

Implementing Standards for Student Assessment

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Abstract – Within the realm of education, assessment plays a pivotal role in reflecting both teaching efficacy and student learning outcomes. It necessitates teachers' perpetual readiness and determination in shaping students' educational journey. Traditionally viewed as discrete undertakings, the processes of learning and assessment prompt educators to engage in continuous reflection, from lesson planning to execution, encompassing content delivery and instructional methodologies such as explanation, inquiry, and discourse. This master's thesis endeavors to provide a comprehensive examination of diverse assessment techniques and their alignment with established standards, investigating their impact on enhancing student achievement within the context of curriculum acquisition. It seeks to elucidate the interplay between assessment strategies and academic performance. Utilizing a questionnaire tailored for educators, this study aims to identify and delineate the intricate connections between assessment methodologies and student outcomes.

Keywords: Assessment, students, standards, primary education, educators, performance indicators.

I. INTRODUCTION

The primary objective of this paper is to elucidate the implementation of assessment standards, including the types, methods, and factors influencing assessment, as well as the role of self-assessment. Assessment entails the systematic collection, analysis, and interpretation of information to ascertain the extent to which students have achieved instructional objectives. It is often regarded as a constructive tool for fostering improvement and innovation within the educational process. Effective student assessment is crucial for the learning process, requiring teachers to devise strategies for gathering information on teaching effectiveness and measuring student achievement. Furthermore, assessment provides students with feedback on their learning, serving as a motivation to enhance their performance.

A comprehensive understanding of students - what they know and how they differ from each other, enables teachers to tailor their lesson plans to meet individual needs. Teachers hold the responsibility for making decisions that significantly affect students' education and assessment. The primary aim of assessment is to inform decisions that enhance learning outcomes and the overall learning process. This decision-making process necessitates the continuous collection and evaluation of information to assess all facets of the educational experience

II. MATERIALS AND METHOD

The research methodology encompasses several critical components, including the identification of the research problem, formulation of research goals, tasks, hypotheses, variables, instruments, tools, methods, population and sample, as well as the organization and flow of the research.

This study addresses several key questions:

1. To what extent can we understand the emotional states of our students?
2. How significantly does a child's emotional state influence their learning and attention in the classroom?
3. What role do teachers play in identifying and improving students' emotional conditions?
4. Are parents attentive to their children's behaviours and actions?

The primary aim of this research is to empirically determine the importance and extent of the application of student assessment standards in the classroom, including methods, strategies, and techniques. The specific goals are as follows:

- To examine whether teachers plan evaluation and the implementation of assessment standards when planning lessons.
- To investigate if teachers utilize assessments during unplanned moments.
- To determine whether teachers predominantly employ summative or formative assessment techniques.
- To assess whether teachers have clearly defined criteria based on the established standards for evaluation.

Research Tasks and Hypotheses

This research seeks to elucidate the extent to which assessment standards are implemented and their effectiveness for teachers. The specific tasks include:

- Collecting data on teachers' knowledge of national learning standards.
- Collecting data on whether national standards have facilitated the evaluation process.

Based on a review of the literature and preliminary research, the following hypotheses are proposed:

1. Teachers report satisfaction with the guidance and support provided by unified national standards in the new curriculum framework.
2. Most teachers apply evaluations based on students' performance in practice.
3. Teachers evaluate students' achievements impartially.
4. The evaluation process has been facilitated for teachers based on national standards.

Research Variables

Independent Variables such as age, gender and teachers' seniority and Dependent variable such as different activities and use of assessment tools were considered in this research.

Population and Sampling

The research was conducted within the institutions of the Municipality of Gostivar, North Macedonia. The sample for this study consists of a convenient selection of primary school teachers.

Research Methods, Techniques, and Instruments

This research employs the following methods:

- *Empirical Method:* Based on direct experiences with students and teachers.

- *Theoretical Analysis Method:* Utilized in most research as a foundational knowledge base for the topic.
- *Descriptive Method:* Used to describe the researched phenomenon.
- *Statistical Method:* Results are presented in tables and graphs to illustrate percentages.

