



Observing Teachers Skills about the Assessment of Students: A Standard-based Teacher Evaluation

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Abstract: *The study's aim was to observe teachers' skills about the assessment of students on the basis of National Professional Standards for Teachers approved by the Government of Pakistan federal education Ministry (2009). These standards provide a mechanism for the evaluation of teachers. The sample of the study comprised of 256 teachers. An observational checklist was employed for observing the skills of teachers regarding different dimensions of the assessment of students. The study explored that the teachers were conducting all the phases of assessment e.g. developing test, marking of a test, documenting and reporting tests results, and to use tests results competently but deficiencies were observed regarding the process of administrating test. Based on the results, relevant pre-service and in-service training as well as certain remedial measures for teachers' education programs were suggested according to the mechanism of aforesaid standards so that the dream of quality teaching in the region may be fulfilled.*

Key Words: Teachers' Evaluation, Teachers Assessment Skills of Students

Introduction

Teacher plays an important role for the improvement of the education system. It is essential for teachers that they have various professional skills for their capacity building and to improve the learning of their students. For that reason, the central aspect of effective teaching is to develop a supportive environment of the classroom that is effective for the learning of students based on educational intentions (Care & Kim, 2018). It is also the responsibility of teachers to adopt different skills during teaching and to assess the learning progress of students regularly. This crucial task cannot fulfill until the teachers are not skilled in performing certain activities in the classroom. Teachers attain information about students learning progress and the

appropriateness of teaching. Recently, the assessment of students has achieved a central position in the education system. The researches on the assessment of students have explored certain contents for the improvement of teachers professional skills concerning the assessment process (Hayes, 2018).

Moreover, it is concluded from previous studies that teachers are employing various proficient skills during students assessment but they are not properly trained in certain area i.e. assessment (Carney et al., 2022). It is essential that the teachers have to well equip to conduct the assessment process effectively (Macken et al., 2020). For this purpose, teachers have to well equip in the development of different types of tests (subjective and objective), the administration of the test, the scoring of the

test, and providing useful feedback based on the results of tests (Scoular & Care, [2018](#)). Tshabalala et al. ([2016](#)) described that teachers have to evaluate the usefulness of instructions and the learning progress of students. Generally, different types of tests i.e. teacher-made and to some extent, standardized tests are employed to judge the students performance. Different tests play an important role to modify the teaching practices and students learning process effectively. But it is observed that deficiencies exist in the present practices of students assessment (Widiastuti, [2018](#)).

In the same way, Asa'di and Motallebzade ([2013](#)) affirmed that the teachers get information concerning the existing status of students performance as well as can fulfill certain needs of students based on different types of tests. Consequently, different tests are helpful to assess students progress in learning and provide constructive evidences for further learning development. It is essential for teachers that they engage themselves continuously in different activities for the purpose of assessment of students' performance through observation and written tests (Gareis & Grant, [2015](#)). So, the engagement of teachers in definite classroom activities can be expressed the same as highly dedication and enthusiasm towards their profession. Because a high level of commitment to the teaching profession is necessary for the improvement of learning and modification teaching practices (Aravopoulou et al., [2017](#)).

The studies indicated that much of the time of teachers spend in assessment related activities and collecting information regarding the improvement of student learning. The purpose of the above-mentioned activities is to determine whether to what extent students' learning outcome has accomplished. Moreover, these activities are essential for the modification of instructions, adopted assessment techniques as well as for the provision of basic needs related to students learning (Roorda & Koomen, [2021](#)). In the views of Timofte and Todor ([2021](#)), classroom activities consisted of test development and administration, marking of tests and preparing

results, and make decisions based on these results for further improvement. It is the responsibility of teachers to engage themselves in assessing students learning development through different techniques for gathering information regarding students performance and to promote students observed learning outcomes (Wilsey et al., [2020](#)).

