

دور تقنيات التقييم فى التعلم والتدريس

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ملخص البحث :

يعتبر التقييم من العناصر المهمة فى العملية التعليمية ، ويساعد فى إنجاحها إذا ما استخدم وفق التقنيات العلمية المختلفة التى تساعد الطلاب على الاندماج والإسهام فى تعلم اللغة ، وبخاصة استعمالها فى الاغراض الشفهية.

إن إسهام الطلاب فى النقاشات والحوارات الشفهية يعتمد الى حد كبير على استعمال المدرسين لتقنيات التقييم التى تشجعهم على التعلم .

إن تقنيات التقييم تلعب دورا أساسيا فى مساعدة الطلاب بالاعتماد على انفسهم ، ومواجهة التحديات من أجل النجاح . فهذه الورقة تكشف النقاب على أهمية استعمال تقنيات التقييم من قبل المعلمين فى تدريس وتعليم اللغة الانجليزية والتى تعتمد إلى حد كبير على كيف ومتى وأين يستخدم المعلم لهذه التقنيات أثناء المحادثة ؛ حيث يعتبرها الباحث من الاسباب الرئيسية والمهمة فى تشجيع الطالب على التحدث بطلاقة ، واستخدام اللغة بكل بساطة ويسر .

إن التقييم فى جميع دول العالم يحضى باهتمام متزايد من أجل إنجاح العملية التعليمية ، وبخاصة فى تعليم وتدريس اللغة الانجليزية ، وعدم الاقتصار على الاختبارات التقليدية فى تقييم الطالب فقط؛ لأن الاختبارات لا تعطي صورة حقيقية وصادقة عن الطالب فى كل الحالات.

لذلك يجب على المعلم الاطلاع ومعرفة الطرائق المختلفة لتقييم الطلاب ، والتي تشجعهم على المشاركة فى استعمال اللغة الانجليزية أثناء المحادثة الشفهية . إن اشراك الطلاب فى تقييم أنفسهم وتقييم بعضهم البعض يقوى من دورهم ويزيد من أهميتهم أثناء الأنشطة اللغوية ، ويعتبرون المعلم داعما لهم وليس صيادا لإخطائهم ؛ لقد أثبتت الدراسات السابقة بأن فهم التقييم يعزز من دور الطلاب فى إثبات ذاتهم ومعرفة مدى استيعابهم وتقديمهم فى تعلم اللغة.

The Role of Assessment Techniques in Teaching and Learning

Introduction

Assessment has always been an important element in the educational process. It has been argued that in order to gain success in the attainment of capability to communicate orally, teachers need to practice different assessment techniques that help students to engage in their own learning. Performing well in oral communication depends on the type of procedures that teachers follow. Gipps & Stobart (1993:9) argue that assessment is used as “a positive means of encouraging pupils, particularly the less motivated and lower attaining”.

Assessment techniques play an important role in enhancing student self-confidence. The more teachers use effective assessment techniques, the more secure student will feel which in turn will raise self-confidence. It is one of the ideal conditions where students personally can be built and can be able to overcome any challenges successfully.

This paper aims to discover the importance of assessment techniques in teaching and learning English language. How and when teachers use assessment techniques to their students' communication? And to determine the impact of these assessment techniques on motivating students to involve in communication activities. The researcher plans to study the more appropriate assessment techniques that teachers employ when assessing students' communication in order to develop student self-confidence to participate in the learning process.

The present study explores the role of assessment in communication in education field. Most education systems all

over the world consider the assessment as one of the most principles in the field of pedagogy, but depending only on tests to evaluate students at any level of education do not give a clear picture of students achievements in all aspects of learning (see Hughes: 2002, Gardner: 2012). However, increasing attention towards assessing techniques could promote students' performance in learning language.

Background of the Study

Assessment is crucial and important element in the process of teaching and learning operation. It serves many useful purposes in different subjects such as reading, writing listening and speaking. Black (1998) points out that assessment lies at the heart of teaching process and shows the student progress which can yield a clue for planning the next educational steps. Assessment helps both teacher and student to weight the amount of knowledge that the student gained and how s/he uses it in practical situation. Assessments nowadays are used in all phases of educational process and are integral parts of learning (see Tileston 2004, Stobart 2008).

