Assessment of Students' Knowledge, Types and Its Most Effective Instruments

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Abstract

Teaching and learning are difficult and complex processes. However to be successfully implemented both of these processes are interrelated and interdependent on one another, depend on a number of factors: the planning of teaching forms of work, principles, tools, techniques, methods. Among these factors important place occupies the assessment of student progress in the learning process as objectivity in this process affects the motivation and guiding students into the profession in the future. Based on the importance, value, and function of multiple student progress assessment, we say that this process is an integral part of teaching and learning, and as such should be regular and objective. The process of assessing student progress, ranging from a view, or follow the work of students, during a task or activity in the classroom, to the conduct of examinations held by the state administration bodies, or other institutions that care for work school. To successfully implement the evaluation process of student progress, we can apply instruments and diverse techniques, which enable objective assessment and student engagement. So in this context, viewing the particular importance of this problematic treatment, in support of contemporary literature, and my prosperous experience, I will try to illuminate important issues of assessing student progress in learning. The paper will be welcomed, and will serve you somehow, all those dealing with education of new generations, because it will relieve you work more complex and sensitive, assessment of student progress.

Keywords: process, purpose, technique, tool, motivation, guidance, objective, assessment.

1. Introduction

Within the numerous problems facing teachers in their work at the time of many changes in education certainly is the evaluation of students' knowledge. Comprehensiveness of children with special needs in regular schools, styles, needs, interests, and trends in specific areas of children in learning, student achievement assessment by the teacher make highly complex. Also the direct impact that this process had in the development of children's personality, especially in motivation and orientation of their right to practice, increases the need for continued professional research. Theoretical treatment issues and practical models reflection techniques and more effective instruments to assess the knowledge of student aims to provide teachers the most successful practices of this process and thereby facilitate their work in assessing student knowledge.

1.1 Assessment as a motivating factor in student progress in learning

One factor that is impacting directly on pupils' motivation in learning, is undoubtedly towards the teacher evaluation, particularly the implementation of the variety of new methods of assessment, which is enabling teachers to get feedback on them that students really understand and learn, which of them have been left behind in the understanding of knowledge, and not just be satisfied with superficial reproduction of unrelated facts. At this time many changes in teaching necessarily relevant alternatives should be developed and implemented different instruments that allow objective assessment of learning and understanding the programmatic content of all children[1] precisely for these reasons the evaluation process is considered to be one of the most difficult and most serious, in the learning process for teachers. Often in school practice or even in professional literature, we encounter different terms more commonly the term "measurement" and "estimate" and happens often used instead of one - another. But it should be noted that although they have common elements, they are not synonymous.

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[1] *Miller, B. (2003) How to create a successful contact with students, QPEA, Ferizaj, Pg.17*

ISSN 2239-978X
ISSN 2240-0524

Journal of Educational and Social Research
MCSER Publishing, Rome-Italy

Vol. 5 No.2
May 2015

Measurement is the process of comparing a known quantity with an unknown amount of winning association for the unknown quantity. It is not possible to achieve without a clearly defined standard under which it can be compared. Measurement in Education is a process of information gathering regular education curriculum. In other areas can be very simple process e.g. temperature measurement, measurement of the dimensions of an object, of a space etc, but education is a much more complex process. Assessment is the process during which the values determined on the basis of information collected from the measurement process. It is a process of verification or judgment of value or corresponding amount.

Evaluation includes qualitative and quantitative description and judgment of values. When one measures a situation, a statement, a phenomenon etc., describe it, but when someone appreciates what he considers to its values. In this sense, e.g. test used in school aims to measure student achievement, and when the teacher uses the grade, and put it on the basis of the achievements of the test, this is the assessment of the student's knowledge of a certain area.

1.2 The goals of the evaluation

Evaluation has to do with any kind of activity, technical tool used to judge student achievement. Evaluation serves several purposes, the most common are:
- To provide information about student achievement:
  This information enables teachers to consider how successful has been his teaching to achieve certain learning outcomes. In particular, it can shed light on specific problems or misunderstandings, which require remedial action continued teaching.
- Provide students teaching information:
  Evaluation enables students to compare their achievements, the standard is expected of them, to use the detailed information to be correct, and appreciate more clearly the requirements of certain tasks.
- To motivate students:
  Evaluation activities encourage students to organize their work well, and learn what is required to emerge successful. Promotion may be based on internal motivation, external, or both. Success in a difficult task is quite effective in promoting future motives. So through evaluation, namely objectivity in this process, the teacher arrives easier to motivate student in the teaching process, and facilitates learning program content.
- To mark the achievements of students:
  Regular assessment enables the teacher to mark the achievements of students for a long period of time. This is the basis of decisions about the current state of each student, as well as future needs. It can also be used for communication with third parties (parents, various administrative bodies, etc.) And can affect the performance of teachers in the future.
- Ensure implementation of current targets:
  Evaluation can be used to identify the standard the objectives at different times. Such an achievement could form the basis of partial or final assessment, reflect the school certificate or in another document.
- To assess the readiness of students for future learning:
  Assessment can be used to show whether students are ready for a special type of learning (to learn, to read, to perform various mathematical operations etc.), To determine how best to work in groups, to identify students with learning difficulties, to verify whether students have learned the lessons of the past and, if not to make repeat or preparation [2]

