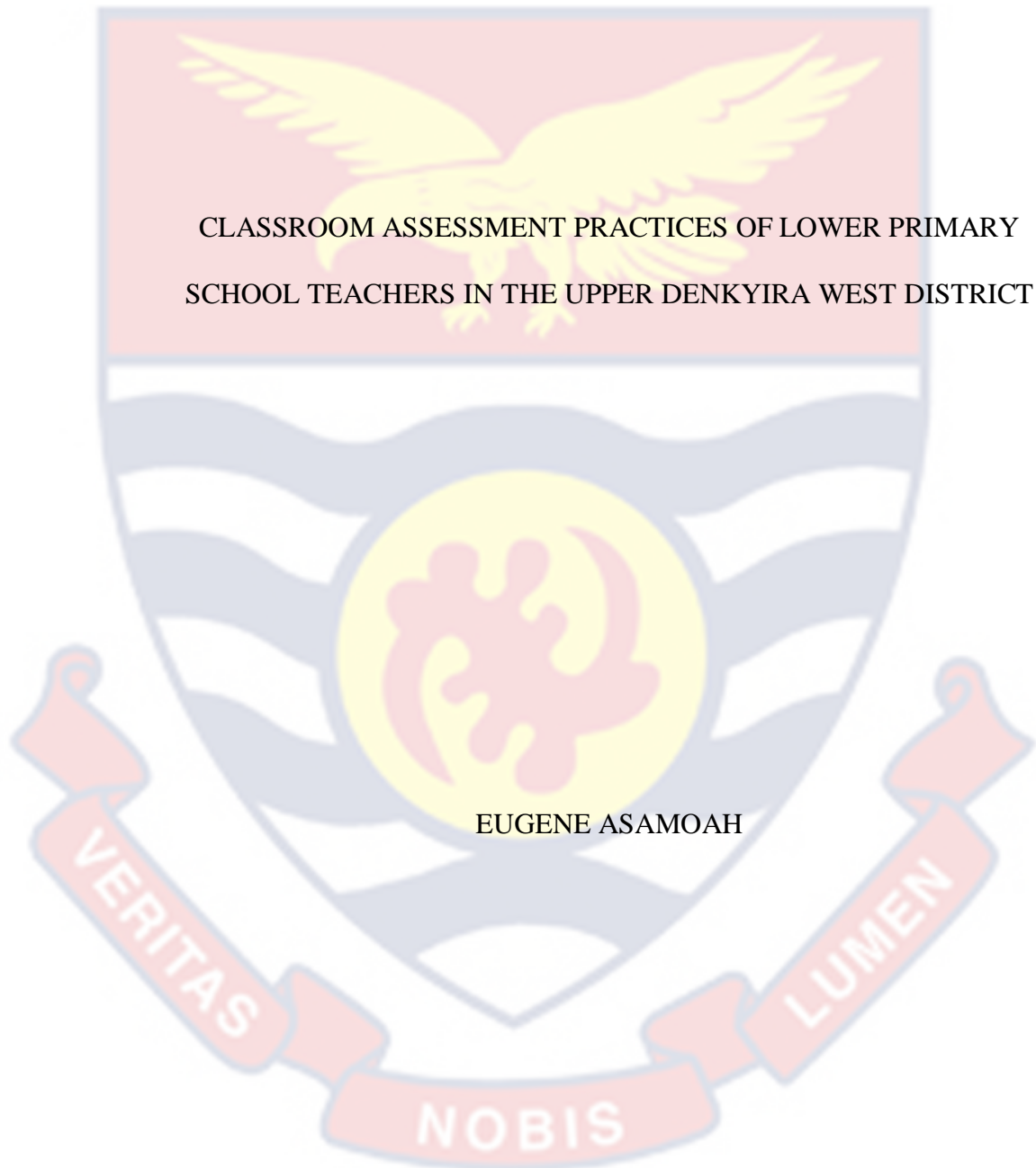


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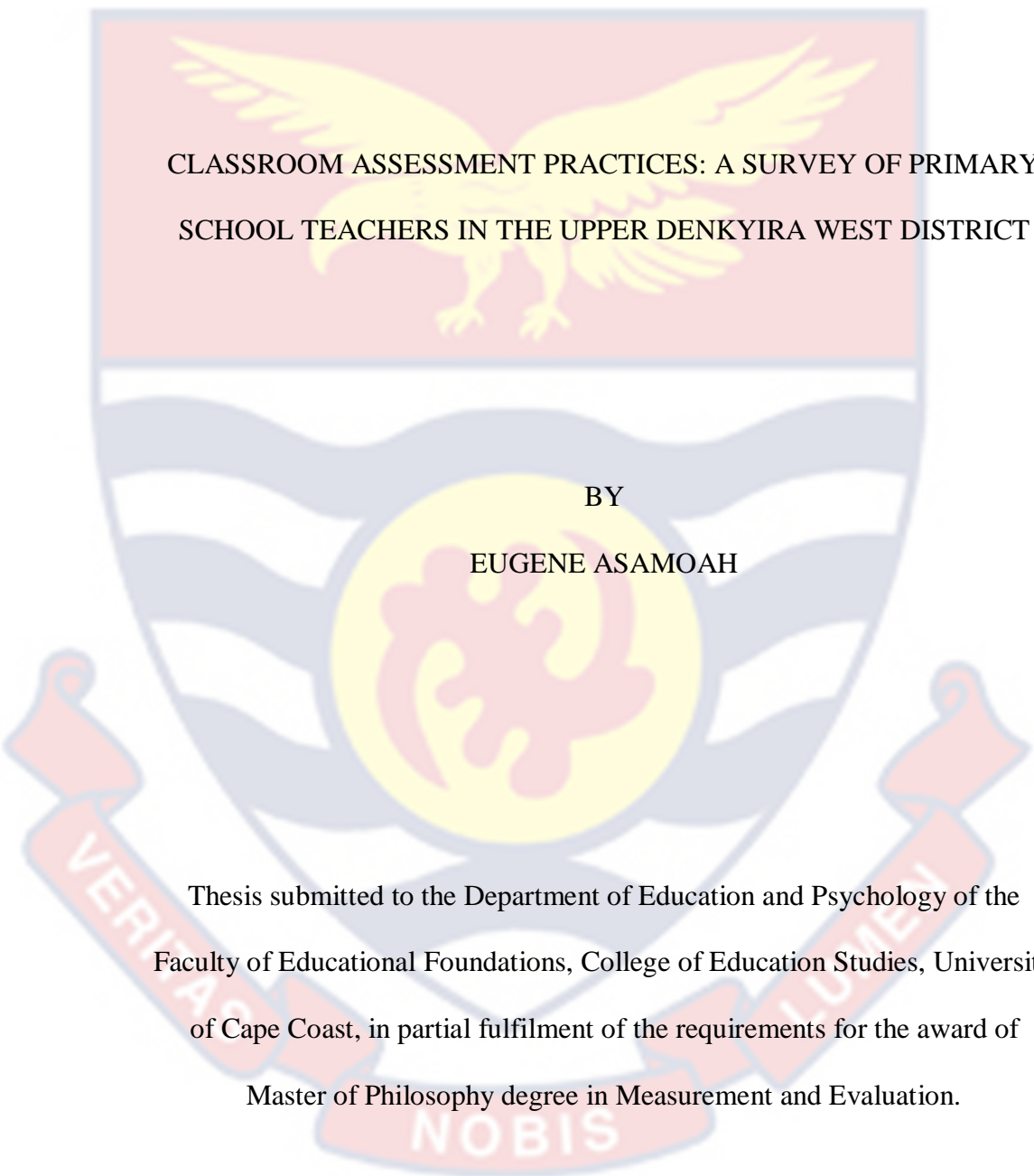


CLASSROOM ASSESSMENT PRACTICES OF LOWER PRIMARY
SCHOOL TEACHERS IN THE UPPER DENKYIRA WEST DISTRICT

EUGENE ASAMOAH

2022

UNIVERSITY OF CAPE COAST



CLASSROOM ASSESSMENT PRACTICES: A SURVEY OF PRIMARY
SCHOOL TEACHERS IN THE UPPER DENKYIRA WEST DISTRICT

BY

EUGENE ASAMOAH

Thesis submitted to the Department of Education and Psychology of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast, in partial fulfilment of the requirements for the award of
Master of Philosophy degree in Measurement and Evaluation.

JULY 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

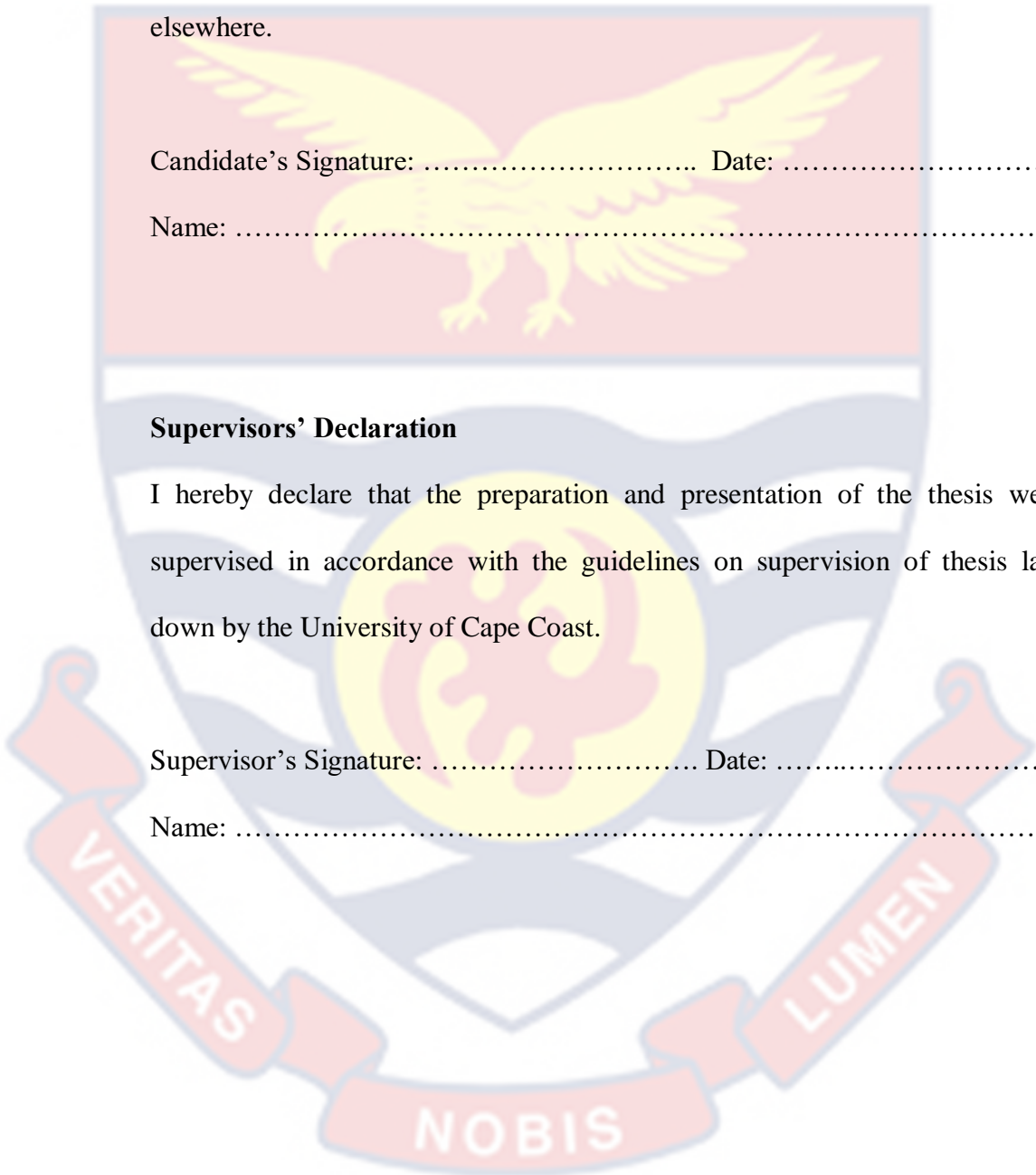
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Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name:



ABSTRACT

The study investigated classroom assessment practices of lower primary school teachers in the Upper Denkyira West District. In order to achieve the purpose of the study, a descriptive design was used. An adopted questionnaire was used to collect data from a sample of 137 lower primary school teachers who were selected through purposive sampling technique. Descriptive and inferential statistics were used to analyse the data that were gathered. The key findings of the study revealed that lower primary school teachers use varied forms of classroom assessment practices and the most dominant assessment method was the use of objective type test. It was also revealed that the prevalent strategy employed by teachers was the use of question-and-answer technique. The results also indicated that teachers generally portrayed a higher confidence in their assessment practices. Furthermore, teachers faced challenges such as poor attitude of students towards classroom assessment practices, large class size and teacher's workload. Also, there was no statistically significant difference between primary school teachers' classroom assessment practices with respect to their professional qualification. Finally, primary school teachers did not differ significantly in their classroom assessment practices with their years of teaching experience. It was recommended that school heads set up assessment unit in their respective schools and ensure frequent training of primary school teachers on various classroom strategies and assessment practices. Also, Ghana Education Service should put measures in place to help combat challenges teachers face in their classroom practices.

KEYWORDS

Assessment

Classroom Assessment Practices

Formative Assessment

Summative Assessment

Teacher-Made Test

Teachers Confidence Level



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DEDICATION

To my Uncle Madeez Adamu-Issah (PhD) and my children - Darlington, Freda, Edward and Lynette - for their support and all friends and relatives who contributed to this journey.



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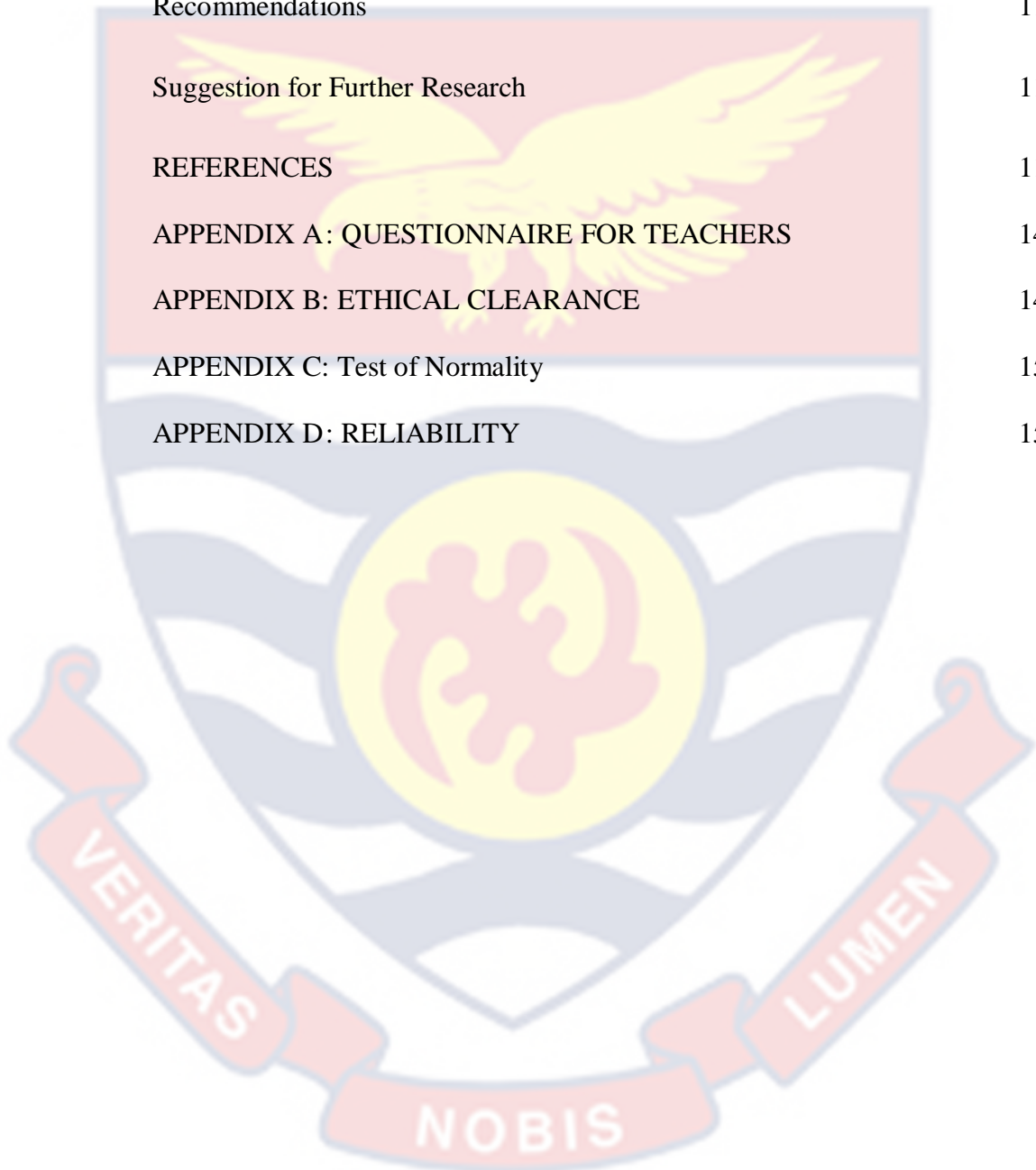
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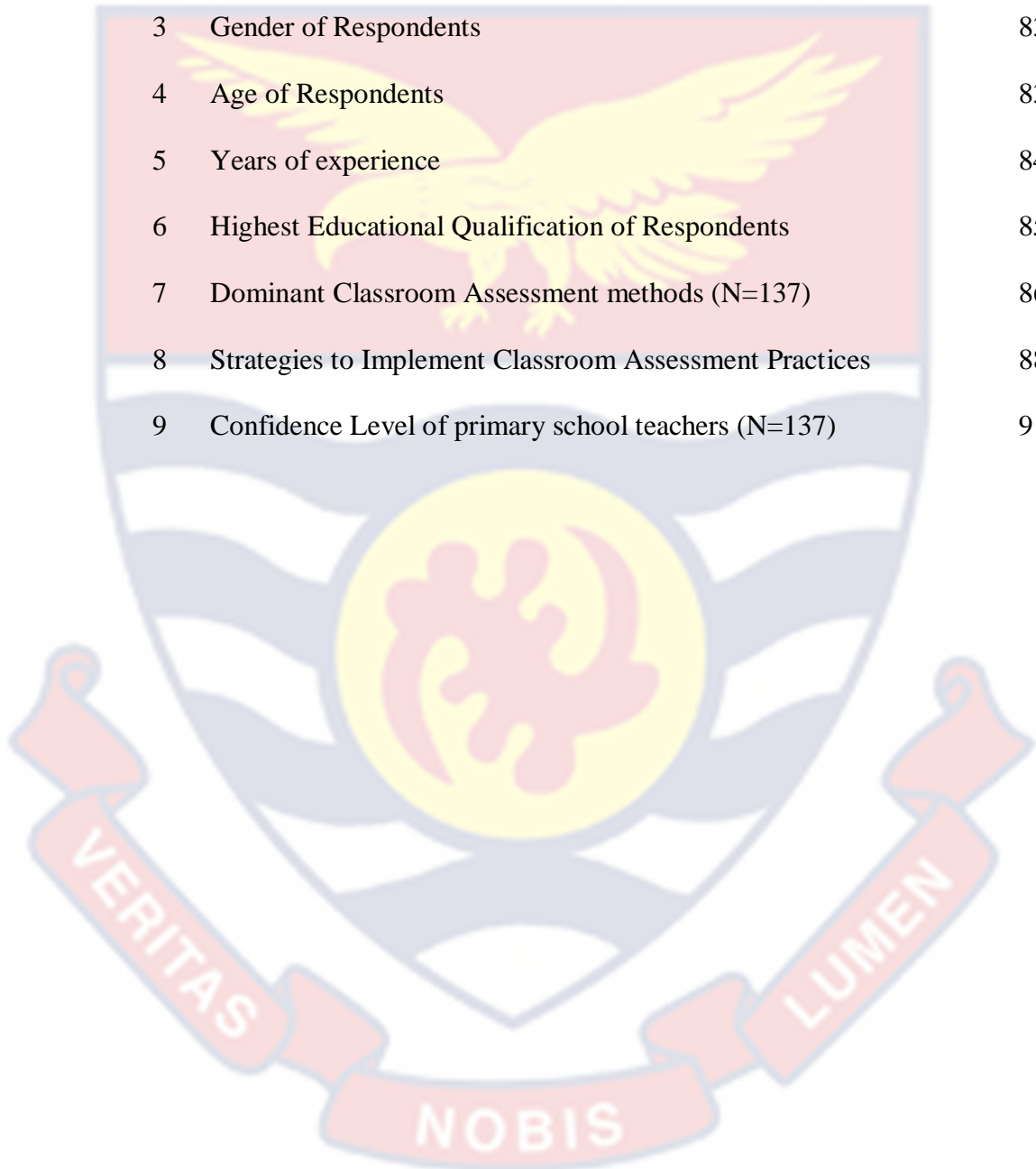
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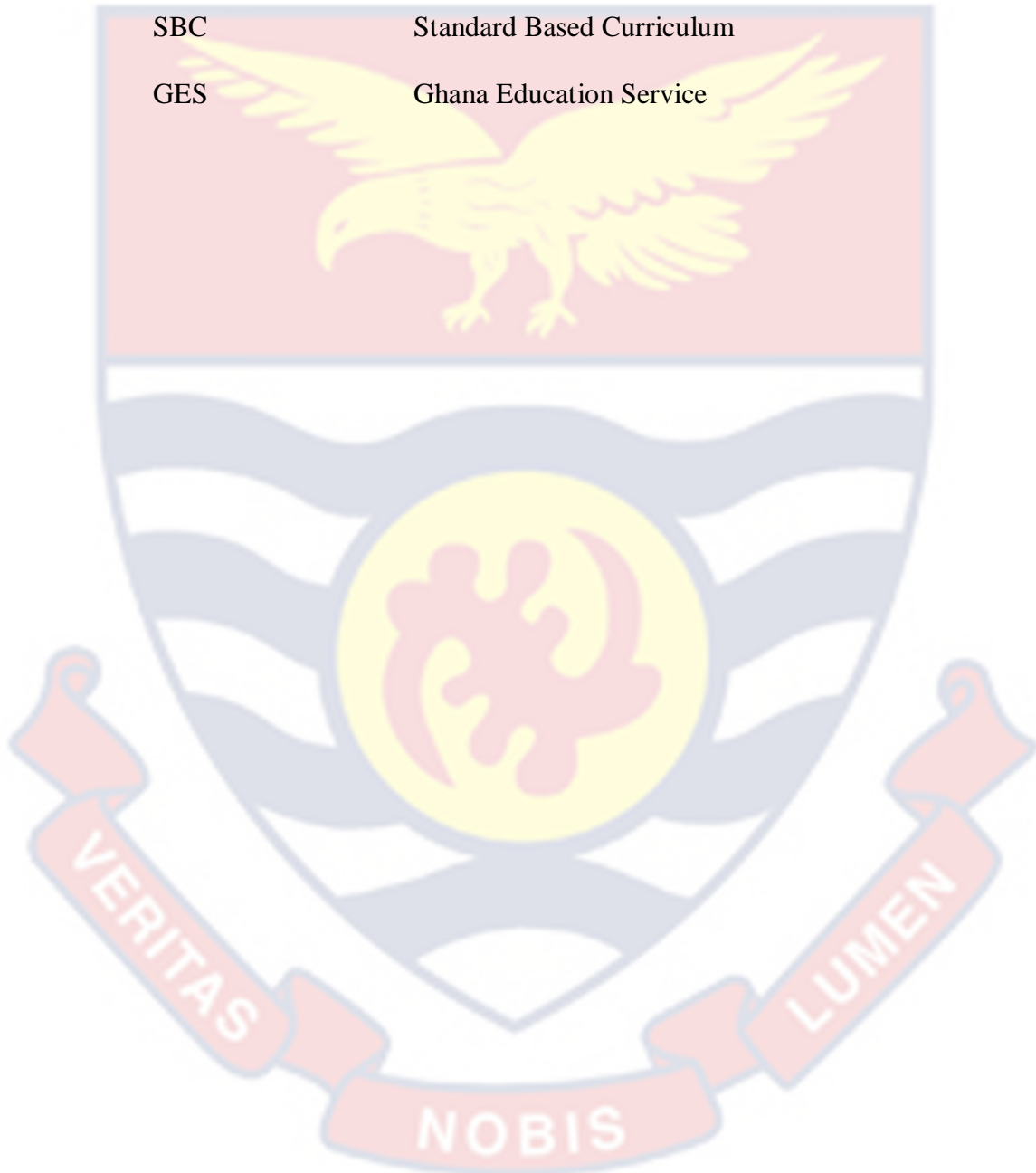
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LIST OF ABBREVIATIONS

UCC	University of Cape Coast
ISO	International Standards Organization
NaCCA	National Council for Curriculum and Assessment
SBC	Standard Based Curriculum
GES	Ghana Education Service



CHAPTER ONE

INTRODUCTION

Historically, assessment has been used to determine and report on what students have learned in the classroom, as stated by Amua-Sekyi (2016). Classroom assessment practices encompass a wide range of factors, including teacher's attitudes and values in relation to student assessment, their perception of assessment training, their test preparation, scoring, and implementation (McMillan, 2008; Nitko, 2001; Popham, 2008). As a tool for gauging student learning, assessment has been defended on the basis that it will ultimately benefit classroom activities and contributes to overall improvement of school (Shepard, 2000; McMillan, 2001). Assessment provides valuable insight for teachers into their students' knowledge and skill levels (Bekoe, Eshun, & Bordoh, 2013).

