



Attaining Standard through Quality Assessment Practice in Nigeria Educational System

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Abstract

The essential key to improve standards of schools lies in the teacher's ability to provide an accountability and oriented assessment. That is, teachers to become high – quality – assessment literate persons who are able to tap the true benefit of assessment to maximize students' achievement and confidently provide authentic evidence of students achievement profiles for public accountability. Assessment in education entails many processes in order to achieve educational aims and objectives. Assessment helps and shapes students disposition towards learning and influence their motivations to learn. It provides cogent information about students learning ability of easy accountability, internal programme, decision – making" monitoring students' progress and helping them to structure their learning. Quality assessment of teachers will make the teachers to be in front line to lead the education reform by taking advantage of the power of assessment to improve standard, by employing quality assessment methods in their classroom practice. Educational standard has many dimensions and therefore any argument about its falling standard could be misleading. Whether standard is falling, rising or static there is always the need for improvement practices. This is what the paper sets out to do to assist schools and teachers to gain insight and deeper understanding of quality assessment for high academic standard of students. The objectives of the paper is to provide an overview of (i) the need to adopt correct practice of continuous assessment as the main instrument for improving the quality of education in Nigeria. (ii) Classroom assessment techniques that are powerful and effective for motivating, measuring and reinforcing learning with a view to empowering teachers.