By the same token, Taras (2007:2) states that assessment is “perhaps the central, as well as the most onerous and time-consuming aspect of many educationalists’ work. It has dominated learning and teaching, although the study and research on assessment itself, particularly assessment theory, is often relegated to the realm of specialists”.

In this regard, the teachers’ role is essential in building up knowledge and involving students to assess their own learning ability in order to be encouraged and motivated and get engaged in their own learning. Ecclestone (2005: 2) states that “there is growing research evidence that when assessment systems are used well, they can play a powerful and positive

role in motivating learners and encouraging them to take more control over their learning”.

The inefficiency of the current assessment techniques in some third world countries represent a significant burden for students that acts as a barrier in their learning. On average these types of assessment result in keeping students away from success. Besides, feeling lack of self-confidence which reduces their involvement in the learning process.

Assessment is one of the most important elements in the operation of teaching and learning. If we want to understand how good the education system in any country is, we should look into its assessment procedures. To look at, what students' achievements and qualities are actively valued and rewarded by the system. It is also essential to know the purpose of assessment and the requires of students to do in order to fulfil their needs from what they are studying.

There are many methods and techniques which are used in assessing students during the operation of teaching and learning. It is united part of duty between teachers and students which they all should be familiarized with. It is necessary and crucial for every teacher to know when, where and how to use assessment and why s/he uses it. Therefore, teachers should be familiar with different effective assessment techniques which enhance students' participation for learning operation. Meanwhile, students should understand and adopt the methods used to assess their learning. However, the following sections will shed lights on some definitions, purposes, roles, types... and techniques of assessment.

What is Assessment?

Assessment in education is vital, for the purpose of improving learning; teachers are responsible for a large amount of what happens in the classroom. It is important to build a good rapport between teaching and learning in order

for learning to take place effectively. This needs using various kind of techniques assessment for learning to raise students' achievements on consistent tests and support the development of learning (see Gardner 2012, Tanner& Jones 2006, Black et al. 2004). Garden (2012: 3) argues that "assessment for learning is now accepted, in some cases rather unreflectively; as a force for good".

Hosseinia and Azarnooshb (2014) point out that assessment is an integral part of learning and teaching in educational filed which takes various forms according to the purpose and its use. The assessment can be used for diagnosis, progress and grading student's performance.

Khonbia and Sadeghi (2013) a distinction is made by Brown (2004), between testing and assessing in that tests are formal procedures, usually administered within strict time limitations, to sample the performance of a test-taker in a specified domain. Assessment, however, is in general, an ongoing process, i.e. not limited to just one administration like the final achievement or summative tests at the end of the term, and it is wider in scope than formal tests in that it can measure learner's learning along quite diverse ways; for instance, when a learner offers a comment or responds to a question, the teacher subconsciously makes an estimate.

According to Havnes and McDrwell (2008) assessment has become an essential part of teaching which concentrates on what teachers teach and what students learn as well as how teachers teach and how students learn. Moreover, an assessment is not considered as an end-point judgment to obtain a certification and selection of participation but a tool for learning and technique to enhance students' performance (11).

Assessment can be described as “the *key* driver for learning. It enables the certification of learning and can facilitate learning in its own right” (Oliver & Conole, 2007: 145).

Broadfoot (2007:4) used Harlen’s (1994) definition which describes assessment as “the process of firstly gathering evidence and secondly interpreting that evidence in the light of some defined criterion in order to form a judgment”. This definition pointed out that assessment is a process which needs time and goes through many stages and steps in order to come up with complete judgment. Many researchers such as Wiliam (2011); Weeden et al. (2002) say that assessment is different from evaluation in that the former focuses on learning and teaching by providing information for improving learning and teaching, while evaluation is a judgment which focuses on grades and what is been learned. This indicates that assessment can be carried out even without using grades as many researchers are against and with using grades for improving learning when assessing students (Sadler, 1989; Black & Wiliam, 2010). Therefore, it is necessary that teachers know how outcomes are measured; they need to know how to deal with what is learned and how it is learned. Gipps & Stobart (1993:25) state that “Teachers know, and are trained to know, a good deal about grading. They are not trained to know, much about assessment”.