Questionnaires administered to teachers served as the primary measuring instrument for this research.

ORGANIZATION AND FLOW OF RESEARCH

Data Collection Phase

During the data collection phase, a survey technique was employed. The primary research instrument is a questionnaire designed for teachers, which provided data and insights regarding teachers' attitudes towards the implementation of assessment and their activities with students.

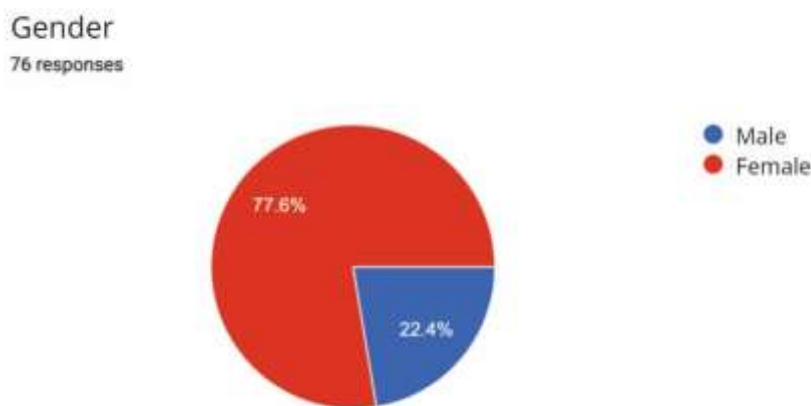
Statistical Processing of Results

The research results is presented in graphical form processed using Google Forms for data management.

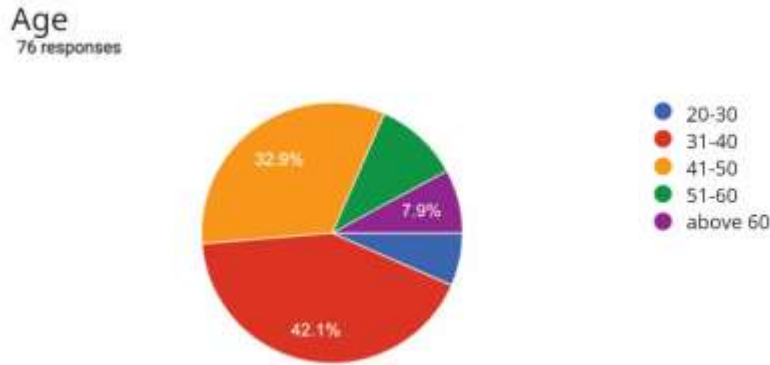
III. RESULTS

The questionnaire was prepared and administered online, with the research conducted from 18 January 2024 to 8 February 2024. This chapter outlines the methodology that enabled the fulfilment of the study's objectives. This study utilizes a mixed-methods approach, combining both quantitative and qualitative methods. The survey process involved a significant portion of individually selected teachers. A specially designed questionnaire gathered demographic data, educational levels, and employment status, alongside questions related to the recognition of evaluation criteria and learning success, tailored specifically for this master's thesis.

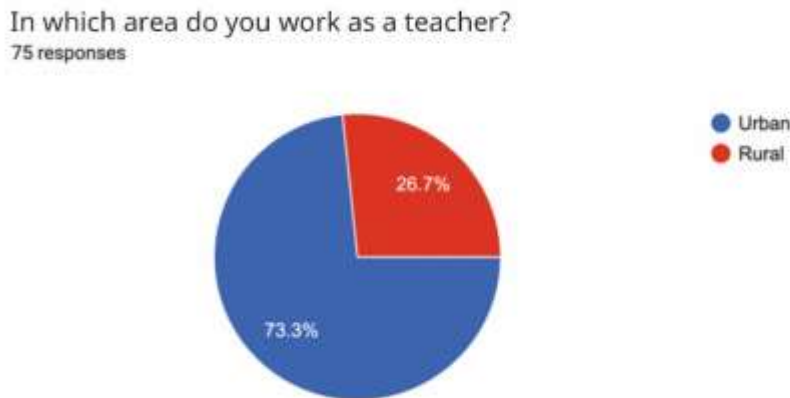
The questionnaire survey aimed to collect comprehensive information on the opinions and attitudes of the selected participants, providing their independent perspectives. The survey was responded by 76 individuals, with 59 women (77.6%) and 17 men (22.4%) responding.



