



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Dr. Moulay Tahar University, Saida
Faculty of Letters, Languages and Arts
Department of English Language and Literature



**The Effectiveness of Classroom Assessment and Evaluation in the
Educational System. Case Study of Damardji Youcef Secondary
School at Saida City**

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in
Didactics.

Presented by:

Miss. ADLI Samiha

Supervised by:

Dr. L. SELLAM

Board of Examiners

Dr. K. NASRI	(MCB) Chair Person	University of Saida
Dr. L. SELLAM	(MCA) Supervisor	University of Saida
Dr. M. BOUCHEFRA	(MCB) Examiner	University of Saida

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 11/08/2022

Name: ADLI Samiha

Signature:

Dedication

First and foremost, my deep gratitude goes to my parents who were by my side all the time supporting me.

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As I dedicate this work to those who left their schools because of their bad conditions.

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Abstract

Assessment and evaluation are integral part of the educational system since they determine the level of the learners and their capacities. However, most of the teachers do not know how to drive these processes correctly to ensure good outcomes from the part of their learners. In this regard, the following investigation, which was conducted at Damardji Youcef secondary school, has three aims. First it aims to devulge if the tutors implement the formative assessment in their classes or not. Second, it aims to know if this formative assessment contribute in assisting the learners to prepare for their summative assessment and finally, it targets to know how effective is these two processes in the educational system. To achieve the mentioned aims, the researcher has opted for a mixed-method approach, in which, a teachers questionnaire and a classroom observation were incorporated. Findings reveal that most of the teachers rely on the use of formative assessment because of their awareness about its fundamental role in paving the way to the learners to get satisfactory outcomes. Moreover, the processes of assessment and evaluation help the teacher to spot the learners weaknesses so that to fix them, as they increase the quality of education. At the end of this research, some recommendations were addressed to instructors and future teachers to promote reforms regarding secondary school teaching.

Key words: Assessment, evaluation, formative assessment, learners, outcomes, processes, weaknesses

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List of Abbreviations

A: Assessment

BAC: Baccalaureate examination

BEM: Brevet d'Enseignement Moyen

E: Evaluation

EFL: English as a foreign language

CA: Communicative approach

CBA: Competency based approach

GTM: Grammar translation method

FA: Formative assessment

TBL: Task-based learning approach

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General Introduction

Assessment and evaluation are critical components of English language education. It is hard to tell whether students have understood what they have learned, whether teaching has been effective, and how to effectively address student learning needs without an effective evaluation and assessment procedure. The effectiveness of assessment and evaluation in the educational process has a strong and well-established relationship with student performance. These two processes need careful preparation and execution in order to assist the learning process and guide instruction. All assessments and evaluations of student success need to be based on the provincial curriculum outcomes.

The processes of assessment and evaluation cannot be planned at random, in which, they have to be conducted based on the students' , needs, prior knowledge and what have been taught in order to see whether the lectures which were tackled are well grasped and received by the pupils or not.

When it comes to formative assessment, which monitors student learning to give continuing feedback that instructors and students may utilize to enhance their teaching and learning, some teachers do not give it much importance as they sometimes skip directly to the summative assessment without testing the learners' knowledge through in-class tasks or quizz ect, the thing that leads the learners to get unacceptable outcomes in their final exams.

In the light of the above, this research -which is conducted with Damardji Youcef secondary school pupils at Saida city - has three aims. First, it is an attempt to discover if the teachers use the formative assessment in their classes to test their learners' skills or not. Second, it targets to see if this formative assessment contributes in preparing the students for their evaluation. Finally, it seeks to explore the effectiveness of the classroom assessment and evaluation in the educational system.

This research is significant in the field of teaching English as a foreign language TEFL . This topic is interesting to be undertaken since it is met every year in the educational career of the learners as it endeavors to investigate the use of formative assessment by the teachers to develop the students' skills.

To achieve the aforementioned aims, two research questions are raised as follow :

1. Do teachers use formative assessment to assess their learners' skills in the classroom ?

2.How can formative assessment contribute in preparing the pupils for their summative evaluation ?

3.To what extent is the adoption of assessment and evaluation effective in the educational system ?

To answer these questions, the following hypotheses are formulated :

1. Most of teachers generally use quizzes, in-class tasks, assignments..ect as an assessment to help the learners to improve their learning process

2. Formative assessment helps the learners to identify their strengths and weaknesses which would assist them to make a good performance in their final exams.

3.The use of assessment and evaluation in the classroom contributes in the improvement of the students level and thus, to the improvement of the quality of education.

Concerning the methodology used to gather data, the researcher has relied on a mixed-method approach, where a classroom observation and a teachers questionnaire were chosen. This means that data were analyzed quantitatively and qualitatively. The observation which is the first tool was conducted at Damardji Youcef Secondary School in Saida city during the second trimester of the academic year 2021/2022. The researcher chose to conduct an overt observation with third-year students from several streams. Three sessions were held with eighteen students from the foreign language stream. Four sessions were held with two groups of the same scientific stream classroom, which was divided due to the covid-19 pandemic; thus, the observation was carried out four times with the first group, which included twenty-four students, and four times with the other group, which included twenty-three students. Finally, two sessions were held with another class of twenty-five students, which also belongs to the scientific stream.In what concerns the second research tool, a semi-structured questionnaire is delivered online to 31 secondary school teachers. It was composed of closed-ended and open-ended questions. The questionnaire took two weeks. It was divided into three sections. The first section was general,the second section is entitled Teaching and Assessment .It comprises seven questions, and the third section which is entitled Teaching and Evaluation consists of three questions.

The dissertation is divided into three chapters.The first chapter is about reviewing previous studies and evidences. The chapter is split into three sections; section one deals with

the aspects related to assessments. It introduces its definition and its types. The section also presents the importance of assessment and its purpose. Section two deals with evaluation. It introduces first its definition as well as its principles. Then, the section presents the characteristics of the evaluation. The last section presents the differences between evaluation and assessment, the impact of these two on the students' outcomes along the effectiveness of assessment and evaluation in the educational system. Concerning chapter two, It aims to give a thorough description of the research methodology used to analyze to know how effective are the processes of assessment and evaluation in the educational system. First, the chapter targets to describe the sample population who contributes to fulfill this research. Besides, it presents the research tools that have been followed to accomplish this academic undertaking. Finally, the chapter illustrates the limitations that obstruct the researcher during her research journey. Finally, chapter three is divided into two sections. The first section's aim is analytical, it is intended to analyze and interpret the data collected from the classroom observation and the teachers' questionnaire. The second section is suggestive, it aims to provide some recommendations for the teachers about the way of implementing both assessment and evaluation in their classes.

Any researcher confronts a lot of hindrances while conducting an investigation, in which, the research journey is full of thorns. For this reason, the limitation that the researcher faced in this research are the investigator's health condition which was bad along the non-collaboration of the teachers in answering the questionnaire addressed to them.

Chapter One: Literature Review

1.1. Introduction

This chapter is the theoretical part of the dissertation. It tackles the main issues related to the two processes of assessment and evaluation. The chapter is divided into three sections; section one deals with the aspects related to assessments. It introduces its definition and its types. The section also presents the importance of assessment and its purpose.