It was argued that assessment has a crucial role to play in improving students’ performance and teachers need to plan the learning environment and activities. Garden (2012: 126) adds that, “Students need to engage in the assessment of their learning and teachers need to challenge and support these students to enable them to reach the next stage in their learning progress”.

Teachers need to be aware of the process of learning; they need to have a clear understanding of what they are learning

and how they might learn most effectively beside how they might judge progress. This indicates that it is very important to be as precise as possible to design an assessment which fulfils the person's particular needs in learning programme (see Havnes and McDowell 2008).

Therefore, it is important and crucial to investigate how teachers assess their students and to what extent their techniques vary according to TESTS or EXAMS and the new notion of assessing such as PEER and SELF-ASSESSMENT.

Types of Assessment

Researchers have pointed out many types of assessment, but the majority of them emphasized the following which are the most popular (see Ecclestone 2003, 2005; Havnes and McDowell 2008)

- Formative assessment is used to know the learner's strengths and weaknesses through target subject. It is a kind of diagnosing in what s/he needs. Formative assessment is used to assess learner's own work or that of their friends in which is known as self-assessment and peer assessment in order to provide formative feedback.
- Summative assessment is carried out to provide accountable confirmation of learners' achievements which is associated with grades to plan for the next stage of learning. Summative assessment is always formal and used for groups such as admissions tutors, employers.

Formative assessment "involves using assessment information to feedback into the teaching/learning process" (Gipps 1994: 105). According to Sadler (1989: 119) Formative assessment is "concerned with how judgments about the quality of student responses (performances, pieces, or works) can be used to shape and improve the student's competence by short-circuiting the randomness and inefficiency of trial-and-error learning". Furthermore, Noyce & Hickey (2011: 145) point of view is that formative assessment "can help teachers to tailor their instruction to student's learning needs by identifying the

gap between current levels of student understanding and desired learning goals”.

Formative assessment is considered to play a great role in helping to improve learning besides, fulfilling the students' needs. In addition, formative assessment can be an important part of the instruction that help students to discover their strengths and weaknesses and aid teachers and learners to inform future instruction. It was conducted by Wylie et al. (2012: 23) that “Formative assessment can be used to determine student needs, monitor student progress, and modify instruction as necessary”. This is supported by Clarke (2005: 8) who maintained that formative assessment has a special purpose in education which differentiates it from the summative assessment that is, its impact and concentration on deepening and furthering the learning rather than simply measuring it. While, Taras (2008: 173) illustrates that people misunderstand the relationship between summative and formative assessment process which result in falsification that led to misinterpretation of both assessment processes. Gardner (2012: 53) mentioned that both Formative and summative assessment use some form of criteria for measurement but although formative and summative assessments have a valuable role for supporting students, formative assessment impact on students is still weak.

Taras (2005: 471) suggested that there is no difference between formative and summative assessment in terms of the process they are both linked to each other although formative assessment can refer to the process and product. Therefore, she insists that summative assessment must come first to determine the value of the work before giving the feedback. On the other hand, we notice that Sadler (1989) differentiates between summative and formative in terms of purpose. Summative is different from formative assessment in that the

former is concerned with summing up the level of achievement that students gain, and its function is mainly headed towards reporting at the end of a programme or a course for the purpose of certification (ibid).

Summative Assessment

Leung (2002: 82) states “Traditionally, summative assessment has been understood as a measure of student achievement at some end point: at the end of a teaching unit, term, half term, or school year in relation to curricular or individual targets”. Summative assessment as described by Sadler (1989: 119) “contrasts with formative assessment in that it is concerned with summing up or summarizing the achievement status of a student, and is geared towards reporting at the end of a course of study especially for purposes of certification”. He explained that the difference between formative and summative assessment is in their purpose, also the later does not have an instant influence on learning. In addition, it is naturally formal and known in written record which is generally considered to be undertaken at the end of a course or a programme.

Moreover, summative assessment has been defined by Taras (2005: 468) as the procedure of a judgment which summarises all the evidence that leads to an end point of this judgment and its functions do not affect this procedure, she argued that it precedes formative assessment which provides support for learning through feedback. However, summative assessment can function more than one purpose which does not affect the process of it (ibid).