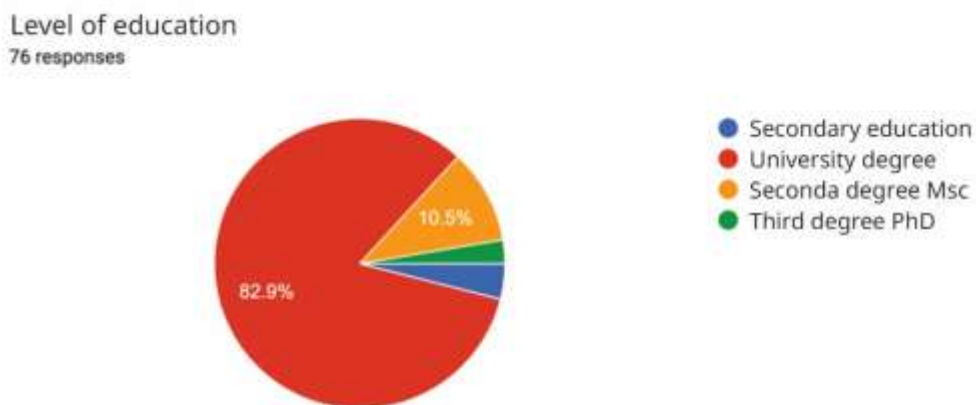
Based on age, 6.6% of respondents were between 20-30 years old, 42.1% were between 31-40 years old, 32.9% were between 41-50 years old, 10.5% were between 51-60 years old, and 7.9% were over 60 years old. It is important to note that all respondents are teachers in the lower cycle of elementary schools, working in Gostivar and its surrounding areas.



Regarding the areas in which they work, 73.3% of the teachers said to be employed in urban areas, while 26.7% they work in rural areas.

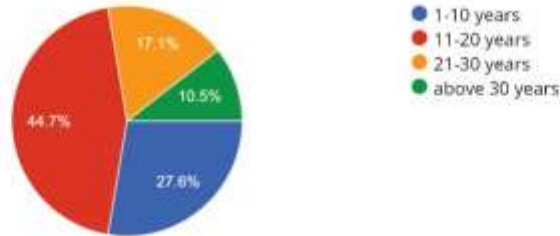


In terms of educational attainment, 3.9% of respondents reported having secondary education, 82.9% had a university degree, 10.5% held a second degree (MSc), and 2.6% had a third degree (PhD).



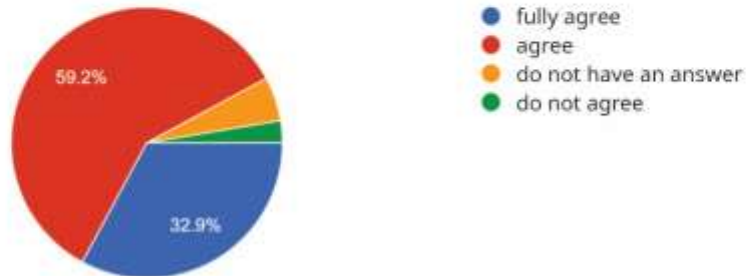
Asked about their teaching experience, 27.6% had 1-10 years of experience, 44.7% had 11-20 years, 17.1% had 21-30 years, and 10.5% had over 30 years of experience.

Teaching experience
76 responses



Regarding the fifth question, "Do students get evaluated even in unplanned moments?" 59.2% strongly agree, 32.9% agree, 5.3% did not respond, and 2.6% disagree.