Section two deals with evaluation. It introduces first its definition as well as its principles. Then, the section presents the characteristics of the evaluation. The last section presents the differences between evaluation and assessment, the impact of these two on the students' outcomes along the effectiveness of assessment and evaluation in the educational system.

Section One: Assessment

1.2. Definition of Assessment

Assessment has been a topic of investigation for many scholars. Thus, many definitions have been suggested. For instance, assessment, according to Walvoord (2010), is the systematic collecting of information on student learning, using the time, knowledge, skills, and resources available, to guide decisions that impact student learning. It suggests that assessment is a structured method with specific objectives for gathering data on how learners gain information and improve their abilities, i.e. how well students achieve the objectives and what factors impact their learning. Brown (2003) defined it as "a process of gathering data about students' abilities to perform the learning task" (p.4). He added that a similar collection of measurements used to identify a complicated attribute of an individual or group of persons is referred to as assessment (1990). This entails acquiring and evaluating data regarding students' levels of achievement of learning objectives.

The concept of 'assessment' is frequently used interchangeably with 'evaluation' and 'testing.' Hence, to dispel any confusion about the three words, this research endeavors to clarify each of them by explaining each of these processes. Assessment is a constant process of defining, gathering, and analyzing data about students. It is carried out to provide feedback to better the learning process. Evaluation, on the other hand, "...is used to refer to the act of making judgments about quality and effectiveness" is used by the teacher to provide evidence upon which sound evaluative judgments can be based (Capel, et al., 2006, p.247). According to the preceding definition, evaluation is the act of monitoring and studying

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learners' outcomes to judge and determine their performance based on particular criteria. However, testing is a strategy used by teachers in evaluation and assessment to obtain data on students' work and comprehension of a certain activity (Brown (1994) as cited in Palomba & Banta (1999)).

1.3.Types of Assessment

These types of assessment; are diagnostic, formative, and summative assessment.

1.3.1.Diagnostic Assessment

Diagnostic assessment assists teachers in identifying their student's prior knowledge of a topic, their skill sets, and capacities, and clarifying misconceptions before teaching. Knowing the students' strengths and shortcomings allows the tutor to better plan what and how to teach. It consists of pre-tests (on content and abilities), self-assessments (identifying skills and competencies), discussion board responses (on content-specific prompts), or interviews (brief, private, 10-minute interviews of each student).

1.3.2.Formative Assessment

Formative assessment has traditionally been seen as an essential component of all educational programs and is commonly used to measure learners' progress. Many scholars have sought, each from their point of view, to define the term FA. McManus (2008) defined FA as a process used by teachers and students during instructions which provides feedback to modify ongoing teaching and learning process to increase students' outcomes. This means that FA is a process that occurs during the course and is used by both instructors and students to assist the learning process in general and to build learners' talents and skills in particular.

On the other hand, Simonson & Smaldino, and Zvacek (2014), viewed formative assessments as actions that contribute to the improvement of education. For example, if an instructor rewrites assignment instructions after discovering that numerous students misunderstood the task, this is an example of formative assessment. This is a relatively narrow definition, particularly because it is not always evident at the beginning of an assessment activity that would produce feedback suggesting that change is required. Many curriculum designers employ a broader definition of formative evaluation that includes any assessment that gives information on a learner's progress toward mastery of the objectives. In

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this manner, feedback enables the student to shape his or her efforts toward achieving the objective and the teacher to give tailored support when necessary.

Formative assessment benefits both instructors' professional development and student learning by incorporating professional development methods into lesson planning (Koh, Lim, & Habib, 2010). Moreover, formative assessment is used to assist students' learning processes and enhance students' learning outcomes (Van der Kleij, Vermeulen, Schildkamp, & Eggen, 2015). That is to say, the formative assessment paves the way for the learners to deal well with their summative assessment. In other terms, the good implementation of quality formative assessment improves students participation in learning as well as exam performance (Weldmeskel and Dreyer, 2016).

The fundamental goal of formative assessment is to identify opportunities for improvement. These assessments are usually not graded and serve as a barometer for students' learning progress as well as determining teacher efficacy (implementing appropriate methods and activities). It consists of :

- Observations during in-class activities; of students' non-verbal feedback during lectures.
- Homework exercises as a review for exams and class discussions).
- Reflections journals that are reviewed periodically during the semester.
- Question and answer sessions, both formal planned and informal spontaneous.
- Conferences between the instructor and student at various points in the semester.
- In-class activities where students informally present their results.
- Student feedback was collected by periodically answering a specific questions about the instruction and their self-evaluation of performance and progress.

1.3.3. Summative Assessment

Summative assessment is a sort of assessment that takes place at the end of a course, learning unit, or semester. Summative assessment is used to examine pupils' knowledge by assigning them marks and grades to see them. This sort of assessment does not strive to raise pupils' levels or overcome their problems; rather, it only provides them with scores and measures (Iron, 2008; Torrance and Pryor, 2002). Formal assessment is a component of summative assessment. Exercises or processes that are systematic provide students and teachers with an assessment of students' achievement.

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Although summative assessment may be useful when used correctly, their abuse has contributed to a general suspicion of how test scores are utilized, a lack of confidence in their impartiality, and skepticism that such examinations can genuinely measure anything of consequence. According to research, high-stakes assessments can be demotivating for many students (Harlen & Deakin Crick, 2003), resulting in an increasing gap between high and low achievers, a greater emphasis on extrinsic versus intrinsic rewards, and lower levels of persistence when tasks are perceived to be difficult. Not all summative assessments have such negative results, but the necessity of correctly delivering and analyzing such tests cannot be overstated (Simonson & Smaldino and Zvacek, 2014).

Summative assessment consists of :

- Examinations (major, high-stakes exams).
- Final examination (a truly summative assessment).
- Term papers (drafts submitted throughout the semester would be a formative assessment).
- Projects (project phases submitted at various completion points could be formatively assessed).
- Portfolios (could also be assessed during their development as a formative assessment).
- Performances.
- Student evaluation of the course (teaching effectiveness).
- Instructor self-evaluation.

1.4. The Importance of Assessment

First and foremost, assessment is critical because it motivates pupils to study (Brown 1990). Whether we like it or not, most students concentrate their efforts on the best or most efficient method to pass their 'tests.' Based on this understanding, we may employ assessment procedures to influence the types of learning that occur. Assessment procedures that emphasize recollection of knowledge, for example, are likely to encourage superficial learning. However, if we adopt assessment procedures that require critical thinking or creative problem solving, we are more likely to see improved student performance or success.

Furthermore, proper assessment can help students become more successful self-directed learners (Darling-Hammond, 2006). As previously stated, one objective of the assessment is to

motivate and drive learning. Well-designed assessment procedures also play an important role in educational decision-making and are an essential component of continuous quality improvement activities at the lesson, course, and/or curriculum levels (Yambi,2020).

Moreover, assessment determines whether or not educational goals are accomplished. It influences grade, placement, progression, instructional requirements, curriculum, and, in certain situations, financing decisions. Assessment motivates the teachers to explore difficult questions such as, "Are we teaching what we think we are teaching?" "Do pupils understand what they are meant to understand?" "Is there a method to improve the subject's teaching and hence promote better learning?".

