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# Formative Assessment as a Method of Testing Classroom English Language Learners

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## Abstract

Assessment plays an important role in teaching contexts and in the lives of teachers and students because it is essential to inform students of their progress as well as to identify their strengths and weaknesses and provide feedback. Teachers may use formative evaluation, known as assessment for learning, to change their teaching methods based on outcomes. Therefore, this paper aims to shed light on formative assessment as a method of testing English language learners in the classroom. The results of the research confirmed that the primary goal of formative evaluation is to provide feedback to the learner as well as to the teacher to use it in order to expand and facilitate learning and teaching. Most research on educational reform has shown that teachers view technology-enhanced evaluation as offering catalysts for improvement to conventional evaluation methods and adapting to obstacles such as distance learning, high student demographics, objective and high-quality input. In light of this, the current research recommends the necessity of developing evaluation forms in the classroom and the necessity of replacing traditional evaluation methods with new methods like formative assessment methods, in addition to the need to enable students to participate in the assessment process.

**Keywords:** English, Assessment, classroom, evaluation, formative, learner.

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**الملخص**

**يلعب التقييم دورًا مهمًا في سياقات التدريس وفي حياة المعلم والطلاب نظرًا لأنه من الضروري إبلاغ الطلاب بتقدمهم بالإضافة إلى تحديد نقاط القوة والضعف لديهم وتقديم التعليقات. الاستفادة من ممارسات التقييم، المعروفة باسم التقييم التكويني أو التقييم للتعلم، يمكن للمدرسين تعديل ممارسات التدريس الخاصة بهم بناءً على النتائج. لذلك، هدفت هذه الورقة إلى إلقاء الضوء على التقييم التكويني كطريقة لاختبار متعلمي اللغة الإنجليزية في الفصل. وقد أكدت نتائج البحث على أن الهدف الأساسي من التقييم التكويني هو تقديم التغذية الراجعة للمتعلم وكذلك للمعلم لاستخدامها من أجل توسيع وتسهيل التعلم والتدريس. أظهرت معظم الأبحاث حول الإصلاح التعليمي أن المعلمين ينظرون إلى التقييم المعزز بالتكنولوجيا على أنه يوفر محفزات للتحسين لأساليب التقييم التقليدية والتكيف مع العقبات مثل التعلم عن بعد، والتركيبة السكانية العالية للطلاب، والمدخلات الموضوعية وعالية الجودة. في ضوء ذلك، يوصي البحث الحالي بضرورة تطوير نماذج التقييم داخل الفصل وضرورة استبدال طرق التقويم التقليدية بأساليب جديدة. بالإضافة إلى ضرورة تمكين الطلاب من المشاركة في عملية التقييم.**

**الكلمات المفتاحية: التقييم التكويني، الطلاب، المعلمين، الصف، اللغة الإنجليزية.**

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## 1. Introduction

Formative assessment, formative evaluation usually involves qualitative input (rather than scores) for both student and teacher based on content and performance information. It is generally contrasted with summative assessment aimed at tracking educational outcomes, often for external accountability purposes. Evaluation is well known to be one of the most significant factors that affect the learning strategies of students. Although many researchers emphasize this relationship, it remains poorly understood, particularly about the persistent disparity between curriculum and evaluation objective, the intent of evaluation methods (formative/summative), and the impact of personal factors, such as the expectations of students for specific courses, academic discipline (Browne, 2016).

Formative evaluation tends to play a greater role in raising student achievement than reducing the size of the class or growing the awareness of the content of teachers. On the other side, summative evaluation is a validated way to gather proof of student achievement and differentiate between students with different abilities. Similar to the formative evaluation, the summative evaluation may, therefore, elicit input from the faculty to facilitate learning for students. The third area of research in which there is a lack of clarity is the effect of personal influences on the learning approaches of students (Restrepo & Nelson, 2013).

Students begin a course or program with specific study techniques goals that they are likely to use. Such approaches are influenced by different personal and contextual forces, as well as the different ways students view evaluation and their demands. Vermunt attempted to clarify the relationship between student learning and personal and contextual variables He found that educational contexts such as how the learning environment is organized and personal factors, such as academic discipline, prior schooling, age, and gender, had an effect on learning habits for students (Brand-Gruwel, Testers, & Gegenfurtner, 2014).

Assessment can also serve as a function of development. Formative evaluation in classrooms refers to frequent interactive evaluations of student progress and understanding in order to identify learning needs and adapt teaching appropriately. Teachers using formative evaluation approaches and techniques are better prepared to meet the needs of various students–by differentiating and adapting teaching to raise student achievement levels and achieve greater equity of student outcomes (Aydeniz, 2009). Nevertheless, there are substantial barriers to wider practice, including perceived differences in the formational evaluations of schools and high visibility summative assessments to hold schools accountable for student performance and a lack of connection between administrative, school, and classroom evaluation approaches (Looney, 2011).

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At the school level, the principles of the formative appraisal can be applied; fields for improvement and promotion of effective and constructive evaluation cultures across education systems can be identified. A more consistent application of formative assessment in educational systems can lead to addressing very barriers to their broader practice in the classroom. The review illustrates how formative assessment facilitates lifelong learning outcomes, including higher levels of student achievement, greater equity, and stronger learning. It also addresses the obstacles to practicing formative assessment and how to overcome them, in addition to explaining the nature and methodology of research in formative assessment, encouraging self-learning, and providing constructive feedback on student success (ODEC ET, 2009).

