

# The Effectiveness of teacher's classroom assessment practices on predicting pupils learning of English concept in public primary schools

## **Abstract**

*This paper aimed at assessing the effectiveness of teachers' classroom assessment practices on predicting pupils' learning English concept. The main objectives were to assess teacher's classroom assessment practices in teaching English concept and predicting the pupils' English performance using the classroom assessment. The study used mixed design approach and data were collected through questionnaires and classroom observations. The study found that the common assessment methods used by English teachers are traditional methods of assessment which based on paper and pencil while modern assessment methods such as portfolio, peer and self-assessment, oral presentation were less used in public primary schools. However, the study found that purpose of assessment was highly perceived by English teachers to be usefulness in classroom assessment practices, while source of test items perceived to be less usefulness. It was also revealed that there was strong positive relationship between excise, test and examination in predicting pupils' English performance.*

**Key words: English concept, classroom assessment, primary pupils, pupils' performanc, tools of assessment.**

## **1.1 Introduction**

Assessment is an essential tool which enhances academic performance at all levels of education .Itis anintegral part of the learning process which closely relates with effective and carefulplanning.Striggns (2007) states that assessment carries information about all activities done in the classroom setting it provides feedback to both teachers and pupils. Classroom assessment encompasses a range of activates that include: instruction of assessment tasks, administration, marking and grading tasks and interpreting the results (Ndalichako,2004).The purpose of classroom assessment is divided into three parts namely;assessment for learning, assessment of learning and assessment as learning(WNCP,2006).Assessment for learning generally occurs throughout of the process of learning.Saefurrohman and Balins (2016) explain that classroom assessment enable teachers to diagnose strength and weakness in teaching and learning, to obtain information on students' progressto plan instruction and provide feedback to students as they progress through the course. The activities involved in this assessment process include observation, questions, tests, quizzes class exercises and homework (Ndalichako, 2004).

Through assessment for learning, teachers get feedback whether pupils are on track or not during the process of teaching and learning. Assessment as learning focuses on developing pupils' meta-cognitive skills. It helps pupils to use their prior knowledge such as ability, experience, interest, difficulties and level of achievement in applying new learning. This means that pupils use their sense of ownership and efficacy in improving their learning process (WCP, 2006).

There are several methods used to assess pupils' learning outcomes. Ndalichako (2004), Fred and Schmitt, (2010) have categorized assessment methods into two groups namely: traditional assessment methods and modern assessment methods. Thus, it is noteworthy for teachers to select appropriate assessment methods that provide useful information during teaching and learning new concepts. Traditional assessment methods based on paper-and-pencil tests, make up of multiple choice, matching item, true or false, short answer or fill-in-the-blank essay questions; while modern assessment methods use portfolio, presentation, group discussion, individual assessment, observation, debate, performance chart, checklist and group assessment (Fred and Schmitt, 2010).

On the other hand the Tanzania educational assessment system after attainment of independence in 1961 was based on single examination mode inherited from colonial government (Laurent, 2011). The assessment relied on summative assessment accompanied with its weakness. Therefore, the government introduced teacher's education curricular courses to incorporate basic concepts and assessment skills. This helped teachers to conduct effective assessment which are reliable and valid in the classroom setting. However the MoVET (2011) has prepared school **inspectors' manual** to which directs how to assess pupils' learning and understanding of new concepts in the learning process of a particular subject. Also the Primary School English Guide TIE (2016) has elaborated required tools to be used in classroom assessment for measuring pupils' performance in primary school as follows; presentation, portfolio, debate, group discussion, concept mapping, individual assessment, group assessment, self and peer assessment rubric, performance chart, anecdotal records and checklist.

