THE IMPACT OF ASSESSMENT ON STUDENTS LEARNING

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Abstract

This article represents characterizing assessment settings at the English learning programme level that can distinguish between mixed ability students. In addition, it discusses the elements of effective assessment. In this article, these two methods are used to investigate various levels who learn English as a foreign language. Finally, the relationship between assessment system and student learning responses, as well as assessment environment features that appear to be associated with positive learning responses, are provided.

Keywords: Learning and teaching, assessment, types of assessment, deep and surface approaches;

1. Introduction

The methods used to assess students are among the most important influences on their learning, it is well understood that assessment has a significant impact on what and how students' study, how much they study, and how effectively they study. There are two factors to consider: the quantity of assessed work and the quality of the assessment types. This paper examines how assessments influence students' approaches to learning and discusses various methods of effective assessment in English learning programme. Currently, there are significant differences in how assessments are conducted. There are differences in the amount of formative and summative assessment, the amount of oral and written feedback, and the degree of measurement of learning outcomes, for example. Unsuitable assessment methods place undue pressure on students to approach learning tasks incorrectly. The assessment, not the student, is frequently the source of the problem. Assessment is concerned with several issues at once. It is not about simple dichotomies like grading versus diagnosis. It is about reporting on students' achievements and teaching them better by expressing the goals of our curricula more clearly to them. It is concerned with assessing student learning and identifying specific misunderstandings in order to assist students in learning more effectively. It is concerned with both the quality of teaching and the quality of learning.

An expert Milton Chen illustrates the importance of the evaluation system through an analogy in which he explains how important the tasks of the three legs of a 'chair'

are. These serve as a reminder that balancing support and strength must be equally effective.[1]

Assessment is critical in the process of learning and motivation. The types of assessment tasks we assign to our students determine how they approach the learning task and what study behaviour they employ. According to higher education scholar John Biggs, "what and how students learn is heavily influenced by how they believe they will be evaluated." (1999, p. 141).[2]

2. Assessment

Assessment is a systematic basis for drawing conclusions when students understand and perform the tasks given in a foreign language in the process of language learning and give a logical answer to the given information. It is also an evaluation incentive system to show the development of language skills of learners, including processes such as finding, sorting, project-based, summarizing, analyzing, and summarizing information. According to Fenton (1996), "Assessment is a tool that can be relied upon for deep expression".[3]

Throughout this resource, we use the term "assessment" to refer to both graded and non-graded activities. Assessments in a course could include things like discussion observations, exams, papers, reflection questions, and in-class student responses

2.1 There are types of evaluation system, which are: diagnostic, formative and summative. There are similarities between the given types of assessment, but nevertheless, the difference from one another is significant. In the course of teaching, we can see that the function of each is not the same.

Diagnostic assessment are groups of written enquiries (multiple choice or short answer) that evaluate a learner's contemporary knowledge base or present views on a subject or issue to be studied in the course. In English learning process Diagnostic Assessment Tools are used to assess students' English learning from Prep to Year 2. They permit teachers to trail students' progress in one or more modes of English throughout the course of their early literacy development.

Formative assessment: The objective of formative assessment is to analyze student learning and provide productive feedback that instructors and learners can use to improve their teaching and learning. Formative assessments, in particular, assist students in identifying their pluses and drawbacks and concentrating on areas that require enhancement. Formative assessments are naturally low stakes, meaning they have slight or no point rate. Asking students to draw a concept map in class to represent

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[1] https://www.facultyfocus.com/articles/educational-assessment/assessing-student-learning/
[2] https://www.queensu.ca/teachingandlearning/modules/assessments/04_s1_01_intro_section.html
[3] https://www.studypool.com/documents/22109060/assessment-assessment-types-different-taxonomies-of-educational-objectives

their understanding of a topic is an example of formative assessment. Please submit one or two sentences that summaries the main argument of a lecture.

Summative evaluation: The assessment of participants in an educational programme is known as summative assessment, summative evaluation, or assessment of learning. Summative assessments are proposed to evaluate both the program's success and the participants' learning. Summative assessments deliver growing snapshots of student learning that can be used to evaluate and report on it. Summative data, particularly for student subcategories, can help illuminate areas of strength and gaps in syllabus and instruction. Reporting summative outcomes informs families and the general public.

2.2 Means of assessments

Knowledge and considerate are assessed through a mixture of unseen checkups and assessed in-course assignments including tests, essays, presentations, reports and problem- solving evaluation.

Intellectual skills are evaluated through a mixture of unseen written examinations, coursework related to English, which requires analysis and problem solving.

Practical skills are assessed through a grouping of continuous formative assessment, summative assessments, and aim structured and/or practical examinations.

Transferable skills are assessed through a variety of assignments built into the program, as well as coursework, reports, spoken presentations and research workouts.

3. Effective assessment for student

An effective assessment is always purpose-specific and easily administered by the practitioner. When selecting an appropriate assessment, the following characteristics are taken into account: reliability, validity, inclusivity, objectivity, and practicability.

Given the effective of assessment in student learning, it is critical to consider how best to measure the learning that you want your students to achieve. Your students' assessments should incorporate grading, learning, and motivation. Well-designed assessment methods provide valuable information about student learning. They tell us what students learned, how well they learned it, and where they struggled. Good assessments allow you to answer the question.

3.1 What are some characteristics of effective program-level assessment?

Oftentimes, data is collected and reported, but what is being done with it? You need to do something with the results. So, often assessment is focused on improving students' learning, but there is also an opportunity to showcase what a department or program is doing as well. It could be used to help improve the learning opportunities for students. It could also be used to promote the program to incoming students. It is important that faculty work collaboratively to define learning outcomes so that they are all on the same path. Sometimes with assessment initiatives, just having the conversation is valuable. Assessment helps faculty see how their course is connected

to the overall program. At another level, it may help faculty to aid students to understand why they might need a particular course as part of their program. Effective assessment needs to include direct evidence of student learning—what skills, abilities, knowledge, and attributes are they exhibiting as a result of participating in the program? There can be a combination of direct and indirect evidence, which is typically measured by certain techniques such as surveys and an exit questionnaire.

3.2 The elements of effective assessment

This is step 1 of Overview.

This is step 2 of Learning intentions.

This is step 3 of Success criteria.

This is step 4 of Explicit descriptive feedback.

This is step 5 of Peer assessment and self-assessment.

This is step 6 of Goal-setting.

CONCULISION

Assessment environments were discovered to differ greatly in their distinguishing characteristics, and how we assess students has a significant impact on their learning. The volume of critical thinking and problem-solving assessments has been shown to improve the quality of learning outcomes. Furthermore, a high volume of formative only assessment and a high volume of feedback are related to syllabus coverage, quantity and quality of feedback, feedback use, learning from examination, appropriate assessment, clear aims and standards, and a deep approach to learning. Finally, assessment can be viewed as a means of assisting students in learning, reporting on student progress, and making teaching decisions.

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