### 1.1 Background

Assessment is vital to the process of education. The most noticeable assessments of schools are summative. Summative assessments are used to evaluate what students have achieved at the end of a unit, to encourage students, to ensure that they have met the requisite requirements on the way to achieving school graduation or joining other careers, or as a means of selecting students to pursue further education. Education ministries or departments may use summative evaluations and assessments as a means of holding publicly funded schools accountable for delivering quality education (Santiago et al., 2014).

International summative assessments–such as the International Student Assessment Program (PISA) of the OECD–were increasingly important in comparing national education systems with developments in other countries yet evaluation can also serve a function of development (Paulo et al., 2012).

In classrooms, formative evaluation refers to frequent, interactive evaluations of student progress and understanding in order to identify learning needs and appropriately adjust teaching. Teachers using formative evaluation approaches and techniques are better prepared to meet the needs of various students–by differentiating and adapting teaching to raise student achievement levels and achieve greater equity in student outcomes (Fisher & Frey, 2014). However, there are significant obstacles to broader practice, including perceived differences between classroom-based formative assessments and high visibility summative measures to keep schools accountable for student achievement, as well as a lack of connection between institutional, school-based, and classroom approaches to assessment and evaluation (Goubeaud, 2010).

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The concepts of formative evaluation can be implemented at the school and policy level, defining areas for improvement and fostering efficient and positive assessment cultures through education systems The systematic use of formative evaluation through education systems will help educators overcome the very obstacles to their broader classroom practice. This overview shows how formative evaluation promotes lifelong learning goals, including higher student achievement levels, greater equity of student outcomes, and improved skill learning (Heritage, 2010).

## 1.2 Problem

Crooks et al. (1988) warned of the potential conflict between academic goals as planned by the curriculum and the goals identified through the evaluation process. Synchronization is called positive coordination between these two forms of targets. It is believed to be conducive to learning when positive cohesion is reached. The dynamic relationship between student influences, teaching context, ongoing approaches to a particular task, and student learning outcomes have been identified by Biggs and Ramsden. Normally, learners can understand what should be learned through teaching and learning with respect for this relational relationship Therefore, one of the implications of curriculum misalignment is that recurrent inconsistencies between what students believe they need to learn for evaluation purposes and the specified goals of the course will potentially lead to local culture, producing a secret curriculum (Naureen, Durrani, Brown, & Orr, 2013). Hafferty described the secret curriculum as "a collection of factors that operate at the level of organizational structure and culture." The existence depends on the interests of the students themselves, the interests of the supervisors, and even the personal speculations of the students as to what might be in their summary evaluations (Rajasekar, 2014).

Teachers agree that formative assessment has a profound impact on the motivation and achievement of students. While teachers have a positive attitude towards formative evaluation activities, they are less comfortable in implementing strategies for formative evaluation (Andersson & Palm, 2018). The explanation for this is some shortcomings of educational reforms, learning culture, curriculum changes, collaborative environment, transparency, expectations of stakeholders, and the school climate context that would motivate teachers to embrace and enforce assessment strategies (Mandukwini, 2016). Nevertheless, these restrictions will impact teachers from different domains, i.e. external sources of information and stimulation for teachers; personal domain, i.e. disposition, values, and experience of teachers; practice domain, i.e. creativity in the profession; and outcomes domain, i.e. teaching performance. Therefore, by analyzing these areas, educational research has identified some possible factors that would affect teachers ' adoption of formative evaluation (Rumbaugh, 2014). In light of this, current research has been implemented to provide insight into formative assessment as a way to test English language learners in the classroom.

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### 1.3 Research Aim

The aim of the research was to investigate teacher and students' perceptions of assessment and the resulting learning styles. As the researcher started reflecting on their importance assessing and After studying the topic and looking at many previous studies that talked about the same topic, the researcher realized that it should not just be worried about what students learned but make assessment a learning tool. It became clear that the reason the researcher didn't use the formative appraisal in classrooms was that the researcher didn't understand its advantages to the students ' learning, but also because the researcher didn't interpret that in the sense of my teaching. Nevertheless, the more the researcher wrote, the more persuaded the researcher was that any improvement begins with our perception of things.

## 2 Theoretical Framework

### 2.1 Assessment

In the literature, the assessment labeled as the outcome of the 20th century was defined differently. Among the many, Linn and Miller (2005) describe student learning evaluation as a structured process of gathering student progress information towards learning goals. Similarly, Dhindsa et al. (2007) describe assessment as a key component of teaching and learning, "a systematic data collection process" on the success of students. We maintain that the success of students can be evaluated in different ways, including "standard paper and pencil assessments, extended responses (essays), accurate task performance, instructor assessment, and self-report of students" (Linn & Miller, 2005).

Wiliam and Thompson are proposing a move from traditional forms of evaluation to a modern, alternative evaluation model. In the current literature, within particular, the introduction of formative and summative evaluation as two different formats has attracted the attention of educators (Wilim & Thompson, 2008). The authors argue that the main characteristic of formative evaluators is the use of evaluation for student learning. According to Wiliam and Thompson, given the reason for differentiating the function of evaluation, Scriven (1967) and Bloom (1969) suggested the terms "formative" and "summative" evaluation. Formative evaluation is implemented as an ongoing process of evaluating the performance of students, providing feedback on modifying teaching and learning, and developing the curriculum (2008). On the other hand, summative assessment is required by administrative decisions and grades are given to the exams. Bloom (1969) argues that if the appraisal is compatible with the teaching and learning process, it will have "a positive effect on the performance and motivation of the students" (cited in Wiliam, 2008).