1.5. The purpose of the Assessment

According to Dr.Boukhedimi and Mrs.Yerboub (2020), there are many purposes for assessment :

1.5.1. Placing Students in Learning Groups

This assessment occurs before the start of training and is typically in the form of a competence exam. This is because, at most institutions, the primary criterion for classifying learners is their existing language proficiency.

1.5.2. Providing Feedback on Learners Strengths and Weaknesses

This is strongly connected to course planning placement. This type of assessment can be done before the start of instruction, or it can be done informally throughout instruction as the instructor watches pupils see what is working well and what is not. This is referred to as diagnostic assessment, and it must cover certain components of language used to be diagnosed, such as the four skills (listening, speaking, reading, and writing), language systems (pronunciation, vocabulary, and grammar), or functional aspects of language use.

1.5.3. Providing Progress Feedback

This assessment is not intended to offer learners certification, but rather to provide a "snapshot" of what they are doing well and where they need to improve. This assessment can be done informally by observation and comments, or officially with a pen and paper test.

1.5.4.Encouraging Learners to Take Responsibility for Their Learning

This may be accomplished by self-assessment, which can be done informally, such as at the end of a task, when students are asked how well they performed on the work, or officially when students are given self-assessment checklists.

1.5.5.Providing Records of Achievement/Attainment

This is frequently accomplished through summative assessment. One of the dangers of achievement tests, particularly high stakes tests (where the assessment often determines whether a student gets into university or not), is that teachers will tend to teach to the final test rather than the course goals and objectives, turning the courses into an extended test-preparation exercise.

1.5.6.Providing Information for Accountability Purposes

Assessment data are utilized for accountability when they are used to give proof of value for money or efficiency. This is a goal that can make instructors uncomfortable, but it is critical for an institution's long-term health and, in certain situations, survival.

Section Two: Evaluation

1.6.Definition of Evaluation

Evaluation is the process of making an overall judgment about one's work or the work of an entire school. Because it focuses on the overall, or summative, experience, evaluation is typically a broader concept than assessment (Boukhedimi & Yerboub, 2020).

Evaluating a process is measuring or observing it to judge or decide its worth by comparing it to others or some form of standards (Weir & Roberts, 1994). Evaluation is mostly concerned with grades. It is rather a final process that is determined to comprehend the procedure's quality. Grades largely define the process's quality. Such an evaluation might take the form of a graded paper. This sort of paper will test each student's knowledge. So, with the grades in hand, the officials arrive to gauge the program's quality.

On top of that, evaluation is the process of comparing a student's achievement to that of other students or a set of criteria (Howard & Donaghue 2015). It refers to the evaluation of evidence in light of value standards as well as the specific conditions and goals that the group of people is attempting to achieve. Evaluation denotes a broader sense of measuring than is

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represented by traditional exams and examinations. The emphasis of evaluation is on broad personality development and the educational program's key objectives (Howard & Donaghue 2015). According to Kizlik (2010), evaluation may and should be used as continuous management and learning tool to promote learning, and it consists of five key components:

- Explaining the educational system's aim.
- Identifying and gathering pertinent information.
- Possessing concepts that are important and applicable to learners' lives and vocations.
- Analyzing and analyzing data for students.
- Classroom management or decision-making.

1.7.Principles of Evaluation

The following are some basics to take into consideration for a classroom, as summarized by (Weir & Roberts, 1994; Howard & Donaghue 2015; Kellaghan & Stufflebean 2003) :

- Effective evaluation is a never-ending process. It is a method of measuring learning across time rather than evaluating the outcome of learning. Learning and evaluating are never finished; they are always expanding and improving.
- To give the most accurate assessment of students' learning and progress, many evaluative techniques are required. Relying on one sort of tool over another deprives students of vital learning opportunities and deprives the teacher of standards that assist both students and the whole program to flourish.
- Teachers and students must work together to evaluate each other. Students must be able to participate actively in evaluation to build individual responsibilities for growth and self-monitoring.
- The evaluation must be genuine. It must be based on the natural actions and processes that pupils engage in both in and out of the classroom. Using just standardized testing techniques, for example, may give the message to children that learning is simply a hunt for "correct answers."

1.8.Major Characteristics of Evaluation

The following are the main characteristics of evaluation :

1.8.1.Comprehensive Process

Evaluation is a multifaceted process. It evaluates not just the cognitive aspect, as is done in essay-type examinations, but also the changes that occur in emotive and conative elements. It encompasses all risks that occur in all elements such as physical, mental, social, and moral. As a result, evaluation is a thorough approach to testing students. It consists of both measurement and evaluation.

1.8.2.Continuous Process

Evaluation is a continuous activity that is inextricably linked to the learning objectives. Desirable learning experiences are established in the child by educational objectives, and daily behavioral changes are documented. Based on this record, students are ranked and promoted to the next higher class.

1.8.3.Descriptive Process

Evaluation is a dubbing process. In this, is given the progress which happens in all the aspects of the pupils.

1.8.4.Decisive Process

Evaluation is a critical procedure. Following this, it is determined whether any object or process is useful or not, to what extent the teaching is successful with the determined educational objectives, whether the learning experiences provided to the students in the class are effective or not, and how far the teaching objectives have been met. If this goal is not met, perhaps remedial education or teaching tactics should be updated. Thus, assessment assesses educational accomplishments. It also helps to enhance the teaching process.

1.8.5.Cooperative Process

Evaluation is a collaborative effort. The learner is the cause of his or her advancement. He receives the marks based on what he writes in his answer booklets. During an evaluation,

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the relevant material is gathered by enlisting the assistance of various sources, including teachers, students, and parents. Then his progress is evaluated.

Section Three: Between Assessment and Evaluation

1.9. Assessment vs Evaluation

Some students -and even novice teachers- think that assessment and evaluation are identical processes with which no differences. Indeed, a huge list of differences exists when talking about these two processes, they can be cited as follow :

- An assessment is a systematic means of assessing a person's abilities, whereas an evaluation is an objective judgment of a person's skills and values based on well-defined criteria. As previously stated, an evaluation is one step removed from standardized testing.
- During an assessment, the teacher focuses on an individual's strengths and flaws while also attempting to give feedback that improves the indication. An evaluation, on the other hand, critically evaluates a topic and then awards a grade or other sort of formal outcome depending on how well the performer
- A good evaluation method is legitimate, dependable, and useful. Validity implies that the topic must be measured using well-defined criteria that are customized to the subject. The term "reliability" refers to the process's consistency, and "practicality" refers to each evaluation being feasible and possible within its context of use. On the other hand, one of the most crucial aspects of an assessment is that it is a continuous process. This implies that the teacher employs various instruments to gauge the individual's talents and level of knowledge at various stages throughout the learning process. Furthermore, assessments are collaborative, consistent, trustworthy, and context-specific.

