



Right Assessment of Teachers Key of Success in Learning Process – Action Research

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Abstract

Education is developing with concrete steps toward positive changes in Kosovo. Learning could be improved using effective techniques and different forms of assessment.

Teachers should pay attention on assessment planning that is required before and during learning. Special attention is given to criteria and purpose of designation together with students where it is involved asking process, survey, self-assessment and mutual evaluation between students.

The study is based on hypothesis: "Planning criteria of success affects in students' achievements and their right evaluation"

This study aims the importance of application right assessment in field of education by the teachers because it is considered the primary factor in learning quality and effective learning. At the same time do students present their knowledge and skills that they are supposed to own? Do they realize successful fulfillment about general expectation that they must have in their successful learning?

It represents a qualitative study which it is realized through a class observation and through realizing an open-question questionnaire around teacher's activities in learning process for a right assessment to achieve success.

This research is realized with third class in elementary school, where 20 students and the teacher of the class have been involved.

Based on the results we conclude that application of many forms of assessment in a class is the key of success in qualitative learning of students as an identification process of necessary fields for improving continuous learning.

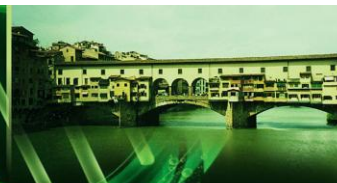
Introduction

Kosovo as a new state in Europe is still going through the re-functioning process in all social life dimensions. Establishment of Kosovo independent institutions has been done, we have many other challenges in this phase after statehood. Fulfilling standards towards European integrations and improving learning quality in general are the goals towards which changes in our society are realized.

As all other sectors education also is moving to positive changes with fast and concrete steps. In education field in Kosovo one of the challenges and main responsibilities in teaching and learning is assessment as an important process.

Teachers manage to measure and check students' knowledge, gather informations about a valuable judgment for a certain productivity through application of various forms of assessment.

For reaching a successful class it is necessary that teacher realize prior planning involving time management, objectives, methods, techniques, as well as assessment application as a key part of increasing learning quality of students in teaching process.



Students and parents are known with the success respectively unsuccessful for a certain period through application of assessment by teachers.

One of the important forms of assessment is also Formative Assessment which is considered successful for motivating students to a qualitative learning. Application manner of Formative Assessment should be based on criteria established by the teacher along with students.

Establishment of criteria is made so as to improve the level of achievement for a positive change systematically and enhancing of cooperation of didactic triangle teachers-students-parents.

Basic Education Program (BEP) it's an USAID program based on MEST (Ministry of Education Science and Technology), where one of their purposes is submitted as training teachers for application of several forms of assessment in classes and in particular Formative Assessment.

Training of teachers for Formative Assessment has begun to apply in the last two years for all teachers from all around the schools of Kosovo so as to improve qualitative teaching and learning of students. Given that assessment is an identification process, gathering and interpreting information about the teaching of students, then through the combination of several forms of assessment we manage to motivate students and make them effective communicators, critical thinkers, successful students, productive contributor and responsible in society.

The projection of Formative and Summative Assessment

It is important a fair assessment application by the teachers in the education field, in particular the Formative Assessment and Summative Assessment since they are considered as a primary factor in increasing the quality of learning for an effective learning. Focus of our work is based on these two forms of assessment in order for the study to be in improving function and advancing the learning process.

Project is initiated on purpose of application of the two assessment forms for orientation of students for an independent work, providing feedback in time by the teachers as well as gathering facts about the student's work for a certain time.

Material and methods

Teachers face many duties, responsibilities and difficulties during the work in class. Students on the other hand present their knowledge and skills they should possess while teachers test and judge students' achievements through Formative Assessment and Summative Assessment.

Those who have given different definitions about assessments think that "Formative Assessment serves to gather feedback and then to correct the work in each phase of teaching process and learning process" (Bloom, 1998; Formative Assessment), whilst Summative Assessment "...aims to measure what have students been learning, or how qualitative is their learning to judge their performance based on a few standards" (National Research Council, 2001; Formative Assessment)

In a research realized before in two schools with teachers through survey by questionnaire was noticed that there are changes in assessment by the teachers because teachers of the first school were trained while teachers of the second school were not trained for students' assessment.

In the first school from 25 teachers surveyed we conclude that two forms of assessment were applied and they achieve to plan and realize the criteria of success, write comments on students' notebooks about different kinds of assignments, students were given the chance of making self-assessment and also mutual evaluation. Between teachers there was noticed a cooperation with parents and the motivation of students for a qualitative learning.