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Appraisal typically accounts for "supporting (formative) learning, certifying the achievement or ability of individuals (summative) and assessing the quality of educational institutions or services (evaluative)" (Wiliam, 2008) in support of learning; however, it also recognizes the importance of using qualification and appraisal assessment. There is also a growing consensus among educators that assessment should be used to diagnose the achievement of students, evaluate their results, identify students, etc. Others, however, advocate for using feedback to improve student learning and success (Delandshere, 2002).

Current assessment and teaching literature Assessment is a systematic process that occurs during teaching and promotes lifelong learning. According to Abery (1997), the idea of lifelong learning emerged from the business and industry sectors as people began to argue that the workers had to be adaptable to "new technology and acquire new skills in their working lives" Birenbaum (1996) distinguishes between training and assessment in which testing outcomes, primarily cognitive skills such as memorizing, were achieved. Nevertheless, the latest assessment model offers an alternative for testing culture that is "characterized by so-called objective, such as standardized tests focusing on atomized bits of information at the cost of more nuanced, higher-order knowledge and skills," evaluation of an integrated part of instruction (Gulikers, Bastiaens, Kirshner & Kester, 2006, Abery, 1997)

While definitions of formative evaluation vary widely, according to Wiliam and Thompson (2008), "formative evaluation is used to provide details about students ' probable results" and "to explain and provide input to students... telling them what things they have been provided correctly." This is contrary to the manner in which selected responses assess the achievement of students, providing the scores of students rather than input. According to Wiggins and McTighe (2007), formational assessment takes place as part of instruction rather than as a separate activity during instruction. It has formal and informal formats, including unclassified quizzes, oral questioning, self-reflection, peer feedback, thought-aloud, etc. A distinction is made between learning assessments that describe the process, evaluation as learning support, opposed to learning assessments that describe the essence of the evaluation or the product (Wiliam & Black 1998; Wiliam & Thompson 2008). Likewise, other scholars accept that the central feature of formative assessment is that it affects the quality of teaching and learning and includes students in a self-directed learning environment (Chappuis & Stiggins, 2004).

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The literature on evaluation and teaching discusses the significance of formative evaluation and its consequences for instruction and its ultimate goal that "assessment translate into classroom behavior that influence learning" (Wiliam & Thompson,). Similarly, Wiggins and McTighe (2007) also proposed that the school indicates that such activities promote efficient education by integrating formative assessment in "curriculum materials and guidance on how to use their outcomes for curriculum change." In connection with this concept, "big idea" was introduced as a key component of formative assessment, which correlates with the Approach (Wiliam & Thompson, 2008; Black & Wiliam, 1998; Herrera, Murry & Cabral, 2007). Although the word big idea is viewed with a number of meanings, some scholars see it in terms of its assessment implications. The big idea is "evidence of student learning used to change instruction to better meet student needs," that is,"the teaching adapts to the learning needs of the student" (Wiliam 2008).

While, among many authors, Black, Harrison, Lee, Marshall, and Wiliam (2003), the word "evaluation for learning" is used interchangeably with "formative assessment." They claim that "assessment for learning is any evaluation for which the aim in its design is to serve the purpose of facilitating the learning of pupils compared to an evaluation design that serves... to provide the teachers and pupils with knowledge to be used as input, to assess themselves to change the teaching" (Black et al. 2003).Wiliam and Thompson (2008) found that "an evaluation is formative to the degree that information from the evaluation is fed back into the system and eventually used in some way to enhance system performance .

**Summative Assessment and the (Formative)** Summative Assessment and the New Paradigm (Formative) Assessment in the context of education are mainly used to ' decide, gather and make judgments on evidence relating to the learning goals being evaluated, ' which does not relate to how the knowledge is gathered and could be used (Harlen, 2006).Education evaluation, known in the current literature as a summative evaluation, is deeply rooted in education and what has arisen along with it is the new paradigm, education evaluation (formative evaluation). Moreover, Harlen (2006) explains improvements in evaluation methods that should be used for four purposes: diagnostic, formative, summative, and evaluative.

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Assessment and the New Paradigm (Formative) Assessment use to define the learner's intended role and purpose as active members of the class as opposed to the old version of the evaluation in which the students were merely knowledge recipients. Chappuis and Stiggins (2004) accept that students are treated as passive participants in the conventional way of assessing, rather than taking control of their learning in new forms (formative evaluation). This ensures that students have the ability to become interested in their own development, evaluate their own and their peers ' performance and work with their teachers to develop expectations and standards for work. Formative assessment—a set of formal and informal processes used to gather evidence for the purpose of improving student learning—provides teachers and students with continuous, real-time information that informs and supports teaching. The figure below describes the types of formative assessments that are used, providing information about student learning.