Concept learning is regarded as a mental construct that is timeless, universal and abstract thus Burnner et al (1967) insists that students learn new concepts through use of examples and non-examples as well as comparison and contrast. Mwakasendo (2011) observes that pupils acquire English concepts through grammar translation, direct method, the audio lingual methods, the

cognitive-code learning methods and communicative method. Erickson (2012) adds that concepts are universal, timeless, abstract which move students toward higher levels of thinking thus why a concept is something that can be taught in any classroom, regardless of the content included to be learned. English in primary schools determines the assessment methods on pupils' learning concept. For example, the list of concepts which pupils should acquire during teaching and learning are vocabulary, verbs, adjectives, nouns, comprehension, pronouns, occupations, and letter writing skills, reading literacy, composition, conjunctions and punctuation. The teacher can measure the validity and reliability of English concepts by using item tests such as true/false to measure knowledge content, matching items that measure application, synthesis, analysis and evaluation (MoVET, 2011). This requires teachers' observation of their students' ability of understanding different English concepts as used in the subject being taught or mastery of concept when tested in the test or annual examinations.

### **1.2 Statement of the problem**

Despite the fact that English is taught as a subject at the primary school level particularly in public primary schools, majority of pupils graduate without the capability of constructing a single sentence in English (Moshi, 2006; Uwezo, 2010). This difficulty makes them unable to cope with subjects taught in English during their studies in secondary schools and at higher levels of education, and therefore, it leads to poor performance (Mwakasendo 2011). Summative assessment still plays a greater role for the purpose of placement and it is based on traditional paper-and-pencil tests which focus on grading and score (MoVET, 2011). Despite the measures taken to assess teachers' practices in their teaching how pupils can master English concepts, still pupils in primary schools are performing poorly in English subject. For that matter, this paper aims to assess the effectiveness of teachers' classroom assessment and predetermine their pupils' ability of learning and mastering English concepts.

### **1.3 Objectives**

The paper aims to examine the effectiveness of teachers' classroom assessment practices on predicting pupils' learning of English concepts in public primary schools.

## **2.1 Cognitive theory of learning**

Malik (2021) cognitive theory states that learning involves interaction between mental components and the information that is processed through this complex network. The theory premises justify that learning is easier and new information can be stored in the memory for a long time on the other learning is ineffectiveness cognitive process result due to learning difficult that can be seen anytime during the lifetime of an individual. Every human being is born with special language acquisition device which facilitates easier learning of new idea or information and understanding. Malik (2021) cited Chomsky 1996 that LAD is a hypothetical tool hardwired into the brain that helps children rapidly learn and understand language. It to explain how children are able to acquire language abilities as well as accounting for the innate understanding of grammar and syntax all children possess. He proposed the every child was born with LAD that holds the fundamental rules for language. In other words, children are born with understanding of the rules of language; they simply need to acquire the vocabulary. He posed that language is fundamentally similar across all of humanity. For instance, every language has something that is like a noun and verb, and every language has something that similar across all of humanity.

## **2.2 Social cognitive theory**

Jeanne (2004), in social cognitive theory argues that children or pupils learn through observing others in the community. Anita (2001) propounds that psychologist Vygotsky believed that human activities takes place in cultural setting and cannot being understood apart from this setting. The specific mental structure and process can be traced to interactions with others. The children who have exposure to different environments are advantageous of learning different activities and make practices. Their brain become active in hearing, learning and storing new information in their brain and process it once needed for special use. In this theory community play significant functions to children learning and mastering a particular subject.

## **3.1 Methodology**

The study was conducted in Iringa Municipal. The area was purposively selected due its location and pupil's ability in mastering English subject. The pupils in this area are facing difficulties in understanding English concept during learning process despite the availability of English

teachers in each schools. The study included both only the public primary schools which were forty three (43)

### **3.2 Research approach and design**

The mixed research design was employed in collecting, analyzing and interpreting data though the use of both quantitative and qualitative approach. The reason behind of using both approach was to provide a clear detailed explanation on findings concerting the study problem and its objective concerning pupils understanding of English concept.

### **3.3 Population, sample size and sampling techniques**

The study 6 English teachers and class five pupils in all sampled schools. A total of 360 pupils were involved in data collection from 6 public primary schools out of 43 public primary schools. Each school was represented with 60 pupils who were selected through randomly and purposive techniques. Also the English teachers were purposively selected from 6 public schools.

