

## **IMPACT OF TRAINING IN IMPROVING THE PRACTICES OF ASSESSMENT IN THE CLASSROOM**

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### **Abstract**

The main purpose of this research was to identify factors affecting of not using of various forms of classroom assessment. Knowing that the assessment is one of the most sensitive processes of teaching in general and which is directly linked with the quality of education, it was decided to approach the problem through research. To come to concrete results, a survey was realized with 150 teachers from three elementary schools in municipality of Podujeva. Sample selection was deliberate. As a starting point for addressing this problem was the assumption that the unwinding of various forms of assessment by teachers is due to the lack of their training. For this research question is formulated: Does it affect the lack of training of the teachers in non-use of various forms for assessments of students? For data collections were used mixed methods, qualitative and quantitative. For teachers was prepared questionnaire with questions, and as a tool for qualitative data collection were interviews with three school directors. Also based on relevant variables such as age of teachers, along the data analysis, it turned out that there are other factors that have a correlation with the not using of the various forms of assessment such as lack of training, availability of teachers, lack working tools, large number of students.

**Keywords:** *Assessment, training, students, teachers, assessment methods*