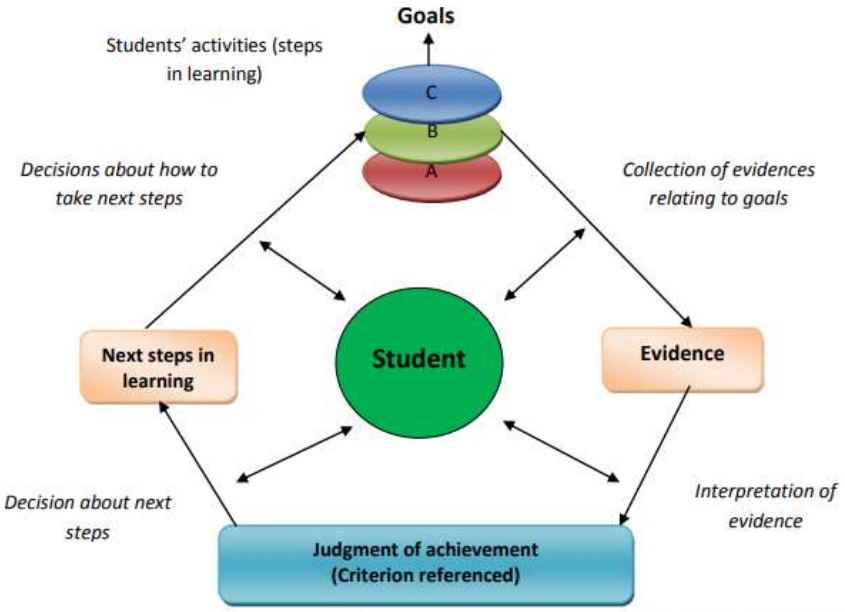


*Figure 2 .1: Formative assessment cycle (Adapted from Harlen, 2006)*

The literature on performance and evaluation emphasized the development of evaluation methods and practices that suit effectiveness as opposed to an unsatisfactory assessment model that decreases' pedagogical learning' driven by insufficient teaching and inaccurate evaluations of instructional efficacy' (Dochy, 1997,). Abery (1997) and De Corte (1991) also said that "the strong learning environment" means creating a balance between personal exploration and the creation of individuals, as an alternative to an old learning process (Dochy, 1997).

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**Why is assessment important?**

To be able to understand the reason for assessment being important, and to make the connection with the following sections consideration must be given to:

- ✓ the nature of pedagogy and content
- ✓ alignment between intended content and pedagogical practices
- ✓ how assessment supports student-learning
- ✓ How assessment identifies growth in learning
- ✓ how assessment provides motivation ;
- ✓ how assessment provides a basis for selection and certification

Assessment is important to provide information as a selection and certification basis, Global educational organizations are constantly measured by student performance results on standardized public examinations (Nunan, 2010). There is almost always some form of assessment at the end of a learning cycle, usually at the end of a school year or a course. Such a test is most often used by learners, instructors or institutions as a basis for selection and qualification. The score will lead to a rank that will form the basis for further analysis. For future job selection factor, it may also have predictive validity. Teachers are also important stakeholders, but the purpose of the evaluation is different for them; it provides feedback on their teaching, which results in an evaluation of the method and possible improvements.

### 2.1.1 Indicator of Good Assessment

Students looked at successful evaluation from three main aspects: evaluation results, methods of evaluation, and the context in which evaluation is carried out. A good evaluation may have a positive impact on the learning of students, according to a senior male student from the LD. Also, another SSD student accepted that when assessment includes students in tasks such as working on a project or writing a newspaper, etc., students should learn something and consider that in the future. While, an NSD female student stressed, "When the teacher evaluates the degree to which he/she is close to the expected educational goals, it is a successful assessment." This means that a successful evaluation has more focus on learning than recording results, according to the students. Concerning the form of questions in a survey, students preferred built responses to selected responses. A third-year student from the SSD, for example, urged, "I like to see more concise questions than multiple choices or blank questions." Another student also answered that she preferred variety in the evaluation of the classroom. She said: "I believe that a good assessment should include all educational activities, including posters, presentations, projects, articles, evaluations, etc. The setting for the test was another issue raised among the students.

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They believed that good assessment happens when teachers build a learning environment because they screen for bullying, interactions between students and teachers, and any other income that undermines the assessment of classrooms. A third-year student from the LD explained, "Justice in examination motivates real learning and students know that their efforts pay off; but," she added, "examinations leave negative impacts if they are not based on merit when they are based on who knows the teacher or the support of the instructor with a particular student."

### 2.1.2 Ethics of Assessment

Ethics of assessment include issues posed by students as they speak to the researcher. In particular, the students discussed the lack of recognition of formative evaluation by teachers, ambiguity in test items, and the role of linkages as regards higher scores etc. Likewise, some students argued that some of their instructors used some level of alternative evaluation, such as assigning project groups or individual projects to students. However, little recognition was given to the hard work and efforts made by the instructor by the students preparing their projects. This implies that the current dynamics, particularly the dominance of summative evaluation, de-emphasize formative evaluation provided less attention to projects and presentations by teachers.

**Policy principles of formative assessment to promote wider, deeper and more sustained practice are to:**

- Keep the focus on teaching and learning.
- Align the approaches to summative and formative evaluation.
- Encourage innovation.
- Ensure that data gathered at the classroom, school, and system levels are linked and are used formatively.