### **3.4 Data collection instruments**

The study used questionnaires and observation instrument as tools of data collection. The likert scale questionnaires with five points categories was used to measure teachers' assessment practices, teacher's self-perceived skills and usefulness of classroom assessment practices in teaching English concepts.

Non participant observation was used to examine on going classroom assessment practices in the classroom. Observation list was used to record assessment method applied by English teachers and how pupils participated during teaching and learning such as group discussion, presentation and peer assessment.

### **3.5 Data analysis**

The statistical approach was considered to be relevant in addressing study finding. Descriptive statistic, mean, and standard deviation were used to analyze research questions on teachers'

classroom assessment practices in the classroom while linear regression model was used to predict pupils' learning and understanding of English concepts.

## 4.1 RESULTS

### 4.2 Teachers' classroom assessment practices in teaching English concept

The findings in appendix one revealed that the purpose for classroom assessment provided by most teachers were to 'prepare pupils for National examinations' with a Mean =4.53, S.D.=.696 followed by 'to rank pupils based on their performance' with Mean =4.17, S.D=.878. The statement 'to determine the effectiveness of instruction' has the lowest rating with Mean=3.75, S.D=937. Furthermore the results indicate the overall mean of the purpose of assessment (purpose index) with Mean=4.05. These results indicate that, most and little attention was paid on the effectiveness of instruction to the pupils during teaching and learning English concepts whether is effective or not. The most frequently used assessment method to the most teachers was 'providing exercise to the pupils' with a Mean=4.50, S.D =878 followed by 'writing fill-in-the-blanks or short answers' with Mean=4.17, S.D=97. The with lowest mean was 'using portfolio to assess pupils' which is a Mean=2.47, S.D=1.276. The overall mean of methods of assessment (methods of assessment index) was a means of 3.69.

The traditional method of assessment such as quiz, test, and exams were predominantly used in primary schools. While modern assessment methods like observation, group discussion, portfolio and self and peer assessments were least frequently used. **The modern method of assessment equip pupils with new knowledge and skills on mastering English subject because it encourage pupils participation in group and learning by doing and present what they have learnt difficulties encountered during learning process.**

In the aspect of procedures for assessment, results indicated that source of items questions used mostly frequently by teachers were developed from 'syllabus' with Mean=4.69, S.D=624, followed with 'text book' with Mean=4.31, S.D=710, and the 'internet' source was the less frequently used by English teachers with Mean=1.81, S.D=1.064. The overall mean (source of assessment items index) used by English teachers was 3.59. It is implying that teachers depended much from syllabus and text books. On providing feedback and reporting, result indicates that teachers mostly like using 'total test scores' with Mean=4.19, S.D=1.009, while 'latter grading'

with Mean =4.03, S.D=774.The slightest used method for providing feedback and report was the ‘verbal feedback’ which has Mean=3.44, S.D1.275.The overall mean (index in feedback and reporting) of methods of providing feedback and reporting was 3.88.This show that most of teachers do not much consider verbal feedback, written comments and discussion with pupils as a proper methods for providing feedback to the pupils in classroom assessment.

The same result was revealed through the classroom observation where teachers preferred the useof traditional assessment then modern assessment. Teachers provided class exercise to the pupils during English lesson and less attention were paid to other assessment methods. Forexample most of the exercise and examinations items based on multiple choice, true/false, filling in the blank and matching questions weredominant in their midtermandterminalexaminations. On the other hand, little practice were practiced on pupils discussing the English concepts through oral presentation, giving feedback and homework. This happen so because teachers found that modern assessment requires time to assess each pupils understand of English concepts tough in each lesson

### **Classroom assessment predict pupil’s English performance**

The linear Regression Model was used to predict pupils’ English performance. The pupils’ exercise and test were employed as independent variables and examination was dependent variable. The result shows that more frequent exercise and test enabled teachers to predict pupils’ performance in the examination score.