Consequently, Sotiriadou et al. ([2020](#)) have the viewed that teachers should be competent in the development of valid and reliable tests as well as must be capable in utilizing the results of students' assessments for educational decisions and to communicate the student's performance in different tests among students, parents, teachers and head teacher for further improvement of students learning. In the same way, teachers should be skilled in proving positive feedback on the basis of students assessment results. Several studies explored that teachers have a lack of proficiencies to perform all activities related to students' assessment (Burroughs et al., [2019](#)). The desired students learning outcome cannot be attained until the teachers are not skilled in performing all activities related to students' assessment (Wanner & Palmer, [2018](#)).

Additionally, teachers have to assess students performance continuously and to provide proper feedback for further improvement. That's why; the process of students assessment is meaningless without the providence of feedback based on assessment results (Ihan, [2019](#)). Similarly, Iron, (2007) affirmed that the learning of students cannot be improved without making ensure timely positive feedback. Furthermore, it is necessary for teachers to engage themselves in assessment-related activities and to provide proper feedback so that the difficulties facing by students during learning can be minimized (Carless & Winstone, [2020](#)).

The final step of the assessment process is to document and to report students performance. The student's performance reports is a source to communication between teachers and parents regarding the existing status of students learning progress. The purpose of sharing the status of students'

performance is to involve the parents in the process of students learning. The reports can be maintained in different ways such as alphabetical letters, and digits as well as in description forms (Baneres et al., 2019). Moreover, teachers can discuss with the parents concerning students current position of understanding with reference to the progress reports. Future decisions in parent-teacher meetings can be taken to improve students learning and to minimize students learning difficulties (Hamid et al., 2015).

In the present scenario, to change the academic life of students, the teachers and parents are considered as important stakeholders in the education system. For this reason, it is essential for teachers to keep contact with parents continuously regarding students learning progress (Pollock & Tolone, 2020). Similarly, Thompson (2015) stated that with the help of proper communication, parents can be involved in students learning improvement. It is necessary for teachers to prepare important points and write in students' progress reports so that can be discussed with parents. It is also necessary that all dimensions of students progress should be included in performance reports. Based on above arguments, students progress reports should be apparent and all areas of students learning particularly the weakness in learning can be pointed out comprehensively (Valtonen et al., 2017).

Based on the above description, it is a dire need to carry out a study for observing whether the teachers are conducting the process of students assessment according to the specified criteria in NPSTs. Consequently, the aim of the study was observing teachers skills with reference to the student's assessment on the basis of these standards.

Objectives of the Study

The study objective was:

- To examine the skills of teachers concerning the assessment of students on the basis of criteria set in NPSTs.

Research Questions

Following were the research questions:

1. Do the teachers able in the process of test development?
2. Do the teachers capable in test administration?
3. Do the teachers marking tests skillfully?
4. Do the teachers capable to document and report students performance?
5. Are the teachers skilled in using the results of assessment for achieving the desired outcome of students learning?

Methodology

The study aim was the standard-based observation of teachers skills concerning the assessment of students. The study was conducted based on teachers observation at the time of students assessment. The study population was male and female teachers serving in elementary schools in the education department Punjab in the year of 2017-18. The total strength of elementary school teachers was 80724 in SED, Punjab (2018). For the purpose of sampling, random and convenient techniques were adopted in relation to Farrokhi and Mahmoudi-Hamidabad (2012) affirmed so as to these sampling techniques are considered appropriate in social sciences. Out of 36 districts, one district was conveniently selected. Various studies explored that this technique is being adopted in survey research due to the same demographic location (Ashraf & Zolfaghari, 2018; Mellati & Khademi, 2018). Similarly, almost 95% research studies in social sciences are being conducted by using convenient sampling techniques (Bangi, 2018). In the selected district, a total number of elementary schools was 256 in which 112 were male and 144 female schools. Finally, one teacher having qualification MA or M.Sc along with B. Ed was taken from each school randomly.

Instrumentation

A checklist was arranged form the literature based on the parameters provided by aforesaid

standards. This observational checklist was validated through experts in a certain area of assessment and finalized according to their recommendations. The checklist was prepared to evaluate the skills of teachers in students assessment during performing classroom activities whether the desired elements about this standard exist in the true sense in public elementary schools. Creswell and Poth (2017) have of the views that the process of observational data collection is accomplished by using a checklist. It was stated by Schein and Schein (2021) that if your purpose is to know about the religion of a person, do not ask but observes him. The checklist was prepared at Likert-scale such as "Yes", "To some extent", "No". In this study, the checklist was used to ensure the accuracy of phenomena. All other research instruments i. e. questionnaire and interviews etc. collect information about the

perceptions of participants but observation provides data in the true sense (Schein & Schein, 2021).