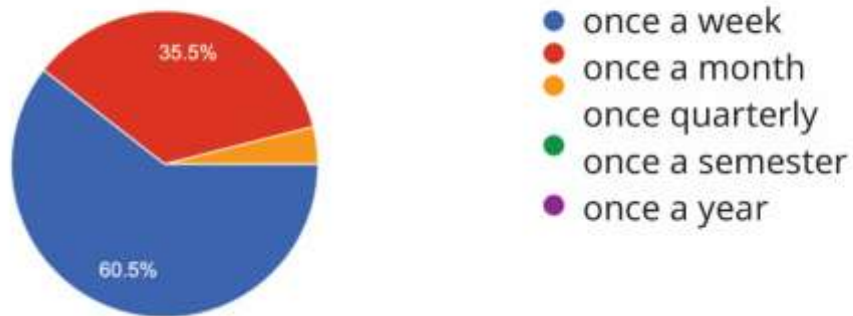
Students are evaluated in unplanned moments
76 responses



60.5% responded affirmatively to the sixth question, indicating they conduct student evaluations at least once a week. Additionally, 35.5% reported conducting evaluations once a month, 3.9% perform micro summative evaluations every three months, and there were no responses for summative evaluations every six months or once a year.

I conduct evaluation at least

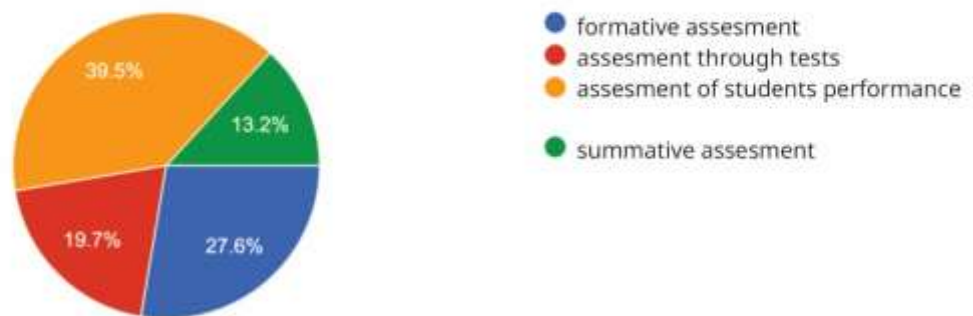
76 responses



Regarding the seventh question, responses indicate that 27.6% of teachers mostly apply formative assessment, 19.7% use assessment through tests, 39.5% assess according to student performance, and 13.2% employ summative assessment methods.

in my practice as a teacher, I apply:

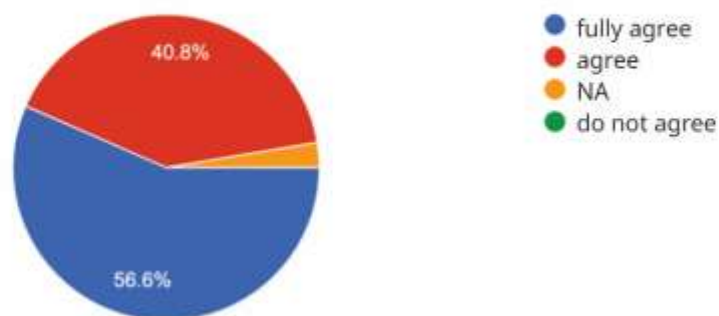
76 responses



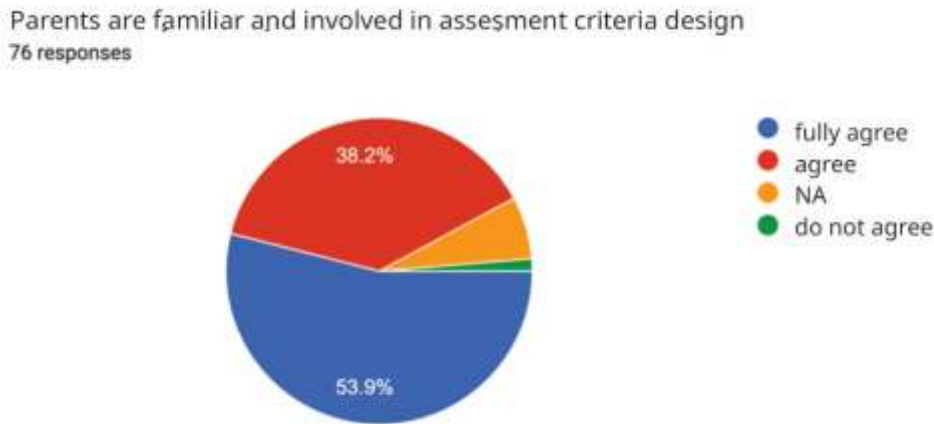
Regarding the question about students' familiarity with assessment criteria and their involvement in designing them, 56.6% strongly agree, 40.8% agree, 6.5% did not respond, and 2.6% disagree.