Consequently, it is not surprising that the government of Ghana and the National Council for Curriculum and Assessment (NaCCA; 2019) collaborated to host a nationwide capacity building workshop for all Public Primary School Teachers on Standard Based Curriculum (SBC) across the country to equip the teachers the needed skills and knowledge on the role of assessment in the 21st century in the educational system, and this concern for education has led to several interventions in the education ministry of Ghana. Over the past few decades, past and present governments of the Republic of Ghana have relatively expressed their concern for education with series of reforms and policies on assessment practices among practicing teachers in the primary school in the country. The classroom assessment practice of teachers is therefore an important concept warranting investigation.

Background to the Study

It is very imperative for students to obtain feedback on their performance so that they can compare it to their evolving understanding of what is expected of them and how to achieve the performance they desire (Rust, 2005). This type of feedback generated is obtained from the kind of assessment given to the student. As Carles (2005) explains assessment as the act of gathering useful evidence in order to support students learning. It forms a vital component of the teaching and learning process rather than a distinct stage at the completion of every instructional period and helps to provide effective feedback for both teachers and students to improve learning. It is stressed by Kankam, Bordoh, Eshun, Bassaw, and Korang (2014) that assessment is fundamental to the teaching and learning process because it provides the information necessary to place students in the most suitable courses and classes for their individual needs. Methods of assessment can also be used to gauge whether or not a given curriculum, set of lessons, or approach to education is successful. This means that teachers also benefit from engaging in assessment.

It is important to remember that classroom assessment procedures are a part of every activity that takes place in the classroom. Therefore, all of the strategies and tactics used by the instructor in the classroom to make sure that student achievement increases can be categorised as classroom assessment practises. Teachers' use of assessment procedures in the classroom is crucial since the kids in the classroom have a variety of needs, backgrounds, and ability levels. Students' innate curiosity and attitude towards learning can be greatly impacted by the kind of evaluation techniques a teacher uses in the

classroom. With the correct classroom assessment method, teachers may pinpoint the obstacles students have in achieving desired learning outcomes and create remedial plans to address the issues. Put differently, educators serve as the primary implementers of any educational strategy, and the assessment procedures they employ have an impact on student learning.

Zhang and Burry-Stock (2003) Stated that assessment in classroom encompasses a lot of activities worldwide, including creating performance measures and paper-and-pencil examinations, grading, evaluating findings of standardised tests, conveying test results, and applying assessment outcomes in decision-making. Teachers use a variety of methods for assessing students' progress in the classroom, and often devote considerable class time to assessment-related work (Koloji-Keaikitse, 2012). By the methods they use in the classroom for teaching and evaluating students, they contribute to the improvement and clarification of the educational system as a whole (Nenty, Adedoyin, Odili, & Major, 2007). In order to grow and develop, one needs to receive constructive criticism, and this is what assessments are all about. To that end, students can learn from assessments and teachers can gain insight into how to better their teaching in the future (Jabbarifar, 2009).

Teachers use different form of assessment methods mainly traditional and alternative assessment methods (Brookhart, 1997). Traditional assessment methods are mainly paper and pen/pencil form of assessment including tests such as multiple-choice tests and short answer tests (Boud & Falchikov, 2007). On the other hand, alternative or authentic assessment involves the use of activities that replicate, to the greatest extent feasible, activities conducted by adults in the actual world (Kankam et. al, 2014). This sort of assessment is

intended to develop a mastery-based learning environment (Warman, 2002). It is feasible to find out important details regarding language acquisition as well as student-related variables that affect language teaching and learning procedures through a variety of alternative methods, such as portfolio conferences, dialogue journals, questionnaires and interviews, checklists and observation.

Consequently, there isn't just one approach to evaluate a student's progress; rather, it can be done through a combination of "conventional paper and pencil assessments, longer answers (essays), performance of authentic task, teacher observation, and student self-report" (Linn & Miller, 2005). There is a vast variety of options available to teachers for evaluating student progress in the classroom. These techniques give the educator access to robust measures of student progress. It is possible for teachers to enhance their teaching and the learning of their students if they create appropriate evaluations, give students the opportunity to receive corrective instruction, and provide students with multiple opportunities to demonstrate achievement (Guskey, 2003). Teachers have confidence in the results of these assessment strategies because of their close relationship to curricular objectives.

In addition to this, Hussain, Shaheen, Ahmad and Islam (2019) stressed that teachers use paper pencil tests, objective type test, extended response/essay test students' oral presentations, questions answer sessions, projects, homework/assignments, non-participants observation and group activities to enhance student's learning. With the use of these assessment forms, students can put what they've learned into practise, build thought patterns, fire up their brains, and gain confidence in the knowledge and

abilities they've acquired (Alkharusi, 2008). Exams and presentations in the classroom give students practical chances to use and replicate the knowledge and abilities they have acquired. Furthermore, because these exams require students to apply what they have learned in a variety of contexts, it also improves their critical thinking skills. Students are brought together and learn collaboration and coordination through Q&A sessions, group discussions, and group activities (Popham, 2003). It takes the lead when making decisions on instruction.

The significance of teachers' abilities in assessment practises has increased due to the critical role that classroom assessment practises play. It should be mentioned that although they have separate concepts, classroom assessment practises and strategies are similar. The former concerns assessment tasks, whereas the latter represents an individual's judgement of their degree of proficiency in carrying out those tasks (Zhang & Burry-stock, 2003). Assessment outcomes and instructional decisions are closely related to teacher comprehension and appropriate application of assessment methodologies (Furtak & Deb 2013). Consequently, it is imperative that teachers are conversant with a wide range of fundamental assessment instruments, concepts, techniques, and protocols. Comparably, they must possess skill in creating assessment instruments, creating rubrics, analysing the findings, and applying the findings to teaching.

Furthermore, assessment practices have profound implications for either aiding or damaging the scholarly development of students. The assessment practices within the classroom environment are therefore of important consideration. Several factors influence assessment practices.

According to McMillan (2001), a teacher's assessment strategy may be influenced by the educator's underlying philosophy, personality, confidence, training, experience, lesson objective(s), views of student skills, parental expectations, and school, district, or state rules. Also, teachers' demographics such as professional qualification and years of teaching experience can play a role in classroom assessment practices.

For a teacher to effectively go about his/her classroom activities, it is necessary to have greater confidence. Confidence is seen as an everyday term which can be used to describe the credence one holds in relation to the potential of achieving a goal. For the past 25 years, many scholars have been interested in the topic of confidence, which is a component of human nature or personality (Sarıçam & Güven, 2012). It is not surprising why **McKeachie (1974)** said that there is no other thing which is more essential in education than the energy and confidence of the teacher. It is generally accepted that those who possess higher levels of self-confidence are more adept at resolving issues that arise in the classroom (Owens, 2001).

Duncan and Noonan (2007) have confirmed through literature that it is crucial to understand the ways in which teachers' evaluation practices are influenced by important demographic variables, including gender, years of teaching experience, and professional qualification. These teacher demographic factors, according to Bernhardt (1998), are crucial for us to understand the results of all the pieces of our educational system because they help us identify patterns and gather data for planning and forecast purposes. It is therefore against this background why there is the need to investigate in the classroom assessment practices of lower primary school teachers because

effective foundation of a child education development begins from the basic school.

Statement of the Problem

Student assessment is crucial because it allows teachers to make informed decisions about their students' learning based on a solid foundation of knowledge about those individuals (McMillan, 2008). Therefore, according to Zhang and Burry-Stock (2003), numerous assessment experts have begun to pay more attention to teachers' assessment practices in the classroom. Teachers have wide latitude in determining classroom procedures, including assessment methods (Stiggins, 2005). In light of this, it is clear that classroom teachers should take the lead when it comes to assessing the effectiveness of their own teaching and the students' progress. Therefore, knowing how teachers assess their students' work might tell us whether or not they are using assessment strategies that are effective for their students' learning needs (McMillan, 2001).

Globally, there are several studies on assessment practices conducted outside Ghana (Acar-Erdol & Yildizli, 2018; Morgan & Watson, 2002; Ndlichako, 2013; Saefurrohman & Balinas, 2016). Also, several investigations into scholastic assessment practices have been conducted in Ghana. For instance, Kankam et al. (2014) set out to investigate the impact that authentic assessment has on teachers' pedagogical choices in the social studies classroom. The results of the study demonstrated that authentic assessment is beneficial to students, teachers, and educational institutions as a whole through its ability to raise standards of teaching and learning. In another similar study, Amua-Sekyi (2016) surveyed faculty and students at three

tertiary education institutions in Ghana to learn about their perspectives on assessment. The study found that teachers classroom assessment practices are not improving students evaluative thinking skills.

There are other several studies in Ghana which also aim to examine teachers' actual classroom activities. However, among these studies conducted in Ghana, most of them used Senior High Schools (Akyina, 2019; Buabeng, Atingane & Amoako, 2019; Kankam et. al, 2014) and Colleges of Education (Anhwere, 2009). Only a few of them used Basic schools (Asare, 2021; Osman 2021). It appears that no study has been conducted in the Upper Denkyira West District since it was created from the then Upper Denkyira District. This makes the current study necessary in adding to knowledge on teacher's classroom assessment practices in the District.

Furthermore, teachers are much comfortable in their classroom activities when they have greater confidence in what they are doing. Because of this, other related studies have sought to investigate teachers' confidence in their classroom teaching (Pajares, 2005; Witt, Goode, & Ibbett, 2013; Beswick, 2007). For instance, Pajares (2005) argued that instructors who believe in their own abilities as educators tend to attract and retain students who share that belief. Also, in quest to find out the level of teachers' confidence in classroom assessment, several literatures revealed that teachers show high confidence. For instance, Umugiraneza, Bansilal, and North (2017) conducted a study to better understand how math and statistics teachers view their own confidence in the classroom. Statistics from the study further revealed that while 80% of teachers had high confidence in their teaching abilities, only 20% show low confidence. In addition, Ulu (2016) conducted a

study to assess teachers' level of confidence in their classroom activities. With a total of 320 participants, it was revealed that teachers portrayed higher confidence. Similarly, **Wessels and Nieuwoudt (2010)** reported that teachers are quite confident when it comes to classroom instruction. Furthermore **Watson (2001)** compared the confidence level of SHS teachers and basic school teachers in a study he conducted. The study showed that SHS teachers showed higher confidence than elementary teachers. In the case of Ghana, no single study has been conducted to link teachers' confidence with their classroom assessment practices.

Not only that, but research also indicates a connection between classroom evaluation procedures and instructors' demographic attributes (such years of experience in the classroom and professional qualifications). According to Yusuf's (2015) research, there were no statistically significant variations found in the classroom assessment procedures used by instructors in secondary schools in Nigeria. On the other hand, no statistically significant differences were found in Alsarimi's (2000) study on evaluation practises in academic settings. All the same, there were notable variations according to Alkharusi et al.'s (2014) study on instructors' educational assessment profiles. On the other hand, Mertler (1998) and Alkharusi et al. (2012) noted notable variations. Whereas Mertler (1998) and Alkharusi (2011) showed considerable disparities, Yusuf (2015) and Alsarimi (2000) reported no differences at all with regard to educational experience. The gender main effect was found to be statistically significant, according to a study done in Ghana by Asare (2021). It is noteworthy that the formative assessment practises employed by elementary school teachers were unaffected by the experience of their colleagues. The

need to find out how these demographic factors affect evaluation procedures in the Upper Denkyira West District stems from the inconsistent results that have been yielded. Finally, research from other sources (McMillan, Myran, & Workman, 2002; Mertler, 1999) shows that teachers' assessment techniques are not always in line with the guidance provided by assessment professionals. These discrepancies have been attributed to teachers' failure to employ and adhere to measurement guidelines learned in assessment courses (Daniel & King, 1998; Stiggins, 2005), inadequate teacher training in assessment (Stiggins, & Bridgeford, 1985), and inadequate knowledge of basic testing and measurement concepts (Stiggins, 2005; Campbell & Evans, 2000).

The introduction of New Curriculum in 2019 in Ghana aimed at strengthening classroom assessment practices which means that classroom assessment practices is very paramount in the 21st century which needs to be investigated to find how teachers are practicing to achieve the desirable goals in education. In Central Region of Ghana, Primary school teachers in the Upper Denkyira West District were made to attend capacity building training on the Standard Based Curriculum to equip themselves with knowledge and skills in assessment practices in the classroom. The expected was that teachers in the primary schools will improve their skills in classroom assessment practices and also use varied forms of classroom assessment strategies. This current study therefore enabled the researcher to find out whether these teachers practice what they were taught at the workshop. This district was used mainly because the researcher is quite familiar with the district having worked there as a District Training Officer for 14 years.

Purpose of the Study

The main purpose of the study is to examine the assessment practices of primary school teachers in the Upper Denkyira West District. In particular, the study aims to

1. identify the dominant classroom assessment methods of primary school teachers in the Upper Denkyira West District.
2. examine the strategies used by primary school teachers in implementing classroom assessment practices in the Upper Denkyira West District.
3. find out the confidence level of primary school teachers in classroom assessment practices in the Upper Denkyira West Municipality.
4. identify some of the challenges teachers face in the implementing classroom assessment.
5. find out if a difference exists between teachers' professional qualification and classroom assessment practices
6. find out if a difference exists between teachers' years of teaching experience and classroom assessment practices

Research Questions

The following questions were investigated as part of this research project in order to achieve the precise objectives and purposes outlined above:

1. What are the dominant classroom assessment methods of primary school teachers in the Upper Denkyira West District?
2. What are the strategies used by primary school teachers in implementing classroom assessment practices in the Upper Denkyira West District?

3. What is the confidence level of primary school teachers in classroom assessment practices in the Upper Denkyira West Municipality?
4. What challenges do primary school teachers face in implementing classroom assessment practices?

Research Hypothesis

1. H_0 : There is no statistically significant difference between professional qualification of primary school teachers and classroom assessment practices
 H_1 : There is a statistically significant difference between professional qualification of primary school teachers and classroom assessment practices
2. H_0 : There is no statistically significant difference between years of teaching experience of primary school teachers and classroom assessment practices
 H_1 : There is a statistically significant difference between years of teaching experience of primary school teachers and classroom assessment

Significance of the Study

The findings of this study would greatly benefit teachers in the Upper Denkyira West District and perhaps elsewhere in the country by learning more about how various classroom assessments are practiced. The findings of this research can inform pedagogical choices about how best to measure students' progress in class. Also, the study would help stakeholders to be enlightened about the lapses of teachers' classroom assessment practices leading to needs assessment and possible training.

The results of this research would also provide a foundation for improving teacher professional development and preparation in the classroom's use of assessment, as well as contribute to the current body of knowledge on assessment theory and practices within the Ghana education system. In addition, the Ghana Education Service (GES) together with administrators of the various schools can use the findings of the study to develop assessment guidelines and strategies for their respective schools.

Delimitation

There are several issues pertaining to classroom assessment practices and for that reason, a single study cannot be used to address them all. The scope of this study was therefore delimited to dominant classroom assessment method, strategies, confidence, challenges and some demographic variables (gender, professional qualification and years of teaching experience). The scope of the study was delimited to 137 teachers in 53 lower primary schools in the Upper Denkyira West Municipality who attended a workshop on capacity building training on standard-based curriculum. Specifically, it was delimited to public primary schools in this Municipal.

Limitation

The study employed a descriptive research design, which does not allow for the identification of causal relationships. However, as this is self-reported data, it is probable that the results do not accurately reflect the actual state of affairs. For a data gathering tool, the researcher relied solely on questionnaires. The level of insight is restricted by the scope of this study tool. On field data collection, some respondents may not answer the questions consistently as a result of them not taking their time in reading the questions,

hence affecting the internal validity of the instrument used. Another major limitation of this study is that the classroom assessment practices explored did not consider subject-based practices. Thus, the findings of the study are not specific to a particular subject and therefore, specific recommendations cannot be mentioned.

Definition of Terms

The definitions of the study's primary concepts illuminate how they functioned there.

Classroom assessment: Is any and all efforts made by educators (both in and out of the classroom) to gather and analyse data on students' performance in order to guide pedagogical decisions. It is also seen as a process of obtaining information from students in relation to their experiences in the classroom which can be used to make viable decisions regarding students' performance.

Classroom assessment practices: These are the specific assessment activities carried out in the classroom. They are also activities that are guided and directed by the classroom teacher. Test construction, grading, and usage of assessment data are all discussed, along with teachers' attitudes and values towards students' results.

Classroom assessment strategies: These are the various skills employed by the classroom teacher to effectively use the various classroom assessment methods.

Classroom assessment confidence: This refers to the ability of the teacher to design, implement, analyse, monitor and communicate students' assessment results.

Teacher-made tests: These are types of tests designed and administered by classroom teachers to measure the level of students' attainment, knowledge and understanding on a particular topic, unit or an instruction.

Classroom Assessment Confidence: this refers to the ability of the classroom teacher to effectively employ all methods and strategies in order to enhance students learning

Organization of the Study

There were 5 main chapters of this research. The study's introduction was covered in Chapter 1. This chapter described the context of the study, the problem being investigated, the objectives of the investigation, the study's research question, and its significance. Other than the study's structure and methodology, it addressed issues including its scope, its limits, and the terminologies used in the study. An examination of relevant prior research was presented in Chapter 2. Both a theoretical and conceptual overview, as well as a survey of relevant empirical research, were provided in this chapter. Methodology was discussed in Chapter 3. The methodology, population, sample, and sampling procedure, instruments, and procedures for collecting and analysing data were all laid out in this section. The study's data analysis and discussions of its findings were provided in chapter four. The study's overview, findings, and suggestions were presented in the final chapter. Future research directions were also discussed in chapter five.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter provides a literature analysis of classroom assessment practices of primary school teachers in the Upper Denkyira West District. The study was reviewed conceptually, theoretically and empirically. Conceptually, issues such as definition of concepts, concept of assessment, types of classroom assessment practices, forms of classroom assessment, classroom assessment design, types of classroom teacher-made test, constructing of classroom test, teachers' assessment literacy and matters of reliability and validity, classroom assessment practices, and purpose and importance of classroom assessment. Also 3 theories were reviewed and they included the theory of validity, Title's theory of classroom assessment and Achievement motivation theory. Finally, the researcher considered the empirical evidence provided by the work of other scholars who have studied assessment practices in the classroom.

Conceptual Review

Definition of Assessment Concepts

The knowledge of classroom assessment begins with the clarification of distinctions between assessment and other associated terms. In the field of educational assessment, these phrases include testing, measurement and evaluation which are often used synonymously with assessment. The next

sections provide brief definitions of these words, with a focus on assessment and testing as they are key to the current study.

Measurement

According to predetermined rules, the attributes or characteristics of individuals, events, or collections of objects can be assigned numerical values. Assigning numbers to characteristics such as achievement and aptitude so that the numbers describe the level of a person's ability is the process of educational measurement. It is restricted to describing student characteristics in numerical terms. There is a tendency to use measurement and assessment interchangeably. Measurement is a way of determining whether a student's performance is in accordance with predetermined standards or goals in educational settings. The practice of quantifying in the classroom the performance of students is known as measurement (Brown & Abeywickrama 2010). When teachers grade quizzes and tests numerically, they are engaging in the measurement process in their classrooms. It's worth noting that "quantification" here does not necessarily mean assigning measurable metrics to student performance. Written descriptions and verbal feedback, according to Bachman (1990), are examples of non-quantifiable measurements which is used for measurement purposes. If teachers use measurement effectively and provide students feedback that is meaningful, it will enable them to reflect on their learning and have a better understanding of their performance, it can have a significant impact on the educational process.

As a result, the importance of a high grade will grow for students who are given more information about the relationship between their grade and their abilities. When students receive feedback on their progress and

suggestions for improvement during formative assessment, this is most common. Verbal and written descriptions, according to Brown & Abeywickrama (2010), can be effective in providing students with tailored feedback that identifies their strengths and weaknesses as well as areas that need additional focus and improvement. A focus on the context surrounding teachers' communication of data will be examined, with an emphasis on the types of data that are communicated as well as their frequency and intended purposes.

Evaluation

Evaluation is the procedure of obtaining, describing, and providing valuable information for making judgments about decision alternatives (Stufflebeam, 1973). It is the methodical examination of an object's value or merit (a person, a programme, book). For instance, a teacher may judge a student's response to a particular task as excellent for his/her grade placement. Evaluation entails gathering information, which can either be quantitative or qualitative on a programme, process or person, and attempt to make a value judgement about the worth or effectiveness of the task being assessed.

The primary purpose of classroom evaluation is to determine the value or efficacy of teaching and learning. In the assessment process, the evaluator compares student performance to a set of standards or expectations for learner performance (Cheng & Watanabe, 2004). The educational evaluation process typically results in judgments such as student promotion and award distribution. In other words, conclusions such as 'reseat test', 'pass' or 'fail' are reached by evaluation. It must therefore be emphasised that evaluations are

done on classroom assessment. This means that after teaching, teachers evaluate their objectives to see if they are in connection with the learning outcome. Therefore, teachers must understand the fact that evaluation forms part of classroom assessment practices.

Testing

Testing is another significant concept that is mostly used in education. The use of tests and a variety of testing procedures is a part of the assessment process that gathers data on the student's progress toward the curriculum goals (Rea-Dickins & Germaine, 1992). Techniques, the means by which information about students' learning development is gathered, are what we mean by "tests" in an educational setting. An accurate assessment of a test taker's abilities in a particular domain requires clear and structured methods of assessment (Brown, 2004). Formal testing norms and procedures are often used in the design of tests, unlike most other forms of evaluation (Fulcher, 2012). Particularly since the beginning of the 20th century, test formats have evolved in response to the ever-evolving language testing paradigms. It must however be emphasised that testing is also part of classroom assessment practices and thus assessment cannot be done without the use of test.

Assessment

Assessment involves activities which consist of the teacher analysing and observing work done by students (homework, exams, essays, reports, hands-on activities, and topical discussions in class). The main goal is to find out whether a student has successfully mastered a concept. Meador (2017) states that at its core, assessment in the classroom serves to guide teaching by gathering information on students' knowledge and performance in various

contexts. Meador continued by arguing that teachers may find the assessment procedure to be tedious and time-consuming. Students' performance is evaluated in more ways than just the marks they receive on examinations and homework.

Assessment of student learning was also seen by Linn and Miller (2005) as a methodical procedure for gathering data on the level of students' achievement in relation to a particular learning objective. Consequently, in collecting, deciding, and making judgments about evidence, assessment has been largely utilized in the educational environment (Harlen, 2006). Because of this, Bloom, as referenced in William and Thompson (2008), proposed that integrating assessment into the teaching process will enhance students' motivation and learning.

Supporting learning (formative), certifying success or potential (summative), and gauging the efficacy of educational offerings (evaluative) are all aspects of assessment (William, & Thompson, 2008). While Black and William (2004) prioritize assessment as a learning tool, they do not discount its value for purposes of certification or evaluation. Educators are increasingly in agreement that assessment is necessary for diagnosing students' achievement and measuring their performance. Others, meanwhile, think that assessment should be used to improve students' learning and performance (Delandshere, 2002).

However, in the past, assessment has been seen as a nuisance that distracts from teachers' primary responsibilities of teaching and guiding students' learning (Sethusha, 2012). Brookhart and Bronowicz (2003) contended that this misconception arises because students view assessment as

a means of determining failure, rather than a means of recording growth and achievement. Accordingly, in most cases, students regard evaluation as a separate and unrelated part of the educational process.

Assessment in the classroom also suggest that the process has evolved into a goal in and of itself, divorced from the fulfillment of any identified educational need (Chisholm, 2005; Brown & Hirschfeld, 2008). This, however, ought not to be the case. This is so because it is impossible to attain higher order learning skills and results if assessment does not take into account students' potential for growth and development. Assessment tools, strategies, and procedures should represent the attainment of quality measures and standards if these skills are to be achieved, and this requires varied degrees of adequacy to be proved (Sethusha, 2012).

Types of Classroom Assessment Practices

Formative Assessment

It's the process in which students or teachers assess their own progress and use that data as a basis for making adjustments in the classroom environment, as described by Black and Wiliam (2010). In order to improve instruction and student retention, formative assessment is coined to encompass a wide range of methods that provide constructive feedback to both educators and students alike. Formative assessments, as explained by Black and Williams (2010), can reveal the learning goal, the current status of students regarding a particular and the best way to improve future performance (2010). Wiredu (2013) defines formative assessment as a type of assessment done during instruction with the goal of enhancing student performance in the long

run. Assessment for learning is another name for this. It's not about giving tests and grades; rather, it's about actively working to improve students'

The findings are used to guide future teaching and learning (Stiggins & DuFour, 2009). It serves as a guide for the future development of better teaching methods (Clark, 2011; Heritage, 2010) It aids instruction by providing information, influencing it, and providing support for it. As stated by Black and Wiliam (2009), classroom practices can be considered formative if they lead to better-informed decisions about the next stages of instruction than those that would have been made without the evidence that was elicited. Student progress and pedagogical adjustments can be gauged through the use of formative assessment in virtually any classroom activity (Songnalle, 2019).

While success cannot be guaranteed, it can be greatly reduced through the use of formative assessment (Stiggins, 2007). This is because formative assessment has been shown to be effective in helping students develop positive dispositions toward learning, including optimism about their own abilities to learn and succeed, a strong sense of intrinsic motivation to study, and the ability to self-regulate their own learning (Irons, 2008; Moss & Brookhart, 2009).