More to the point Avis et al. (2010: 169) state that summative assessment is used “to determine whether students have acquired the skills, knowledge, behaviour or understanding that course of study aims to provide. It gives an overall picture of performance within a complete unit of learning”. They argue that it can be also formative when it provides ‘feed

forward'. In addition summative assessment is formal and carried out at the end of a course or a module (ibid).

Harmer (2003: 379) also, made a distinction between summative and formative assessments he considered that the former as a measurement, tests or big exams which many students sit for normally take place at the end of a year, whereas, formative assessment relates to the feedback that teachers give during a course which may help students to enhance their performance. Furthermore, formative assessment means that there is a chance for teachers and students to improve and change. However, this form of assessment has been criticised by (Boud 1995: 3) for its examination of only insignificant aspects of subject and for its encouragement of rote teaching because the primary tools of assessing students learning are traditional methods which can represent feelings of anxiety and push students to concern about how to achieve good grades and how to pass examinations.

An empirical evidence about the negative impact of summative assessment forms can be seen in a study carried out by Choi (2008: 39) on the perceptions of students in Korea about the impact of standardized tests on EFL education in Korea. A hundred Korean students and forty teachers participated in this survey. The findings of this investigation revealed that most of the teachers and students were not happy with this kind of tests as it had negative effects on their learning, further they explained that such examinations do not help in improving learning and they do not evaluate students' proficiency of English. Therefore, it can be argued that this investigation pointed out the failure of preparing students for this form of tests in developing students' ability to achieve communicative competence.

Although according to Gardner (2012) the term formative and summative assessment are used by many researchers as different kinds of assessment or different methods for collecting information, he considered that the only distinction

between them is how people use this information. Hence, he argued that many researchers preferred to use the term ‘assessment for learning’ and ‘assessment of learning’ instead of formative and summative assessment. It can be concluded by arguing that the important element of formative assessment which make a difference from summative is the need for student involvement, also the information collected on students should be communicated to them to take the responsibility of their learning in order to achieve improvement (see Black & Wiliam 2010).

Evaluation

Evaluation means monitoring student understanding through formal and informal measures. Shirran (2006: 40) stated that “evaluation is completely inappropriate for grading student work assigned by the teacher in the classroom”. Assessment tends to explore the weaknesses of students area that needed to be improved and how to treat it rather than judging and evaluating for other purposes. According to Aqila (2003: 153) “evaluation is essential to measure the achievement of a student and to assess the suitability, of course, being offered”. It has also been argued by the same writer that “the educational evaluation is the estimation of growth and progress of pupil towards objectives and values in the curriculum” (ibid). Many researchers such as Lambert & David (2000: 85) argue that evaluation is different from assessment, evaluation is “the collection and interpretation of information about aspects of the curriculum (including learners, teachers, materials, learning arrangements, etc.) for decision-making purposes”. Whereas, the assessment is the techniques and procedures for collecting the information (ibid).

Self-assessment

Self-assessment, in general, is often used to refer to judgements made by learners about their own proficiency.

Self-assessment as Hedge (2000: 94) puts it is “a particular type of meta-cognitive strategy which deserves special attention. It aims to help students develop those characteristics of the ‘good language learner’ which involve the ability to assess their own performance and the ability to be self-critical”. Taras (2001: 606-07) used Bound’s definition (1991) which is considered to be appropriate for all forms of self-assessment. He described self-assessment as “the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards”.

It was argued that learning can be developed through encouraging students to take possession of their own learning through self-assessment so that they train how to take responsibility in the learning process and be an independent learner. Therefore, students need to be aware of the importance of self-assessment in motivating and encouraging them to take part in the learning process and avoid acknowledging grades. Many researchers believe that self-assessment can be an effective method that help students to be self-reflected. Broadfoot (2007: 135) claims that “students involved in self-assessment are more likely to wish to continue their learning and to know how to do so; to monitor their own performance without constant reference to the teacher and to take full responsibility for their actions and judgments”.