Results

The checklist based on observation was used for observing existing practices of teachers concerning the assessment of students. The researcher personally visited the elementary schools and observed the skills of teachers about student assessment in their workplace. During the visit, teachers' skills i. e. the process of test development, test administering, test scoring, documentation, and reporting the results of the assessment were observed with the help of a developed checklist. The information regarding demographics are given below:

Demographic data

Table 1. Demographic Data

Location wise data		
Variables	Frequency	Percentage
Urban	90	35.2
Rural	166	64.8
Total	256	100.0
Gender wise data		
Urban	112	43.8
Rural	144	56.2
Total	256	100.0
Specialization wise data		
Science	103	40.2
Arts	153	59.8
Total	256	100.0
Experience wise data		
0-10	112	43.8
11-20	104	40.6
21-35	40	15.6
Total	256	100.0

It explored by the above tables that the sample of teachers comprised of location wise (35.2% Urban and 64.8% Rural), gender wise (43.8% males and 56.2% females), specialization-wise (40.2% arts and 59.8% science) and experience

wise (43.8%, 0-10 years; 40.6%, 11-20 years; 15.6%, 21-35 years).

The collected data based on checklist was rating on three points such as 2 was given to Yes, 1 for To some extent and 0 score was

allotted to No. The status of teachers skills was examined using descriptive statistics and one sample t test. It look rational that the average score about assessment skills of teachers whether or not greater than "1" the standard

value of three digits viz $(0+1+2)/3$, after that, this value is compared with the calculated mean score. The results of descriptive statistics and the explanatin are given below.

Table 2. T-test for the Skills of Teachers

Test Value = 1						
	T	df	Sig (2-tailed)	Mean Difference	Lower	Upper
dep-score	113.02	255	0.00	+0.25	1.23	1.27

The above table shows that the p value is 0.00; the calculated mean value is 1.25 while the default value for the test is "1". The calculated mean value is for above than the test value. It

can be concluded by comparing these values that the teacher's competencies concerning assessment practices are satisfactory.

Table 3. T-test for Test Development

Test Value = 1						
	T	Df	Sig (2-tailed)	Mean Difference	Lower	Upper
dep-score	21.54	255	0.00	+0.28	0.25	0.30

The above table explores that the p value is 0.00 and the mean value is 1.28. The mean value is above than the test value 1. It shows

teachers' practices concerning to the development of test are reasonable and above average.

Table 4. T-test for Test Administration

Test Value = 1						
	T	Df	Sig (2-tailed)	Mean Difference	Lower	Upper
dep-score	0.68	255	0.49	+0.01	-0.02	0.04

According to the above table, the p value is 1.49. Although, the mean value is slightly high than "1" but this cannot be considered due to the high mean value than the standardized

value. It can be concluded through the calculated as well as test values that the practices relating to test administration procedures are not up to the mark.

Table 5. T-test for Test Scoring Procedure

Test Value = 1						
	T	Df	Sig (2-tailed)	Mean Difference	Lower	Upper
dep-score	26.00	255	0.00	+0.37	0.34	0.39

It is explored by table 5, the mean value is 1.37 that is high than the default value "1". P-value is also underestimated. It is concluded by comparing the mean and test values that the

practices with reference to the scoring procedure of test are also satisfactory are according to the mechanism of approved standards.

Table 6. T-test for Documenting and Reporting of Results

Test Value = 1						
	T	Df	Sig (2-tailed)	Mean Difference	Lower	Upper
dep-score	12.40	255	0.00	+0.21	0.17	0.24

Table 6 shows the observed mean value is smaller than the standardized value. When examine the calculated value with compare to the default value, it is high than the test value

"1". It can be said that the procedure as regards to document and to report test results is being practiced reasonably and according to the prerequisite of the aforementioned standards.