Summative Assessment

A summative assessment is an evaluation of a student's performance in a course or program as a whole. In order to gauge pupils' progress throughout time, this form of testing is administered on an as-needed basis. Summative assessments are those that try to measure the quantity or quality of the knowledge that a student has acquired, according to the National Research Council (2001). Students and teachers can use summative assessments to

determine how much they have learned, rather than formative tests, which are typically used for providing feedback to both parties involved (Gardner, 2010). Students' current success or proficiency can be gauged using summative assessments, but their value extends far beyond this simple function.

Eligibility for specialised teaching (such as gifted and talented education) can be ascertained with their help whether or not they should move on to the next grade level, whether or not they should be given career guidance, or whether they should be given a particular award (Harlen & Gardner, 2010). Summative assessment in the classroom should provide students with opportunities to do more than just demonstrate their conceptual grasp by solving new problems or providing explanations for previously unexplained events (National Research Council, 2001).

According to Nitko as cited in Yeboah (2017), summative assessments are employed for:

1. When working with a class, a teacher can try to tailor lessons to each student by dividing them into levels of study that range from introductory to advanced. Students who are not performing to the teacher's expectations may be moved to a remedial class, where they may get either a different type of instruction or further support for what they are already learning. In a similar vein, students who demonstrate significantly more development in a subject than the class average may be transferred to a more advanced or enriched class.
2. To conduct an effective self-evaluation, educators must reflect on their students' demonstrated learning, determine which lessons were most

effective for particular learners, and design new approaches to instruction that will yield better results the next time the material is taught.

Forms of Classroom Assessment

Evaluation, which can take many different forms, is essential to the teaching-learning process because it promotes student learning and enhances education. Three categories were applied to classroom assessments: assessments as learning, assessments of learning, and assessments for learning. Historically, assessments have been classified as either formative or summative, with attention placed on the latter (Dunn & Mulvenon, 2009). Nonetheless, in today's technologically advanced world, it is crucial to consider the role of assessment in the context of learning.

Assessment *for* Learning

Assessment for learning is a type of continuous evaluation that allows educators to keep track of their students and change their teachings in real time to meet their specific needs. Students receive timely, targeted feedback from this assessment, allowing them to alter their study strategies accordingly. Teachers and students engage in formative assessment when they provide each other with comments on student work and agree on what constitutes successful learning (Nicol, 2009; Nicol & Macfarlane-Dick, 2006). The information given to the student includes how their current level of learning and performance (actual result) relates to the instructor's aims and standards (desired outcome) (Amua-Sekyi, 2016). According to Hattie (2009), the most effective strategy for enhancing students' academic achievement is feedback.

Students and teachers maintain an ongoing dialogue in which formative feedback facilitates increased student participation (Pryor & Croissant, 2008). Therefore, formative assessment feedback is not the final product, but rather an integral element of the assessment itself. According to Pryor and Croissant (2008), formative assessment requires a significantly more dialogic style of language than traditional classroom interactions in which the instructor initiates, the students respond, and the teacher provides feedback.

Using research undertaken in the United Kingdom, the Assessment Reform Group (1999) reduced assessing for learning to its fundamental components.

1. It is fundamental to an approach to education.
2. Sharing learning objectives with students is an important part of this strategy.
3. Ultimately, it should aid students in understanding and appreciating the benchmarks toward which they are working.
4. Student evaluations (of themselves and each other) are incorporated.
5. It gives students the kind of feed-back that helps them see where they stand and what they need to do next.
6. It rests on the conviction that each and every student can grow as a learner.
7. Reviewing and reflecting on assessment data is a joint activity between the instructor and the students.

The core idea of assessment for learning is that it should be seamlessly interwoven with classroom instruction (McNamee & Chen, 2005). When

finishing a lesson, it's important to evaluate whether or not it was suitable for pupils of varying abilities. What was taught and what more needs to be taught, how the lesson may be made more effective, and, if required, what alternative lesson could be provided should all be part of the reflection. Our teaching can only get better by systematic, ongoing assessments of what works and what doesn't in the classroom (Burns, 2005).

Assessment of Learning

The assessment of learning gives a time for the instructor, the student, and the parent to reflect on the level of the student's performance on a particular educational assignment or activity. The results of the students' studies are revealed. However, its impact on learning is generally minimal. The term summative assessment describes this type of evaluation. Summative evaluation generates socially valued examinations, grades, reports, and credentials (Biggs, 2003). In most cases, summative assessments are typically used to make a (final) judgement about a student's result on a program and their future performance on similar programs (Awoniyi & Fletcher, 2014).

Furthermore, assessment of learning involves awarding a qualification, certifying achievement, and providing formal evidence of a student's competence to facilitate decisions regarding the student's entry into subsequent learning programs (Awoniyi & Fletcher, 2014). Since the outcomes of assessments are employed in various ways, Amua-Sekyi (2016) argues that assessment, and particularly assessment of learning, exerts considerable influence over educational practices.

Assessment *as* Learning

When students take on the role of their own evaluators, assessment becomes a tool for learning. Students apply a range of strategies, including self-monitoring, relevant questioning, and strategy use, to evaluate what they already know and what they need to learn. Assessment as learning;

- a. facilitates independent learning by urging students to think for themselves,
- b. calls on pupils to reflect on their knowledge,
- c. incorporates setting learning objectives together with pupils to foster development,
- d. gives students opportunities to use self-assessment and more traditional forms of feedback to determine where they can take their education, and
- e. promotes self-evaluation, peer evaluation, and introspection.

Classroom Assessment Design

Creating an assessment that is trustworthy and dependable enough to yield high-quality data regarding students' real performance while maintaining effective teaching and learning approaches is among the most crucial aspects of classroom assessment (Farhady, 2003). Teachers must have determined the appropriate learning objectives in order to construct evaluations for the classroom, as noted by Bryant and Timmins (2002). Making ensuring the design doesn't undermine or misrepresent these objectives is another requirement. Thus, six unique processes should be used for evaluation in the classroom, in the order determined by the function (Hamidi, 2010). Data

collection, organisation, assessment, and reporting are some of these processes.

Planning: Planning is a crucial part of evaluation. It determines why a teacher must do assessment, the instructor's intended outcomes, and who will be examined. It also details the full evaluation procedure. Time must be addressed while dealing with assessment and determining the teacher's capableness to assess the students. In terms of both instruction and evaluation, teachers have specific goals (Brindley, 2003). As a means of accomplishing a specific end goal, they assess the effectualness of ongoing instruction and learning and seek to enhance it. As a result of assessing student progress, teachers and curriculum developers are able to make necessary adjustments. Teachers are the ones who figure out what their students need right now in terms of education (Brown, 2008).

Students' oral communication skills, for example, are evaluated by teachers during classroom assessments. Teachers are expected to look at students' prior knowledge of a skill or task. Teachers can also examine multiple talents at once, such as their students' vocabulary growth, their comprehension of reading passages, and their adherence to norms in reading comprehension. As a result, it's critical that teachers know exactly what they're looking for when they're grading students.

When it comes to determining who should be the ones to evaluate, this is a critical issue. According to Alderson and Banerjee (2001), teachers must be conscious that students have varying levels of proficiency and skill, as well as various forms of schematic and systemic knowledge. It's also important for teachers to keep in mind that some students are more active and others are

slower learners. As a result, they should develop a variety of learning objectives to accommodate different learning styles (Penafiorida, 2002). Consequently, assessing students in the classroom requires that their teachers conduct an appropriate prior assessment of the students.

Teachers must utilize a combination of formal and informal measures while evaluating students in the classroom. It is essential for teachers to keep track of their students' progress through various forms of documentation such as student-teacher conferences and evaluations, as well as self and peer evaluations. It's important for teachers to remember that evaluation is an essential component of instruction when deciding when to assess. Teachers are always engaged in the act of instructing, no matter how they choose to evaluate student progress. When it comes to making formative and summative instructional decisions, teachers must make judgments, no matter how minor.

Collection: There must be sufficient and relevant evidence gathered before decisions can be made about the effectiveness of classroom assessment in many pedagogical areas. Until recently, end-of-term assessments were the only ways of generating data about students' learning, progress, and achievement. Reforming assessment necessitates a shift away from traditional classroom assessment methods. These choices, according to Suurtamm, Koch, and Arden (2010), provide a realistic and authentic depiction of the learning process. Teachers and students who maintain records and collect samples of students' work give systematic information that facilitates communication.

Organisation: The obtained data cannot be used as the only basis for making judgments. It must be well-organized and structured. Similar to instruction, Collections must be meticulously arranged (Berry, 2006). To improve the

evaluation and reporting processes and make it easier for authorities to make decisions, teachers must arrange the evidence acquired via various modes of assessment (Earl, 2003).

Selection: According to Hamidi (2010), while information organization, structuring, and sequencing aid in efficient processing, not all obtained organized evidence is required for timely reporting. Teachers must select assessment data pieces that fulfill the immediate needs of teachers and students and are applicable to classroom activities.

Evaluation: In addition to determining how well students have progressed towards their objectives, assessments of the curriculum and instruction must be conducted, in order to report and convey assessment information to stakeholders (Tierney & Charland, 2007). Until the end of the term, this evaluation should be conducted after each lesson or instructional session. It is possible for teachers to determine whether or not their students are ready for the next unit by evaluating their progress at the end of a major unit (Gilmore, 2002). At the end of each educational unit, an evaluation might disclose whether or not the unit was effective.

Reporting: Communication of assessment outcomes to diverse stakeholders is the final part of developing classroom assessment. Teachers are the primary consumers of the collected evidence. They employ evaluation to determine whether education and materials are effective (Grosser and Lombard, 2005). They also determine the needs of students for the following term. Teachers gather data on the extent to which their students attained defined objectives and outcomes. Thus, they assess the growth or achievement of students. In addition, teachers use the collected data to design the following teaching cycle

with greater care. Participation in assessment gives learners with clear feedback on their progress and increases their accountability. According to Hamidi (2010), conveying assessment findings to students might enhance future learning since students develop awareness of their learning consequences.

Parents are crucial in the assessment of classrooms. Parents are provided with brief comments and concrete proof of their children's improvement when assessment results are given. Afterward, parents can utilise the data, in accordance with the teacher's recommendations, to keep an eye on and supervise their kids' homework at home. Parents can help teachers make internal decisions by gathering relevant data about their kids' learning (Hill and Tyson, 2009). Communicating assessment results with parents can open up a channel of communication between educators and parents and allow more efficient student learning monitoring by exchanging perspectives. Finally, school administrators require reports in order to make a variety of global judgements on assessment-related issues. They are focused with scheduling and curriculum preparation that is more convenient and thorough. In accordance with assessment guidelines, they are expected to make sound judgements on varied demands for different levels. This significant duty comprises administrative responsibility.

Types of Classroom Teacher-Made Test

When teachers assess their students' progress, knowledge, and comprehension, they use terminology like "teacher-made" and "classroom-made tests" (Amedahe, 1989). The constructivist learning theory underpins the rationale for teacher-made assessments. This model emphasizes learning with

comprehension, and prior knowledge and skills are essential to this purpose. Assignments must be suited to the student's current level of comprehension and pitched at the level of practice or slightly higher to expand and strengthen the student's skills for effective learning. Gipps (1992a). Overly easy or overly difficult activities will dull students and demotivate them (Gipps, 1992b).

Formal and informal elements coexist together in a test administered in a classroom. As part of their regular duties or on-demand, tutors can ask students questions, keep an eye on their progress, and provide feedback (McCallum, McAlister, Brown & Gipps, 1993). The teacher is the primary author of most classroom tests. Teachers have an obligation to offer the greatest education possible to their students. As a result, they will require a method for assessing how well their pupils have learned what they have been taught (Mehrens & Lehmann, 1991). One example is a classroom or teacher-created exam. There's a good chance that their curriculum will mimic that of today as well. This is particularly relevant in the fields of science and social studies. Tutors may also modify classroom or teacher-created assessments to meet their own teaching objectives in order to maximize a student's learning (Bejar, 1984). There is no way to measure college goals that are unique to a single subject without classroom or teacher-created exams. The importance and desirability of instructors being able to construct exam items based on core measuring and evaluation principles are continually emphasized in educational materials.

There are numerous methods for creating classroom tests. There are several ways to categorize items based on format (Ebel & Frisbie, 1986; Gronlund & Linn, 1990). Essays and objectives are the two most common

item types. Essay tests, according to some educators, are simpler to grade than objective tests. Although only one approach can be used to measure all learning outcomes, classroom teachers employ both. An extended response and a restricted response are the two basic types of essay formats, according to Gronlund (1985) and Nitko (1983). Tutors in Ghana's teacher education institutes most typically use multiple-choice, short-answer/fill in the blank, matching, and true/false objective assessments (Bartels, 2003).

Objective-Type Tests

A respondent must offer a brief response, typically no more than one sentence, on an objective test. It typically include a significant number of items, and replies are assessed objectively, when it is possible to reach a consensus on how responses should be assessed by competent observers (Amedahe & Etsey, 2003). Objective tests are classified into two types. These are the selection and supply types.

Multiple-choice, true/false, and matching are all types of selection. The supply type includes fill-in-the-blanks, brief response, and completion. Students in large classes with little testing time benefit most from questions that are more objective in nature (Amedahe & Etsey, 2003). It's easier to predict on an objective test, and the exam almost totally decides the distribution of scores (Mehrens & Lehmann, 1991). In a true-or-false question, you must answer whether or not a statement is true. Respondents are asked to indicate whether a statement is true or incorrect in order to demonstrate their expertise. One of the limitations of this form of objective test is that the chance to get it correctly is just half as high as it could be. Restrictive educational objectives, such as definitions, facts, meaning of idioms and

chart/graph interpretation can be evaluated using this tool. The truth-or-false method is well-suited for rapid classroom evaluations because of its simplicity.

One objective exam structure that virtually eliminates guessing is the completion type. Objective test questions include completion, supply, and fill-in-the-blank questions. A question or claim is provided, and each participant is asked to react in one sentence. It's a good tool for gauging how well someone knows or remembers specific facts (like Bloom's taxonomy of educational aims' knowledge target). The format's drawback is that there may be more than one correct answer, making the exam's grade arbitrary. The format of multiple-choice is a subset of the matching-type examination. However, it can be used to test variables that are compatible with each other. There are two columns in the matching objective type. Column A asks the respondent to find a relationship between a choice in A and another choice in B. Column B contains the alternatives and responses to the questions posed in column A.

Test items that require a respondent to choose from a variety of possibilities are known as multiple-choice tests. As a result, the erroneous choices are referred to as foils or diversions. Multiple-choice tests come in two flavors. Responses of all kinds, from the most effective to the least. Under order to complete the stem, the participant is to select only one of the three or more options that are presented in the "best response type." The stem of a multiple response question is followed by a series of true or false statements. students must select the sentence or statements that will complete the stem. A multiple-choice format can be utilized for assessing educational objectives in the cognitive learning domain (Bloom, 1956). Schools, teacher training

programs, and national or state exams all employ this strategy. Guessing is possible, but the chances of guessing correctly decrease as the number of possibilities increases. It is recommended that items have five or fewer possible configurations to lessen the chance of students making a guess.

Essay Type Test

Essay test items, as defined by Amedahe and Etsey (2003), are questions that allow students to provide their own solutions, on their own terms. Each essay test item necessitates a lengthy response, despite the fact that there are very few of them. Essay test questions come in two flavors. The restricted and extended response types are displayed here. Those who choose the restricted response option are limited to responding for a predetermined amount of time, whereas those who choose the extended response option are not. As Ebel & Frisbie (1986) noted, the essay and objective tests differed in the following ways:

1. Students are required to arrange and explain their answers in their own words for essay exams. The student does not have to select from a list of options when it comes to the essay or free response item. Contrarily, objective tests need either a succinct response or the selection of the right response from a range of options.
2. There are fewer questions in the essay test, but the answers must be long. As a result, objective tests are probably going to be more reliable and efficient.
3. According to Ward, Kline, and Fluagher (1986), taking the tests requires a range of skills and techniques. An objective test's quality is determined by the test creator's skill, whereas the quality of an essay

exam is primarily determined by the competency of the person assessing the response.

4. Essay examinations are simpler to design but more challenging to analyze effectively as they are assessed by individuals who may be biased, rather than faceless robots.
5. Essay examinations allow both students and instructors to express their individuality. Only the test creator has this freedom of expression (item authoring) with objective tests.

Construction of Classroom Teacher Made Tests

A number of educational measurement experts have, over the years, created the fundamental concepts in creation of teacher-made tests (Amedahe, 1989). These construction concepts are universal and are applicable to all types of tests, while others are specific to the type of test being constructed. The researcher deemed the test construction concepts to be the most thorough and applicable in a classroom testing environment. There are eight of these.

The actions are:

- a. Clarify the test's objective.
- b. Decide which item format you want to utilize.
- c. Identify the testable variables.
- d. List each item in order of importance.
- e. have a look at the items
- f. set up a score system
- g. write out the steps
- h. determine the results of the test.

Gronlund (1988) argues that effective achievement testing relies on meticulous planning. To begin with, the goal of the test must be established during the preparation stage. There are a variety of purposes for which tests can be used, as has been discussed in the past. As a result, each type of test application necessitates a change in the design of the test, which in turn determines the item format to be used. The item format is the second part of the planning phase. The essay and objective categories appear to be the most popular item types on classroom success tests, according to previous research. According to Etsey (2004), it is sometimes necessary to use a variety of item forms in a single test. In order to accurately assess all learning outcomes, a single item format cannot be used for every test objective.

The actual writing of test items comes after the planning step. Test item types must adhere to the established principles. The item preparation phase is referred to by Tamakloe et al. (1996) after the item writing phase. The test items must be inspected and modified at this time. Etsey (2004) suggests that at least one week must pass between the writing and the critical evaluation of the work. He has underlined that the exam items should be evaluated by fellow teachers or experts in the same subject area whenever possible. When reviewing and revising the things, the primary objective is the elimination of or rewriting of items that are poorly designed, as well as checking difficulty level, duration of test, and item discrimination. Technical errors and extraneous information must be found in all test items.

Based on Etsey (2004), the scoring rubric, marking scheme, or scoring key are produced after the exam components are constructed. Etsey (2004) and Amedahe and Asamoah-Gyimah (2003) both state that marking schemes

should be created while the instructors are still familiar with the items and always before the test is given. Using this method, it will be possible to identify and assess defective products whose responses do not correspond to what is expected. The correct answers to questions should be listed for tests of this type. On essay-style exams, a certain desired response quality should be assigned points or grades. When assigning weight to different essay questions, Mehrens and Lehmann (1991) recommend that teachers take into account factors such as the length of the response and the difficulty level. An exam's written instructions should be drafted as soon as possible after the marking scheme has been finalized. In this case, the exam's time limit should be stated clearly. It is recommended that the instructions include penalties for unsuitable writing, the number of questions that need to be answered, the location and manner in which to write them (if applicable), and a way to identify examinees. (Etsy, 2004) The final step in the test development process is an assessment of the test's clarity, validity, practicability, efficiency, and fairness.

Teacher Assessment Literacy and Matters of Reliability and Validity

The advancement of educational assessment research has had a substantial impact on how instructors think about and implement assessment in the classroom. Instructors need to be educated and equipped in efficient assessment techniques in light of the ever-increasing recognition of assessment's role in the learning process. According to Webb (2002), evaluation literacy is the ability to evaluate students' knowledge and abilities, analyse the outcomes of these assessments, and utilize the information gained as a result of these exams to help improve student learning and program effectiveness. The term "assessment" refers to a wide range of actions

(Stiggins, 2005). Academic achievement is the primary goal of these processes, which range from formal examinations to classroom activities that take place on a regular basis.

Teachers in Ghana receive assessment training that emphasizes measurement and statistics rather than creative ways to use assessment to help student learning (Amedahe, 2000). The lack of proper training in assessment as part of teacher certification in undergraduate and graduate programs means that teachers are not assessment literate (MoE, 2014). A teacher's capacity to create assessments that link learning objectives to assessment activities is known as assessment literacy (Gottheiner & Siegel, 2012). In other words, those who are well-versed in assessment have a firm grasp of the ins and outs of the practice as well as the potential pitfalls and workarounds that may be employed to avoid them (Khadijeh & Amir, 2015).

In addition to being familiar with the fundamentals of solid classroom testing practises, assessment literate instructors, according to the MoE (2014) report, need to have a firm grasp on what academic success entails and be able to transfer that understanding into high-quality assessments in the classroom. Teachers that are proficient in assessment also know how to generate achievement data of the highest calibre and use that data to examine, analyse, and enhance their teaching.

According to Stiggins (1991), in order to properly collect evidence on their students' development, teachers need to not only be aware of their students' learning objectives, but also have the critical thinking abilities to reflect on what needs to be done. He draws emphasis to the two key queries

that educators need to be asking themselves when it comes to their assessment tasks.

1. In what ways does this test provide students with new information about what they hope to learn?
2. Is there any way to tell what effect this evaluation will have on students? (Stiggins, 1991).

Teachers can use these questions to help them use assessment methods that don't have any negative effects on students' learning.

The validity and reliability of assessment tasks have long been a source of concern in studies on educational assessment in general, and classroom assessment in particular. Messick (1989) supplements the usual concept of validity as a simple correlation between what is on a test and what students should be able to do with what he calls consequential validity. The consequences of administering the test must be considered by test developers in order to meet the consequential validity criterion (Chapelle, 1999). Some academics believe that grading students in the classroom is a context- and ideology-dependent process (Davison, 2004). Since real-world communication consists of many different types of communication, In the classroom, it is challenging to effectively assess students' linguistic skills. Clarity and variety in teachers' assessment are highlighted by Shepard and colleagues, as well as the need to contextualize assessment to obtain reliable data that reflects learners' actual knowledge level. Training and experience are often required for this.

As well as taking longer to design and deliver, performance evaluations may be more difficult to create than paper-and-pencil tests

(Clapham, 2000, Elliot et al. 2000). Despite the fact that day-to-day assessment procedures can help teachers develop a "solid and broad picture of a pupil's attainment," well-trained assessors are needed to construct tasks that provide accurate measurements. Owing to the scarcity of evaluation training programs for instructors, teaching English as a foreign language (EFL) can be difficult (Davison, 2004). Concerns concerning the trustworthiness of evaluations occur as a result of a perceived lack of skills and talents. Teachers' performance evaluations are frequently questioned due to their susceptibility to a wide range of effects caused by the specific character of their work environment. Classroom assessments scrutinize teachers' grading, interpretation, and value to students' learning. Researchers discovered that formative classroom evaluation approaches are used in elementary schools in the United Kingdom.

Gardner and Rea-Dickins (2000) addresses that teachers' assessments were not always reliable, raising questions about the validity of their conclusions. While formative assessment tasks are clearly used, some teachers are unable to adequately gather and analyze information on learners' language development, which could result in incorrect conclusions. In both formative and summative assessments, the quality of the assessment matters, they say.

A variety of methods are available for addressing the quality and appropriateness of instructors' evaluations. It's possible that one of them is encouraging teachers to work together so that newer colleagues can benefit from the experience of more seasoned ones. Collaboration among teachers on assessment subjects can assist individual teachers in locating relevant materials and determining the best ways to use them as instructors gain insight

from one another (Akyel, 2000; Allal and Lopez, 2014). Teachers who regularly gather and share their day-to-day teaching experiences form what are known as "collaborative groups" (Mann, 2005). Another option is co-teaching, in which teachers work together to develop and deliver lessons in an effort to better serve their students (Stepp-Greany, 2004).

Teacher training that enables teachers to become effective evaluators and enhances students' understanding of assessment processes can also help to develop assessment literacy (Davison, 2004). An assessment-literate teacher provides students with an opportunity to learn about and appreciate the many ways in which assessment can be used in their education. Students must also have advanced knowledge of assessment in order to reap the benefits of daily assessment in their classrooms. Student evaluation of academic standards requires students to be aware of and comprehend the significance of school rules, according to Smith et al. (2014). Pupils with low assessment literacy appear to be unable to participate fully in the evaluation process, as stated above.

Classroom Assessment Practices

There is still much controversy about assessment in the context of educational reform (Kankam et al., 2014). Because of the crucial role teachers play, it is essential that they have a solid grasp of assessment theory and methods. Teachers are regarded as crucial characters in effecting positive change and preparing students for their futures. It is crucial to comprehend their methods of instruction, in particular their methods of evaluating the success of their students' educational experiences. Because of the importance of assessment in the classroom (Reynolds, Livingston, & Willson, 2009;

McMillan, 2008; Nitko, 2001), it is imperative that educators acquire a foundational understanding of assessment principles.

Teachers evaluate their students' learning and performance using a wide range of evaluation strategies (Sewagegn, 2013). Linn and Miller (2005) state that there is a diverse set of approaches that can be used classified as evaluation methods. Zhang and Burry-Stock (2003) state that assessing students in the classroom involves a wide range of tasks, from creating exams to evaluating standardized test scores to sharing information about student performance. Teachers typically gather information about their students' progress and development using authentic assessment strategies like tests, projects, and discussions (Airasian, 2002). However, knowing the pros and downsides of different assessment methods is crucial so that educators may select the most effective forms for evaluating students' progress toward their learning goals (Stiggins, 1992).

Assessment in the classroom can happen at different points in time across a unit of instruction, take on different forms, and have different goals (Furtak, Morrison, & Iverson, 2013). Having students take an evaluation at the start of a new unit can help educators determine where their efforts will have the greatest impact. Students and educators alike can benefit from using assessment tools like quizzes, exit tickets, and daily check-in questions. However, final exams at the conclusion of the semester or the school year are commonly utilized in a summative fashion to assess students' learning and growth over the course of a unit or a year.