The following figure demonstrates another difference in the processes of A and E :

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Distinguishing points between these two words are as follow		
BASIS FOR COMPARISON	ASSESSMENT	EVALUATION
Meaning	Assessment is a process of collecting, reviewing and using data, for the purpose of improvement in the current performance.	Evaluation is described as an act of passing <u>judgement</u> on the basis of set of standards.
Nature	Diagnostic	<u>Judgemental</u>
What it does?	Provides feedback on performance and areas of improvement.	Determines the extent to which objectives are achieved.
Purpose	Formative	Summative
Orientation	Process Oriented	Product Oriented
Feedback	Based on observation and positive & negative points.	Based on the level of quality as per set standard.
Relationship between parties	Reflective	Prescriptive
Criteria	Set by both the parties jointly.	Set by the evaluator.
Measurement Standards	Absolute	Comparative

*Figure1.1.*Differences between assessment and evaluation (adopted from Jabbar, 2018)

According to Yambi (2020), the above figure means that :

- Assessment is diagnostic of specified areas for improvement. Evaluation, on the other hand, is judgmental since it seeks to provide an overall grade.
- The assessment includes comments on performance as well as suggestions for future improvement. In contrast, evaluation determines whether or not the standards are reached.
- The objective of the assessment is formative, i.e. to improve quality, whereas the purpose of an evaluation is summative, i.e. to judge quality.
- Assessment is concerned with the process, whereas evaluation is concerned with the output.
- The feedback in an assessment is based on observation and positive and negative aspects. In contrast to evaluation, where feedback is based on the degree of quality as defined by a standard.

- The interaction between assessor and assessee in an assessment is reflective, which means that the criteria are determined internally. The evaluator and evaluatee, on the other hand, have a prescriptive relationship in which the norms are imposed externally.
- The assessment criteria are collaboratively established by both parties. In contrast to evaluation, where the evaluator establishes the criteria.

1.10.The Impact of E-Learning on The Students Achievements

According to Keshavarz et al (2013), E-learning has a helpful and positive influence on the academic performance of the learners. In their research at Khaje Nasir Toosi University's E-learning center, Zarie Zavaraki and Rezaei (2011) revealed that using an E-portfolio significantly improved learners' behavior, mood, inspiration, encouragement, and educational achievement.

On the one hand, Mahmoodi et al. (2015) explored that introducing E-learning into the teaching/learning process improves learners' ability to learn as well as their potential to innovate. Zare et al. (2015) revealed that learners who were trained utilizing mixed media approaches remembered and learned more than those who were taught using traditional methods.

1.11.The Effectiveness of Assessment and Evaluation in The Educational System

According to Graham Nuthall (2007), in most of the classrooms that have been investigated, each student already understands roughly 40-50% of what the instructor is teaching. The purpose of data-driven education is to teach pupils what they don't know in a way that they will react to. To that aim, educators and administrators recognize that pupils must be assessed and outcomes evaluated regularly. Scheduled evaluations are vital in the process, but teachers must be prepared to re-assess pupils if they see students are bored with the daily session or annoyed by content for which they are unprepared. Teachers may fine-tune instruction to fit the requirements of their students on a daily and weekly basis by using the data of these intermittent formative evaluations.

The basic goal of assessment and evaluation is to help students learn better. Assessment and evaluation information assists teachers in identifying students' issues as well as program flaws. Assessment and evaluation are critical tools for tailoring curriculum and instructional approaches to the requirements of students and measuring the overall performance of

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programs and classroom activities. Assessment is the process of obtaining information from many sources (such as assignments, projects, and a midterm) to correctly represent how well students are meeting curricular requirements. Teachers offer detailed feedback to students as part of the evaluation process to direct their efforts toward development. Besides, All of the assessments are closely related to the learning goals. Assessment data assists teachers in determining students' strengths and shortcomings, as well as their general comprehension of the topic. To test students' past knowledge and skills, all departments used a range of methodologies. Formative and summative assessments are the most often used methods for evaluating students. Additionally, Evaluations provide students with opportunities to speak with the lecturer about their experiences and impressions of the course content and the pedagogical approaches that have been used, providing lecturers with valuable insights into how students have managed the knowledge being taught, as well as the teaching styles and assessments.

Keeping in mind that the ultimate grade breakdown for each course will be as follows: 70% of the grade is based on course assessments, with special weight given to more recent and consistent evidence of accomplishment, and 30% of the grade is based on a final evaluation, in a manner appropriate to the course topic. A complete mark breakdown is shown below. The provincial curriculum standards, as well as the accomplishment level descriptions and categories in the achievement chart, serve as the foundation for assessment and evaluation procedures.

When utilized correctly, these procedures consolidate the strengths and remediate and rectify the deficiencies, and they increase the quality of both teaching and learning. As a result, instructors are well aware that assessment and evaluation increase educational system quality and typically see assessment and evaluation for learning as beneficial tools for understanding and improving students' performance (Abdulla,2019).

1.12. Conclusion

This chapter was the dissertation's theoretical section. It addressed the major concerns of the two procedures of assessment and evaluation. The chapter was broken into three sections, the first of which dealt with assessment issues. It defined it and described the many kinds. The part also discussed the significance of assessment and its aim. The second section was about evaluation. It began with its definition and then moved on to its principles.

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The section next discussed evaluation characteristics. The last section discussed the distinctions between evaluation and assessment, as well as the effects of these two on outcomes and the efficacy of assessment and evaluation in the educational system. The following chapter is going to be purely descriptive.

Chapter Two: Research Methodology

2.1.Introduction

After dealing with the theoretical part of the study, the current chapter is purely descriptive. It aims to give a thorough description of the research methodology used to analyze to know how effective are the processes of assessment and evaluation in the educational system. First, the chapter targets to describe the sample population who contributes to fulfill this research. Besides, it presents the research tools that have been followed to accomplish this academic undertaking. Finally, the chapter illustrates the limitations that obstruct the researcher during her research journey.

2.2.Methodology

According to McCombes (2019), methodology is referred to as the broad aim and justification for your research effort . It entails researching the theories and ideas that drive the methods employed in your sphere in order to produce a strategy that is in line with your goals. For Achari (2014), research methodology is a process for solving a research problem in a methodical manner. It may be defined as a science that studies how scientific research is conducted. In research, the researcher must understand not just the research technique but also which methodologies are relevant and which are not.

Babu(2008), on the other side, explained that the methodology defines the research inquiry and why it is necessary as it defines the research's initial stage, bearings and the potential consequences of the research after it is completed. In this vein, the researcher has opted for mixed methods research that would serve her to answer the two research questions that have been raised before. Moreover, the researcher relies on the use of mixed methods research to collect effective and adequate data that would unravel the confusion on the subject matter. Besides, it helps her to make the research academically more valid.

2.2.1.Mixed Methods Research

Mixed methods research incorporates the use of qualitative and quantitative methodologies. It aims to broaden and deepen knowledge and verification of the topic to be tackled. Researchers who adopt such research argue that utilizing those two approaches gives a full grasp of research questions than using only one method. The combination of quantitative and qualitative methodologies allows for comprehensive use of data, resulting in a better understanding of research problems and complicated phenomena than either approach alone (Fetters & Freshwater, 2015). As a result, its use improves the validity of

Chapter Two : Research Methodology

inferences. However, conducting mixed methods research is difficult and fraught with difficulties (Creswell & Clark, 2011). This is because they necessitate more labor and take longer to implement the quantitative and qualitative components of the study. Furthermore, researchers must build a larger set of abilities that encompass both quantitative and qualitative descriptions, and this is generally challenging.