**The impact of formative assessment on general students' achievement**

While there is convincing evidence that formative evaluation is indeed highly effective in increasing student achievement levels (see Black and William, 1998; Natriello, 1987; Crooks, 1988), the research should be expanded and reinforced. Further research in this area may include both quantitative and qualitative methodology studies, drawing on a wide range of international educational experiences.

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**The relative impact of formative assessment methods for underachieving students**

Many studies have shown that formative assessment methods have a significant impact on underachieving students. Selected studies focus on teaching that emphasizes the importance of capacity-based action or task-centered feedback (as opposed to feedback that involves ego). These studies show relatively stronger improvements for students who have previously undervalued. Further research in this area may have significant implications for teachers working with larger student groups or in "failing" schools. The links between positive emotions and enhanced learning are a major theme of learning neuroscientific research. Together with work in the field of educational psychology, this research can inform studies on the impact on student emotions, motivation, self-perception, and achievement of different formative methods.

**The challenges of deepening and broadening practice of effective formative assessment approaches and techniques.**

Deepening and expanding the practice of effective formative assessment methods and techniques pose significant challenges. Researchers should pay close attention to the success of different strategies for dissemination and implementation. Policy can draw on this knowledge in the formative spirit to adapt and improve strategies and deepen their impact.

### 2.1.3 Formative Assessment as a Framework

Formational evaluation as a framework Well-designed tools and guidelines provide much-needed structure and allow instructors to practice more systematically. At the same time, in order to adapt to the teaching context as well as the needs of diverse learners, instructors need plenty of flexibility. Ideally, the framework for formative evaluation will provide the right balance of structure and flexibility. To reveal learner comprehension and development towards goals, teachers use the tools and techniques of formative assessment. They then adapt teaching to meet identified needs, drawing on a repertoire of learning tasks and challenges to help students cope with gaps. This interactive approach to evaluating and adapting the teaching and learning process requires the pedagogical and subject knowledge of the instructor, but also requires a great deal of creativity and flexibility.

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Nonetheless, poorly developed instructions and methods for formative assessment will provide more structure than flexibility, and will do little to improve learner autonomy or learning-to-learn skills. Assessments can be seen as a way for learners to achieve summative goals (an iterative process) instead of engaging with learners to build skills, knowledge, and understanding (an interactive process). Policies to help structure classroom practice could include: broadly defined learning goals, tools that can be adapted to context (e.g., community-based or work-based programs) and guidelines that provide insight into the process as well as the principles of formative evaluation. Therefore, training for formative evaluation will also help instructors develop effective skills to guide classroom interactions.

### 2.1.4 Impacts of Assessment in Learning

Some students argued that assessment was part of the instruction, saying, "Learning will not occur if assessment is missing." The arguments imply that assessment can play as a stimulus that motivates learning, especially when the reward is attached to, for example, scores in this scenario. The literature refers to this learning method as behaviorist reasoning that learning occurs when the incentive is provided for the learner.

They also maintained that learning occurs when the instructor creates such an environment. According to a senior student, assessment is an activity that the instructor actively involves students to reflect on what they learned and guides them what actions to take in the future. Students' current learning habits, students' discussion implies that although learning is assumed to be the ultimate goal of assessment, to a great extent, students work harder when they have an exam. This suggests that the inclusion of assessment during the instruction may increase students' responsibility for their learning.

### 2.1.5 Attitudes and Perceptions about Assessment

Assessing learning and the process of measuring success or failure at school sends powerful messages, influencing learning expectations for students, teachers, parents, and the community. All stakeholders have attitudes and perceptions regarding the value of evaluations and evaluation practices. The next segment addresses the attitudes and opinions of students and teachers about the reasons, legitimacy, reliability, accuracy, and effectiveness of evaluation.

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## 2.2 Perceptions of the Purposes of Assessment

Ultimately, assessment should be based on its primary purpose-to support students (Masters, 2013). The basic purpose of assessment is to determine the level of learners in their apprenticeship at the time of evaluation. The thoroughness and consistency of evidence gathered from tests is a key to the interpretation of performance objectives by students and teachers (McGaw, 2006). It will also follow the development of appropriate evaluation processes that are effective for teaching and teach (Curtis, 2010)

### 2.2.1 Students' Perceptions of the Purposes of Assessment

The perceptions of evaluation of students are based on their interpersonal confidence and attitudes towards the value they place on evaluations. Their effective variables, behavioral states, are linked to their perceptions and expectations of evaluation value and purposes (D'Mello et al., 2009). They consider assessment outcomes to provide them with incentives for higher or further education as well as workplace gateways (Denscombe, 2000). Consequently, Denscombe argues that students show a significant amount of confidence in the system to deliver them the' correct' results the trust and attitudes of students towards assessment purposes can influence or help them become more constructive test-takers (Gal & Ginsburg, 1994; Vroom, 1964). Standardized testing could affect the behavioral results of students, including their study habits and achievement, by influencing deep rather than shallow learning strategies (Entwistle, 1991; Peterson & Irving, 2008; Struyven et al., 2005). Students experience their trust in teachers and examiners making decisions on desired outcomes, promoting efforts to carry out valued activities. Otherwise, in some practices, there is little incentive to make efforts (Pekrun et al., 2002). When the fear of potential failure of students to predict the purpose of evaluation, this could create protective self-regulatory responses to dislike evaluative situations and avoid taking an intellectual risk, thus hindering learning.