Students are familiar with assesment criteria and participate in their designing

76 responses



When parents asked whether they are familiar with and involved in the design of evaluation criteria, 53.9% strongly agree, 38.2% agree, 6.6% did not respond, and 1.3% disagree.



IV. DISCUSSION

Based on the aforementioned graphs, the following conclusions are drawn: This questionnaire aimed to assess the significance and awareness of implementing evaluation standards, addressing challenges across various domains, and whether institutions and organisations alleviate these issues and value this aspect as crucially as students. However, this prompts the question of how such objectives should be achieved. The study's data lead us to the primary findings and the roadmap for their realization:

- The implementation of evaluation standards for student assessment involves employing various tools and methodologies for data collection, interpretation, and analysis, aimed at enhancing teaching and learning outcomes.
- Furthermore, assessment should not be perceived merely as a routine task or unnecessary burden, but rather accorded the requisite importance and approached earnestly to meet students' needs, thereby fostering their professional development and advancing our educational system through consistent adherence to standards and continuous adaptation.

V. CONCLUSION

Based on evolving needs each year, it is crucial to strategize for new changes in the education system, ensuring schools effectively meet societal demands. Therefore, educational institutions must collaboratively plan and coordinate necessary transformations, aiming for positive outcomes across all facets of the learning process.

This study's primary focus was on implementing standards for student assessment, identifying challenges within the learning process, particularly those related to assessment. It underscores the importance of such research in highlighting teachers' diligent efforts within schools, fostering successful collaboration with students and parents through various approaches.

The study's findings, gathered via teacher questionnaires, align with expectations drawn from literature review. It emphasises that implementing standards for student assessment should be carefully planned within classrooms to ease teachers' workload, motivate students, and systematically monitor their progress or areas needing improvement.

This master's thesis integrates abundant literature, practical student interactions, and methodological choices for robust research and analysis. The data demonstrates the multifaceted nature of student assessment, influencing the broader learning process significantly.

Based on insights gleaned from teacher interviews, it is evident that while schools partially implement standards for student evaluation, there's limited discussion on whether this approach effectively motivates students towards sustainable, high-quality learning.

Insights from student interviews indicate a predominant reliance on grades for evaluation, though students appreciate verbal or written feedback from teachers for guidance on improving their learning, albeit sporadically applied.

Evaluation in education is a multifaceted process aimed at assessing educational frameworks and utilizing data to demonstrate institutional impact, support student development, and enhance learning experiences. It encompasses various perspectives and meanings, often associated with testing but expanding to include broader educational goals.

The current educational philosophy emphasizes that teachers not only transmit knowledge but also value both the process and outcome of assessment. Assessment for learning plays a pivotal role, helping teachers identify gaps and facilitate student progress, with grades serving as one aspect rather than the sole focus.

In this context, institutions, teachers, and parents play vital roles. Recommendations stemming from the questionnaire data include advocating for increased opportunities for teachers to participate in professional development and training seminars focused on implementing student assessment standards effectively. Equipping teachers with theoretical knowledge and practical skills is essential for delivering comprehensive assessments that meet diverse student needs.

Furthermore, there is a recommendation to enhance focus during assessments on psychomotor skills, communication abilities, subject-specific knowledge, and emotional intelligence. Lastly, there's a call to innovate assessment practices across all subjects and revisit internal school frameworks for teacher qualification and training, addressing student assessment methods and motivation in classrooms comprehensively.

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