Mixed methods research necessitates the blending of approaches for data collection, data analysis, and evidence interpretation. The crucial term is 'mixed,' since data linkage or integration at an opportune moment in the research process is a vital element in the mixed methods approach. Purposeful data integration helps researchers to gain a more comprehensive view of their study by examining occurrences from many perspectives and via various research lenses (Shorten & Smith, 2017).

2.2.1.1. Quantitative Research

Quantitative research is the systematic examination of phenomena via the collection of measurable data and the use of statistical, mathematical, or computer methodologies. Quantitative research gathers information from current and future consumers using sampling methods and the distribution of online surveys, polls, and questionnaires.

After carefully analyzing these figures, the investigator may forecast the future of a product or service and make adjustments appropriately. These outcomes are logical, statistical, and rational. Unlike qualitative research, this kind of research relies on numerical language, which means that data are collected in terms of numbers and statistics.

2.2.1.2. Qualitative Research

Bhandari (2020) viewed the qualitative research as gathering and evaluating non-numerical data (such as text, video, or audio) in order to better comprehend concepts, views, or experiences. It can be utilized to gain in-depth insights into a topic or to develop fresh research ideas. Shank (2002) has defined qualitative research as a type of systematic empirical inquiry into meaning (p.5). By systematic, he implies adhering to agreed-upon standards or plans among members of the qualitative research community. He meant by empirical that this sort of research is anchored in the world of experience. Inquiry into meaning implies that researchers attempt to comprehend how others interpret their experiences. Its major objective is the emphasis on the why and how of a phenomenon and not on its numbers.

Table 2.1. Quantitative vs Qualitative Research

Quantitative Methodology	Qualitative Methodology
--------------------------	-------------------------

Chapter Two : Research Methodology

Preference for precise hypotheses stated at the outset	Preference for hypotheses that emerge as study develops.
Much attention to assessing and improving reliability of scores obtained from instruments.	Preference for assuming that reliability of inferences is adequate.
Preference for statistical summary of results.	Preference for narrative summary of results.
Preference for breaking down complex phenomena into specific parts for analysis.	Preference for holistic description of complex phenomena.
Data reduced to numerical scores.	Preference for narrative description.
Preference for precise definitions stated at the outset.	Preference for definitions in context or as study progresses.

Note 2.1. Adopted from (Fraenkel, Hyun, & Wallen, 2012).

Characteristics of Qualitative Research

- ✓ In qualitative research, the natural context is the primary source of data, and the researcher is the primary instrument.
- ✓ Rather than statistics, qualitative data is collected in the form of words or images.
- ✓ Qualitative researchers are interested in both the process and the product.
- ✓ Inductive data analysis is common among qualitative researchers.
- ✓ Qualitative researchers are particularly interested in how individuals make meaning of their experiences.

Ethical Consideration in Qualitative Research

Ethical considerations impact qualitative research just as much as they do any other type of study discussed in this book. Nonetheless, a few topics are worth reiterating due to their significance.

To begin, unless otherwise agreed upon, the identity of all participants in a qualitative study should always be protected; care should be made to ensure that no material gathered might humiliate or hurt them. Participants must be notified if confidentiality cannot be maintained and given the option to withdraw from the research if this is the case.

Second, participants must always be treated with dignity. It is very vital in qualitative investigations to solicit the assistance of all study subjects. Subjects should typically be informed of the researcher's interests and given permission to proceed. Researchers should

never lie to subjects or use a covert recording device or other mechanical instrument to capture talks.

Third, researchers should do everything possible to assure that no one who takes part in the study suffers any bodily or psychological harm. This may sound straightforward, but researchers are occasionally put in difficult situations when they discover that individuals are being hurt unwittingly.

2.3.Sample Population

Bhandri (2020) defined population as a total group about whom you wish to make conclusions. A sample is the precise group from whom you will gather data. The sample size is always smaller than the entire population size. A population in research does not usually relate to humans.

This study has taken place at Damardji Youcef Secondary school at Saida city during the academic year 2021-2022. The participants of this research were EFL teachers and third year pupils of different streams (scientific and foreign languages streams). They were selected randomly to contribute to the accomplishment of this research paper. From this wide range, the researcher has chosen twenty-five (25) teachers and ninety (90) learners to represent the whole population to conduct her research.

As mentioned, the researcher has opted for a simple random sampling since every individual from the population has an equivalent chance at being chosen (Thomas, 2020). Besides, it is a method that imparts a feeling of fairness in the investigation because no earlier data about individuals or things included is joined in the process of data collection (Gaile, 2017).

2.3.1. Description of The Teachers Profile

The researcher has involved twenty-five teachers to answer her questionnaire, the majority were females. These teachers hold different academic certificates in the field of teaching as the majority dealt at least five years with the process of teaching. Hencefore, the researcher asked them for help to benefit her with some aspects related to her subject matter which is about assessment and evaluation.

2.3.2. Description of The Learners Profile

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To fulfil the study, the classroom observation was done with three (03) third year classes which were selected randomly to be a part of this work. Their total number was ninety (90). The first class belongs to the foreign language stream as it consists of eighteen (18) pupils. The second class which belongs to the scientific stream was large, for this reason, it was divided into two groups of 23, 24 pupils in row. Concerning the third class, which belong also to the scientific stream, it consists of 25 pupils.

2.4. Research Tools

No one can deny the fact that the research tools play a spindle rule in any research as it makes it academically more reliable and valid. To this vein, this research relied on two research tools which are a classroom observation and a teachers questionnaire, in which they were chosen to make a sound investigation about the effectiveness of classroom assessment and evaluation in the educational system.

2.4.1. Observation

A qualitative research approach in which the intended respondent/subject is seen and analyzed in their natural/real-world situation is observational research. When other data gathering methods, such as surveys and questionnaires, are ineffective or inadequate, observational research is utilized.

Some research questions would be better answered by observing how things seem or how the sample population behaves (Fraenkel, Hyun, & Wallen, 2012). For example, the researcher of this work could simply question the teachers about the effectiveness of classroom assessment and evaluation in the educational system. Nevertheless, a more precise assessment of these processes would most likely be acquired by observing them during some sessions. In contrast to other quantitative and qualitative research approaches, observational research is typically covert/undeclared. The following are the fundamental differences between covert and overt research methods:

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<i>Point of Difference</i>	<i>Overt research method</i>	<i>Covert research method</i>
Types of research undertaken	Focus groups, In-depth interviews, Experimental research (in a lab/ artificial setting)	Observational research
Subjects' cooperation	Necessary	Not necessary
Operational Flexibility	The researchers typically follow a standard pre-decided checklist for all respondents in order to compare results within respondents	The researchers can change their approach/respondents as needed
Data Objectivity	Data is more objective as respondent are not asked questions and are just observed	Data is less objective as it depends on respondent co-operation and memory
Data Relevance	Research responses might be biased as respondents will portray their 'ideal self' rather than their true self	Research responses will not be biased