### 2.2.2 Teachers' Perceptions of the Purposes of Assessment

Evaluation expectations of teachers are vital to how students learn and how their comprehension and expertise evolves (Masters, 2013). Their perceptions of the evaluation purpose are likely to influence how their teaching is organized and what students focus on in their learning. Such knowledge will educate teachers how to develop assessment strategies to enhance student learning and mitigate any doubts and fears that students may have about evaluations. Addressing the doubts and fears of testing could help students become more positive participants (Gal and Ginsburg, 1994). So understanding how student learning can take into account students ' creation of' reality, as students learn, the truth has a significant added value, that is to say their models of evaluation are desirable results.

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This assumption also applies to evaluation and evaluation perceptions of students. Teachers believe the purpose of assessment is shown to influence students' behavioral outcomes, but students' perceptions of evaluation methods also play an important role in their study habits and achievements by shaping their varying approaches to learning (Entwistle, 1991; Peterson & Irving, 2008).Students need to trust those responsible for making decisions about desired outcomes in order to undertake performance efforts on valued activities. Otherwise, there is little incentive for certain activities to engage in performance efforts (Hirschfeld & Brown, 2009).

Teachers agree that the object of assessment should be to collect the learning experiences and knowledge of student's overtime to record personal and professional growth (Boud, 1990). Teachers believe that aligning curriculum material with assignment assignments would improve learning for students otherwise it would only be rote learning. Then this is unlikely to interact with higher-level targets that may well have been the aim of the assessment (Prosser & Trigwell, 1999).Generally speaking, teachers agree that student appraisal interactions do not occur in a vacuum but are contextualized in their overall perception of the objectives they have to accomplish, the workload they bear, the teaching they are experiencing, and the flexibility they have to direct their own learning.

### 2.3 Perceptions of Reliability of Assessment

In general, reliability concerns the desired level of accuracy in measuring the progress that a learner has made over time; it may require relatively accurate estimates when measuring national trends in student achievement levels. The reliability of the evaluation issues is the amount of credible content-specific evidence gathered. Therefore, the reliability standard is commensurate with the quantity that is centered on these tests. This means that data collection from a variety of sources on the basis of a range of evidence is important.

#### 2.3.1 Students' Perceptions of Reliability of Assessment

Student expectations of the effectiveness of assessing their work being judged are crucial to achieving their success in learning. Students expect the evaluation results to be reliable, stable and consistent, and to deliver the same results on the same test regardless of when the tests were taken. They tend to trust reviewers to judge their work equitably in the assumption that they are qualified and well trained experts; however, they may understand that some subjects require a higher degree of analysis than others, and therefore the marking reliability can vary.

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### 2.3.2 Teachers' Perceptions of Reliability of Assessment

In the light of the reliability of the measurement method, instructor expectations of reliability could be interpreted (Murphy, 2004). Teachers assume that assessment and measurement by reliability will produce stable and consistent results, i.e., that different test using the same general framework yield similar results (Henson, 2001; Salvia & Ysselldyke, 1998). Teachers believe that continuity between reliability and assessment improves the academic attitudes of students and ultimately correlates substantially with their academic accomplishments (Koul & Fisher, 2006; Reynolds et al., 1995). The assessment reliability expectations of teachers are aligned with the positive attitudes of students towards academic achievement; they agree that the importance of the academic achievement of their students should be expressed in the evaluation of their work.

## 2.4 Attitudes and Perceptions towards the Efficacy of an Assessment

The efficacy of an assessment according to Bandura and Locke (2003,) is "the ability to produce a desired effect through the evaluation process, i.e. the selection of participants, the selection of tasks or instruments, and then the methods of judgment and data analysis." The perceived success of the evaluation is likely to involve the interpretation of the importance of the evaluation task by the students and teachers "(Dochy et al., 2014).

### 2.4.1 Attitudes and Expectations of Students about the Validity of an Assessment

The more important the tasks are, the greater the probability that the tasks will be appreciated by students. Of greater enthusiasm and passion, they are likely to perform these tasks than the tasks they do not respect. The success of an evaluation is clearly related to the assessment habits about how well they can do the assignments; in addition, students are more likely to consider the significance, relevance and validity of the assessment, i.e., less tendency to avoid tasks that they feel surpass their capabilities; as they believe they can handle the demands (Wigfield & Eccles, 2000). When students are given tasks on which they are likely to succeed, the resulting performance experiences will mean more pleasurable learning, improved participation, increasing self-confidence leading to further learning progress, they are likely to develop strong self-efficacy (Masters, 2014). This is because they establish confidence that the tasks that trigger self-efficacy are essential, useful and valuable. Task interest and self-efficacy are therefore both key components for recognizing the option of classroom assessment tasks for students (Wigfield & Eccles, 2000).

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### 2.4.2 Teacher Attitudes and Opinions on the Efficacy of an Assessment

The expectations of teachers about the effectiveness of the evaluation depend on the quality of the practices. Sadler (2010) suggests that these activities involve providing students with large-scale input on summative work; however, this may be challenging because many students do not learn on a feedback loop because their reinforcement time may have run out (Higgins et al., 2002). Teachers tend to believe deeply in the importance of assessment to help students know, even those who pose or are unmotivated with behavioral problems (Berman & McLoughlin, 1977). The dynamics of student achievement, however, and the nature of educational reform, have an influence on the expectations of assessment efficacy by teachers (Petitt, 2011). Masters work has shown that the recognition and evaluation of student achievement is highly subjective, primarily based on the perceived importance of such data to improve student learning through the feedback loop (Masters, 2013).