**Table 1 Model Summary Output for Multiple Regression**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std.Error of the Estimate</b>
1	.786 <sup>a</sup>	.618	.616	12.00014

a. Predictors:(constant), test mark, exercise mark

The model of the result summary provides the multiple correlation coefficient (R0 and coefficient of determination (R<sup>2</sup>) for the regression model.A coefficient of 0.786 suggests that there is strong positive relationship between exercise, test and examination. The coefficient of determination (R<sup>2</sup>) =0.618 indicates that only 61.8% of the variance can predict the output. This means that test and exercise marks contribute 61.8% of the total performance in examinations

while 38.2% remain un predicted. This implies that the outcome in examination depends much on exercise and test provided by teacher in the process of teaching and learning.

**Table 2 ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sign
1 Regression	83154.375	2	41577.188	288.724	.000 <sup>b</sup>
Residual	51409.225	357	144.003		
<b>Total</b>	<b>134563.600</b>	<b>359</b>			

- a. Dependent variable: mark
- b. Predictor:(Constant),test mark, exercise mark

The regression analysis result in the table presented above describes that F=288.724 and p-value=0.00 ( $\leq 0.005$ ), then there enough evidence that exercise and test are useful predictor on English examination performance.

**Table 3 Coefficient of the linear regression model**

Model	Unstandardized coefficients		Standardized coefficients	t	Sign
	B	Std. Error			
1(constant)	-7.368	2449		-3.009	.003
Exercise mark	.602	.055	.517	11.021	.000
test mark	.375	.053	.329	7.013	.000

The result is the table demonstrates the coefficient of the linear regression model which can be used to predict pupils' performance in final examination using exercise and test marks. It has been revealed that the constant (-7.368), the exercise and test mark are all significant at both 0.05 level of significant. This indicates that the exercise and test contribute significantly to the exam marks. The coefficient of the linear regression model applied to predict the final result has been calculated using; Exams=0.602 x exercise mark exercise mark +0.375x test mark-7.368.

The coefficient in the exercise marks indicated that every unit has increases of mark in exercise which in turn influences increase of 0.602 marks in examinations. On the other side the coefficient in test marks indicates every unit increases 0.375 marks in the final examination. Thus why the is constant term -7.368 show evidence that for pupils who score 0 marks in both test and exercise can score -7.368 in examination.

So far, the study managed to predict the pupils' final result in English through regression whereby marks were computed using this model. For example, two samples were taken from the pupil who scored 70% in exercise and 60% in test. The predicted was  $\text{Exam} = 0.602 \times 70 + 0.375 \times 60 - 7.368 = 57\%$ . With regards to this computation the English teacher is in position to predict this pupil that has possibility to score 57% in the final examination.

## **5.0 .Discussion**

The first objective based on assessing teacher's classroom assessment practices in teaching English concepts with regard to the purpose, methods and procedures of classroom assessment. The teachers' responses indicate that, most teachers devoted their time for the purpose of preparing pupils for final examinations while little attention was paid to the effectiveness of instruction to the pupils during teaching English concepts. This was influenced with both internal and external influences. For example, most educational stakeholders like politicians, parents' educators and ministerial hierarchy and Teachers themselves stress on the best result from annual and national examination without considering how those pupils have mastered English concepts which will help them in different circumstances of communication. The stress on requiring pupils to pass national examination prompted that most English teachers usually base on the methods of preparing pupils for final examination as key reason for classroom assessment. (Ketabi and Ketabi, 2014; OECD, 2015).

Although here seems to employ all assessment methods the reality shows that they do not use all methods to the same extent. Some methods were used very often, while others used seldom regardless of whether these methods are traditional or alternative assessment. For instance teachers reported that using a great deal of providing pupils exercise, multiple-choice and writing fill-in-blanks or short answers questions. Authentically, the methods were practiced just because enabled them easier administering of test and exercise but they demonstrated lack of competence in evaluating pupils' English language performance and mastery of English concepts. Kipkorir (2009) is of the same opinion that teachers simply used multiple choice, true and false question not merely for evaluation student competence in particular subject but rather to simplification of their work of administering the test.