Figure 2.2.Overt vs covert observation

2.4.1.1. Observation Data Collection Techniques

- Checklist: By outlining various actions you may see in a certain context, you will be able to focus on what really occurs rather than trying to catch everything that occurs, much of which may be irrelevant to your study. Checklists assist you in gathering data by noticing what sorts of activities are taking place in the setting.
- Event sampling : is the capture of specific events that occur in a social situation, and you would observe for a period of time, recording each time the event occurs. A teacher, for example, may wish to improve the way she responds to a child who is misbehaving in class, so she invites an observer into the classroom to observe and assist her in determining how she may better manage her classroom activities.
- Time Sampling Observation: This form of guidance uses time intervals to identify what is going on in the social situation by observing the activities going on around you on a regular basis. It allows you to recall what is going on by taking notes at regular times (for example, every fifteen minutes).
- Field notes : they are a record of what you have seen. They are usually quite thorough reports of what the researcher observed because the specifics help the researcher recall precisely what happened when he or she reread it later. They include maps of the setting as well as notes about the participants' locations, the furnishings, the size of the

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venue, and every detail that characterizes it. The situation After you have drawn the map and described the environment in your own words, start taking notes on everything you see, paying special attention to characteristics of the social situation that will give information connected to your area of study.

2.4.1.2. Description of The Classroom Observation

The observation took place in the second semester of the scholar year 2021-2022 at Damardji Youcef Secondary school at Sida city. The type of observation used was an overt one in which the students were notified about the process. She adopted this type of observation since it is more natural as it has no ethical issues (Griffin, 2014).

The researcher has conducted her observation with pupils of scientific and foreign languages stream. The process was done in three weeks; three sessions of observation were devoted to the class of foreign language stream with 18 pupils, eight sessions were devoted to the first class of the scientific stream with 47 pupils whereas two sessions were conducted with the second class of the same stream where 25 pupils were observed.

The researcher has chosen two techniques to collect data and even to make the observation more structured. The first one was a checklist where the second one was note taking for gathering more valid data as to record any activity adopted by the tutors which was not mentioned in the checklist.

By and large, the researcher was sitting at the back of the classroom to observe all the details needed for her research and sometimes, she played the role of the teacher when the teachers allowed her to teach them some grammar rules.

2.4.2. Questionnaire

A questionnaire is an investigation instrument that consists of a series of statements and questions or other forms of stimuli designed and aimed at gathering data from a participant. The questions are generally a mix of close-ended and open-ended inquiries; long and extended questions allow the repliers to elaborate on their thoughts. A questionnaire is defined as series of questions about a certain issue or a field or a range of subjects meant to be filled and replied by participants (Richards and Schmidt, 2002).

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A questionnaire is a well-known powerful instrument in social sciences studies for gathering information about individuals' behavioral traits, current and previous actions, rules and concepts of performance, intention and opinions, as well as suggestions and directions for activity on the issue under inquiry (Bulmer, 2004). The questionnaire is a typical and necessary instrument for gathering data about social awareness and understanding of environmental dangers; it may provide valuable and crucial data to potential treatments authorities for formation and maintenance. A proper survey methodology, on the other hand, is critical (Bulmer, 2004; Creswell, 2003; de Vaus; McGuirk & O'Neill, 2005; Oppenheim, 1992; Parfitt, 2005; Patton).

2.4.2.1. Advantages of The Questionnaire

Generally, it is simple to perform and would almost definitely provide big volumes of data from multiple participants. In another words, when investigators want to reach a big community, questionnaires are practical, profitable and economical. Secondly, a large area of access; questionnaires may directly and quickly access the worldwide regional and provincial and governmental participants. The online world or the World Wide Web, especially media pages has shaped it in a direct and a simple way to utilize surveys to contact distant participants who are located far away. Moreover, the received replies are honest, genuine, truthful, private and confidential. With the exception of interviews, questionnaires are appropriate for questions, which are personal and emotional for questions that are concerned with self-pride.

Additionally, using a questionnaire to do an investigation takes and requires less efforts and time, so participants may complete surveys at their ease and pleasure. Finally, questionnaires give quantitative results to researchers. Numerical results would be used in order to support or reject previous theories. Investigators may simply calculate the findings of surveys using maybe traditional methods or digital solutions like SPSS.

2.4.2.2. Disadvantages of The Questionnaire

Questionnaires, according to some academics and scientists, are insufficient for studying individuals' psychology. Also, insufficient desire to participate and reply; some participants may be frightened and driven away by the questionnaire's unappealing design and structure.

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Furthermore, sometimes statements and comments may be inappropriately phrased and some might be blunt and straightforward. When it comes to obtaining relevant data and facts, these inquiries and investigations are ineffective. Therefore, numerous scholars claim that questionnaires are unreliable since they provide data with no justification. Another disadvantage of using questionnaire is that surveys may not be acceptable across all participants, resulting in a low returned sample size. Finally, participants sometimes understand certain questions in manners that the investigators did not expect and did not even mean, leading to useless data. It is indeed challenging and hard for investigators to determine how honest the answers were.

2.4.2.3. Description of The Teachers Questionnaire

The teachers' questionnaire is a semi-structured questionnaire. It aims to obtain data about how effective are the process of assessment and evaluation in the educational system. To address the first research question the second one and even the third one, a semi-structured questionnaire (see appendix B) is delivered online to 31 secondary school teachers. It was composed of closed-ended (yes or no/multiple choices questions) and open-ended questions. The questionnaire took two weeks.

The questionnaire was divided into three sections. The first section was general, in which it aims to collect information about the teachers themselves in term of their experience, qualification and gender. The section comprises three questions. The first question and the third one were multiple choice questions, the second one was an open-ended question.

The second section is entitled Teaching and Assessment .It comprises seven questions. Four questions (1,5,6,7) were multiple choice questions. The second question was dichotomous question. The third and fourth questions were open-ended questions.

The third section is entitled Teaching and Evaluation . It consists of three questions. The first one was dichotomous question, the second one was multiple choice question and the last question was open-ended .

2.5. The limitation of The Study

Any researcher confronts a lot of hindrances while conducting an investigation ,in which, the research journey is full of thornes. For this the reason, the limitation that the researcher

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faced in this research are the following: the investigator health condition which was bad along the non-collaboration of the teachers in answering the questionnaire addressed to them .

2.6.Conclusion

Following the theoretical portion of the study, the subsequent chapter was entirely descriptive. It sought to provide a detailed overview of the research technique used to determine the effectiveness of assessment and evaluation procedures in the educational system. First, the chapter aimed to outline the sample population that contributed to the completion of this research. Furthermore, it described the research methods used to complete this academic project. Finally, the chapter depicted the constraints that impede the researcher's study trip.

Chapter Three: Data Analysis and Interpretation

Chapter Three : Data Anayis and Interpretation

3.1.Introduction

The previous chapter was only intended to describe the process adopted by the researcher to conduct his study. The current chapter is divided into two sections. The first section's aim is analytical, it is intended to analyze and interpret the data collected from the classroom observation and the teachers' questionnaire. The second section is suggestive, it aims to provide some recommendations for the teachers about the way of implementing both assessment and evaluation in their classes.