According to O'Brien (2000), instructors are free to employ whichever strategies prove most effective for their students. This suggests that pupils'

varying skill levels necessitate the application of a range of teaching approaches. Killen (2003), however, argues that the learning outcomes you hope your students will achieve should inform your approach and methodology choices. According to Amedahe (1989), who looked at 18 different secondary schools in the Central Region and their assessment processes, many educators lacked the knowledge and expertise necessary to develop valid and reliable tests. They were unable to get training in assessment methods, therefore they lacked proficiency in testing and in managing assessment procedures (Anhwere, 2009).

Purpose and Importance of Classroom Assessment

Teacher decision making is aided by assessment results, suggesting that assessment is not an end in itself (Javid, 2009). In other words, useful assessment data is data that aids educators in making sound judgments about their students' learning environments. Teachers and trainers may employ a wide range of assessment approaches to ensure the success of these activities. The most widespread application of these methods may be seen in the widespread usage of tests and exams across all educational levels. Where there are high stakes associated with an assessment, that assessment will have a significant influence on what is taught, how it is taught, and what is learned (Paige, 2006; Stobart, 2008). Educators and students adapt their pedagogy and curriculum in response to the needs of the assessment. According to Amua-Sekyi (2016), assessment has been a fundamental part of the educational process since its inception. According to Amua-Sekyi, evidence from the empirical literature shows that assessment, particularly high stakes external evaluation, affects how teachers teach and, by extension, how students learn.

Consequently, assessment has the potential to affect how subjects are taught and learned.

Kahn (2000) argued that there are several reasons for teachers to evaluate their students' progress in class. It can, for example, be used to assess how effectively a student has learnt a subject, how much progress they have made, what areas of study need improvement, how effective their teachers and classes are, what students can expect to learn next, how to tailor their education to their specific needs, and how grades are calculated. Similarly, teacher-designed assessments may play important roles in the classroom, including but not limited to: motivating students to read, listen, or take notes.

Assessment is used in many different ways, including selection, management, and motivation of students, as well as meeting public expectations for high standards and accountability (Biggs, 2003). Researchers are drawn to the topic of assessment because of the clear benefits it can bring to classroom instruction (Eshun et al., 2014) such as providing information for judgments regarding students, curricula and programs, and educational policy in five primary ways. This area includes decisions in instructional management, selection, placement, counseling and guidance, and certification and credentialing. Assessing students' readiness to learn a new set of curricular content was seen as an important part of the instructional management decisions, as it allows teachers to establish attainable teaching goals and objectives for the class or each student, as it enables teachers to identify students' learning difficulties and implement interventions, and as it aids teachers in the selection of students,

Classroom
Assessment Methods



Figure 1: Conceptual Framework of the Study

Figure 1 shows the conceptual framework of the study. From figure 1, it can be seen that the dependent variable is the classroom assessment practices which is affected by the variations in the independent variables which include, classroom assessment methods, classroom assessment strategies, classroom assessment confidence and classroom assessment challenges.

Theoretical Framework

Theoretical frameworks establish relations among variables in order to provide explanations for and predictions of phenomena. Many facets of life can benefit from theoretical considerations. Making reliable forecasts requires access to a variety of relevant and accurate theories and the expertise to effectively apply them.

Validity Theory

When discussing the merits of an evaluation, the term validity is likely to come up more often than any other. In the context of assessment, the term

validity refers to whether or not a test assesses what it claims to be assessing and whether or not the results are meaningful and relevant. Soundness of the interpretations and application of students' assessment results, as defined by Nitko (1996). The focus of validity is on the results, not the testing method. To prove the correctness of the interpretations and applications, evidence must be presented. Amedahe and Asamoah-Gyimah (2016) emphasized the significance of a validation process that collects data in order to provide a sound scientific foundation for the recommended score interpretations and implementations.

When attempting to define what is meant by validity in the context of testing and assessment, Amedahe and Asamoah-Gyimah (2016) suggest taking into account the following five factors:

1. Validity is whether or not the outcomes of an assessment technique may be correctly interpreted for a specific population. It is not talking about the actual instrumentation process.
2. Whether or whether something is valid is relative. For certain uses and contexts, results may be considered more or less reliable. The validity of an assessment could be high, moderate, or low.
3. Every instance of validity is bound to a unique application or reading of the law. No single evaluation can serve as a universal standard.
4. There are many different types of evidence, yet they all contribute to the unified concept of validity.
5. To determine validity, a holistic assessment must be made. Several distinct forms of validity evidence need to be examined and integrated.

Also, according to Nitko (2001), there are four basic principles that a classroom teacher or a test giver should take into cognisance anytime a judgment needs to be made on the validity of assessment outcomes. These tenets are as follows:

1. The level at which those interpretations (meanings) can be assessed valid is the amount to which evidence can be presented to support the appropriateness of the interpretations (meanings) given to students' assessment outcomes.
2. The criterion for determining validity is the amount to which evidence may be provided to support the appropriateness and correctness of assessment outcomes.
3. The educational and social values implied by assessment findings can only be legitimately interpreted and used if they are acceptable.
4. Assessment results can only be legitimately interpreted and used if their outcomes are congruent with proper values.

Categories of Validity

It is entirely up to the test user to ensure that the test they select has been validated for their unique purpose and local context. As a result, keep in mind that not all validation studies are made equal (Algina & Crocker, 2008). Therefore, it may be necessary to conduct more than one type of validation study in order to provide sufficient evidence for certain inferences. Hughes (2003) discusses validity of content, validity of constructs, validity related to criterion, facial validity, and scoring fidelity.

Content Validity

This is accomplished with the use of standardized tests, which are based on what Hughes (2003) refers to as a representative sample of the language talents, structures, and so on with which it is meant to be concerned. Teachers typically lack the time and resources to evaluate every single purpose and goal presented to students. Therefore, McMillan (2008) believes that teachers should choose a subset of what has been taught to assess, and then utilize students' performance on this subset to draw conclusions about the students' mastery of the complete domain of subject.

Criterion Validity

Evidence of this sort is derived through actual research into the correlations between various variables (predictors) and objective, outside standards (criteria), such as IQ or GPA in college. Outside of the evaluation procedure, how far can one deduce or forecast an individual's standing on one or more outcomes? This is the subject criterion-related evidence addresses (Amedahe & Asamoah-Gyimah, 2016). Hughes (2003) investigates contemporaneous validity and predictive validity in criterion-related validity. Predictive validity is the degree to which a test score predicts future scores or performance of learners, whereas contemporaneous validity is the degree to which a test coincides well with a validated measure.

Construct Validity

Hughes (2003) elaborates on the need for a representative sample of language or language skills before testing may proceed. A test has construct validity if it provides reliable data about some facet of language or competence. How well the test scores reflect the true state of a person with

respect to any cognitive or learning characteristic is what this term means. Mathematical reasoning, reading comprehension, creativity, honesty, and friendliness are all examples of constructions (Amedahe & Asamoah-Gyimah, 2016).

Title's Theory of Classroom Assessment

Title's (1994) framework and theory, which she designed to help in assessment practices in classrooms, provides a relevant conceptual framework within which to understand teachers' ideas about assessment. Specifically, this theory highlights the following aspects of how we assess students in the classroom: (a) Assessment characteristics, practice embedding, format and method, scoring, assessment, planning, and feedback; (b) Interpretation and knowledge, beliefs, intents, and actions. Title (1994) argues that in order to understand assessment, one must have understanding of both the teaching and assessment processes. This research is significant because it examines teachers' understanding of their own assessment procedures in the classroom. Teachers, for example, may have interpreted professional demands, requirements, principles, and their personal efficiency, as well as interpreted evaluation opinions. In addition, teachers' personal values were discovered to significantly influence their pedagogical choices.

Pre-assessment beliefs (assessment provides a focus for learning), assessment knowledge (assessment provides a sense of failure, accomplishment, challenge or inadequacy), and post-assessment beliefs (assessment provides feedback on learning) are all common among teachers. There is a possibility that educators have misconceptions about how

assessments like standardized tests and classroom observations affect them personally (Title, 1994).

All of these factors played into the design of this study. The foundation for this research was laid on the theory of teachers' pedagogical practices and attitudes, as well as the characteristics of assessments. It has been established that teacher beliefs have a crucial role in shaping students' learning environments. Teachers' ideas shape the conceptions they construct about their roles and responsibilities in the classroom, including what they teach and how and what they use to evaluate students' progress. The needs of teachers who struggle with their day-to-day classroom assessment methods can be better met by a proper understanding of instructors' attitudes and opinions in relation to these methods.

Empirical Review

Prior research that has shed light on the topic under investigation is discussed below. Objectives of the study were taken into account when writing the review.

Dominant Classroom Assessment Methods of Teachers

Several academics have attempted to discover teachers' common classroom habits. Amua-Sekyi (2016), for example, investigated the assessment procedures utilized by Ghanaian teacher educational institutions. Through focus groups, the study drew on the experiences of 12 instructors and 18 preservice teachers from three distinct schools of education in Ghana. Research shows that although preservice teachers are told to help their future students develop critical thinking skills, this is not reflected in their assessment and classroom methods. Thus, it appeared that the educators were not using

appropriate assessment procedures. This study's findings suggest that educators need to give more credence to the impact that assessment has on classroom practice in order to more effectively promote the aims of the core curriculum.

Once again, Hao and Johnson (2013) looked into how different forms of classroom assessment impacted the reading literacy achievement, reading self-concept, and reading attitude of fourth graders. The findings revealed an extensive variety of approaches to student assessment in the classroom. Included were MCQs, short-answer and paragraph writing, and a spoken communication component.

Examining how teachers in Turkey assess their students, Acar-Erdol and Yildizli (2018) found several interesting trends. The objective of this research was to look into teachers' assessment practices in elementary, middle, and high school classrooms. The data for the study was gathered using a mixed methodology, consisting of a survey and an observation form. We conducted a survey to learn about instructors' evaluation strategies in the classroom, and then we used classroom observations to double-check our findings. Teachers from 288 different schools were included in the research. The study's goals were to (1) define what is meant by "assessment in the classroom" and (2) determine what strategies are currently being employed by educators, and (3) identify the elements that influence assessment application in the classroom. Descriptive statistics were used to evaluate data from the Classroom Assessment Practices Survey. The study's findings showed that, in elementary schools, educators frequently employed a variety of assessment strategies, including true/false questions, short answer questions, matching

activities, and open-ended questions. Secondary school teachers also used a range of question styles, such as multiple-choice, open-ended, true/false, short-answer, and matching questions.

Most middle and high school teachers utilize their own examinations to evaluate their pupils' progress, according to Morgan and Watson (2002). Morgan and Watson discovered that most educators saw evaluation in the classroom as an unnecessary burden rather than a valuable tool for enhancing instruction. It should be noted that Frey and Schmitt (2010) also conducted research into the classroom assessment techniques of third through twelfth grade instructors in a Midwestern state. Several best practice assessment methods were evaluated, along with the frequency with which various item forms were used (performance-based assessment, teacher-made tests, and formative assessment). Researchers found that written assignments like essays were most frequently used for grading students. Traditional paper-and-pencil testing continued to be the most common form of classroom evaluation, while performance-based assessments were used extensively across grade levels and subjects. Frey and Schmitt (2010) found that educators frequently used tests or items authored by others, even when they had created their own evaluations for use in the classroom. Yet, formative evaluation rarely occurred. Teachers apparently did not make much use of formative assessment.

Another study by Vaitisi (2015) looked into how primary school teachers in Greek public schools and language institutes assessed their students. The present case study included the participation of 35 Greek EFL teachers from Primary State Schools and 43 EFL teachers from Foreign

Language Centres in the city of Thessaloniki, Greece. The research methods included both an altered questionnaire and in-depth interviews. Findings from this study revealed a wide range of assessment methods being employed. Statistics show that participants used matching the most (3.21 times on average) out of all the assessment tools they were exposed to. Second place was held by both gap-filling (M=3.15) and grammatical activity solution (M=3.15).

Ndalichako (2013) assessed secondary school teachers' classroom assessment techniques in Tanzania. The primary purpose was to determine teachers' classroom assessment procedures and the level of support they receive from school management when conducting assessments. Teachers that helped grade the 2013 Certificate of Secondary Education Exam were given the survey created for the purpose. As many as 4,160 responses were sent from those who were asked to participate. It was determined what the data meant by means of descriptive statistics. The study's findings showed that conventional evaluation strategies were the norm at educational institutions.

Giron (2012) dug into the perspectives of a cross-section of dual language educators, most of whom taught students in grades four and five, on topics like evaluation, classroom culture, and student achievement. All of the participants claimed to use some type of formative assessment in their own classrooms by adapting their methods to meet the needs of their diverse student bodies. Despite being instructed to follow prescribed curriculums to the letter, teachers admitted they adapted evaluations to accommodate student variation. Yet, several educators were preoccupied with standardized testing. When Brown (2004) surveyed primary school teachers, he made the case that

many of them base their evaluation policies on their own unique values and ideas about education.

In addition, Buabeng, Atingane, and Amoako (2019) examined the effect of assessment in the classroom on mathematics education in the OLA Circuit of junior high schools in the Cape Coast Metropolitan Area. The study employed a contemporaneous triangulation mixed method research methodology. Four public junior high schools were selected at random from a pool of eight in the circuit. A multi-stage selection method was used to choose the schools and children that would participate in the study. All told, the study included 134 people: 15 educators and 119 pupils. Questionnaires and in-person interviews were the primary means of gathering information for the study. The survey found that teachers typically use essay-style questions (mean value = 3.47) in their classrooms. Other than the ubiquitous multiple-choice questions, many other forms were also employed, including true/false questions (M=1.53), matching items (M=1.67), and completion tasks (M=1.80).

In addition, Saefurrohman and Balinas (2016) looked into how high school English teachers in the Philippines and Indonesia evaluate their students' work. This survey examined the assessment processes of 48 Filipino and Indonesian English teachers in junior high schools. Twelve teachers were interviewed and observed to better understand their evaluation procedures in the classroom. It was discovered through this research that English teachers in both the Philippines and Indonesia employed assessment for learning as their primary goal. Most Indonesian junior high school English teachers used items from published textbooks when designing assessment items, whereas a large

number of English teachers from Filipino junior high school generated their own. English teachers at junior high schools in the Philippines and Indonesia both mostly used written remarks to guide their students' development. The majority of Filipino and Indonesian English teachers in the intermediate level reported students' progress through a combination of a total score exam and a letter grade.

Teachers' self-reported assessment techniques and the impact of teachers' experience, grade level, and subject area have been studied by Bol, Stephenson, O'connell, and Nunnery (1998). A total of 893 educators from across 34 institutions filled out questionnaires. Teachers most regularly and confidently used assessment strategies based on performance and observation.

Strategies used by Primary School Teachers in Implementing Classroom

Assessment Practices

Nine social studies teachers at a college in Ghana's central region were surveyed by Eshun et al. (2014), and the results confirmed the relevance of using assessment strategies in the classroom for both students and teachers. Therefore, classroom assessment strategies should be implemented so that teaching and learning can have an impact. Researchers found that few classroom educators were employing student-centered evaluation strategies. When teachers worried about finishing their syllabus on time, they put off using formative assessment tools.

Akyina (2019) surveyed teachers in Ghana's Ashanti Mampong Municipality on their use of formative assessment in the classroom. For this study, 80 educators from the Municipality's four public SHSs were chosen using stratified and simple random sampling techniques. Questionnaires were

used to gather information for the study, and descriptive statistics, namely arithmetic means and standard deviations, were used to examine the data. Findings from the study revealed teachers use different formative assessment strategies. Some of the strategies include; the use of question-and-answer technique effectively and continuously during instruction, given feedback from assessment tasks to students promptly, discussing feedback from assessment tasks with the students, linking all assessment procedures to instructional goals, and using the results of assessments to guide instructional decisions. From the study, the only strategy that wasn't practice was engaging of pupils in corrective instruction when it is deemed essential based on evaluation task results.

According to McMillan and Workman (1998), assessment and scoring remain a private activity with significant heterogeneity across teachers. This implies that there is no universally accepted assessment method or methodology. Every plan is used as a guideline. Assessment, according to Shepard (2000), can be used as part of instruction to encourage and increase learning. Educators, according to this viewpoint, are uniquely placed to assess student's knowledge and understanding, identify areas of weakness, and change their lessons accordingly. Shepard (2000) views evaluation in the classroom as a source of understanding rather than a means of dispensing rewards and punishments. This insight, however, can be realized only if classroom assessments are intelligently designed to elicit students' opinions and produce information in such a way that teachers may take instructional action based on assessment findings with minimal time delay.

Kankam, Bordoh, Eshun, Kweku-Bassaw, and Korang (2014) looked at teachers' perspectives on the use of reliable assessment approaches in Ghanaian high schools' social studies classes. All of the Ghanaian Social Studies instructors at the secondary school in the country's Central Region made up the population for this analysis. Using a simple random selection process, 20 teachers and ten schools were chosen from among the 285 SHS Social Studies teachers at the 57 SHSs in Ghana's Central Region. The research used data from both primary and secondary sources. The majority of the data was gathered through interview schedules. The interview guide consisted of 14 questions, some of which were more open-ended than others. Secondary data were mined from existing material on assessment processes in general and school assessment policies. The major technique of acquiring information was through an interview schedule. This study's findings suggest that authentic evaluation can be successfully implemented in the central Ghanaian SHS. Accordingly, it was proposed that evaluations be carried out to connect the learner's experience in the actual world with the content they were studying.

Integrating assessment into regular classroom practice is difficult. In order to find out what pupils comprehend and do not grasp, it is necessary to carefully prepare how to use assignments and conversations (Burns, 2005). To that end, classroom instructors must be ready for students' reactions. Identifying when pupils are wrong is far simpler than determining why they are wrong. Therefore, evaluation involves preparation if it is to be useful and effective (Jabbarifar, 2009). Each lesson or unit, as well as the overarching

preparation at the beginning of the school year or course, should include time dedicated to preparing for assessment.

When designing lessons, it's important to keep assessments in mind so that you may use the data you gather to inform your teaching moving forward.

This is crucial because if assessment is not factored into lesson plans, there will likely not be enough time to complete assessment tasks. For reasons of accountability, lesson planning, and improving student learning, teachers must have accurate information on what pupils know and how much they know about it (Jabbarifar, 2009).

However, it is vital to understand the elements that affect student performance in class in order to plan and tailor education appropriately for individual students as well as student groups (Gensee & Upshur, 1996). This requires thinking outside the box of traditional performance evaluation.

The Confidence level of Primary School Teachers in Classroom Assessment Practices

Triwahyuni (2014) investigated the connection between organizational culture, transformational leadership, and educator efficacy. Twelve-hundred high school educators in Indonesia's Borgor Regency were chosen using a proportional sampling method. The t test was used to analyze the data gathered from the questionnaires. Based on the findings, it seems that teachers' level of self-confidence has a favorable effect on their productivity in the classroom and the wider school system. It was therefore clear that the outcome was significant statistically.

Ulu (2016) conducted research to assess teachers' self-efficacy in leading game and physical activity classes in the classroom. A total of 320

participants were employed for the analysis, and data was gathered through the use of 4 free-form questions. Descriptive statistics, MANOVA, and the t test were used to examine the data. Researchers found that educators tended to be very modest about their own abilities. Once again, researchers couldn't find any gender differences in how confident teachers were in front of their classes. Teachers' levels of self-assurance did not change significantly by years of experience, according to the study.

Bryk and Schneider (1996) asserted that the state of confidence entails understanding, mutual respect and expectations while Cunningham and Gresso (1993) also believes that confidence serves as a basis for school effectiveness. Similarly, McKeachie (1974) also said that there is no other thing which is more essential in education than the energy and confidence of the teacher. Hughes and Kwok (2006) argue that factors like interest, respect, communication, and cooperation are necessary for a teacher-student relationship to be built on a foundation of trust. As a result, they will help build a more confident community much more quickly.

Umugiraneza, Bansilal, and North (2017) of South Africa's University of KwaZulu-Natal also conducted research. The study's overarching goal was to better understand how math and statistics educators view their own competence in the classroom. The study's sample included 37 male and 38 female educators from local South African schools in the state of KwaZulu-Natal. The study relied on a questionnaire with 59 questions. The survey indicated that, on the whole, educators are more assured in their abilities as educators. The data also showed that while 80% of teachers had high confidence in their classroom skills, 20% had low confidence.

Watson (2001) also investigated how elementary and secondary school mathematics teachers discuss their comfort levels with chance and data-based instruction. A questionnaire with nine items was given to 43 teachers. The study's author contrasted instructors' levels of self-assurance in the classroom with those of high school professors. It was shown that secondary school educators had higher faith in their colleagues than elementary school educators do. In line with this, Wessels and Nieuwoudt (2010) conducted a study and reported that teachers are quite confident when it comes to classroom instruction.

Challenges Teachers Face in Implementing Classroom Assessment Practices.

Teachers may confront a variety of obstacles as they attempt to incorporate assessment procedures into their classrooms. The goal of the research conducted by Bekoe et al. (2013) was to better understand the methods of formative assessment employed by instructors to evaluate their students' progress in social studies courses at a university of education in Ghana. Some Social Studies tutors in teacher preparation programs had insufficient expertise of assessment procedures, according to their research. The strength of several interview items was undermined and nullified by the employment of the complementary instrument (observation), and this was evidence. It was also revealed that most teachers in Ghanaian universities did not utilise formative assessment strategies such scoring rubrics, concept maps, scaffolding, or portfolios to evaluate students' progress in Social Studies classes. As a result, most educators have been relying on the same formative assessment methods they've always used, rather than adopting new methods

that have been shown to be more effective in fostering positive student behavior.

Buabeng, Atingane, and Amoako (2019) investigated the effect of classroom assessment on mathematics education in the OLA Circuit of junior high schools in the Cape Coast Metropolitan Area. The study employed a contemporaneous triangulation mixed method research methodology. Four public junior high schools were selected at random from a pool of eight in the circuit. A multi-stage selection method was used to choose the schools and children that would participate in the study. All told, the study included 134 people: 15 educators and 119 pupils. Questionnaires and in-person interviews were the primary means of gathering information for the study. Teachers agreed that their schools lacked adequate assessment resources ($M=3.07$, $SD=0.46$) and that assessing students added more work to their plates ($M=3.13$, $SD=0.64$), according to the study's analysis of their individual statements. Not only do teachers acknowledge that they lack the knowledge and experience to effectively assess pupils in mathematics, but they also acknowledge that some students, absent for long stretches of time, fail to turn in their assessment job for marking.

Through in-depth interviews and focus groups, Amua-Sekyi (2016) drew from the perspectives of 12 instructors and 18 pre-service teachers from three different universities of education in Ghana. The results demonstrated that although preservice instructors are tasked with developing students' capacity for critical analysis and evaluation, this is not reflected in their assessment and pedagogical approaches.

For his research, Lumadi (2013) looked into the obstacles that teachers have when conducting assessments in the classroom and how such roadblocks affect students' ability to learn. An instrumental case study methodology was used for this qualitative research. Semi-structured interviews, direct observation, and document analysis were used in the investigation. The data was compiled using classroom observations and interviews. The researchers used document analysis to triangulate the data from interviews and observations. Content analysis was used to examine the data included in the texts. According to the findings, some of the most difficult aspects of the assessment process are making sense of policies, developing and enacting assessment plans, carrying out assessments, employing different assessment techniques, and finding enough time to do so.

Kankam et al. (2014) also explored how senior high school social studies instructors in Ghana's Central Region used formative assessment in 2014. A simple random sample approach was used to select twenty social studies educators and ten secondary schools. The study's data was acquired using a combination of in-depth interviews and document analysis. According to the findings of this study, educators are not well-versed in formative assessment procedures. They said that educators did not incorporate student self- and peer-assessment because they did not know how. Poor attitudes and lack of commitment on the side of instructors, a lack of adequate school facilities and equipment, and a lack of unique school assessment policies were also identified as hurdles to effective formative assessment. Teachers were urged to improve their theoretical knowledge of formative assessment if they were to become more proficient in its application in the classroom.

Like this, Sethushs (2012) looked into the obstacles that teachers face when using assessment in the classroom, with the goal of discovering how these roadblocks affect the quality of instruction. An instrumental case study methodology was used for this qualitative investigation. The inquiry utilized semi-structured interviews, fieldnotes, and document analysis. We conducted in-depth interviews and observations with four sets of North West Province educators. The data gathered from the interviews and classroom observations helped to draw a picture of the varied obstacles to assessment that teachers face. The researchers used document analysis to triangulate the data from interviews and observations. The information provided in the texts was deciphered using content analysis. Major issues found by this research include policy interpretation, overcrowding, support, parental participation, moderation mechanisms (internal and external), assessment preparation, implementation, and communication, and a lack of resources. To resolve these challenges, teachers relied on cluster meetings, colleagues, and, most crucially, their own experiences. This research reinforced previous findings that instructors' knowledge and use of evaluation strategies in the classroom vary depending on their own background and experience.

Three teachers in Grade 4 Math were found to be very teacher-centric in their assessment practices, demonstrating an inability to adapt to new challenges, and this was manifested in their classroom practice, which fundamentally contradicts an outcomes-based assessment approach, according to ethnographic research. Findings from an investigation into these teachers' assessment methods revealed several shared challenges, including (a) difficulties with outcomes-based assessment, (b) reluctance to make

adjustments for students with language and cultural backgrounds, and (c) strong but not always helpful conceptions of assessment. According to the results, many instructors in South African schools are either unable or unwilling to modify their evaluation or teaching methods to accommodate the evolving needs of the labor market. The study's findings, then, suggest that the respondents' views on education and its policies and procedures are rooted in an era when those topics were less central.