Table 7. T-test for using of Results for Further Decisions

Test Value = 1						
	T	Df	Sig (2-tailed)	Mean Difference	Lower	Upper
dep-score	25.89	255	0.00	+0.39	0.36	0.42

It is being explored by the above table that probability value is smaller than standardized value. The calculated mean value is also larger than "1" ($1.39 > 1$). It is concluded from these values that the teachers are using the students assessment results for future decisions skillfully.

Discussion

Aim of this study was to examine assessment practices in public sector elementary schools with reference to the prerequisites of above conferred standards. According to the specified framework, several dimensions viz developing test, administering test, test scoring, document and report of marking tests outputs and to utilize marked tests details for future improvement were examined.

Study explored that the teachers in public elementary schools in Punjab are conducting the overall process of students assessment competently. These results do not match with the findings affirmed by Maderick et al (2016). This study also indicated that the teachers were developing tests skillfully but the element of validity and reliability was not being ensured. The teachers are being adopted different strategies other than tests to assess the students performance. Teachers developed the objective of the test and prepared the specification table,

also wrote instructions for the easiness of students before the development of test. In addition, practices with reference to develop the test in line with contents as well as the table of specification were being made. But these results disagreed with the two previously studies conducted by Widiastuti (2018) and Guskey and Link (2019). These previous studies highlighted a lot of dearth in the current practices of teachers regarding test development. Beside this, it was observed that test was being developed according to the first two levels of Bloom Taxonomy but remaining levels were usually being ignored.

Moreover, it was found that the procedure concerning test administration was not to the mark as well as do not fulfill the specified prerequisites. Beside this, the procedure of test scoring was satisfactory. Tests were marking and the scores were given in numbers, grades and descriptions. Checked tests were being sent to students parents for their signatures as well as the results of the tests were also being utilized for further improvement. It means all these mentioned processes were being conducted satisfactory. The study further explored that the students performance reports were prepared by the teachers and were being discussed with parents in meetings. Other than test score, the students achievements in all type of participations were also incorporated in

students performance description. These reports were also being discussed with other teachers and head teacher for further improvement.

It was explored that the calculated mean score regarding the using of results for further decisions were higher than average but this result was not similar with a former study of Sirait (2016). The study of Sirait (2016) highlighted a lot of deficiencies in teachers skills regarding the use of test results. For attaining students learning objectives, students were encouraged regarding self study, self assessment as well as peer study. The use of different types of assessment like formative, formal, informal and diagnostic assessment was also being practiced by the teachers. Different prospects were being made available for involving students towards learning atmosphere such as self-study, group-study and sometimes unnoticed proclamations were being practiced.

Conclusion

The study examined the skills of teachers concerning students assessment according to the requirements specified in National Professional Standards approved by the government of Pakistan (2009). The researcher personally visited the schools and observed the teachers skills during the process of students assessment. All dimensions regarding students assessment i. e. the test development, test administering, test scoring, the documenting and reporting and the use of test results for further improvement were observed. The study revealed that the teachers were conducting all the phases of students assessment satisfactory in public elementary schools in Punjab. The study further explored that the process of test administration was not being conducted according to the criteria specified by NPSTs. Several deficiencies e.g. get the test reviewed by colleagues, modifies test items, if needed, removes irrelevant items and encourages the students, provides conducive environment, prepares seating plan, begins and ends from

one side, reads any part of test loudly, and does not interferes during testing etc. were found in teachers skills concerning administering test.

Recommendations

Some recommendations with reference to study findings that will not only improve the skills of teachers concerning students assessment but will be helpful to augment the attributes of instructions especially for elementary school teachers as well as for the expansion of diverse programs pertaining to teacher education. A number of deficits in relation to test administration were found. It is recommended that aspects specified in above mentioned standards ought to be incorporated in different programs e.g. B. Ed, M. Ed. and MA Education etc. as well as appropriate arrangement ought to be made available to equip with these aspects during teachers training programs. It was also observed that a number of teachers were not well conscious about approved standards and the importance of these standards. It is the need of time that there ought to be prepared a mechanism with reference to the prerequisites of NPSTs if we want to compete at Global level. In addition, for implementation of these standards in true sense, proper arrangement should be made in educational as well as in teacher training institutions.