In addition the teacher occasionally used portfolio, oral presentation, classroom observation, homework, peer and self-assessment and group discussion to assess pupils' understanding of

English concept during learning process. The teachers based on paper and pencil as the best way of assessing pupils. Similar results were found by Ndalichako (2004); Linn and Miller (2005); Kuberwa and Nyaruta (2013). Paper and pencil cannot help to diagnose pupils' strength and needs because most pupils were led on doing test or examination which do not facilitate easier comprehension of insight gap to be achieved or be improved during the year of study (Mc Tighe and Ferrara, 1994).

Teachers who were teaching English in primary schools do not pay attention pupils' oral presentation and group discussion which would have influenced pupils' to create critical thinking and judgment of new concepts which they come across during discussion and try to find out its meaning through insight thinking knowledge or searching the meaning from other sources such as dictionary. Limiting pupils to paper and pencil methods has caused primary pupils to lack speaking skills. The language acquisition theory insist the skills of listening and speaking practice in acquiring second language following by reading and writing skills (Scott and Ytreberg, 1998).

The study found that primary teachers had little knowledge on the use of portfolio as assessment tools during the process of teaching and learning English concepts since the method was less used by some of the teachers compared to the used of traditional assessment methods. Furthermore, portfolio is not the easiest type of assessment to implement because it needs knowledge, time and resource to fulfill it.

Primary pupils' were not imposed to peer and self-assessment methods. This had caused the pupils to lack skills, confident and experiences of evaluating themselves and then identify their individual problems on understand English concept. The teacher also do not use this method which arose pupils' participation and self-confident expression of ideals and problems which face them in English classroom. This traditional practices have also hindered teacher to have accurate assessment and evaluation of the students mastering of English concept. The use of paper and pencil method might be good but some time pupils may end up with claiming concept rather than understanding the concepts and is proper applications.

The lack of support from parents and other education stakeholders become a obstacle on pupils use of portfolio because pupils need to collect material that depict a pupils activities such as English subject notes, different information from newspapers, real life English written

episodes/stories, book pages that have been reproduced, written speeches , drawn pictures and maps, English written assignments, assessment of performance works, test, quizzes, and pupils day to day individual and group work. This form of assessment has been also suggested by TIE (2016).

The procedures for assessment (source of items/questions) were found that teachers depend much from syllabus and text books which indicate very often used. The reason for concentrating on the syllabus is due to that syllabus shows what pupil's should learn and achieve in particular academic year. In addition either annual or final examinations always test and assess pupils knowledge and competence basing on the subject content included only in the enter syllabus. Failure to accomplish the syllabus on time if leads the pupils to poor performance in national examination. Actually, teachers spend much of their time in the classroom teaching and evaluation of pupil's performance of subject but not evaluation the level of pupils understanding concepts used in English.

Furthermore, the results show that textbook were frequently employed in developing questions items to the most teacher since were among of the curriculum support material and available questions used to assess the level of competence to pupils. On the other side, shortage of Englishbooks, invalidity of the content make difficulties to teachers and pupils to accomplish syllabus on time which directly affect the efficient of classroom assessment.

The issue of feedback and reporting were carried out through test scores using grading letter A, B, C,etc. The enables teachers to understand and justify their pupils level of understanding and performance and intended by the curriculum. Yigzwa(2013) argues that even though pupils have moved on to the next level yet the result can serve as source of information for revising curriculum and instructions for the next class. Saefurrohman and Balinas(2016) supports that grading serves as primary base of dataassessment for providing final report. The grading letter motivates pupils in achieving intended academic goals. When the teachers conduct classroom assessment practices are aligned they can support daily instructional practices of teachers as well as planning for instruction.

On other hand, time spent for assessment and evaluation indicated to the most English teachers less time in classroom assessment. The implication of the finding is that teachers' face a limited time in classroom assessment because it is difficult to identify pupils with learning difficulties in a single period. Furthermore, classroom observation shows that there are huge number of pupils in a class so that 40 minutes is not enough to the teacher to asses more than 50 pupils in a single period.