To back up these findings, Hariparsad (2004) compared the assessment procedures of two eighth-grade science teachers and found that their grasp of the new policies was superficial and that available resources had an impact on their assessment results. The research showed that educators did not fully grasp the assessment policy or significantly alter their assessment procedures to conform to it. This presented a problem in terms of classroom assessment since it caused teachers to overemphasize the use of conventional tests and exams.

In addition to these characteristics, Ndalichako (2013) discovered intriguing information by evaluating the classroom evaluation methods of secondary school instructors in Tanzania. Ndalichako observed that instructors' workloads get in the way of them using assessment procedures that would paint a full picture of their students' progress toward learning goals. This suggests that instructors' assessment procedures are being strained by the demands of their workload.

Organizational features, established norms, and daily rituals at school were all underlined by Webb (2005). Webb also noted that teachers' classroom methods were influenced by factors such as class period length, student-

teacher ratio, and the system's expectations for grade-level material. Additionally, Webb (2005) argued that classes with a duration of fewer than forty minutes typically limit prospects for sustained learner involvement, classroom discussion, and reflection. Giving useful feedback on students' open-ended questions and projects can also be difficult in huge lecture halls.

Demographic variables and Classroom Assessment Practices

Chapter Summary

Learning relies heavily on regular evaluations of performance. Graduation, selection, and placement of students in higher educational institutions are all decisions that can be influenced by assessment data. This study review demonstrates unequivocally that assessment, particularly classroom assessment, will continue to play a significant role in influencing and informing critical educational decision making. Despite the significance of classroom assessment, it is evident that teachers continue to receive only minimal attention from their superiors. Teachers face substantial challenges in student evaluation, however there is no proof that educators are doing enough to ensure that they receive proper training. As this research study has shown, teacher competence in assessment procedures in the classroom is crucial in today's accountability-driven education system. As such, it is important for better assessment training to be provided, which can lead to enhanced test

preparation, test design, grading procedures, interpretation, and application of assessment results for policymaking.



CHAPTER THREE

RESEARCH METHODS

Overview

The study's objective is to find out how teachers in the Upper Denkyira West District perceive classroom assessment practices. Research Design, study area, study population, sample and sampling procedure are all presented in this chapter. Others issues relating to data collection instrument, pilot study, validity and reliability of the instrument, ethical issues, data collection procedure and data processing and analysis are all subsequently explained in the rest of this chapter.

Research Design

Methodologically, this study used a descriptive research survey. Descriptive surveys are useful for providing a picture of the current state of affairs (Kelley, Clark, Brown, & Sitzia, 2003). Research studies typically employ this method of data collection by asking participants (or "respondents") a series of questions regarding the topic at hand (Monette, Sullivan, & Dejong, 2002). With the help of large samples, surveys can acquire data that is representative of populations that are too vast to be dealt with using other approaches, as stated by Monette et al., (2002). This also allows for the study's results to be extrapolated to a wider population. Indicating trends in attitudes and behaviors is facilitated by the descriptive survey study design (Fraenkel & Wallen, 2000), which provides a clear picture of events based on data acquired

at a single moment in time (Neuman, 2000). The usage of survey designs is also cheap and productive (Grimes & Shulz, 2002).

Since surveys typically have respondents answer a series of questions on their knowledge, feelings, and expectations, this methodology seems like a good fit for the current study (Cohen, Manion, & Morrison, 2007; Monette, et al., 2002). This current study too seeks for information about the perceptions and views of both students and teachers about the classroom assessment practices. This implies that survey design suits the current study.

Study Area

Upper Denkyira West District is one of Ghana's Central Region's 22 MMDAs. It is located in the northwest portion of Central Region, and Diaso is its capital city. It lies between 5° 30' and 6° 02' north of the equator and 1° and 2° west of the Greenwich Meridian. It also shares boundaries with Upper Denkyira East Municipality to the South, Wassa Amenfi East and Wassa Amenfi West Districts to the West, Amansie central, Adansi South and Amansie West Districts to the East and Babiani-Awhwiaso Bekwai District to the North. The district has 20 towns with a total population of 60, 054 (2010 population census). Some of the towns include Ayanfuri, Dominase, Nkotumso, Ntom, New Obuasi, Besease, Treposo, Bremang, Akwaboso, Kwameprakrom etc. According to 2010 population census of Ghana, the dominant economic activities are agriculture, forestry and fishery. Other economic activities also include machine operators and assemblers and also, service and sales work. This district is part of the Akan speaking tribe with twi as the major language followed by Fante. Also, regarding the religious

affiliation of the population of the district, the dominant religious group is Christians and this is followed by Muslims.

In Education, the district has 2 senior high schools that is, Diaso senior high school and Ayanfuri senior high school. Also, there are 153 basic schools in the district comprising of 63 pre-schools, 53 primary schools and 37 junior high schools. The geographical map of the Upper Denkyira West District is shown in figure 1.

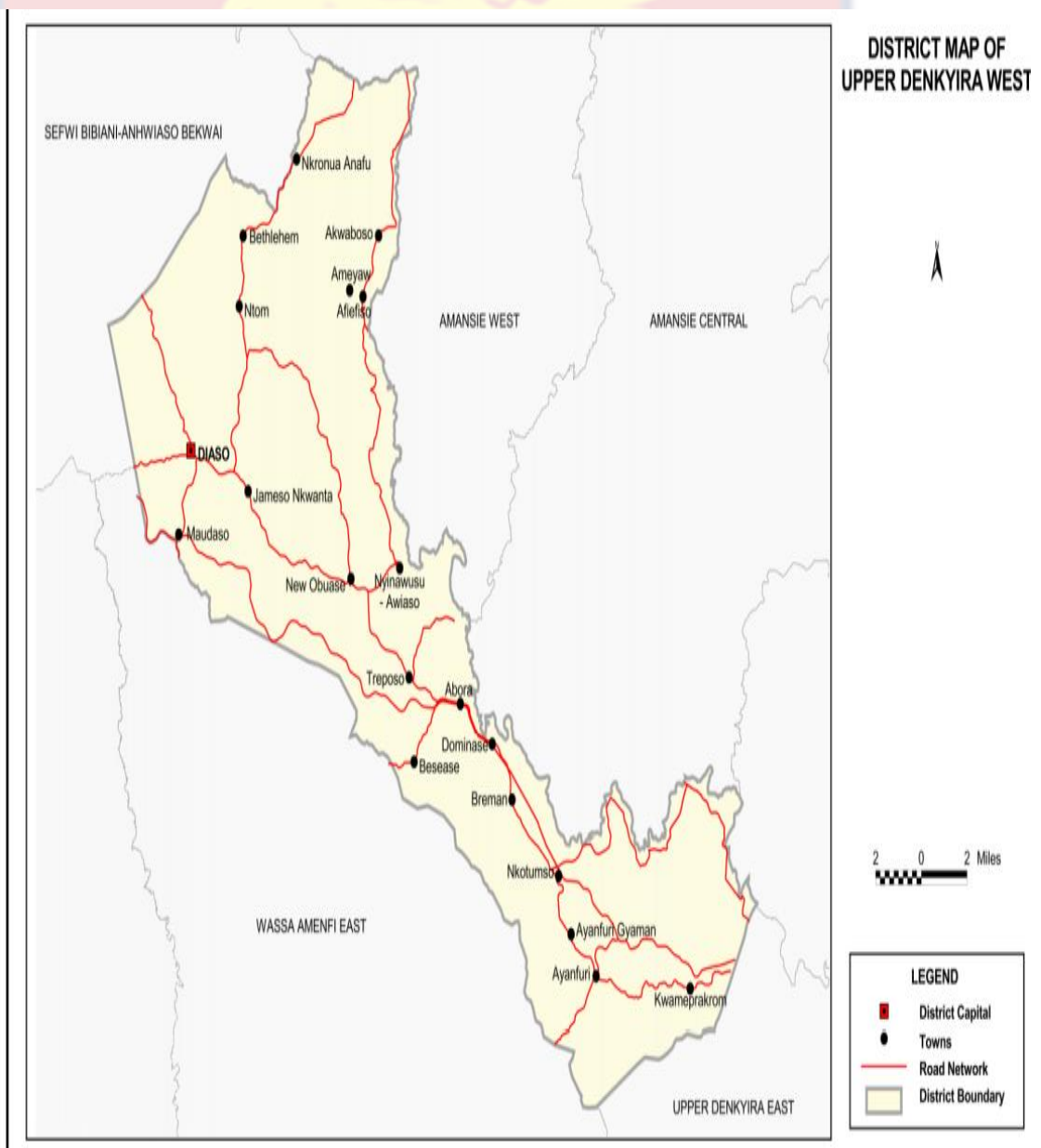


Figure 2: The Geographical Map of the Area

Source: Ghana statistical service (2013)

Population

Population for this study comprised all Public basic schools in the Upper Denkyira West District. There are 153 basic schools in the district comprising of 63 pre-schools, 53 primary schools and 37 junior high schools. Specifically, there are seven circuits with fifty-three primary school in the Upper Denkyira West District. Out of this, the target population will be 53 Lower Primary School teachers in the district. The population of teachers in the 53 lower primary schools is 187. The population distribution according to the total number of teachers teaching at the lower primary schools is shown in the Table 1.

Table 1- *Population Distribution of Lower Primary School Teachers*

Name of circuit	Number of schools	Name of schools	Number of lower primary teachers
AYABFURI	9	Adwenepaye D/A Kg/Primary	3
		Wompam D/A Kg/ Primary	3
		Ayanfuri Methodist Basic	6
		Ayanfuri D/A Basic	6
		Ayanfuri R/C Basic	6
		D/Gyaman Methodist Kg/ Primary	3
		Fobinso D/A Basic	3
		Ntotumso R/C Basic	6
		Akrofuom D/A Kg/ Primary	2
DOMENASI	6	Breman Brofuyedur Ang.Basic	5
		Domenasi D/A Primary	5
		Domenasi Methodist Basic	6
		Domenasi Anglican Basic	6
		Mensakrom D/A Kg/ Primary	2
		Abora D/A Basic	3
TREPOSO	5	Treposo D/A Basic	3
		Nkroful Anglican Basic	3
		Adaboi D/A Basic	3
		Anwianwian D/A Basic	3
		Besease D/A Basic	3
NEW OBUASI	6	New Obuasi Anglican Basic	6
		New Obuasi R/C Basic	6
		Ananekrom D/A Basic	3
		Kakyerenyasah Anglican Kg/Primary	3
		Dankwakrom D/A Basic	3
		Nyinawusu Anglican Basic	3

		Ampabena-Betenase D/A Basic	3
		Subin-Hill Anglican Basic	6
SUBIN-HILL	5	Ameyaw D/A Basic	3
		Akwaboso D/A Basic	6
		Nipanekro D/A Kg/ Primary	3
		Mpasem No.1 D/A Primary	2
		Amoaman D/A Basic	3
		Nkronua D/A Basic	6
		Bethlehem D/A Basic	3
NTOM	10	Bethlehem T.I Basic	3
		Ntom R/C Basic	5
		Ntom D/A Basic	3
		Ntom Anglican Basi	3
		Essuadei Anglican Basic	3
		Adeade D/A Basic	3
		Agona Port D/A Basic	6
		Jameso Nkwanta Anglican Basic	6
		James Nkwanta D/A Basic	6
	12	Amobaka D/A Basic	3
		Aboaboso D/A Kg/ Primary	2
		Modaso D/A Basic	3
		Modaso Anglican Basic	3
		Modaso R/C Basi	3
		Amenasi D/A Basic	2
		Diaso Anglican Basic	6
DIASO		Diaso D/A Basic	3
		Diaso Methodist Basic	6
Total		53	189

Source: Data from Education Management Information Service (2020/2021)

Sample and Sampling Technique

In order to have reliable results that are reflective of the entire population, Mugenda & Mugenda (2003) argue that a large sample size should be used when possible. In view of this, the sample size of the study consisted of 137 lower primary school teachers in the Upper Denkyira West District.

Purposive Sampling technique was used to select 137 out of 189 the Lower Primary School Teachers (B1-B3) who attended the Capacity Building Training Workshop on Standard Based-Curriculum and they were still within the district and teaching at the Lower Primary Schools. Basically, there are 7 circuits and 53 lower primary schools in the Upper Denkyira West District.

Lower Primary School Teachers (B1-B3) in the Upper Denkyira West District were used for the study because they were the first batch of teachers in the district which were trained on the new curriculum (Standard Based-Curriculum) which was organised on August, 2019 and started the implementation before other level teachers. The sample size for the study is summarised on Table 2.

Using an approach called purposeful or judgemental sampling, specific places, people, or events are chosen on purpose to offer crucial data that can't be gathered any other way (Maxwell, 1996). As stated by Bernard (2002), the researcher determines what information is required and then seeks for sources that are both knowledgeable and willing to share that information. Finding and selecting people who are experts on a topic of interest is an important step in this process (Cresswell & Plano Clark, 2011). The rationale behind using a purposive sampling method is predicated on the idea that, depending on the study's goals and objectives, different subsets of the population may have relevant and important perspectives on the concepts and issues at hand (Mason, 2002; Robinson, 2014).

Table 2- *Sample Population of Lower Primary School Teachers*

Name of circuit	Number of schools	Name of schools	Number of lower primary teachers
AYABFURI	9	Adwenepaye D/A Kg/Primary	3
		Wompam D/A Kg/ Primary	3
		Ayanfuri Methodist Basic	3
		Ayanfuri D/A Basic	3
		Ayanfuri R/C Basic	3
		D/Gyaman Methodist Kg/ Primary	3
		Fobinso D/A Basic	3
		Ntotumso R/C Basic	4
		DOMENASI	6
Breman Brofuyedur Ang.Basic	3		

		Domenasi D/A Primary	3
		Domenasi Methodist Basic	3
		Domenasi Anglican Basic	3
		Mensakrom D/A Kg/ Primary	2
		Abora D/A Basic	3
TREPOSO	5	Treposo D/A Basic	3
		Nkroful Anglican Basic	3
		Adaboi D/A Basic	3
		Anwianwian D/A Basic	3
		Besease D/A Basic	3
		New Obuasi Anglican Basic	3
		New Obuasi R/C Basic	3
		Ananekrom D/A Basic	3
NEW OBUASI	6	Kakyerenyasah Anglican Kg/Primary	3
		Dankwakrom D/A Basic	3
		Nyinawusu Anglican Basic	3
SUBIN-HILL	5	Ampabena-Betenase D/A Basic	3
		Subin-Hill Anglican Basic	4
		Ameyaw D/A Basic	3
		Akwaboso D/A Basic	3
		Nipanekro D/A Kg/ Primary	3
NTOM	10	Mpasem No.1 D/A Primary	2
		Amoaman D/A Basic	3
		Nkronua D/A Basic	3
		Bethlehem D/A Basic	3
		Bethlehem T.I Basic	3
		Ntom R/C Basic	3
		Ntom D/A Basic	3
		Ntom Anglican Basi	3
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		Adeade D/A Basic	3
		Agona Port D/A Basic	3
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		Modaso R/C Basi	3
		Amenasi D/A Basic	2
		Diaso Anglican Basic	3
		Diaso D/A Basic	3
		Diaso Methodist Basic	3
Total			137

Data Collection Instrument

The study employed an adapted questionnaire to obtain information from participants. The questionnaire was adapted from several authors. The adapted questionnaire consisted of five sections with 36 items. All sections consisted of 10 items except section E which was made up of 6 items.

Section A covered respondents background information. Section B elicited information on dominant classroom assessment methods of primary school teachers. It was adapted from Hussain, Shaheen, Ahmad, and Islam, (2019) with a reliability of 0.78. It used a four-point Likert Scale with the dimensions as Strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). Section C elicited information on strategies used by primary school teachers in implementing classroom assessment practices. This was adapted from Akyina and Oduro-Okyireh (2019) with a reliability of 0.83. It also used a four-point Likert Scale with the dimensions as Sometimes (1), Often (2), Very often (3), and Always (4). Furthermore, section D which deals with primary school teachers' confidence of classroom assessment practices was adopted from DeLuca, LaPointe-McEwan, and Luhanga (2016) with a reliability of 0.90. The Likert Scale used was labelled as novice (1), beginner (2), proficient (3), competent (4) and expert (5). Finally, section E elicit information on challenges primary school teachers face in classroom assessment practices. It was also adapted from Buabeng, Atingane and Amoako (2019) with a reliability of 0.72.

The use of the questionnaire had the advantage of helping the researcher to reach out to a large group of respondents within the shortest possible time and therefore very helpful in situations where the geographical

area is wide (Robson, 2002). Questionnaires can also be cost effective and economical compared to other means of data collection. In spite of the advantage of questionnaires, a poorly designed questionnaire can invalidate the results of the study regardless of the data collection procedure and the statistical tools for analysis (Cohen, Manion, & Morrison, 2007; Wills, 2006). Again, questionnaires do not provide flexibility for respondents to express themselves in the study.

Pilot Testing

Before conducting and administering the actual data collection from the field, the data collection instruments were pilot tested on 42 randomly selected lower primary school teachers in the Upper Denkyira East Municipality. Seven schools from the Municipal were selected which included; Mfoum Methodist, Babianeha M/A primary, Dunkwa Catholic Girls primary, Kofi Ashia M/A primary, Goldfield M/A primary, Dunkwa Anglican primary and Amissah M/A primary school. five teachers from each school were sampled for the pilot study. This sample was similar and independent in characteristics to the actual sample of the study and hence appropriate for the pilot study.

The pilot testing was used to check the lucidity and precision of the instruments especially the questionnaire (instructions, layout and items), and helped to eliminate all statement that seemed to be ambiguous. Through the pilot study, the exact time limit that could be used to complete the various questionnaires were all established. It also aided the researcher to practice how the coding system for data analysis would be done and subsequently identified redundant lapses and irrelevant items in the instrument and hence, was able to

establish the reliability of the final questionnaire. As a result, all the various items that seemed to portray some sort of ambiguity, confusing or superfluous were either rechecked or removed for precision clarity before the actual collection of the data took place.

Validity and Reliability of Instrument

Validity

The content-validity of the questionnaire was proven in our current investigation. To judge how well items, tasks, or questions on an instrument capture the topic at hand is to assess its content validity (Nitko, 1996). According to Gibson (2014), content validity exists when a measurement tool adequately addresses all relevant characteristics of its target population. Management and other subject matter experts at the Department of Education and Psychology reviewed the questionnaire for both content and face validity. This was the appropriate thing to do since Nitko (1996) argued that expert judgment is useful in providing evidence of content validity.

Reliability

Reliability of a test deals with how consistent or stable the results are (Nitko, 1996). The internal consistency approach was utilized to determine the validity of the questionnaire. Estimation of internal consistency was performed using the Cronbach-alpha. This was done after the pilot-testing of the questionnaire. The pilot testing was done with 20 lower primary school teachers from Amissah M/A Primary School, Mfoum Methodist Primary School, Dunkwa Catholic Girls' Primary School, Babianeha M/A Primary School, Kofi Ashia M/A Primary School, Goldfield M/A Primary School and Dunkwa Anglican Primary school which are located in the Upper Denkyira

East Municipality. The schools were used because of the similarities in characteristics of the schools with the schools in the Upper Denkyira West District. Table 3 presents the reliability estimates of the data collection instrument after the pilot testing

Table 3 – Reliability estimates of the instrument

Scale	No. of Items	Cronbach's Alpha	
		Before pilot study	After pilot study
Dominant classroom assessment methods	10	0.78.	.857
Strategies in implementing classroom assessment practices	10	0.83	.875
Confidence in implementing classroom assessment practices	10	0.90	.942
Challenges of classroom assessment practices	6	0.72	.630

Source: field survey

Data Collection Procedure

The University of Cape Coast's Institutional Review Board provided ethical approval prior to data collection. I was given the green light to conduct the study after receiving ethical approval. I then requested and received an introduction letter from the Department of Education and Psychology. The selected elementary schools were given the letter. With that, I was able to secure approval for the study. I used the cover letter to request permission from the school administration to conduct the research. The personnel had the option of participating in the study, however participation was voluntary.

Participation in the study was voluntary, and the participants were given information about the study's goals so that they could make an informed decision about whether or not to take part. The researcher, aided by research assistants at each participating institution, distributed questionnaires to the study's representative sample. The research assistants were given a rundown of the study's rationale and any ethical concerns. Support from study assistants ensured that surveys were distributed to respondents with minimal fuss and were collected quickly afterward.

The data was collected over the course of a period of four weeks. In order to ensure that respondents were able to complete the questionnaire without any confusion, I provided them with the chance to ask questions and receive clarifications. After the respondents responded to the questionnaires, the completed copies of the questionnaires were collected from the respondents.

Ethical Considerations

Ethical standards in research provide recommendations on how investigations should be carried out (Mantey, 2013). The criteria guarantee that research is conducted in a way that benefits the participants. Researchers have an obligation to conduct themselves ethically (Gall, Borg & Gall, 1996). As part of this research, the ethical issues that was attended to include the informed consent, anonymity, confidentiality and autonomy. In ensuring informed consent, the researcher ensured that the consent of the respondents was being sought, so the researcher gave an informed consent form to the respondents to fill. Those who participated in the study were given full disclosure of the study's purpose, methods, and any potential dangers.

Both anonymity and secrecy were taken into account during research. When respondents' identities were concealed, their names weren't necessary to maintain anonymity. Gender, age, level of education, and employment history of respondents were just few of the demographic details that were necessary for proper interpretation of the primary data. In addition, the respondents' responses were kept anonymous and utilized only for the research project for which they were commissioned. Prior to completing the survey, participants were assured of complete anonymity.

Autonomy involves the freedom and choice of the respondents in being involved in the study and responding in their own ways and not coerced ways. In ensuring autonomy, the respondents were given the choice to back out of the study anytime they felt to do so and they were made to sit at places with a good amount of personal space, so that their responses to the questionnaire was not influenced by anyone.

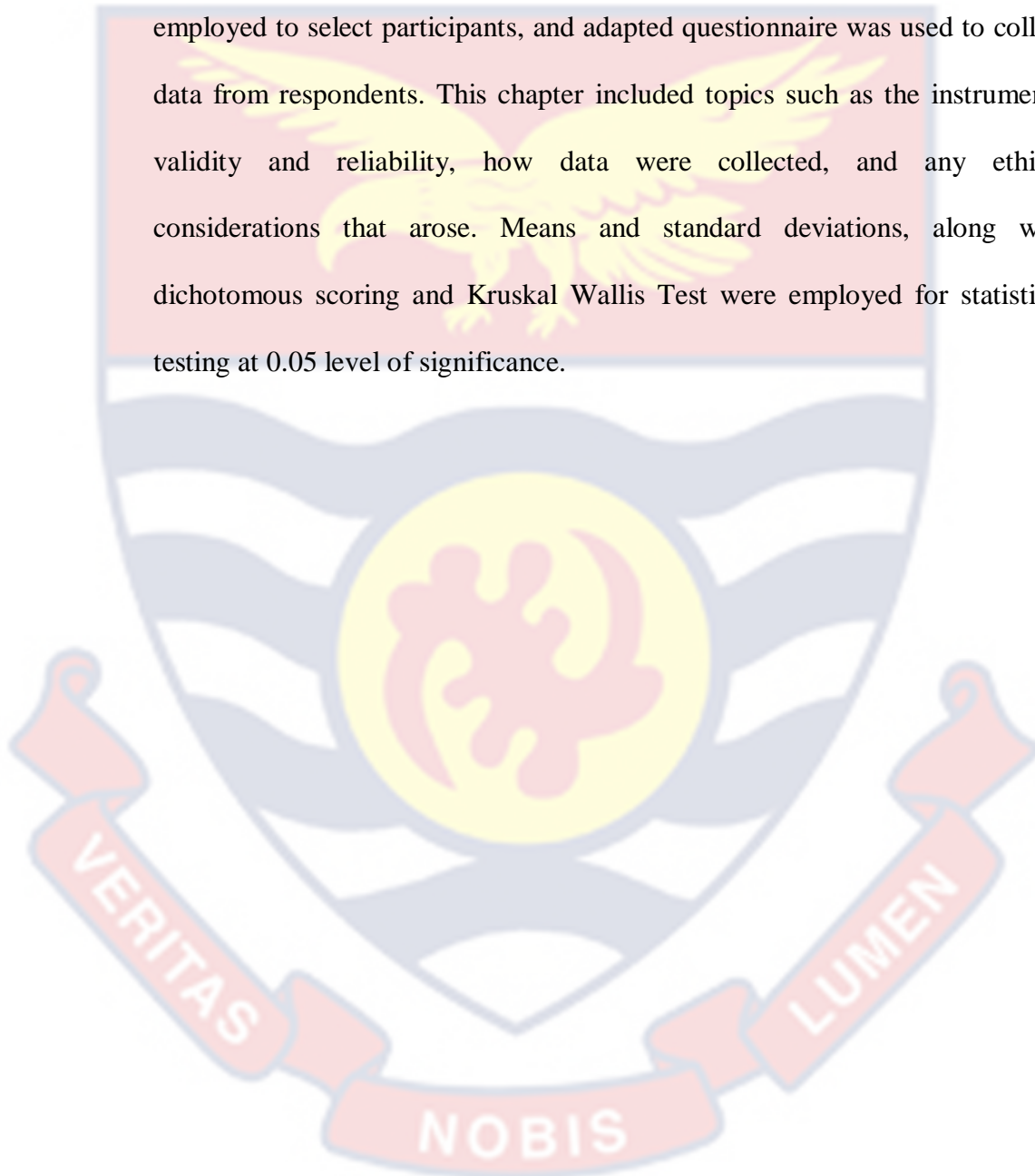
Data Processing and Analysis

Using SPSS version 26, the researcher coded and entered the questionnaire results after they had been collected. To address the study's research questions, the collected data was analysed using descriptive and inferential statistics. Descriptive statistics, such as frequency distributions and percentages, were used to evaluate demographic parameters.