Section I: Data Analyses

3.2.Findings

The findings of this research are going to be discussed qualitatively and quantitatively. The teachers' questionnaire is going to be discussed quantitatively, on the other hand, the classroom observation is going to be carried out qualitatively.

3.2.1.Classroom Observation

The goal of the observation was to identify the important points of the issue. The researcher could only rely on the instructors' responses to the questionnaire. In contrast, a classroom observation is considered as an umbrella that covers all of the difficulties that must be addressed. It also supports the examiner's inquiry. Finally, observation is the key instrument for proving or disproving what was discovered through the other tool the . As a result, observation would result in a more exact assessment of the situation.

As mentioned in chapter two, the observation took place in the second trimester of the scholar year 2021/2022 at Damardji youcef Secondary school of Saida city. The researcher has opted for an overt observation with third-year pupils from different streams. Three sessions were conducted with eighteen pupils who belong to the foreign language stream. Four sessions were conducted with two groups of the same classroom that belongs to the scientific stream, in which, this classroom was divided because of the covid-19 pandemic, thus, the observation was undertaken four times with the first group -which pertains to twenty-four pupils and four times with the other group that includes twenty-three pupils. Finally, two sessions were conducted with another class which belongs also to the science stream and it involves twenty-five pupils, which means that this observation took place within thirteen sessions.

Chapter Three : Data Anayis and Interpretation

The investigator adopted two techniques to collect data, the first one is a checklist that was used in all the classes in addition to note-taking since the researcher did not include all the information in the checklist because of her lack of experience. The checklist is displayed as follows :

Table 3.2. *Checklist of the scientific and foreign languages streams observation*

Checklist	yes	no
Warm-up at the beginning of the sessions	•	
The use of FA	•	
Correcting the students mistakes	•	
Involving the pupils in problem-solving		•
Team-work	•	
Interaction of the pupils		•
Peer-correction		•

As seen in the table, seven elements were already recorded to be checked by the observer, they include Warm-up at the beginning of the sessions, The use of FA, Correcting the students mistakes, and Involving the pupils in problem-solving, Teamwork, Interaction of the pupils and Peer-correction.

The table revealed that the teacher was making a warm-up for his/her pupils, in which, s/he was keen to refresh their minds about the previous lesson to pave the way to the next lesson to be tackled. For instance, the teacher asked his/her learners about the different rules that they have tackled about the passive and active, as s/he asked them previously to memorize the list of irregular verbs that they need for the lesson of the reported speech that they study after the passive and active voice, the teacher has used a formative assessment after dealing with the grammar rule of the lesson to see his/her students understanding, s/he has checked their answers one by one each time s/he gave the tasks. This means that the teacher is aware of the importance of FA in the teaching-learning process.

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On of that, The teacher corrected all the mistakes committed by the learners during the process of correcting the assignments or the in-class tasks to make his/her learners aware of the mistakes that they face the most. However, the teacher did not involve the learners in solving the problems, in which, s/he was directly correcting the learners mistakes without giving them the chance to think about what should they change or do concerning the mistakes that they fell and this is the reason behind making the learners repeating the same mistakes sometimes. Besides, the teacher gave their learners the chance to work within groups (collaborative learning) to read the different texts that were provided to them to analyze them and thus, to answer the questions related to them. Unfortunately, the learners were not interactive in such activities in which most of them were talking about their personal issues or making jokes and having fun without giving interest to the activities given to them. Finally, the idea which was spread lately about peer-corrections was not implemented with those groups, in which the learners were not correcting their colleagues mistakes in addition to the fact that the teacher did not urge them to do this.

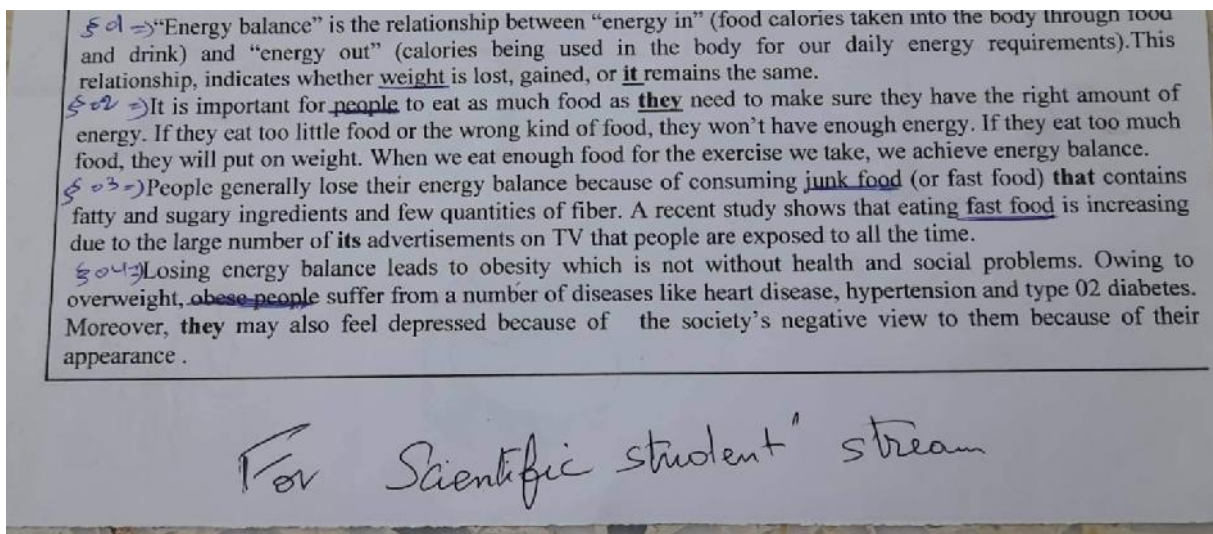


Figure 3.3. A sample of a text given to the scientific stream students as an activity