## 2.5 Attitudes and Perceptions towards using ICT in Assessment

Attitudes and expectations regarding the use of ICT in evaluation are informed by the views and attitudes of students and teachers regarding the use of new generation technologies, such as Web applications for connectivity, collaboration, help and learning enhancement (Pence, 2007; Underwood, 2007). New technologies are likely to have a profound impact on assessment teachers and students in the future, including understanding of validity, reliability, accuracy and efficacy of research, and interpretation and reporting of evaluation knowledge to encourage better assessment practices, the combination of self-efficacy, the importance of technology and the engagement with technology is essential. The following section addresses the attitudes and expectations of students and teachers on the use of ICT in assessment.

### 2.5.1 Attitudes and Expectations of Students about the use of ICT for Assessment

The use of ICT in evaluations involves motivation, concentration and maximum performance for most students (Garrett et al., 2009). Many commonly consider technology-based resources to improve output measurement reliability. With a shift from' learning assessment' to' learning assessment,' the focus is on combining evaluation in instruction. Learning appraisal could provide incentives for active involvement, thus improving the interest of students in the importance of using ICT in evaluation. The use of ICT in assessment is demonstrated by the introduction of e-portfolios into the evaluation methods repertoire. Learning appraisal could provide incentives for active involvement, thus improving the interest of students in the importance of using ICT in evaluation. The use of ICT in evaluation is demonstrated by the introduction of e-portfolios into the evaluation methods repertoire.

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Portfolio evaluation, well developed in areas such as graphic art education, is now accessible in all areas of education; Students interpret portfolios as important elements of learner management and long-term' diagnostic' knowledge to support other types of evaluation (Redecker, 2013). We perceive digital tools, particularly those that are useful in online evaluations, may help their school work. In addition, learning is a regular undertaking for today's students, with the traditional school day being only a small part of the overall learning time they spend, particularly using ICT. Students found that using ICT in assessment appeared to understand 21st-century learning elements, including improvements in the appraisal practices of teachers (Redecker, 2013). This suggests the positive beliefs of students about the use of ICT in evaluation that influence teachers to reconsider their facility's importance in learning assessment.

### 2.5.2 Teachers' Attitudes and Perceptions towards using ICT in Assessment

It is crucial that teachers have a clearer understanding of the significance of ICT and its potential to support the evaluation process and that most educators accept this notion commonly (Kozma, 2009 ;). "Teachers believe that technology-enhanced learning environments provide a promising opportunity for embedded assessment of the more complex and behavioral dimensions of key skills based on learning analytics." That is, students and teachers can evaluate performance, recognize errors, and learn from them. Therefore spyware would be installed freely on the computers of the users, therefore monitoring the patterns of operation to analyze the Internet research strategies of the learners. Teachers feel that feedback was incorporated into the learning process in this way, supplying learners with highly successful motivators. Then data analysis could be used to provide feedback to enhance user strategies and identify areas of future development (Ridgway & McCusker, 2008).

Most research on educational reform has shown that teachers view technology-enhanced evaluation as offering catalysts for improvement to conventional evaluation methods and adapting to obstacles such as distance learning, high student demographics, objective and high-quality input. Experts backed these findings (Whitelock & Watt, 2008). Teachers believe that new ICT technologies are growing in assessment, including outcome management and analysis, learning analytics, tools for immediate formative feedback, and collaboration on input processes (Beevers, 2011). Teachers understand many of these align with the recognition that feedback and evaluation should be more deeply embedded in the teaching and learning process (Pellegrino & Quellmalz, 2010; Whitelock & Warburton, 2011).

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Teachers accept the value of ICT-supported evaluations as complementary to the provision of an effective curriculum using their pedagogical practices. They agree that a better understanding of digital technology's potential may extend methods of assessment beyond traditional approaches. They agree that a better understanding of digital technology's potential may extend methods of assessment beyond traditional approaches. According to BECTA (2007, p. 63) study, the effect of ICT in schools–a landscape review commissioned "it is not enough to bring about the participation and achievement of students although self-efficacy and involvement with ICT in the assessment are important. There are many other elements to be present, such as teacher exposure to ICT, knowledge of how ICT can be incorporated into teaching practices, and its incorporation into an entire school e-strategy. The four broad categories of skills are inherent in the 21st Century Skills Assessment and Training (Griffin et al., 2012): ways of thinking; ways of working; tools to work; and skills to live in the world .As such ICT supported assessment has a pivotal role to play in focusing the attention of schools and school systems.