For the data on the first three research questions, the researcher used descriptive statistics like means and standard deviations, while data on research question four, was analysed using dichotomous scoring. Kruskal Wallis Test was also used to test for data on all the Research Hypotheses. This was used because no randomisation was done.

Chapter Summary

The research design utilized in this study was a descriptive survey. 137 Lower Primary school teachers from 53 different schools in the Upper Denkyira West District participated in the study. Purposive sampling was employed to select participants, and adapted questionnaire was used to collect data from respondents. This chapter included topics such as the instrument's validity and reliability, how data were collected, and any ethical considerations that arose. Means and standard deviations, along with dichotomous scoring and Kruskal Wallis Test were employed for statistical testing at 0.05 level of significance.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

The results of the analysis and subsequent discussion are presented in this chapter. Primary school teachers in the Upper Denkyira West District of Ghana were surveyed for this study to collect information on how they assess their students. The collected data for this study on how primary school instructors rate their students' work was analyzed using descriptive and inferential statistics. This study surveyed 137 primary school teachers. The results are provided in light of the study's hypotheses and research questions. Splitting the chapter in half was done for readability. The first section of this chapter provided details on the respondents' histories. The other section of this chapter focused on the study's findings and how those findings were discussed subsequently.

Demographic Characteristics of Primary School Teachers

In this section, respondents' gender, age, teaching experience, and highest educational degree are summarized. Tables 2 to 5 summarize the demographic characteristics of the respondents.

Gender of Respondents

The gender of primary school teachers in the Upper Denkyira West District is presented in Table 2. Gender provides a distinction between how males and females teachers vary in terms of classroom assessment practices.

Table 4: *Gender of Respondents*

Teachers	Frequency	Percentage
Male	74	54.0
Female	63	46.0
Total	137	100.0

Source: Field Data, Asamoah (2022)

Table 2 shows that males accounted for 54.0% (74), while females made up 46.0% (63). This means that in the Upper Denkyira West district, majority of the respondents teaching at the lower primary level are males.

Age of Respondents

Table 3 presents the distribution of respondents age in the Upper Denkyira West District. Age provides variations among how different age groups practice classroom assessment.

Table 5: *Age of Respondents*

Age	Frequency	Percentage
20-26	5	3.6
27-33	62	45.3
34-40	59	43.1
41-47	11	8.0
Total	137	100.0

Source: Field Data, Asamoah (2022)

Table 3 presents the age distribution of primary school teachers in the Upper Denkyira West District. The results depicted that 3.6% of the teachers were aged between 20 – 26 years, 45.3% of the teachers were aged between 27-33 years and 43.1% of the teachers were aged between 34-40 years. Also,

only 8.0% of the teachers were aged between 41-47. It can therefore be observed from Table 3 that majority of the teachers were aged between 34-40 years which represents 59 primary school teachers.

Years of Experience

The years of respondents' teaching experience in the Upper Denkyira West District are presented in Table 4. Teaching experiences are always in relation with the number of years that teachers have taught and this serves as a basis finding out how it influences classroom assessment practices.

Table 6 - *Years of experience*

Age	Frequency	Percentage
0-2	12	8.8
3-6	25	18.2
7-10	52	38.0
11-15	37	27.0
16-20	2	1.5
21 years and above	9	6.6
Total	137	100.0

Source: Field Data

From Table 4, 8.8% which represents participants indicated that their years of experience ranges between 0-2 years. 18.2% (25) respondents fall between 3-6 years while 38% representing 52 respondents are in the category of 7-10 years. Also, 27% (37) respondents indicated that their years of experience is between 11-15 while only 1.5% (2) respondents had an experience between 16-20. Lastly, for 21 years and above, 6.6% representing 9 respondents fall within this category. It can therefore be concluded that most of teachers fall within 7-10 years of teaching experience.

Highest Educational Qualification of Primary School Teachers

The highest educational qualification of primary school teachers in the Upper Denkyira West District is presented in Table 5. This educational qualification provides information on how primary school teachers will differ in their classroom assessment practices.

Table 7- *Highest Educational Qualification of Respondents*

Educational qualification	Frequency	Percentage
Teacher's cert A	1	0.7
Diploma in Early Childhood	6	4.4
Diploma in Basic Education	84	61.3
Highest National Diploma	2	1.5
First Degree in Education	43	31.4
Master's Degree in Education	1	0.7
Total	137	100.0

Source: Field Data

Based on the data in Table 5, it can be seen that 61.3% which represents 84 of respondents reported having a Diploma in Basic Education as their highest level of education, while 4.4% (6) reported having a Diploma in Early Childhood Education. In addition, only 0.7 percent (1) of those who responded had a Teacher's Cert A. While just 2% of respondents did not have a High School Diploma or equivalent, 1.5% held a Higher National Diploma. Furthermore, 31.4% (43) of respondents said that a bachelor's degree was their highest level of education. The highest degree reported by respondents was a master's, which accounts for 0.7% (1).

Main Results

Research Question One: Dominant classroom assessment methods

The first research question was to have participants identify the most common forms of classroom assessment methods. Ten (10) questions were given to the respondents. There were four possible response categories: 1 for strongly disagreeing, 2 for disagreeing, 3 for agreeing, and 4 for strongly agreeing. In this study, the criterion measure was 2.5. This criterion value was obtained from the Likert scale used. The scale had four dimensions and was computed by adding the succession of $1+2+3+4=10$ and was then divided by 4 which generated the cut-off score of 2.5. A mean score of 2.5 or higher indicates agreement, while a score of 2.5 or lower indicates disagreement. Means and standard deviations were used to examine the research question. 137 respondents were asked to indicate from Table 6, the dominant classroom assessment practices.

Table 8- *Dominant Classroom Assessment methods (N=137)*

Items	Mean	Std. Deviation
Indicate the extent to which you practice the following types of classroom assessment by using the scales provided		
Objective type tests	3.73	3.44
Home work/ assignments	3.48	0.67
Question answering	3.45	0.63
Paper pencil tests	3.31	0.76
Students' oral presentations	2.96	0.85
Group or individual project	2.75	0.92
Written class summaries	2.42	0.84
Non-participants observation	2.32	0.84
Extended response /essay tests	2.30	0.81
Portfolio assessment of students	2.26	0.82
Overall mean	2.90	1.10

Source: Field Data

From Table 6, majority of the participants that were sampled indicated that they use objective type test (Mean = 3.73, SD = 3.44), homework/assignment (Mean = 3.48, SD = 0.67), question answering (Mean = 3.45, SD = 0.63), paper pencil tests (Mean = 3.31, SD = 0.76), students' oral presentations (Mean = 2.96, SD = 0.85), group or individual project (Mean = 2.75, SD = 0.92). Also, few of the respondents that were sampled indicated that they do not use written class summaries (Mean = 2.42, SD = 0.84), non-participants' observation (Mean = 2.32, SD = 0.84), extended response/essay tests (Mean = 2.30, SD = 0.81), portfolio assessment of students (Mean = 2.26, SD = 0.82). It was also realized from Table 6 that the most dominant classroom assessment method is objective type test. Since most of the primary school teachers in the District are conversant with the use of objective type test, it means that the teachers are also aware of the different types objectives test which includes multiple choice test, true or false test and matching type test.

Although it is evident from the table that some of the respondent disagreed to few items of the classroom assessment practices, it can be showed from Table 6 that the overall mean (2.90) was greater than the standard mean of 2.5. This suggested that majority of the respondents were much involved in classroom assessment practices.

Research Question Two: strategies used by teachers

The second research question sought to elicit from respondents the assessment implementation strategies used by primary school teachers. Respondents were asked to answer ten (10) questions. The responses were scored as follows: 1=sometimes, 2=often, 3= very often, and 4=always. In measuring data on this research question, a range of criterion was set. Due to

the nature of the Likert scale used, any mean value above 3.5 indicated that the strategy is always used. A mean value between 3.0 and 3.5 indicated that the strategy is used very often while a mean value between 2.5 and 3.0 signals the strategy in question as being used often. Finally, any mean value below the criterion of 2.5 indicated that the strategy is seldom used. Table 7 displays the responses of the 137 teachers who were involved in the survey.

Table 9- *Strategies to Implement Classroom Assessment Practices*

Statement	Mean	Std. Deviation
Indicate the extent to which you use the following types of classroom assessment strategies by using the scales provided		
I use the question-and-answer technique effectively and continuously during instruction.	3.14	1.16
I link all assessment procedures to instructional goals.	2.92	1.14
I give feedback from assessment tasks to students promptly.	2.88	1.01
Assessment tasks given to students are scored promptly.	2.83	1.15
I discuss feedback from assessment tasks with my students (i.e., class exercise, homework, project work, etc.)	2.73	1.12
I make formative use of summative assessments during instruction.	2.65	1.08
I use evidence I gather from assessment to determine the next step of instruction.	2.62	1.18
I engage my students in remediation, when necessary, based on students' feedback from assessment tasks.	2.49	1.13
I encourage students to do peer assessment in my classroom.	2.15	1.14
I encourage students to do self-assessment in my classroom.	1.92	1.11

Source: Field Data

Table 7 displays results of data collected on lower primary school teachers' strategies in implementing classroom assessment practices. From the table it was realized that the statement 'I use the question-and-answer technique effectively and continuously during instruction' had the highest mean score (Mean = 3.14, SD = 1.16) and was ranked first on the table. Based on the criterion, it can be said that it is used by teachers very often. This indicated that it is the most dominant strategy used by lower primary school teachers. Considering response to the statement, 'I link all assessment procedures to instructional goals' it was ranked second on the table (Mean = 2.92, SD = 1.14) and this also means that it is often used by teachers.

Also, considering the statement 'I give feedback from assessment tasks to students promptly' it was generally agreed by the respondents that they use it often because feedback is very important in the classroom assessment situation (Mean = 2.88, SD = 1.01). Similarly, respondents agreed to the statement 'Assessment tasks given to students are scored promptly' with no variations in their responses. This statement was ranked fourth on the table (Mean = 2.83, SD = 1.15) and this indicated that teachers react quickly to scoring and grading of students' classroom assessments.

Similarly, respondents agreed to the statement that 'I discuss feedback from assessment tasks with my students (i.e., class exercise, homework, project work, etc.)' It had the fifth highest mean from table 7 (Mean = 2.73, SD = 1.12). Furthermore, majority of the respondent agreed to the statement 'I make formative use of summative assessments during instruction' with (Mean = 2.65, SD = 1.08). In the same vein, respondents generally agreed to the statement that 'I use evidence I gather from assessment to determine the next

step of instruction' with no variations in their responses (Mean = 2.62, SD = 1.18).

In addition, the statement that 'I engage my students in remediation, when necessary, based on students' feedback from assessment tasks' was rarely used by respondents (Mean = 2.49, SD = 1.13) with homogenous responses. Considering the statement that 'I encourage students to do peer assessment in my classroom' respondents indicated that they sometimes used it but not often (Mean = 2.15, SD = 1.14). Finally, it was realized that respondents rarely practice the strategy 'I encourage students to do self-assessment in my classroom' with no variation in their responses (Mean = 1.92, SD = 1.11)

Research Question Three: Confidence level of teachers

The third research question aimed to find out how confident teachers are in their classroom activities. Respondents were asked to answer ten (10) questions. The responses were scored as follows: 1 = novice, 2 = beginner, 3 = proficient, 4 = competent, and 5 = expert. As the criterion measure, a value of 3 was used as the cut-off point. This criterion value was obtained from the Likert scale used. The scale had five dimensions and was computed by adding the succession of $1+2+3+4+5=15$ and was then divided by 5 which generated the criterion score of 3.0. Further, the instrument had two subscales and the mean of means were computed for each subscale. the mean of means for each subscale was compared with the criterion score of 3.0. A subscale with a mean score greater than 3 indicated high confidence, whereas a subscale with a mean score less than 3 indicated low confidence. The responses of 137 teachers are shown in Tables 8 and 9, respectively.

Table 10- Confidence Level of primary school teachers (N=137)

Indicate the extent to which you are confident in classroom assessment practices by using the scales provided		
Statements	Mean	Std. Deviation
<i>Monitoring, Analyzing and Communicating Assessment Results</i>		
I monitor and revise my assessment practice to improve the quality of my instructional practice.	3.20	1.21
I have thought deeply about my approach to assessment.	3.16	1.09
I engage students in monitoring their own learning and using assessment information to develop their learning skills and personalized learning plans.	3.07	1.30
I communicate purposes and uses of assessment to parents/guardians when appropriate.	3.00	1.07
I am able to use a variety of strategies to analyze test and assessment results at both student and class levels.	2.72	1.41
Mean of Means	3.03	1.22
<i>Assessment Design Implementation and Feedback</i>		
I provide useful feedback to students to improve their learning.	3.44	1.15
I provide timely feedback to students to improve their learning.	3.39	1.11
My practices have a clear purpose (e.g., diagnostic, formative, summative) that supports teaching and learning towards achievement of curriculum expectations	3.36	1.08
I provide adequate student preparation for assessments in terms of resources, time, and learning opportunities.	3.30	1.16
My assessment practices align with the established curriculum expectations	3.27	1.15
Mean of means	3.35	1.13

Source: Field Data

Table 8 presents the confidence level of primary school teachers. From subscale one, it was revealed that teachers showed higher confidence in monitoring, analysing and communicating assessment results. This is because

the mean of means score of 3.03 was greater than the criterion score of 3. Generally, teachers portrayed higher confidence in terms of monitoring and revising assessment practice to improve the quality of instructional practice. Teachers were also confident in communicating purposes and uses of assessment to parents/guardians when appropriate.

Similarly, from the second subscale, it was revealed that teachers showed higher confidence in assessment design implementation and feedback. This is because the mean of mean score of 3.35 was greater than the criterion score of 3. Specifically, teachers were confident in providing useful feedback to students to improve their learning (Mean=3.44, SD=1.15). teachers were also confident in aligning assessment practices with the established curriculum expectations (Mean=3.27, SD=1.15). The curriculum is a comprehensive material to be followed by all teachers and it is very difficult to align assessment practices with the curriculum. However, the findings revealed that teachers generally showed higher confidence.

Research Question Four: challenges teachers face in classroom assessment

The fourth research question aimed to elicit from respondents the obstacles they face when implementing classroom assessment practices. Respondents were asked to answer six (6) questions. The responses were scored as 1 for strongly disagreeing, 2 for disagreeing, 3 for agreeing, and 4 for strongly agreeing. The scores were further coded dichotomously as yes or no where strongly agree and agree were coded as 'yes' and strongly disagree and disagree were coded as 'no'. The responses of 137 teachers are shown in Tables 9.

Table 9- *Challenges of Classroom Assessment Practices*

Statements	Yes	%	No	%
Poor attitudes of students towards formative assessment practices	127	92.7	10	7.3
Large class size (large enrolment)	107	85.4	20	14.6
I have adequate assessment skills	86	62.7	51	37.3
Assessment takes much of my time	99	72.3	38	27.7
Assessment increases my workload	98	71.6	39	28.4
The school has adequate assessment materials	40	29.2	97	70.8

Source: Field Data

Table 9 revealed that majority of respondents consider classroom assessment practices to be difficult. For instance, in relation to the question ‘Poor attitudes of students towards formative assessment practices’, it was seen that majority of teachers agreed to the statement that it serves as a challenge (92.7%) because when students fail to take part of the various assessment practices it makes teaching and learning difficult. Another challenged agreed by majority of the teachers is large class size/large enrollment. When the class size is very large, conducting assessment such as portfolio or authentic assessment might be difficult as teachers will not be able to give much attention to each individual. A percentage of 85.4% was recorded.

Similarly, majority of the respondents see assessment to take much of their time (72.3%). This can be evidential from the bulky nature of the curriculum as teachers are expected to complete everything at the end of the academic year. When this happens, teachers do not give much assessment due

to the time frame. The findings further revealed that teachers have adequate assessment skills (62.7%) and this can be attested from the workshop they attended on capacity building which was meant to train them on assessment practices. Teachers are also of the view that assessment increases their workload (71.6%). Finally, it was revealed that the school has inadequate assessment materials and this was seen as one of the major challenges.

Hypothesis One

It was hypothesized in this study whether or not there is a statistically significant difference between lower primary school teacher classroom assessment practices with respect to their professional qualification. The Kruskal Wallis test was used to determine if there was a statistically significant difference in the scores that teachers obtained from their classroom assessment practices based on the independent variable (teachers' professional qualification, which was made up of six categories, namely, Teacher's Cert A, Diploma in Early Childhood Education, Diploma in Basic Education, Highest National Diploma, First Degree in Education and Master's Degree in Education). Prior to performing the analysis, the researcher made sure that all of the standard assumptions for Kruskal-Wallis were met. Non-normality, homogeneity of variance, the presence of three or more underlying categories in the independent variable, and the dependent variable's nature as a ratio or interval were all tested.

According to the results of the normality test, scores are normally distributed ($p = .836$ for an early childhood education certificate and $p = .132$ for first degree in education) when taking into account Shapiro-Wilk values for the categories. However, the p -value was less than .05 for the category "basic education diploma". This indicated that the category was not normally

distributed. Hence, Kruskal Wallis H test was used. Also, aside some of the categories not meeting the normality assumption, there was no randomisation as all the teachers in the sample framework were used for the study hence, a non-parametric test was deemed appropriate.

Assumptions underlying the homogeneity of variance were also investigated when the normality assumption was verified. Levene's test of equality of variances showed that $p = 0.308 > 0.05$, hence it can be considered that the variances are equal, as shown in Table 10.

Table 10-*Test of Homogeneity of Variances*

Levene Statistic	df1	df2	df3
.308	4	132	.775

Source: Field Data, Asamoah (2022) Significant at $p < 0.05$

Given that the sig. value in Table 12 is greater than 0.05, it is reasonable to assume that all variances are equally assumed. After all assumptions were satisfied, Kruskal Wallis H test was performed to test the null hypothesis; the results are summarized in Table 11.

Table 11 – *Kruskal Wallis H test on Classroom Assessment Practices of teachers with respect to their Professional Qualification*

	Professional Qualification	N	Mean Rank	Chi Square	df	Sig. Value
Assessment Practices	Diploma in Basic Schools	84	67.22	5.213	2	.074
	Diploma in Early Childhood Education	9	45.56			
	1 st Degree in Education	44	77.19			

Source: Field Data, Significant at $p < 0.05$

The Kruskal-Wallis H test showed that there was no statistically significant difference in teachers' assessment practices with respect to their professional qualification, $\chi^2(2) = 5.213$, $p = .074$, with a mean rank of teachers' assessment practices with respect to professional qualification of 67.22 for Diploma in Basic Education, 45.56 for Diploma in Early Childhood and 77.19 for 1st Degree in Education. This implies that significant difference does not exist among teachers' assessment practices with respect to professional qualification hence, the null hypothesis is failed to be rejected.

Hypothesis Two

This study's second hypothesis explored whether or not primary school teachers' assessment practices vary significantly with respect to their years of teaching experience. In order to determine whether or not there is a statistically significant difference between the independent variable (teachers' years of experience, broken down into five categories: 0-2 years, 3-6 years, 7-10 years, 11-16 years, and above 16 years) and the dependent variable (teachers' classroom assessment practices), Kruskal Wallis H test was performed. Prior to performing the analysis, the researcher made sure that all of the standard assumptions for Kruskal-Wallis were met. Non-normality, homogeneity of variance, the presence of three or more underlying categories in the independent variable, and the dependent variable's nature as a ratio or interval were all tested.

Taking into account Shapiro-Wilk values for ages 0-2, 3-6, 11-16, and 17+, and the results of the normality test, it was found that the scores were normally distributed ($p > .05$) in all four age groups. Category 7-10 however, had a p-value below .05. This indicated that the category was not normally distributed. Hence, Kruskal Wallis H test was used. Also, aside some of the

categories not meeting the normality assumption, there was no randomisation as all the teachers in the sample framework were used for the study hence, a non-parametric test was deemed appropriate.

Assumptions underlying the homogeneity of variance were also investigated when the normality assumption was verified. Table 12 displays the results of Levene's test for equality of variances, which indicates that the variances are expected to be equal.

Table 12 - *Test of Homogeneity of Variances*

Levene Statistic	df1	df2	df3
.446	4	132	.775

Source: Field Data, Significant at $p < 0.05$

Since the significance level in Table 12 is greater than 0.05, it can be inferred that the variances are equally assumed.

Following confirmation that the presumptions were met, a Kruskal Wallis H test was performed to test the alternative hypothesis. The results are summarized in Table 13.

Table 13 – *Kruskal Wallis H test on Classroom Assessment Practices of teachers with respect to their Years of Teaching Experience*

	Years of Teaching Experience	N	Mean Rank	Chi Square	df	Sig. Value
Assessment Practices	0–2	12	72.17	2.629	4	.622
	3–6	25	78.48			
	7–10	58	67.40			
	11–16	37	66.28			
	above 17 years	5	52.70			

Source: Field Data, Asamoah (2022) Significant at $p < 0.05$

The Kruskal-Wallis H test showed that there was no statistically significant difference in teachers' assessment practices with respect to their years of teaching experiences, $\chi^2(4) = 2.629$, $p = .622$, with a mean rank of teachers' assessment practices with respect to teaching experience of 72.17 for 0-2 years, 78.48 for 3-6 years, 67.40 for 7-10 years, 66.28 for 11-16 years and 52.70 for above 17 years. This implies that significant difference does not exist among teachers' assessment practices with respect to years of teaching experience hence, the null hypothesis is failed to be rejected.

Discussion of Findings

In relation to the findings, this section provides a detailed discussion of the research findings based on the following research questions;

1. identifying the dominant classroom assessment practices of primary school teachers in the Upper Denkyira West District.
2. examining the strategies used by primary school teachers in implementing classroom assessment practices in the Upper Denkyira West District.
3. finding out the confidence level of primary school teachers in classroom assessment practices in the Upper Denkyira West Municipality.
4. identifying some of the challenges teachers face in the implementing classroom assessment practices.

Dominant classroom assessment practices of primary school teachers in the Upper Denkyira West District

The first research question sought to identify the dominant classroom assessment methods of lower primary school teachers. The findings generally indicated that teachers agreed to the use of; (a) objective type test, (b)

homework/assignment (c) question answering, (c) paper pencil tests (d) students' oral presentations and (e) group or individual project.

The findings of this study were however in contradiction with the study of Amua-Sekyi (2016) who used 12 tutors and 18 student-teachers in 3 colleges of education in Ghana. He indicated that teachers were not adhering to the right assessment practices. Although teachers are expected to inculcate evaluative thinking skills in their pupils/students, this was not reflected in the classroom assessment practices of the teachers.

The findings indicated that objective tests are used most frequently in the classroom. This is consistent with the results found by Hao and Johnson (2013), who found that respondents used multiple choice test items and short response type tests for the objective type assessments. Amedahe and Asamoah-Gyimah (2016) listed several benefits of objective type tests, including: simple and objective scoring; comprehensive coverage of topic information; scores unaffected by outside circumstances; and suitability for evaluating more fundamental behaviors, such as knowledge and comprehension. Open-ended questions, short answer questions, multiple-choice questions, matching questions and true/false questions were used most frequently by primary school instructors, according to a survey conducted by Acar-Erdol and Yildizli (2018), who polled 288 educators. Since these are all objective tests, they corroborate the results of the current study.

In addition to these forms of testing, homework/assignments, written responses to questions, and pencil-and-paper exams were also widely employed. The findings of a study by Frey and Schmitt (2010), who looked at the evaluation methods used by third-through-twelfth-grade teachers in a Midwestern state, corroborated this idea. They showed that the more common

type of classroom assessment was still the old-fashioned paper-and-pencil kind. Ndalichako (2013), who likewise investigated the various assessment practices of secondary school teachers in Tanzania, concluded that conventional techniques of evaluation were the norm.

Also, a study was conducted by Ababio and Dumba (2013) by using 25 teachers and 220 students, and they found that the most common forms of formative assessment used by educators include homework assignments, tests (oral and written), and recap activities, which are in agreement with the results of the current study. According to Ababio and Dumba (2013), teachers rarely use formative assessment strategies such as questionnaires, classroom observations, and checklists. Abejehu (2016), using data obtained from a survey of 191 primary school teachers, came to the conclusion that instructors mostly employ paper-and-pencil assessments to measure the learning outcomes of students. The results of the current study provide credence to this finding.

Strategies used by primary school teachers in implementing classroom assessment practices

Research question two sought to identify strategies used by teachers in implementing classroom assessment practices. Respondents generally agreed with statements that they (a) use the question and answer technique effectively and continuously during instruction, (b) link all assessment procedures to instructional goals, (c) provide timely feedback from assessment tasks to students, (d) provide timely scoring of assessment tasks given to students, (e) discuss feedback from assessment tasks with my students (i.e., class exercise, homework, project work, etc.), and (f) make assessment results a regular part of our discussions.

The results of this study corroborate those of Akyina (2019), who surveyed 80 educators from four public SHSs to learn more about how they employ various assessment strategies in their classrooms. The research uncovered some of the strategies to include: using the question-and-answer technique effectively and continuously during instruction; giving students prompt feedback from assessment tasks; discussing student feedback from assessment tasks; linking all assessment procedures to instructional goals; and using evidence gathered from assessment to determine the next course of action in during the teaching and learning process.