The teachers appraisal system in government institutions is not more comprehensive. Government of Pakistan, Federal Ministry of Education has provided a detailed framework for teachers education as well as their properly accreditation. To modify the process of teachers evaluation according to the provided mechanism in NPSTs is recommended. Study at hand was carried out on one standard like students assessment; it is recommended that further studies should be carried out on other standards and sub levels i. e. knowledge and dispositions. This study was carried out at elementary level, further studies at primary and secondary levels are recommended.

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Appendix A: Observation Checklist

Parameters	Indicators	Items
Development of Test	I. For developing a test, teacher:	<ul style="list-style-type: none"> a. Prescribes test objectives b. Suggests specific content c. Prepares table of specification d. Specifies type of test e. Prepares instructions for students f. Avoids from bias items g. Prepares scoring rubric for subjective portion h. Prepares answer key for objective portion
	II. The test developed by teacher is:	<ul style="list-style-type: none"> a. In line with the content b. According to the table of specification c. Easy to understand d. Readable
	III. The test items are of:	<ul style="list-style-type: none"> a. Knowledge level b. Comprehension level c. Application level d. Analysis level e. Synthesis level f. Evaluation level
Administration of Test	I. Before administering test, teacher:	<ul style="list-style-type: none"> a. Get the test reviewed by colleagues b. Modifies test items, if needed c. Removes irrelevant items d. Encourages the students
	For administering test, teacher:	<ul style="list-style-type: none"> a. Provides conducive environment b. Prepares seating plan c. Begins and ends from one side d. Reads any part of test loudly e. Does not interferes during testing
	II. The examination hall is:	<ul style="list-style-type: none"> a. Well lighted b. Moderated temperature c. Ventilated/airy d. Noiseless
Scoring of Test	II. In the examination hall:	<ul style="list-style-type: none"> a. Furniture is adequate b. Students cannot talk to each other c. Teachers do not disturb the students by talking loudly d. Other teachers and students cannot freely enter e. Teacher remains in the hall for the full time
	I. Teacher assigns scores in:	<ul style="list-style-type: none"> a. Grading form b. Numerical form c. Qualitative form

Parameters	Indicators	Items			
Reporting of Test	II. Teacher provides feedback in:	d. Quantitative and qualitative form			
		a. Written form b. Oral form c. Both written and oral forms d. Telephonically			
	II. After test scoring, teacher:	a. Returns it to the students b. Prepares action plans for future improvement c. Discusses to the students d. Highlights the students mistakes in the test e. Solves the test on white/black board f. Takes feedback by students g. Preserves test record			
		I. Teacher prepares students ongoing progress and reports to parents in:	a. Written form b. Oral form c. Parent Teacher Meetings d. Telephonically		
			II. Teacher includes in progress report:	a. Test marks only b. Students homework marks c. Health related aspects d. Performance in co-curricular activities e. Students behavior in classroom f. Other teachers remarks about the students g. Students interaction with teacher h. Regularity/punctuality	
				II. On the basis of test results, teacher:	a. Discusses students performance with their parents b. Discusses students performance with head teacher c. Discusses the results before the whole class d. Suggests measures for further improvement
					Using of the Assessment Results
	II. For achieving students' learning outcomes teach	a. Uses different techniques b. Modifies teaching methods c. Uses inquiry-based method d. Assigns creative work			
		II. Teacher uses a variety of assessment types to improve	a. Formal assessment b. Informal assessment c. Placement assessment		

Parameters	Indicators	Items
	students' learning and teaching practices:	<ul style="list-style-type: none"> d. Formative assessment e. Diagnostic assessment f. Oral questioning g. Take home assignments h. Group presentations
	V. Teacher arranges opportunities to involve the students in learning activities like:	<ul style="list-style-type: none"> a. Group study b. Self-assessment c. Practices with unseen questions d. Creative writing e. Suggest a topic for giving paragraph