### 2.5.3 Models for Investigating Perceptions and Attitudes about ICT Use

Models for Investigating Perceptions and Attitudes on ICT Use in the 1990s, several countries around the world proactively conducted research on the use of computers for education in particular. Throughout this time, (Collis, 1994; Marcinkiewicz, 1995; Sandholtz et al., 1992) instigated models of research in school computers for implementation. Most of these models centered on the creativity needs of students, also referred to as worry-based models. Most of them grew as they built their pedagogical skills from Fuller's (1969) research on teachers ' concerns. Nevertheless, the CBAM model has been developed and implemented more thoroughly and is therefore referred to more often by other models (Hall & Carter, 1995). The CBAM model has been successful in addressing issues such as the feasibility of using computers to help learning, and why computers have had such little influence on schooling, research is needed on how to incorporate computer support and, in particular, on teacher and student roles (Newhouse, 1998). The worry-based models are designed to support research into the introduction of an idea in education, with a particular focus on teachers. According to Marcinkiewicz, because to' understand how to achieve integration, we need to research teachers and what makes them use computers, and we need to study computers and what makes teachers want or need to use them.' The worry-based model is equally suitable for both students and teachers when attitudes and perceptions in a research are the main focus.

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A comprehensive literature review was conducted on performance evaluation, computer-based evaluation, and human-computer-interaction attitudes and perceptions. The following summarizes the key points on which the theoretical structure is based. Current calls for better data to guide decision-making have put new demands on the evaluation of education. In practical learning activities, performing a task has a profound influence on the application of knowledge and deeper understanding. The literature supports the use of problem-centered approaches to evaluate practical performance in fostering deeper understanding (e.g. Binkley et al., 2012; Clarke-Midura & Dede, 2010; Griffin et al., 2012; Lai et al., 2008). Computer-based evaluation allows all evaluation processes to be assisted, from evaluation activities to JISC labeling, monitoring, and input. It gives greater validity in assessment approaches that go beyond checking factual knowledge and capturing the authentic themes enabled by digital technologies, Therefore, he says that learning strategies are best harmonized by providing timely and substantive input to both learners and teachers is necessary for collaboration, creativity, and sharing of information in the learning environment.

### 2.6 Forms (Methods) of Classroom Assessment

In line with current classroom evaluation practices, classroom evaluation methods are concerned with the second research question, teachers use the methods in their classes to evaluate students, whether they use the results to improve instruction or report the scores. Students stated that in BHEI, both paper and pencil tests (traditional form) and some level of alternative (formative) evaluation were carried out. They claimed that among the many they witnessed the alternative forms included diagnosis / pre-assessment, self-assessment, and peer-assessment. Interestingly, in their college life, students discussed the frequency of formative evaluation; in particular, some students expressed that they experienced formative evaluation once or heard the idea for the first time. He encountered diagnostic assessment for the first time in his fourth year of education at BHEI, according to a fourth-year student from the LD. Similarly, two other junior LD students responded that they had not seen any written forms of diagnostic evaluation; however, they recalled that some of their teachers asked oral questions on the classes ' first days. The degree to which teachers can use the knowledge from the first days of the class to adapt their teaching this is because, as a result of these questions, some students claimed they had not seen any change in the instruction. However, a senior NSD student said, "our pedagogy teacher asked the class a question and then asked individual students to express their opinions once heard from all students; he divided us into small groups of mixed students (smarter and average)."

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Several students were less positive about the current use in their classes of peer and self-assessment. A third-year SSD junior student said, "Peer-assessment does not happen in our college, or the peer-assessment and self-assessment culture in our institution is not yet changed," he added, "even if it does, students are searching for the' correct' or' wrong' answers." Some students were positive, however, because peer evaluation occurs during the presentations of the student's Students were allowed to ask questions when another student presented, based on a junior female student from the NSD. Some students, however, we're worried about the management of peer assessment in the BHEI sense. A senior student from the LD, for example, clarified that students frequently asked questions to test the presenter, questions beyond their ability to respond. Correspondingly, another NSD junior female student supported, "Sometimes we cannot ignore the fact that some students purposely ask questions that cannot be answered by a student present." These claims suggest that students lack the information to understand the purpose of peer assessment and count it as an opportunity to learn, rather than as an opportunity to challenge their colleagues. Furthermore, facilitating peer assessment requires the instructor to educate students on how to use this learning and collaboration opportunity.

## 3 Conclusion

Teachers use the methods in their classes to evaluate students, whether they use the results to improve instruction or report the scores. Teachers agree that formative assessment has a profound impact on the motivation and achievement of students. While teachers have a positive attitude towards formative evaluation activities, they are less comfortable in implementing strategies for formative evaluation. The explanation for this is some shortcomings of educational reforms, learning culture, curriculum changes, collaborative environment, transparency, expectations of stakeholders, and the school climate context that would motivate teachers to embrace and enforce assessment strategies. In light of this, current research has been implemented to provide insight into formative assessment as a way to test English language learners in the classroom. Teachers consider technology-enhanced assessment as a catalyst for improving traditional evaluation approaches and adjusting to challenges such as distance learning, large student populations, and objective and high-quality feedback, according to the majority of educational reform studies. Experts backed these findings. Teachers believe that new ICT technologies are growing in assessment, including outcome management and analysis, learning analytics, tools for immediate formative feedback, and collaboration on input processes.

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Teachers understand many of these align with the recognition that feedback and evaluation should be more deeply embedded in the teaching and learning process. Teachers accept the value of ICT-supported evaluations as complementary to the provision of an effective curriculum using their pedagogical practices. They agree that a better understanding of digital technology's potential may extend methods of assessment beyond traditional approaches. In light of this, the current research recommends the necessity of developing evaluation forms in the classroom and the necessity of replacing traditional evaluation methods with new methods, this will enable students to participate in the assessment process.

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