Eshun et al. (2014) used nine College of Education Social Studies tutors in the central region of Ghana, and their findings contradicted those of the current study. The results depicted that few of the teachers observed were employing student-centered assessment strategies. Since the teachers were worried about running behind schedule, they didn't implement formative strategies. The study found that the vast majority of teachers agreed with the claims that they provide timely feedback from assessment activities to students and that they discuss feedback from assessment tasks with students. Critical to learning is receiving feedback that explains both what students are doing well and where they may improve. As such, it provides guidance on what can be done to boost pupils' academic achievement. According to Bennett (2011), children who are given constructive criticism have a better chance at succeeding in school than those who are not. This highlights the significance of feedback in fostering growth in students' knowledge. Amua-Sekyi (2016), who argues that feedback is one of the most essential assessment tools in the classroom since it encourages students to focus on learning goals rather than performance goals, would agree with this.

Confidence level of primary school teachers in classroom assessment practices

Research question three sought to determine the confidence level of primary school teachers in the implementation of their classroom assessment practices. The researcher found that primary school teachers were generally more optimistic about their ability to put the various classroom assessment into practice in the classroom. The majority of respondents agreed with the following statements about their teaching practices: (a) I give students feedback that helps them improve their learning; (b) I give students feedback that helps them improve their learning in a timely manner; and (c) My classroom assessment practices have a clear purpose (e.g., summative, formative and diagnostic) that supports teaching and learning towards achievement of curriculum expectations. To ensure that my students are successful on tests, I provide them sufficient time, materials, and instruction. (e) I use assessments that are consistent with what has been determined to be important in the curriculum; and (f) I regularly review and adjust my assessment methods to enhance the effectiveness of my teaching. (g) I take careful consideration when designing assessments, and (h) I encourage student self-monitoring and the use of assessment data to inform the growth of their own learning abilities and individualized lesson plans.

Overall, the study found that teachers have a higher level of confidence in their assessment practices in the classroom. Umugiraneza, Bansilal, and North's (2017) study, from which this one draw, surveyed a total of 58 educators (37 men and 38 women). The study concluded that, on the whole, teachers have more confidence in their own abilities as teachers. Consistent with this view, a study by Wessels and Nieuwoudt (2010) found that teachers

had high levels of confidence when it comes to their own abilities as classroom teachers.

This study's findings, however, run counter to those of Watson (2001), who polled a subset of 43 teachers about their self-confidence. The study indicated that high school teachers are more likely to have high levels of confidence in their own abilities as teachers compared to their primary school counterparts.

Challenges teachers face in implementing classroom assessment practices.

Research question four intended to find out the problems teachers experience in the application of classroom assessment practices. The study's findings indicated that implementing assessment practices in the classroom is not without its difficulties for teachers. Respondents agreed with statements such as (a) Poor attitudes of students towards formative assessment practices, (b) Large class size (large enrolment), (c) My skills in classroom assessment is low, (d) Assessment takes much of my time (e) Assessment increases my workload.

Conclusions based on the findings is clear that teachers in the lower primary school teachers face several challenges when implementing assessment practices in the classroom. This study's findings are in line with those of Buabeng, Atingane, and Amoako (2019), who employed a similar sample size (15 teachers and 119 pupils from four public middle schools). The results of their research showed that teachers lack the knowledge and abilities necessary to effectively implement assessment procedures in the classroom. Results from a similar study conducted by Kankam et al. (2014), who surveyed twenty social studies educators from ten high schools about their use of formative assessment in the classroom, were similarly corroborated here.

They indicated that limited time affects teachers' classroom assessment practices.

Webb (2005) agreed with the current study's conclusion that longer class times are a factor in the difficulties teachers confront. He highlighted that that short duration class times, for example those that are less than forty minutes, often limit sustained learner involvement, classroom discussion and opportunity for reflection. In addition, the study found that the fact that certain teachers are required to teach more than one subject presents still another difficulty for classrooms. This makes it difficult to administer various sorts of evaluation. According to Ndalichako (2013), instructors' severe workloads prevent them from implementing assessment methods that would provide a more complete picture of their students' progress in class.

Hypothesis One

There is a significant professional qualification difference among primary school teachers with respect to classroom assessment practices

For research hypothesis one, One-way Anova test revealed that there is no statistically significant difference in the means of primary school teachers' classroom assessment practices with respect to their professional qualification. This could be explained by the fact that all teachers received similar education in terms of classroom assessment practices and also all of them at the same level that is lower primary school. Hence, no difference existed in their assessment practices in terms of professional qualification.

Hypothesis Two

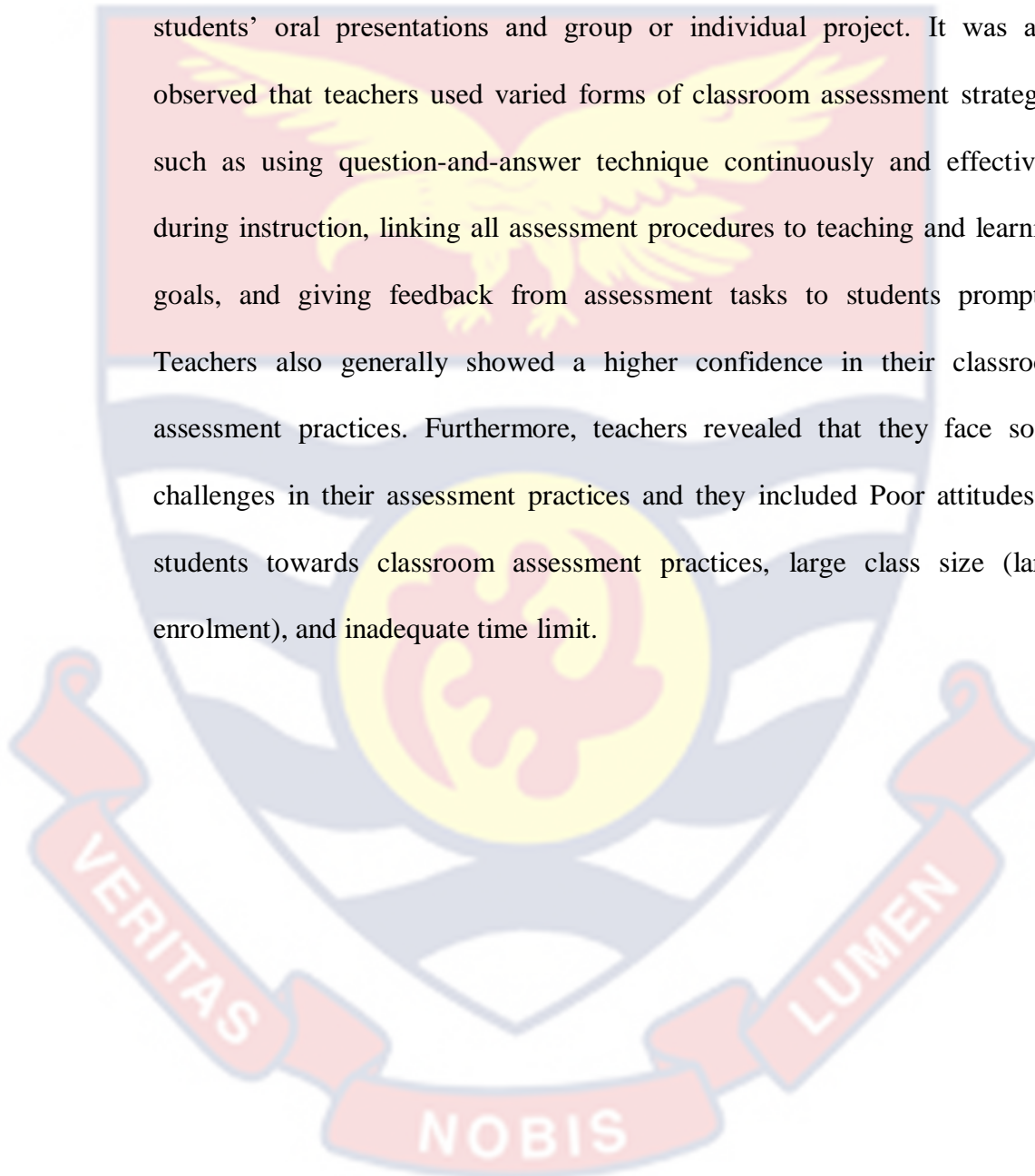
There is a significant teaching experience difference among primary school teachers with respect to classroom assessment practices

Also from research hypothesis two, it was found that there is no statistically significant difference in the means of primary school teachers' classroom assessment practices in relation to their years of teaching experience. The similarities in the teaching and learning environment of all the respondents could provide a justifiable reason for the finding and hence no difference existed in assessment practices in relation to the number of years of their teaching life. This was in agreement with a study conducted by Ulu (2016) who used 20 respondents and revealed that there was no statistically significant difference in teacher's assessment practices in their various classroom with regards their years of teaching experience.

However, the study contradicts the findings of Umugiraneza, et al. (2017) who used 75 Statistics and Mathematics teachers in KwaZulu-Natal schools in South Africa and identified that teachers who are less experienced used different forms of assessment techniques and compared to the more experienced teachers. Their findings also confirmed that although there could be teachers who have taught for several years and have gained much experience, it does not suggest that they are knowledgeable and can practice varied forms of classroom assessment techniques. In similar instances, Kin and Podolsky (2016) asserted that it is not every experienced teacher who is effective and not every inexperienced teacher who is less effective. The essence of teaching experience will best be comprehended when teachers are fully prepared at the point of entry into the teaching career.

Chapter Summary

This chapter presented the results and discussions of the study. The study revealed the dominant classroom assessment practices to be objective type test, homework/assignment, question answering, paper pencil tests, students' oral presentations and group or individual project. It was also observed that teachers used varied forms of classroom assessment strategies such as using question-and-answer technique continuously and effectively during instruction, linking all assessment procedures to teaching and learning goals, and giving feedback from assessment tasks to students promptly. Teachers also generally showed a higher confidence in their classroom assessment practices. Furthermore, teachers revealed that they face some challenges in their assessment practices and they included Poor attitudes of students towards classroom assessment practices, large class size (large enrolment), and inadequate time limit.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides an overview of the study's key major findings, together with conclusions drawn from the findings and a set of suggestions for future research.

Overview of the Study

The purpose of this research was to find out how primary school teachers in the Upper Denkyira West District evaluate their students' progress in class by emphasising on their classroom assessment practices. The following four research questions and two hypotheses were tested to ensure that these purposes would be met:

Research Questions

1. What are the dominant classroom assessment methods of primary school teachers in the Upper Denkyira West District?
2. What are the strategies used by primary school teachers in implementing classroom assessment practices in the Upper Denkyira West District?
3. What is the confidence level of primary school teachers in classroom assessment practices in the Upper Denkyira West Municipality?
4. What challenges do primary school teachers in the Upper Denkyira West Municipal face in implementing classroom assessment practices?

Research Hypothesis

1. H_0 : There is no significant professional qualification difference among primary school teachers with respect to classroom assessment practices

H_1 : There is a significant professional qualification difference among primary school teachers with respect to classroom assessment practices

2. H_0 : There is no significant teaching experience difference among primary school teachers with respect to classroom assessment practices

H_1 : There is a significant teaching experience difference among primary school teachers with respect to classroom assessment practices

The study employed a descriptive research strategy. A survey questionnaire was utilised to gather information from 137 primary school teachers. Means, standard deviations, frequencies, and percentages were employed for descriptive statistics, while inferential statistics like the one-way analysis of variance was used for hypothesis.

Key Findings

1. The study revealed that lower primary school teachers use varied forms of classroom assessment methods. The most dominant assessment practice is the use of objective type test. Other classroom assessment practices of the teachers also included homework/assignment, question answering, paper pencil tests, students' oral presentations and group or individual project.

2. It was also revealed that primary teachers employ different classroom assessment strategies. The prevalent strategy employed by teachers is the use of question-and-answer technique effectively and continuously during instruction. Other strategies the study revealed include linking

all assessment procedures to instructional goals, giving feedback from assessment tasks to students promptly, scoring assessment tasks given to students promptly, discussing feedback from assessment tasks with students (i.e., class exercise, homework, project work, etc.), making formative use of summative assessments during instruction, and using evidence gathered from assessment to determine the next step of instruction.

3. Furthermore, the study showed that teachers generally portrayed a higher confidence in their assessment practices. Specifically, teachers were confident providing useful feedback to students to improve their learning, providing timely feedback to students to improve their learning, having a clear purpose (e.g., diagnostic, formative, summative) that supports teaching and learning towards achievement of curriculum expectations, providing adequate student preparation for assessments in terms of resources, time, and learning opportunities, aligning assessment practices with the established curriculum expectations, monitoring and revising my assessment practice to improve the quality of my instructional practice, engaging students in monitoring their own learning and using assessment information to develop their learning skills and personalized learning plans.
4. In addition, the study also sought to find out the challenges teachers face towards their classroom assessment practices. Generally, teachers agreed that they encounter several challenges and in terms of ranking, poor attitude of students towards classroom assessment practices was first. Other challenges the study revealed also include; large class size

(large enrolment), inadequate skills in classroom assessment practices, Assessment taking too much time of teachers and finally, assessment increasing the workload of teachers.

5. The study tested the idea of whether or not there is a statistically significant difference in how teachers of lower primary school assess students in the classroom with respect to their professional qualification. Based on the findings, it was realised that there is no significant difference in how teachers in lower primary schools conduct their classroom assessment practices in relation to their professional qualification.
6. The study also tested whether or not there is a statistically significant difference between classroom assessment practices of lower primary school teachers in relation to their years of teaching experience. This finding concluded that teachers in the lower primary schools do not show large differences in their classroom assessment practice with respect to their years of teaching experience.

Conclusions

1. In light of the results of the investigation, the following were determined: Conclusions drawn from the research point to a wide range of assessment strategies being used by educators in the classroom. It is reasonable to assume that teachers routinely employ objective tests like multiple-choice, true/false, and test-completion quizzes in the classroom. That's a good indicator that they know what they're doing when it comes to making objective tests. It also highlighted the importance of teachers including group projects into

their grading strategies. Consequently, it is reasonable to assume that educators hold the view that pupils will benefit intellectually from group projects. When students study alongside their peers, they learn more effectively and make greater academic gains.

2. Educators, as a result, employ a wide range of assessment strategies within the classroom. The use of these strategies helps teachers better serve their students. Teachers are viewed to provide timely feedback to students following assessment activities, which is then discussed with the students. It can therefore be concluded that teachers perceive constant feedback as an effective strategy to find out the progress being made. Since question-and-answer technique is the prevalent assessment strategy employed by the teachers, it can be concluded that teacher wants to empower students to feel confident about their ideas.
3. Furthermore, it can be concluded that teachers feel very confident when it comes to classroom assessment practices. For instance, teachers were very confident in providing useful and timely feedback to students to improve their learning. This can then be concluded that teachers are committed to the progress of their students. They also align assessment practices with the established curriculum expectations and this attest to the fact that teachers have the requisite skills and knowledge in setting different test construction formats that will help to achieve a content representativeness of the curriculum. This is why they have committed to keeping an eye on and updating my assessment procedures in order to better my teaching. Students are able to validate and question their own thinking as well as become comfortable with

the ambiguity and uncertainty that is inevitable in learning anything new because teachers are confident in engaging students in monitoring their own learning and using assessment information to develop their learning skills and personalized learning plans.

4. In addition, in terms of obstacles teachers experience while attempting to apply assessment techniques in the classroom, it can then be concluded that several factors obstruct primary school teachers in their assessment practices. This could be that students at the lower primary level are sometimes very hard to deal with in the classroom and this coupled with large class size will definitely increase the workload of teachers.

Recommendations

From the summary of the major findings of the study, the following recommendations were made:

1. Ghana Education Service should organise frequent in-service training to all lower primary school teachers on the various classroom assessment practices in order to offer non-professionals and newly recruited teachers a valuable chance to learn varying forms of classroom assessment practices. It would also give other experienced and professional teachers the opportunity to refresh their minds on various assessment practices.
2. It is recommended that school heads set up assessment unit in their respective schools and it should include officials from Ghana Education Service and other experts in the area of classroom assessment. This unit should ensure frequent training of primary

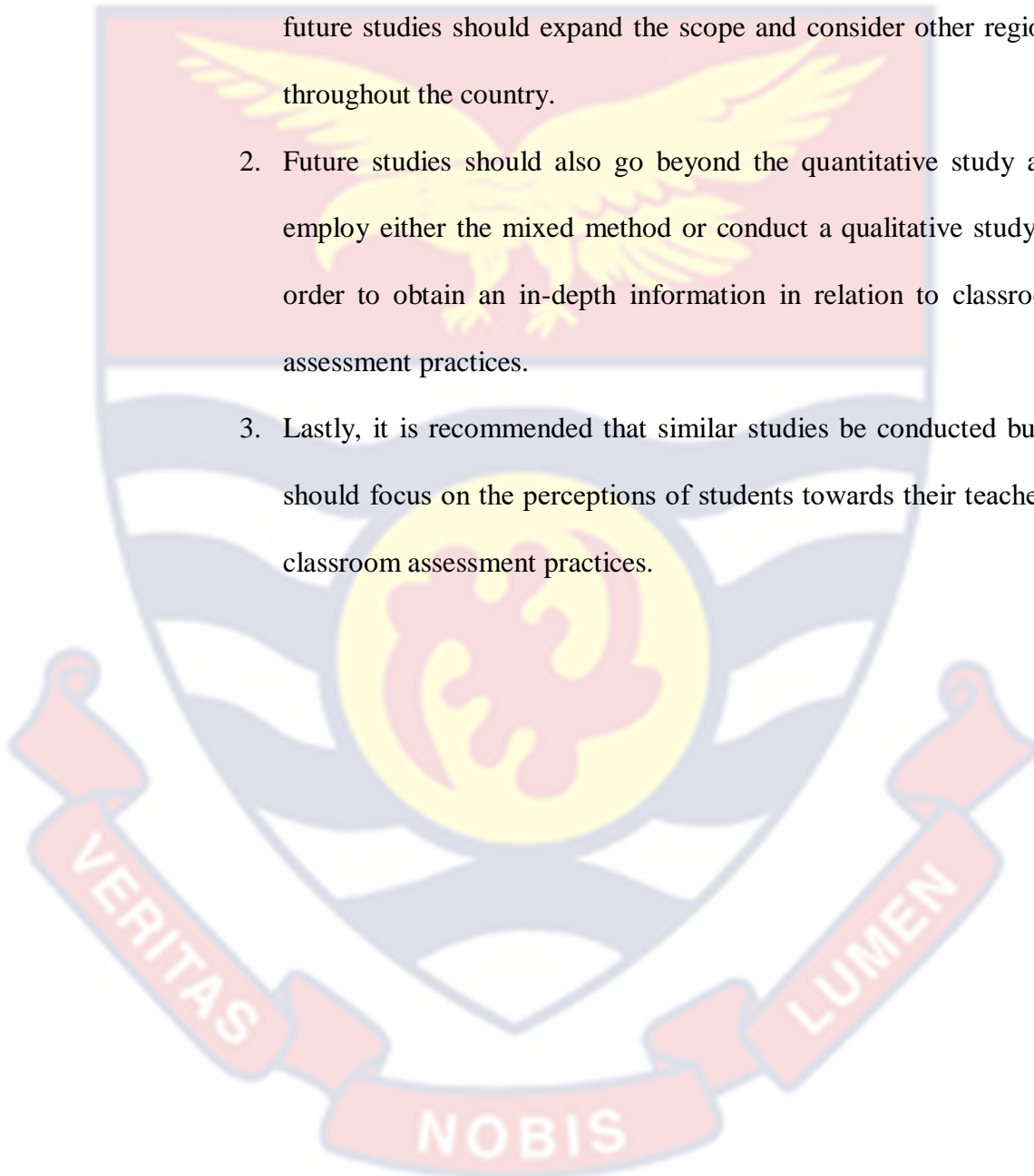
teachers on various strategies that can be employed in the classroom to promote effective teaching and learning.

3. The study also recommends that Ghana Education Service through various District Directors of Education should visit various primary schools to meet and discuss with teachers the need to improve upon their enthusiasm and confidence level in teaching. Various motivational techniques can be provided to teachers and this can go a long way to motivate teachers and subsequently enhancing their confidence level.
4. It is also proposed that the Ghana Education Service, under the direction of the Ministry of Education, build additional schools to accommodate smaller class sizes and hire additional teachers to relieve the burden placed on teachers at the elementary and secondary levels. The report also recommended that the Ghana Education Service, under the direction of the Ministry of Education, provide schools with a steady supply of assessment and instructional materials in an effort to raise the quality of classroom assessment.
5. In addition, it is recommended that heads of schools should ensure equal treatment of all lower primary school teachers in terms of their assessment practices since different professional qualification of teachers does not guarantee different practices of classroom assessment
6. Finally, it is recommended that Ministry of Education, through Ghana Education Service and various school heads be made aware of the fact that years of teaching experience does not wholly guarantee effective classroom assessment practices. Therefore, an in-service training

workshop on effective classroom assessment practices should be equally organised for all primary school teachers.

Suggestion for Further Research

1. In relation to the present scope of the study, it is suggested that future studies should expand the scope and consider other regions throughout the country.
2. Future studies should also go beyond the quantitative study and employ either the mixed method or conduct a qualitative study in order to obtain an in-depth information in relation to classroom assessment practices.
3. Lastly, it is recommended that similar studies be conducted but it should focus on the perceptions of students towards their teachers' classroom assessment practices.



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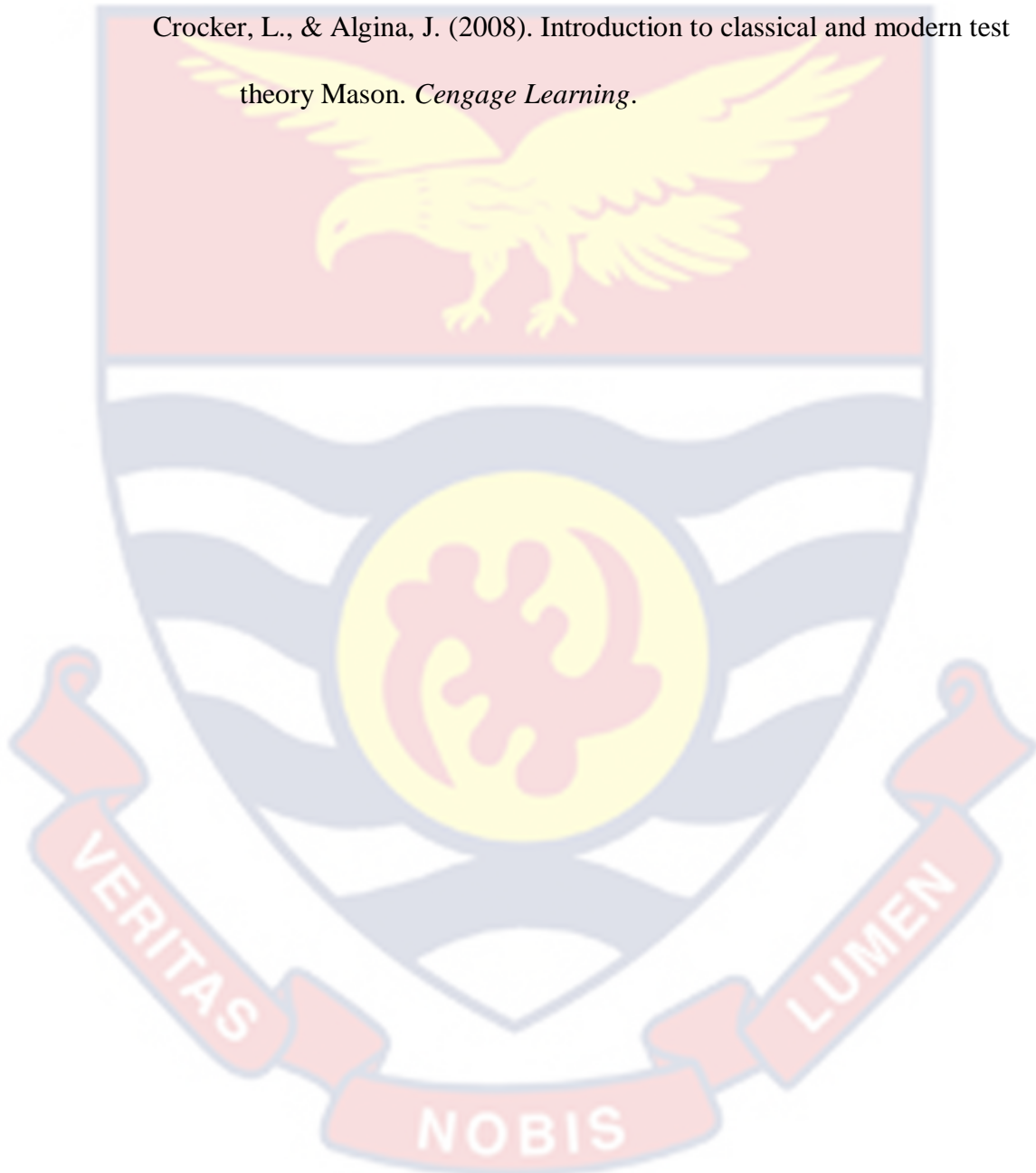
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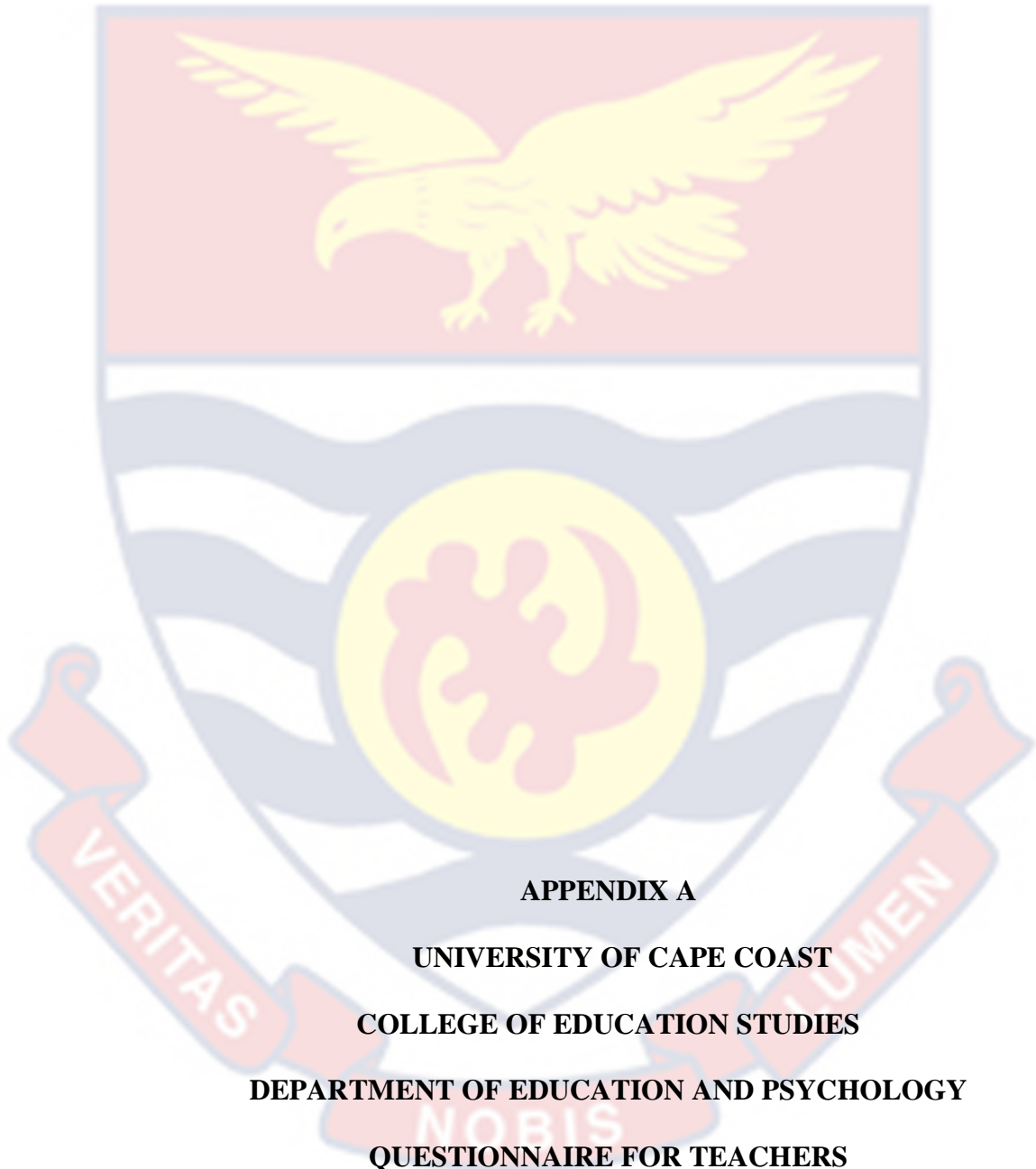
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APPENDICES



APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended to collect data for a study on the classroom evaluation procedures of primary school teachers in the Upper Denkyira West District of Ghana's Central Region. It is intended that the study's findings

would contribute to policy decisions regarding teacher education in Ghana. Please complete this form anonymously. Please respond honestly to all questions. There was no attempt to link your identity or institution to the completed instrument. I appreciate your time.