The paper findings found that there is strong relationship between classroom assessment and pupils' performance in English concept. The correlation coefficient indicates that the outcome on exercise and test can predict pupils' scores in final examination. However, it was revealed that examination distinguishes different level of performance among pupils and it provides an indication pupils' progress as well as teachers' effectiveness. Therefore more frequent exercise, test and examination may improve pupils' grades and provides effective learning (Mc Cormick, 1994). Examination also helps in making curricular changes that bases on performance outcome (Braxton, 1993).

The paper established that, poor performance in final exams was due tolack of frequent exercise and test in the classroom.Reboredo (2017) and Quansah (2005) is of the same opinion that classroom assessment system involves test,class exercise and homework which are most important learning medium that allows pupils to take active part in their own learning.

Furthermore, test, quiz, final exams, individual works and group assignments were found as the key influences of creation and improvement of pupils' activeness use of cognitive domain which helps them in critical thinking during learning process of English concept. Sharma (2002) wrote that pupils should be imposed to self-assessment in order to assess their own ability of mastering English concept.

Therefore, the results show that the exercise and test contribute significantly to the pupil's examination performance in English. It is substantial to English teacher to conduct effective classroom assessment so as predict pupils learning English concepts effectively contrary to lack of or inadequate exercise and test in classroom it may lead to the pupils' poor performance in final examination.

## 6.0 Conclusions

English classroom assessment on how pupils understand the English concept encompasses range of activities that include instruction of assessment tasks, administration marking and grading tasks to interpret results. Also for effective teaching and pupils' learning of English concepts, teachers are required to focus on the purpose, methods and procedures of teaching English especially English concept in primary schools instead of spending much time preparing pupils for passing the English final examinations. For effective classroom assessment on pupils' mastery of English concept English teachers in primary need to gain knowledge and self-perceived skills in using varieties of assessment like self and peer assessment, portfolio which has been rarely observed practiced from this study.

## References

- Braxiton, J.M. (1993). Toward the evolution of assessment: Turning attention to the instructional process. *Assessment update* 5-11.
- Bueruner, J., Goodnow, J.J., and Austin, G.A. (1967). *A study of thinking*. New York: Science Edition
- Erickson, L. (2012). *Concept based learning*. Cambridge university press. USA.
- Frey, B.B., and Schmitt, V.L. (2010). Teachers' classroom assessment practice. *Middle Grade Research Journal*, 5 (3), 107-117.
- Laurent, J. (2011). The influence of continuous assessment tools on student academic performance in Chemistry for ordinary level 2<sup>ed</sup> in Tanzania. University of Dar Es Salaam.
- MacCornick, F. (1994). Teaching effectiveness. In *the power of positive teaching*. Krieger Public, Malabar, FL.
- MoVET, (2011). *School inspectors training manual*<sup>3rd</sup>. Tanzania
- Mwakasonde, B. (2011). An assessment of the situation of learning of English Language in Public primary schools in Temeke Municipality and Rungwe district in Tanzania mainland.

Ndalichako, J.L. (2004). Towards an understanding of assessment practices of primary teachers in Tanzania. *Zimbabwe Journal of Education Research*. 16 (3) 168-177

Quansah, K.B. (2005). Continuous assessment handbook. Ghana education service publication BECAS project.

Reboredo, C.L. (2017). Do continuous assessment result affect final examinations outcomes? Evidence from microeconomic course. *Multidisciplinary Journal for Education Social and Technological Science*. Retrieved from <http://dox.doi.org/10.4995/muse6548>. EISSN: 2341- 2593

Stiggins, R.J. (2007). Assessment through the students 'Eye. *Educational Leadership* 64(8), 22-26.