Functions of Assessment

Although many educationalists such as (Broafoot 2007, Black et al. 2004, Black &Wiliam 2010, Weeden et al. 2002, Taras 2012) agree that assessment is crucial for learning and the feedback can be a process that pushes students to more progress in learning, they argue that assessment is still not used in a proper way. People disagree about the role of assessment, how it is used beside how we can identify it. In this respect, Taras (2012) emphasized that assessments are essential for teaching and learning, but the problem is how

people use them. She explained that people can control the process and the criteria of an assessment, but they cannot govern the functions of assessment because she believes that functions are considered to be linked with some social educational political aspects.

This is also confirmed by Brown (2004: 4) who stated that “Assessment is a popular and sometimes misunderstood term in current educational practice”. It can be understood that if functions of assessment are considered to be influenced by social educational aspects. So, this can have a great impact on teachers when they construct their assessments as a result, they may misuse the assessment techniques.

According to Tanner & Jones (2006: 43) “assessments are commonly used to generate grades to monitor or track students’ progress”. This definition emphasized the continuity of assessment process and the criteria of evaluation which show the role of grades in leading students to progress. While Reynolds et al. (2010, 2006: 2-3) say that assessment is “an integral component of the teaching process. Assessment can and should provide information that both enhances instruction and promotes learning”.

The function of assessment as Taras (2005: 468) puts it is to “refer to its intended use or purpose”. This means that teachers sometimes construct their assessment according to the knowledge they consider important without consideration of specific rules as Scrivener (2011) assessment definition which considered that assessment is making a judgment which may be affected by some other roles such as social misuse.

Characteristics of Good Assessments

It is important to shed lights on the vital qualities which should associate any good assessment. For assessment to be effective and beneficial it should be valid and reliable. Teachers are required to be aware of these qualities and they should apply them on their assessment. A valid assessment should be reliable. Validity and reliability are much related to each other

Scales (2008). It has been argued that the assessment to be valid it should measure what it supposed to measure. The test designer should first determine what it needed to be measured before considering if the test is valid or not. Therefore, it is important to specify what the test is designed to assess beside how well does it obtain what it is designed for. There are many other types of validation which should be applied to any assessment instrument, Scales (2008: 184) mentioned 'Face validity' which concerned with how clear the assessment instrument instructions should be to the testers, administrators and educators. It is the primary impression of what an assessment technique measures. In this respect, Hughes (2002: 27) also gives an example by saying that an assessment which measures pronunciation ability and does not require students to speak might be considered to lack face validity, which might in turn result in misunderstanding by students and affect their assessment performance. Further, Hughes considered that face validity is not the only criterion of assessment validation.

According to Scales (2008) both validity and reliability are related to each other. In reliability there is more focus on the accuracy and stability of the assessment scores, similar results should be produced on different time and circumstances with similar learners and groups. In this case, it could be said that this assessment is reliable. "One way in which we can ensure reliability is by a process of moderation or cross-marking based on all assessors using the same standards and criteria" (184).

Summary and Conclusion

It can be understood that assessment plays an essential role in pushing students' learning forward, and also it can be employed to make learners more motivated when it is used in the right manner. Assessment, as it can be noticed in the light of literature review above has several functions which serve as an important part of the learning process. This is confirmed by (Taras 2001; Hedge 2000; Orpwood 2001; Gardner 2012) who

ensured that assessment is not only a mandatory requirement of awarding and validating bodies for whose qualifications you are preparing students, but you will need to assess in order to maintain a record of students' progress and to assist them in planning their own learning. It is also clear that assessment as emphasised by Gardner (2012: 3) "is now accepted, in some cases rather unreflectively; as a force for good". Since assessment is considered an essential process for successful teaching and a powerful tool in student learning, therefore, teachers are required to imply many efficient valid and reliable types of assessment techniques in order for learning to take place effectively. EFL teachers should be familiar understand of the philosophy of using different forms of assessment techniques in order to apply them at classroom. Assessment is not a student punishment but it is a tool which encourages and helps him to learn and master a language. Self-assessment and peer assessment can also be used to allow students develop their learning because peer assessment involves arranging students in groups to carry out assessment tasks through commenting or making judgements upon each other's work and through discussion activities which help students to interact and discuss their progress with each other. Besides, students are considered more likely to accept and follow the advice received from their peers than from a teacher and they are easier to be motivated by their colleagues than by academics.

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