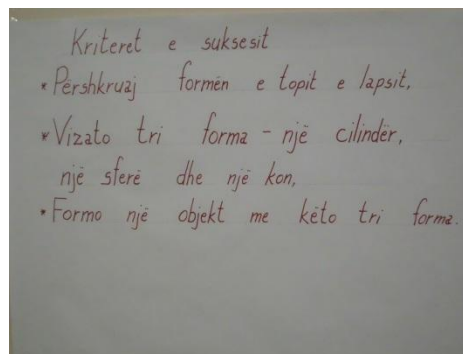
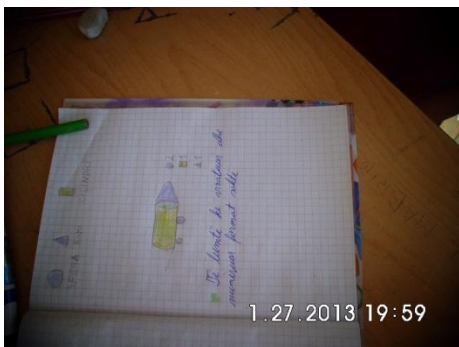


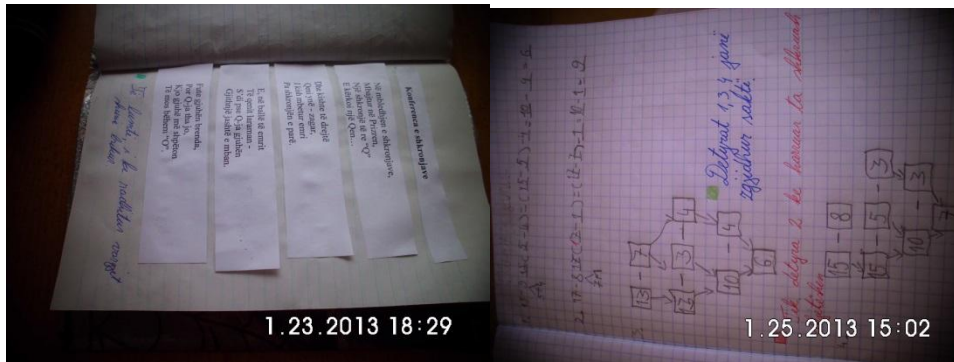
In the second school from the 20 teachers surveyed we conclude that only Summative Assessment is applied because teachers say that Formative Assessment is applied by asking students orally at the table and putting notes on tests. Between the teachers there is cooperation by making plans about the lesson, while cooperating with parents is realized in every semester and that this cooperation affects more in communication while not in the qualitative learning. Evaluation of the students' notebook is practised by giving a mark and not writing comments for realizing different kind of assignments.

Observing case in class

From the outcome of the research in two schools we got the idea to realize an Action Research in a third grade to see the results by planning and applying Formative and Summative Assessment. From the teacher's data through structured interview we could notice that students in the second grade are evaluated for a semester only with grades (Summative Assessment) for different kind of assignments which they made in class and home. Communication with all parents was organized only at the end of semester, if there was a problem or if any parent needed meeting. Excellent students who got good grades were motivated all the time, excellent students who didn't get good grades all the time weren't very stable and started to lose their interest for learning. Week students who got bad grades started not telling their grades to their friends and nor to their parents. After the training of teachers about assessment, the teacher changes their assessment.

Then in the next semester there the criteria of success is planned by the teachers and students are evaluated through feedback only with different positive or negative comments (Formative Assessment) depending on the realization of different kinds of assignments. Mutual assessment is realized between the students and self-assessment on the realization of different activities. Excellent students who got only positive comments were motivated but they asked to be evaluated with grades too. Average students who got not very good comments for different activities but the comments being inflammatory because there was written that they can learn better and realize their work in a successful way started to change their learning process. Cooperation with parents was the most successful one because they read the feedbacks in students' notebooks, noticed self-assessment of their children for the results achieved and the cooperation parent-teacher-student was better for increasing the quality of learning of the students.





Seeing that two kinds of assessment had their specificities the teacher started to plan and apply those two kinds of assessment, Formative and Summative.

When we started the application of the two forms of assessment by the teachers in a semester of the third grade we noticed that all students are satisfied with their comments during the various activities for new units or their revision. Grading in different cases also show the advance or decrease of success at the learning of students.

Results

From all the data gathered and from the observation we arrive to a result for application of two forms of assessment in class through planning and realization of several important changes.

Through structured interview with teachers and class observation of the teacher's work with students we can notice the importance of planning classes by the criteria of success and successful assessment through various forms.

The importance of fair application of Formative and Summative Assessment it is noticed for learning and their impact in increasing qualitative and effective learning during learning process.

Also students present their knowledge and their skills for a successful learning.

Through this Action Research we come to understand that a successful motivation is achieved for all students during learning process and average and week students particularly on purpose to get positive comments for the realization of their homework. At these students there was noticed a positive change in their improvement of learning.

Conclusion

Activities show that teacher's way of planning in class about the criteria of success for achieving a qualitative learning through application of Formative and Summative Assessment with different teaching tools and methods has an important role in successful learning of students.

After each planning it is necessary for every teacher to rewatch his work, is it realized with success or does the teacher need a replanning for his work. Are all students involved in different activities, are students advancing in their learning, is appropriate form of assessment being used and many other questions.

Based on all the results we conclude that application of several forms of assessment in class is the key of success for a qualitative learning of students as an identification process of required fields for improving their continuous learning.



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