In addition to the above goals, regular evaluation and objective, student progress, can serve as the basis for setting the right orientation of children in the profession.

1.3 Types of evaluation

As a result of diversity, or the diversity of types of assessment used in school practice in advanced countries, our determinations can be multiple as: [3]
- Formative evaluation:
  It aims to promote further learning of students. It may achieve the goal, making students sure on constructive feedback and useful comments, giving information to teachers, helping students also to meet better needs for

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[2] Musai, B. (2003) Teaching Methodology, Tirana, Pegi. Pg244
[3] Tamo, A. (1995) Testing of knowledge, Tirana, ShBLU. Pg25

further learning.
- Evaluation Summary:
  Identifies standard of achievement of objectives at a given moment is normally at the end of a certain period of teaching, for example, at the end of one or several chapters at the end of the semester or school year.
- Evaluation based on rate:
  The assessment of each student is associated with the evaluation of others, based on a fixed average rate, being distributed as broadly as possible, according to their capabilities.
- Evaluation based on criteria:
  According to it, the evaluation of any student who meets a certain criteria will be under the corresponding grade, despite the work of others. Typical examples of this type of evaluation are tests that are performed today in all subjects, and be tested or maturity. This assessment also provides information to identify the difficulties of students and helps overcome them.
- Diagnostic evaluation:
  This type of assessment partly resembles formative assessment, but, in particular, identifies learning difficulties or problems dealing with it. Some of these tests may be used to identify specific needs related to special education.

The evaluation process happens before, during and after the learning process.

1.3.1 Before starting the learning process, teachers use assessment for two reasons:

a) To recognize the characteristics, needs and abilities of students,
b) To plan teaching.

During the learning process, the teacher uses assessment, to take decisions relating to the implementation of the curriculum, and learning, classroom management, etc.

After completing the lesson, the evaluation is to provide conclusions on the achievement of students, their progress, with decisions to improve instruction in the days to come, or for the coming year [4]

1.4 Techniques and tools for assessing student knowledge

There are many techniques, instruments and procedures to carry out the measurement and evaluation. Special place today are taking tests.

2. Tests

Composed of a system of tasks, questions, logically related issues, which relate to a particular area, and that must be resolved on the basis of those solutions assess the level and extent of the phenomenon of time.

There are dozens of types of tests such as:

Tests verbal, nonverbal, skills, knowledge, brief, objective, subjective, based on the rate tests, based on the criterion etc.

Within these tests, to assess the progress of students in the learning process, can be used:

1. Tests with alternative answers;
2. The multiple choice tests;
3. Tests with short answers and blanks
4. Tests with expanded answers

Examples of formulation of tests:
a) Tests with alternative answers:
Example question: Is the right action of people who build mansions in green environments?
a) right   b) incorrect   or
a) Yes   b) No   or
a) True \ T \   b) Wrong \ W \
In such cases the answer is circled exact thought.

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[4] *Brada, R. (2010) Cyber didactics, Prishtina, Pg.452*

b)   Multiple choice tests:

Tests with a correct answer or tests negative responses (e.g. Need to be answered wrong by two or three correct answers)

Tests with the most accurate (e.g. May be two or three correct answers but one of them is correct.

Example: Children with special needs are:

a)   The same rights as all other children
b)   Equal rights
c)   The same rights, but added care

In this way must be circled the correct answer.

d)   Short-answer tests and blanks:

Example: Convention on Human Rights was passed in .... in

_____

Required to fill the empty place or in another form, the short answer given.

e)   Tests expanded response:

Example: Count six child rights?

1.   2.   3.   4.

5.   6.   7.   8.