TIE. (2016). English language teacher's guide standard III-VI. First Edition

Saefurrohman and Balins, S.E. (2016). English teacher' assessment practice *International Journal*

WNCP. (2006). Rethinking classroom assessment with purpose in mind. Manitoba Education, Citizenship and Youth Cataloguing Publication.

## APPENDIX 01

### Teachers' responses on Classroom Assessment practices

No	Descriptions	1	2	3	4	5	Mean	S.D
<b>A</b>	<b>Purpose of Assessment</b>							
	i) Plan for instruction (objectives, strength, & weakness, going on	1	2	6	21	6	3.81	.889
	ii) Monitoring pupil's progress and provide feedback to pupils as they progress	0	3	5	17	11	4.00	.894
	iii) Prepare pupils for National exams	0	1	1	12	22	4.53	.696
	iv) Determine the effectiveness of instruction	1	3	6	20	6	3.75	.937
	v) Determine final grades for my pupils	0	1	7	17	11	4.06	.791
	vi) To rank pupils based on their class performance	0	2	5	14	15	4.17	.878

	<b>Index in Purpose of Assessment</b>						<b>4.05</b>	
<b>B</b>	<b>Methods of Assessment</b>							
	i)Assessing pupils through classroom observation	0	4	7	17	8	3.81	.920
	ii)Assessing pupils through group discussion	0	5	8	17	6	3.67	.926
	iii)Using portfolio to assess pupils' progress	1 1	8	8	7	2	2.47	1.27 6
	iv)Assessing individual class participation	1	4	4	17	1 0	3.86	1.04 6
	v) Providing exercise to the pupils	-	1	3	8	2 4	4.50	.878
	vi)Providing homework to the pupil's	1	6	9	14	6	3.50	1.05 6
	vii)Administering quizzes to the pupils	2	4	8	12	1 0	3.67	1.17 1
	viii)Evaluate oral questions from pupils	1	2	6	19	8	3.83	1.02 8
	ix)Writing multiple-choice questions	0	1	5	18	1 2	4.11	.854
	x)Writing true/false questions	0	2	8	16	1 0	3.89	1.00 8
	xi)Writing matching questions	0	2	4	23	7	3.97	.736
	xii)Assessing pupils through peer assessment	3	8	6	14	4	3.14	1.29 1
	xiii)Writing fill-in-the blanks or short answer	0		6	18	1 2	4.17	.697
	xiii)Assessing through self-assessment	3	5	7	15	4	3.17	1.36 3
	<b>Index in Method of Assessment</b>						<b>3.69</b>	
<b>C</b>	<b>Procedures for assessment</b>							
	i)Source of assessment items/questions							
	ii)Teacher's own materials	3	6	5	15	7	3.47	1.23 0
	iii)Text book	0	0	5	15	1 6	4.31	.710
	iv)Past paper	2	2	8	17	7	3.69	1.03 7
	v) Interest	0	2 0	7	5	4	1.81	1.06 4
	Vi)Syllabus	0	0	1	8	2 7	4.69	.624
	<b>Index in source of assessment items/questions</b>						<b>3.59</b>	
	<b>2.Feedback and reporting</b>							
	i)Verbal feedback	2	8	8	8	1 0	3.44	1.23 0
	ii)Written comments		2	8	16	1	3.94	.860

						0		
iii)Total test scores (marks)	1	2	3	13	1	4.19	1.00	9
iv)Letter grading (A,B,C, etc)	0	2	4	21	9	4.03	.774	
v)Discuss with pupils	2	4	5	13	1	3.81	1.29	1
<b>Index in feedback and reporting</b>						<b>3.88</b>		
<b>3.Time that were spent on assessment and evaluation</b>	Freque ncy			Percent age		Cumm%		
i)1-10 mins	2			5.6		5.6		
ii)11-20 mins	3			3.8		13.9		
iii)21-30 mins	2			5.6		19.1		
iv)31-40 mins	27			75.0		94.4		
v) Above 40	2			5.6		100		
<b>Total</b>	36			100				

Note: Not at all used,2=seldom used, 3=Used occasionally,4=Used often ,5 Used very often