Section A: Demographic Information

Directions: Please tick (✓) the box corresponding to your choice or write the requested information concerning each statement.

1. Gender

Female

Male

2. Age

20 – 26 years

27 – 33 years

34 – 40 years

41 – 47 years

3. Years of experience

0 – 2 years

3 – 6 years

7 – 10 years

11 – 15 years

16 – 20 years

21 years and above

4. Highest educational qualification

- Teachers' Cert A
- Diploma in Basic School (DBS)
- Diploma in Early Childhood Education
- Highest National Diploma (HND)
- 1st Degree in Education
- Master's Degree

Section B: Dominant classroom assessment practices of primary school teachers. Please indicate the extent to which you agree using the scale provided: Strongly agree (SA), agree (A), Undecided (U), disagree (D) and strongly disagree (SD).

Codes	Classroom Assessment Practices	SA	D	A	SA
B01	Paper pencil tests				
B02	Objective type tests				
B03	Extended response /essay tests				
B04	Non-participants observation				
B05	Question answering				
B06	Home work/ assignments				
B07	Group or individual project				
B08	Portfolio assessment of students				
B09	Written class summaries				
B010	Students' oral presentations				

Section C: Strategies used by primary school teachers in implementing classroom assessment practices. Please indicate the extent to which you agree

using the scale provided: Sometimes (1), Often (2), Very often (3), to Always

(4)

Codes	Strategies used by Primary School Teachers	Sometimes	Often	Very Often	Always
C01	I use the question-and-answer technique effectively and continuously during instruction.				
C02	I link all assessment procedures to instructional goals.				
C03	Assessment tasks given to students are scored promptly.				
C04	I give feedback from assessment tasks to students promptly.				
C05	I discuss feedback from assessment tasks with my students (i.e., class exercise, homework, project work, etc.)				
C06	I engage my students in remediation, when necessary, based on students' feedback from assessment tasks.				
C07	I use evidence I gather from assessment to determine the next step of instruction.				

C08	I encourage students to do peer assessment in my classroom.				
C09	I encourage students to do self-assessment in my classroom.				
C010	I make formative use of summative assessments during instruction.				

Section D: Primary school teachers' confidence of classroom assessment practices. Please indicate the extent to which you agree using the scale provided: 1 (novice), 2 (beginner), 3 (proficient), 4 (competent), and 5 (expert).

Codes	teachers' confidence of classroom assessment practices	Novice	Beginner	Proficient	Competent	Expert
I	Monitoring, Analyzing, and Communicating Assessment Results					
D01.	I am able to use a variety of strategies to analyze test and assessment results at both student and class levels.					
D02.	I have thought deeply about my approach to assessment.					
D03.	I communicate					

	<p>purposes and uses of assessment to parents/guardians when appropriate.</p>					
D04.	<p>I engage students in monitoring their own learning and using assessment information to develop their learning skills and personalized learning plans.</p>					
D05.	<p>I monitor and revise my assessment practice to improve the quality of my instructional practice.</p>					
II	Assessment Design, Implementation, and Feedback					
D06.	<p>My practices have a clear purpose (e.g., diagnostic, formative, summative) that supports teaching and learning towards achievement of</p>					

	curriculum expectations					
D07.	My assessment practices align with the established curriculum expectations					
D08.	I provide adequate student preparation for assessments in terms of resources, time, and learning opportunities.					
D09.	I provide timely feedback to students to improve their learning.					
D010.	I provide useful feedback to students to improve their learning.					

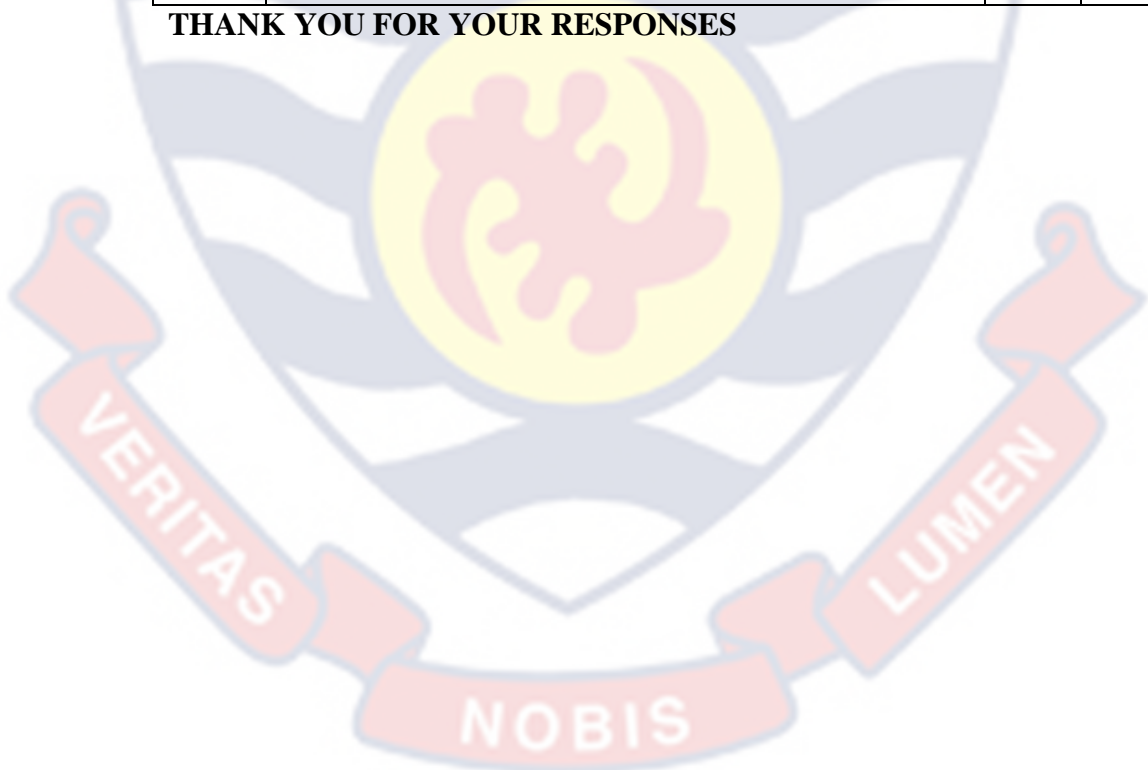
Section E: Challenges primary school teachers face in classroom assessment practices.

Please indicate the extent to which you agree using the scale provided:

Strongly agree (SA), agree (A), Undecided (U), disagree (D) and strongly disagree (SD).

Codes	Challenges of classroom assessment practices	SD	D	A	SA
E01	The school has adequate assessment materials				
E02	Assessment increases my workload				
E03	Assessment takes much of my time				
E04	I have adequate skills on assessment				
E05	Some of my students submit their work for marking				
E06	My students' attendance to school is good				

THANK YOU FOR YOUR RESPONSES



APPENDIX B

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref: CEP-ERB/ucc.edu/16/22-16
Your Ref:

Date: 25th March, 2022

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
02443784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Eugene Aframsah, Reg. No. is an
M.Phil. / ~~Ph.D.~~ student in the Department of Education and
Psychology in the College of Education Studies,
University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to
undertake a research study on the topic:

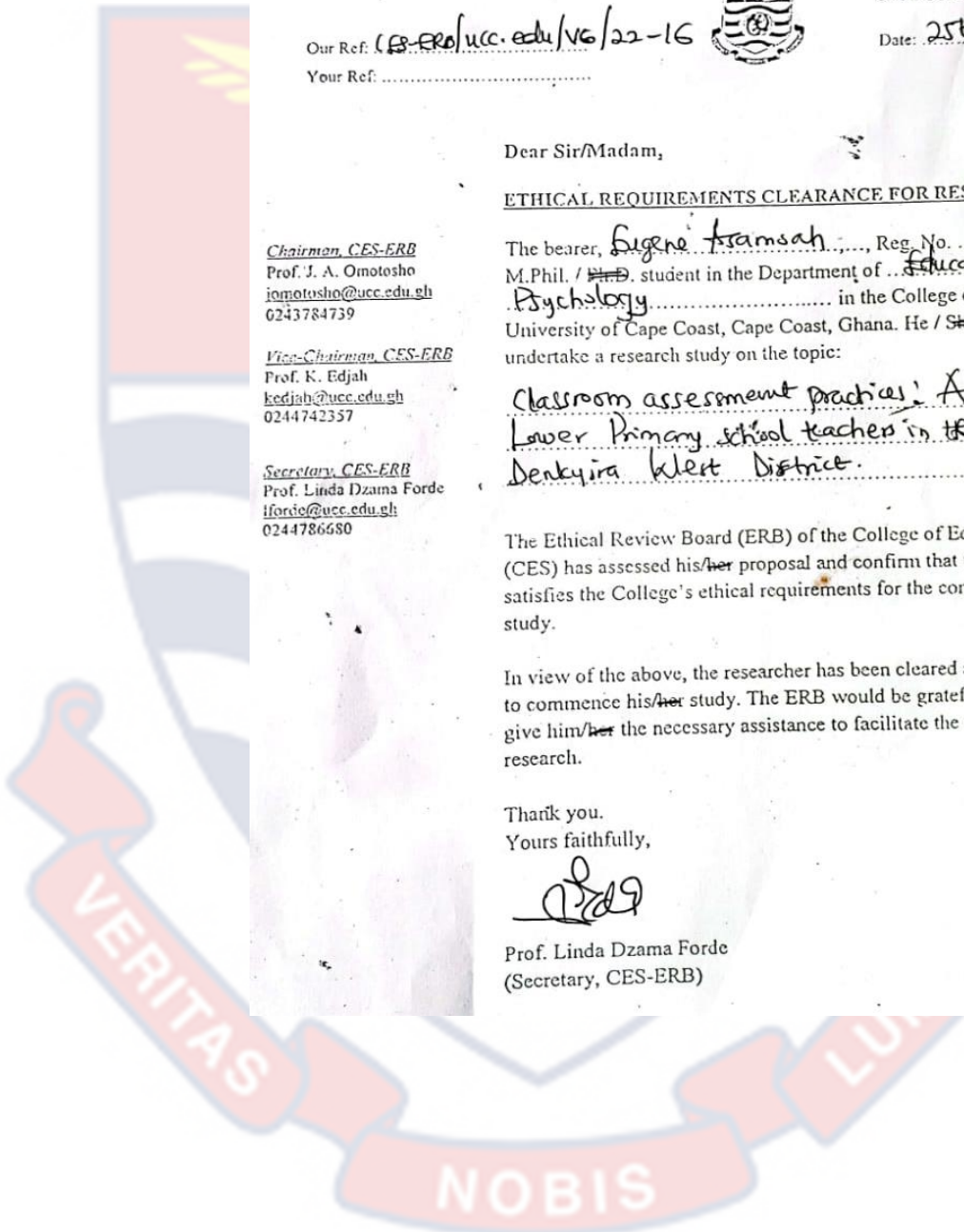
Classroom assessment practices: A survey of
Lower Primary school teachers in the Upper
Denkyira West District.

The Ethical Review Board (ERB) of the College of Education Studies
(CES) has assessed his/~~her~~ proposal and confirm that the proposal
satisfies the College's ethical requirements for the conduct of the
study.

In view of the above, the researcher has been cleared and given approval
to commence his/~~her~~ study. The ERB would be grateful if you would
give him/~~her~~ the necessary assistance to facilitate the conduct of the said
research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)



APPENDIX C

ASSUMPTIONS

Test of Normality

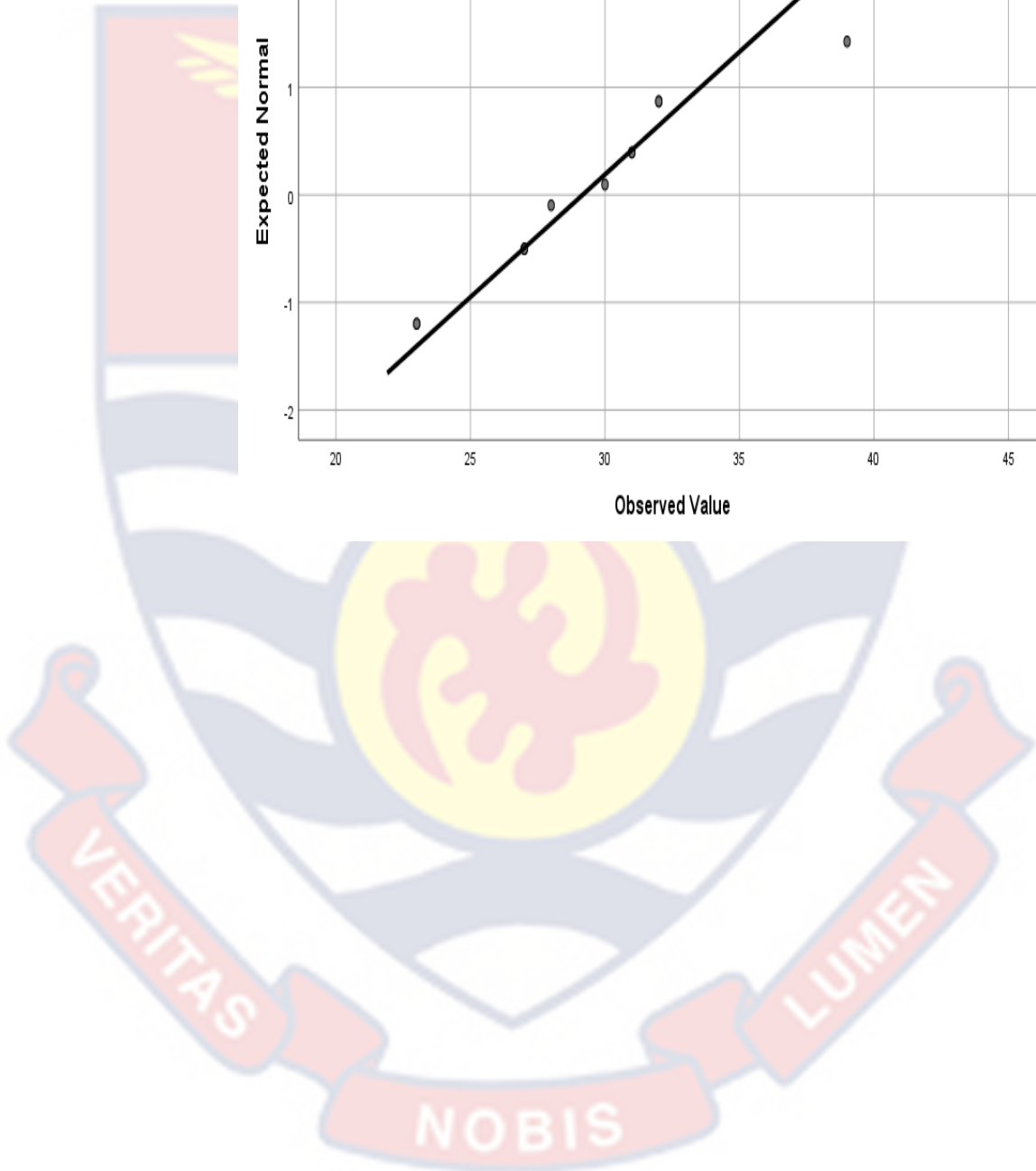
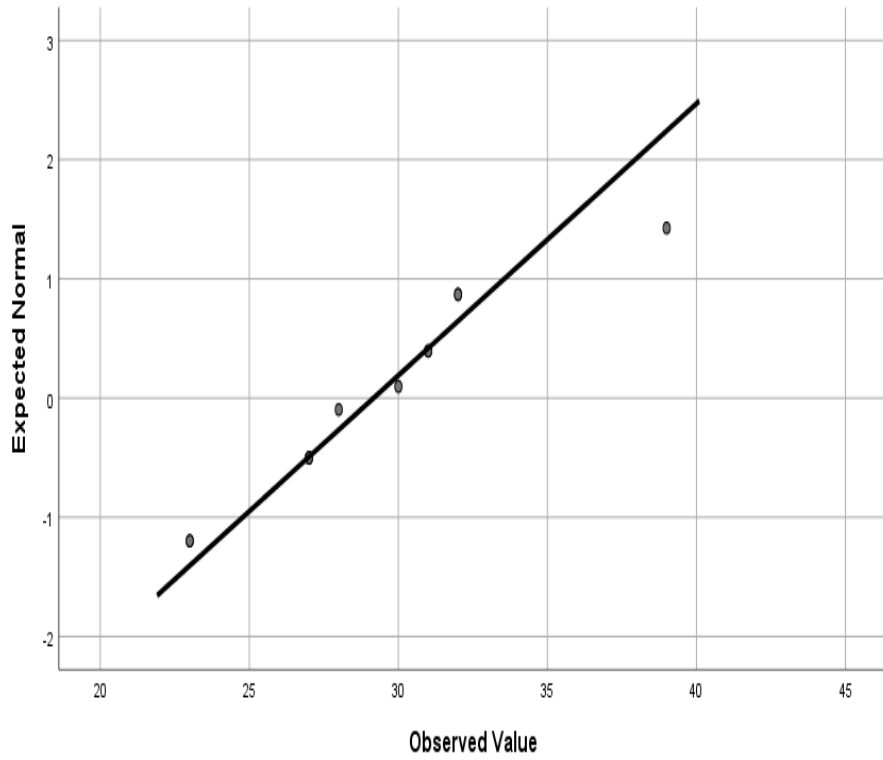
Years of Experience	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Assessment practices	0-2	.176	12	.200*	.925	12	.328
	3-6	.129	25	.200*	.953	25	.288
	7-10	.168	58	.000	.618	58	.000
	11-15	.130	37	.116	.977	37	.616
	Above 16 years	.264	5	.200*	.836	5	.155

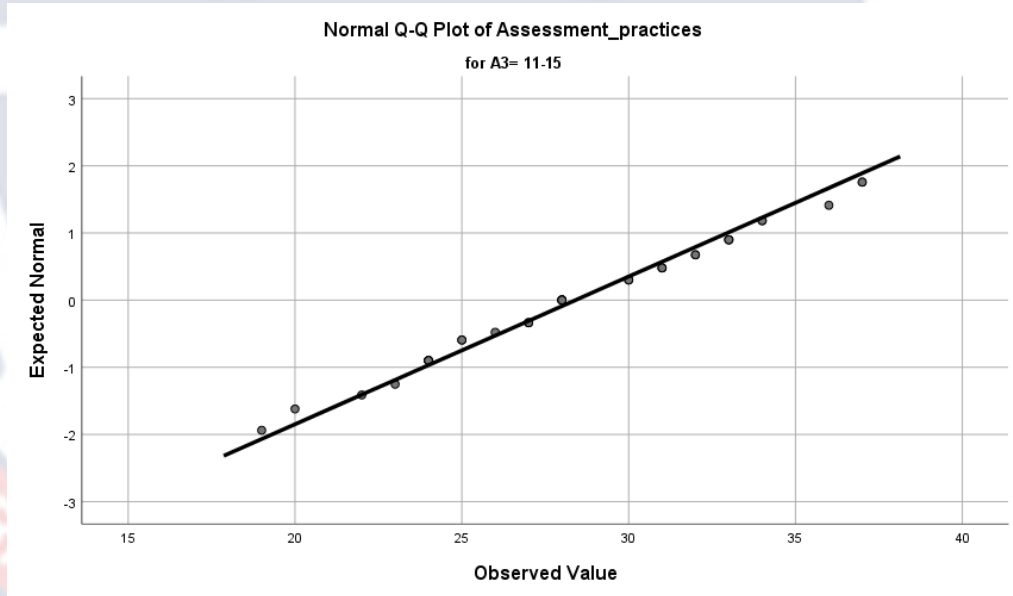
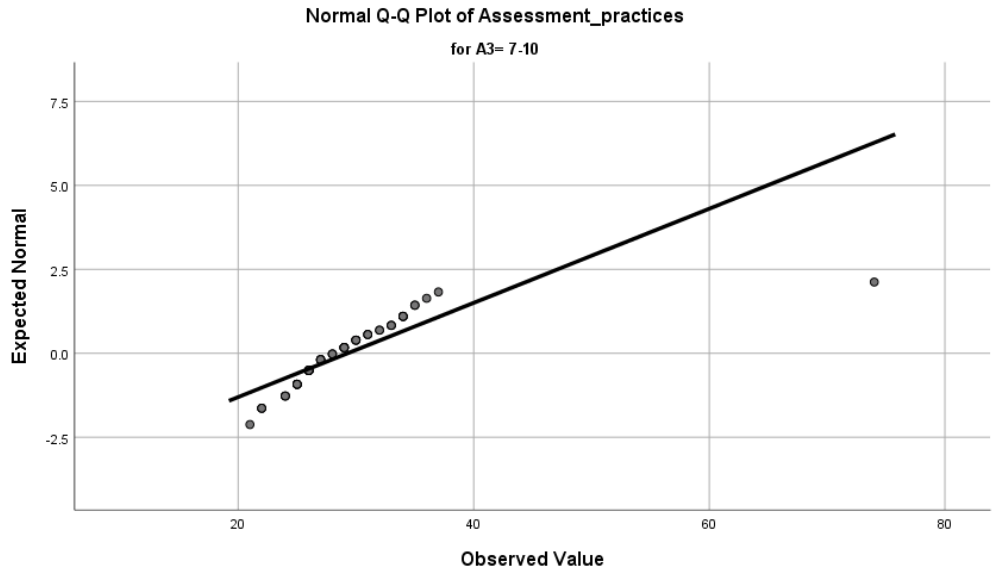
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normal Q-Q Plot of Assessment_practices

for A3= 0-2







APPENDIX D

RELIABILITY

Scale	No. of Items	Conbach's Alpha	
		Before pilot study	After pilot study
Dominant classroom assessment methods	10	0.78.	.857
Strategies in implementing classroom assessment practices	10	0.83	.875
Confidence in implementing classroom assessment practices	10	0.90	.942
Challenges of classroom assessment practices	6	0.72	.630