Require to give full answer or other form of long response highlight the attitude of student etc.[5]

When formulating tests, practice shows that not only one type of tests is preferred but their combination and that when formulating the questions should consider submitting them to the levels of Bloom Taxonomy and thereby escape questions only a lower secondary level or higher and do a combination of all three levels given the age and psycho physical abilities of students [6]

3.   The Survey Method (Technique) Assessment

Despite the numerous advantages of tests in the process of assessment, not everything can be evaluated with tests. Thus, for example: Speaking skills (Expression) presentations, teamwork, motor skills, etc., cannot be measured by tests. The method is suitable for the survey (observation). Direct observation is appropriate procedure that applies to all levels of education.

Tools for observation are instruments or instruments subjective judgment which provide quantitative but often provide qualitative results.

There are several techniques or tools that help direct observation:

Bulletin of participation, checklist, assessment scale, anecdotal evidence and the student file.

Bulletin of participation -

Shows what is the role of the student in the group, as he collaborates with other students, as participate in discussions, what help he gives within the group, etc.

Example: Bulletin of teamwork

The names of group members	Commitment- role	Evaluation
Group1. Genta, Blina, Adi...	main	
Group2. Lona, Joni, Jona...	secondary	*(Names of members of the group were set A, B, C, D,*
Group3. Tina, Albi, Bledi	little	*depending on the engagement)*
Group4. Gona, Neta, Trimi	not at all	

4.   Checklist

It is an instrument that contains a list of terms, objectives, skills, knowledge, etc. for which the student will be observed. In the list of formulated by the teacher, recorded continuous evaluation of student progress by showing that he or she meets certain tasks or objectives.

It is an instrument that is used when the teacher sees fit to make the most of the tenuous distinction between

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[5] *Musai, B. (1994)Build-choice tests, Elbasan, Onufri. Pg.18*
[6] *Kerry, T. (1984) Effective Questioning, London. Pg55*

ISSN 2239-978X
ISSN 2240-0524

Journal of Educational and Social Research
MCSER Publishing, Rome-Italy

Vol. 5 No.2
May 2015

students. Can be arranged in two ways: descriptive and numerical[7]

Example: descriptive assessment rate

Name and Surname of student	The issue for assessment	Description ~ criteria
1. Yll Korabi	Is student active in the group?	a. suggests main idea b. suggests secondary idea c. sometime suggests idea d. is passive

Numerical assessment rate

Name and Surname of student	The issue for assessment	Numerical grade
Shpëtim Mali ...	As participate in the discussion	1 2 3 4 5

5. Anecdotal Evidence

It is a tool through which the survey recorded an instantaneous behavior that occurs in a given situation and which deserves special mention going to say it is about a peculiar behavior, a response of a high level, something that at the moment fascinate the teacher.

6. Student File

It is a tool that is used to show patterns of student work that demonstrate its activities and its progress. In modern teaching, this valuation method is highly prized because it is concrete evidence of student work and his level of knowledge. The file may not contain all works but most of them, which can be evaluated as part of teachers as well as by other factors, especially the parents.

On the basis of these methods of measuring instruments process of evaluation of students is more objective and appreciated in our school through the registration of grades. It used to present the results of achievement and progress of students and has many purposes:

1. To demonstrate the achievements of the students,
2. To lead learning,
3. To run personal development,
4. To motivate the student's work,
f) 5 To compare the level of knowledge,
5. To orient the students in certain occupations,
6. To inform their parents etc.

In order to grade be objectively teacher should base on certain standards, in as many sources and decided after serious trials so that it is not choppy [8]

7. Recommendations for Teachers

Effective techniques for assessing student progress

1. As soon as possible in a reference period, decide when and how often to do tests and other tasks that will draw note
   a. Share a description of the course on the first day of school.
   b. Notify other tests and tasks ahead. Give a detailed description of what will be covered on the test, as will be assessed and how will affect the final world.
   c. Give a planning
2. Prepare a description of the contents or a table for the specified objectives to be taken into account in any

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[7] *Pango, Y. (2001) Psychology applied to teaching, Tirana, Pg.476*
[8] *Morina, Sh. (2013) Teaching Methodology, Gjakova, Pg.62-65*

ISSN 2239-978X
ISSN 2240-0524

Journal of Educational and Social Research
MCSER Publishing, Rome-Italy

Vol. 5 No.2
May 2015

examination or otherwise take care to insure a systematic pattern.

3. Submit the purpose of each test or measurement exercise. Take into account the characteristics of mental development of the students in your class and the nature of the curriculum for your main level.
4. Put the nature of the exercise test to be used and writing exercises sufficient to give an acceptable model to measure the understanding at different levels of the taxonomy of educational objectives and to allow differences in cognitive styles.
5. Create and use a key detail
    a. Evaluate and compare each answer with key
    b. Take the will, and prepare to defend assessments given.
6. During and after evaluation, analyze the questions and answers to improve future examinations.

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