3	4	7
Good	1	2	3
Satisfactory		2	2
Unsatisfactory			

<b>Total</b>	<b>22</b>	<b>28</b>	<b>50</b>
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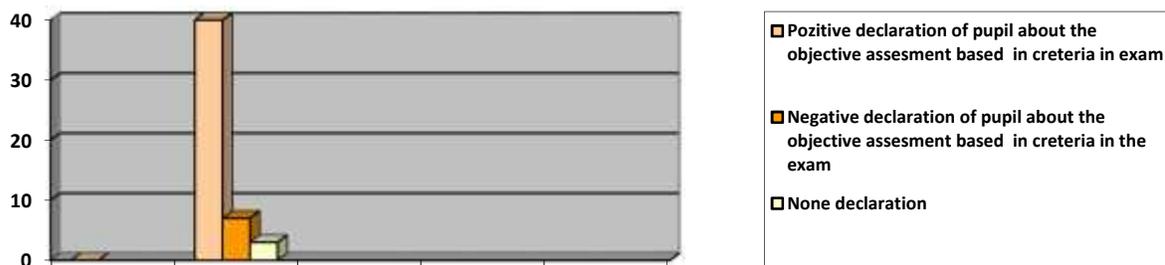
1. Based on the questionnaire answers for the first question 14 pupils declared that for the subject Albanian language within one year they take 2 exams (28%), 18 pupils said that they take four test in order to check their achievement and progress (36%) , 8 of them said that they do three tests (16%), 5 pupils said they do more tests (10%), whereas 5 of them declared that they have done none (10 %).



**Figure 1 : Results of 50 pupils interviewed**  
**How many exams you have had in Albanian language for all the year**

2. On the second question on how much assigned composition are done for the subject Albanian language within a year 32 (64%) declared that they have done three, 19 pupils (38%) said twice, which means that the number of the compositions are not changed.

3. On the third question for assessment criteria on the test , 40 pupils (80%) declared that they are transparencies of the objective assessment, 7 (14%) pupils did not agree and three of them did not give their opinion.



**Figure 2 : What do you think is assessment objective when the criteria are in the exam ?**

- are defined grading criteria therefore are objective
- are not defined grading criteria therefore they are not objective

4. On the fourth question for writing essays 34 (64%) of pupils declared that they use them, whereas 13 (26%) said they don't and 3 (6%) did not respond.

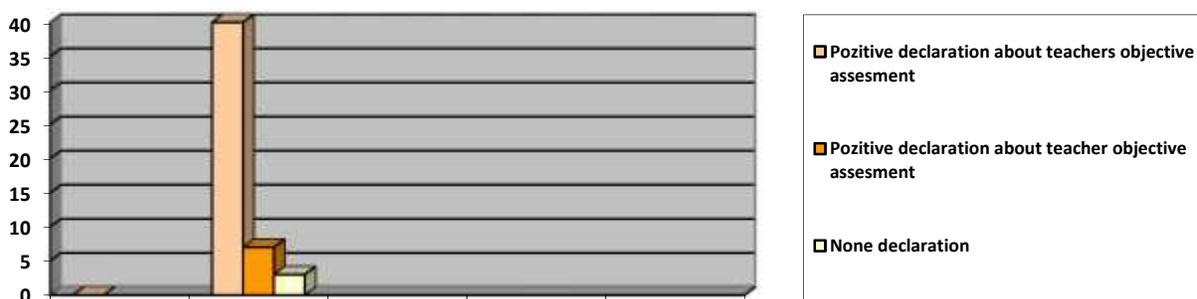
5. On the fifth question for using formal writing 19 (38%) of pupils said yes, 29 (58%) said no.

6. The sixth question asked how much the use of portfolios 30 (60%) said that they use them and 20 pupils (40%) said that they do not use them.

7. On the seventh question related to writing a descriptive paragraph by observing, 20 pupils (40%) gave positive answers whereas 30 (60%) negative.

8. For the question number eight related to using interviews 10 pupils (20 %) said yes, 36 (72%) said no and 4 (8%) did not give their opinion.

9. On the ninth question that asked if they are satisfied with the objective assessment by the teachers 31 (62%) pupils said yes, 17 (34%) said no and 2 pupils (4%) were neutral.



**Figure 3 : Are you satisfied objective assessment by the teachers?**

10. On the question number 10, said yes 24 pupils (48%), said no 24 pupils(48%), and 2 pupils (4%) did not give their opinions. Pupils opinion for external testing:

- The grades were not realistic and objective
- Last year the pupils of the seventh grade were tested with the material of the eight grade
- Some pupils said that in May many assessments are done in all subject, therefore there is no need for external testing
- There is cheating and the grades are not realistic, so they want to be tested orally
- For all the above stated reasons they think that external testing is not needed.
- Few of them declare that the external testing is more realistic that the one done by the teacher.
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### Data analysis in Focus Group

**Table nr.2 Number of teachers in Focus Group by age and gender,2013**

Teachers in FG	Female	Male	Total
Mosha : 50-60	2	3	5
Mosha : 50-55	2		2
<b>Total</b>	<b>4</b>	<b>3</b>	<b>7</b>

**Table nr. 3 Number of teachers by working experience**

Teachers in FG	Female	Male	Total
Work experience:30-35		1	1
Work experience:21-27	2	2	4
Work experience:10-15	2		2
<b>Total</b>	<b>4</b>	<b>3</b>	<b>7</b>

### Conclusions from the teachers interview

- All teachers for formative assessment have used writing compositions and tests
- One teacher declared that he had planned 1 test, 3 said they planned 4 tests and three said that they planned to use more. None of them said that they did not use them.
- Three teachers said that the assessment is more objective when is based on criteria and 4 said that they don't realize them by using the criteria.
- Two teachers said that pupils are not satisfied with the final grade and that they want to repeat the test, whereas 5 teachers declare that pupils have received the deserved grade.
- They use summative assessment for the final grade
- Six (6) teachers declare that they are criticized by the parents for the formative assessment, and one of them states that he has not such cases
- Three teachers say that they had to convince their pupils to use objective evaluation, and three of them didn't have such case
- Teachers opinion for external testing: the testing is not realistic, weak pupils cheat from the strong ones, the system didn't functioned well because of many technical problems, 7<sup>th</sup> grade pupils were tested with the material of 8<sup>th</sup> grade, which means that the pilot external testing was not ethical and objective.

### CONCLUSIONS

- Teachers strongly believe that they finish their duties accordingly and they strive towards the accomplishment of the teaching objectives
- Assessment by the use of test is accepted by both sides, even though half of the pupils have negative opinion about it
- pupils want effective and objective assessment, which will be efficient, ethical and based on elaborated criteria for testing with continual feedback
- Parents want to check pupils progress, the pupils react when the test is not objective and when the criteria is not presented

- Clearly specified and written objectives at the beginning of the teaching class gain pupils' interest and motivation and in this way the interaction is increased
- Transparency in assessment increases the reliability to provide objective and ethical test
- The grade compiled by summative assessment increases pupils motivation, their participation on in-class activities, and the evaluation of the project encourages pupils to do a research.

## RECOMMENDATIONS

- The use of the test based on criteria and with ethical context increases pupils motivation for life-long learning
- Transparency of the grade increases reliability of pupils for objectivity testing by teachers and external testing
- Incentives by MES (MASH) reflects on teachers performance, whereas the raise of the teachers salary will motivate them to compile more varieties of tests and use them as part of the continual assessment.

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