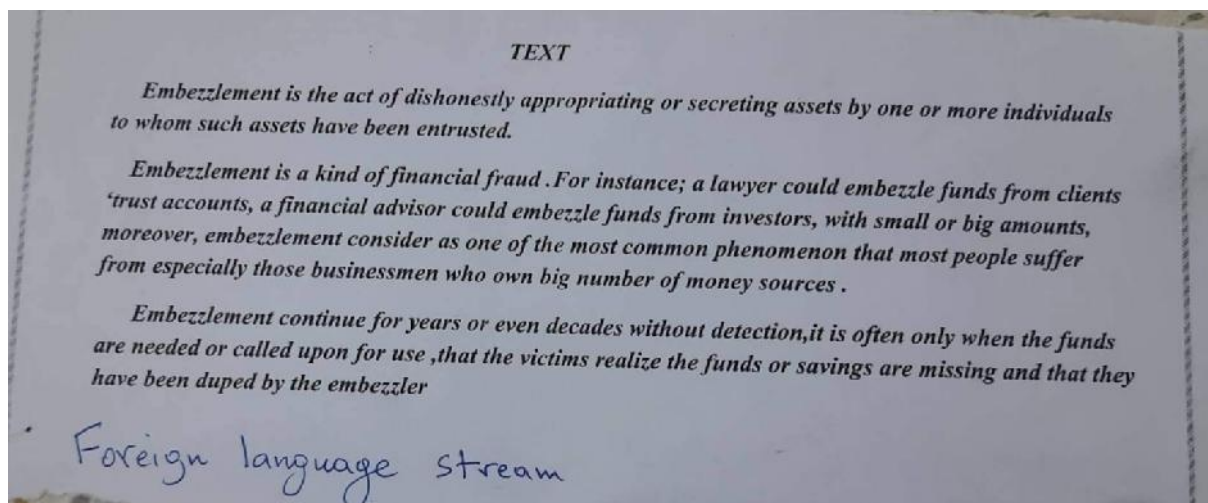


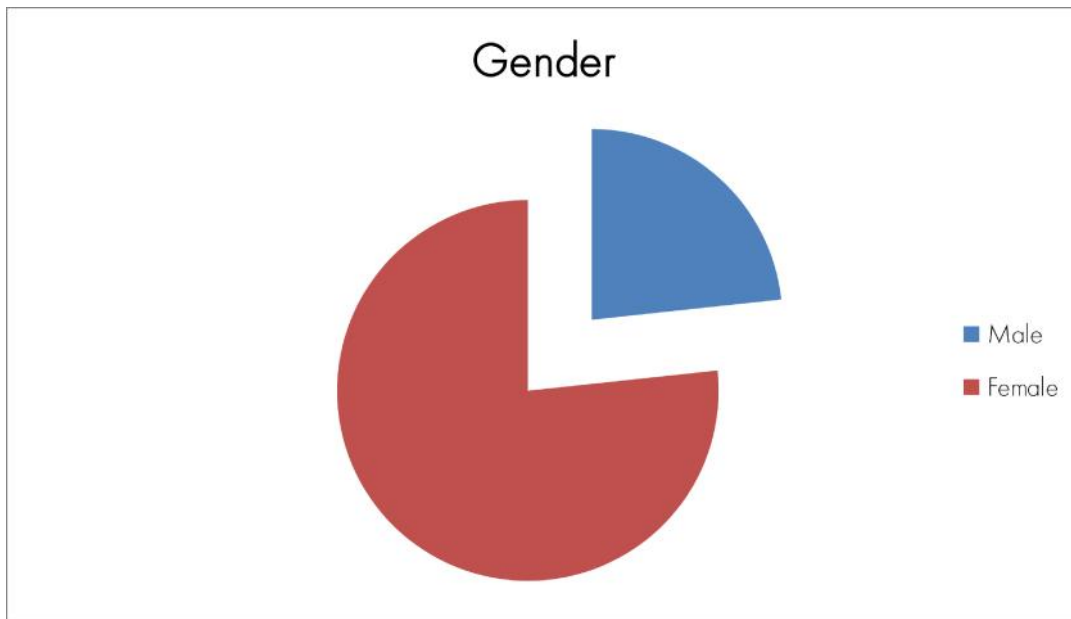
Figure 3.4.A sample of a text given to the foreign language stream s students as an activity

The above figures are a sample of activities that were given to both foreign language and scientific streams. As it was observed, the teachers focus mostly on the reading and writing activities, in which, the formative assessment of the students stands on reading and writing, when the researcher asked the teachers about the reason, they claimed that they follow what will be useful for the students futurely, which means that the official standardized examination (BAC) is designed around the skills of reading and writing and for this reason, they focus only on these two skills, especially with the BAC classes. This implies that the FA used by the teachers revolves around tasks, a receptive and driving skill of reading and writing through which, the pupils receive the passages and then produce a piece of writing about a given topic. This was also noticed in the second trimester with scientific streams when the pupils were giving a passage about junk food consumption as a written expression task.

3.2.2. Teachers Questionnaire

Section one: General Information

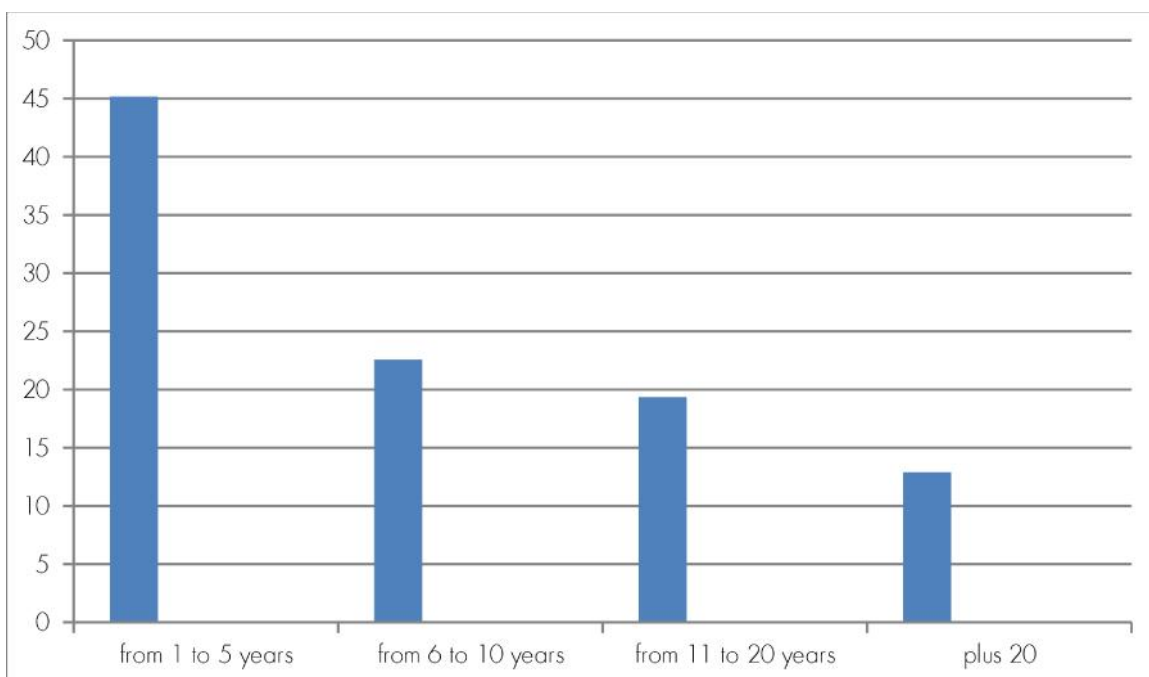
Question one: Would you please tell me what is your gender?



*Figure 3.2.*Teachers gender

The above pie-chart states the gender of the participant teachers in this research. Findings show that 76,7% of the participants are females. On another hand, the rest of the informants who are males forms 3% of the wide range. This means that the female teachers were more collaborative than the other gender which is the males.

Question two: How long have you been instructing English?



*Figure 3.3.*Teaching period

Chapter Three : Data Anayis and Interpretation

As shown in this graph, the teacher's period of instruction varies from one teacher to another. For instance, 45,17% of the teachers have been working for one to five years. This implies that those teachers may lack the required experience in their domain since they are still novice teachers. Besides, 22,58% of the teachers are working for six to ten years. Those teachers have gained the needed experience in leading their classrooms. Moving to the other category, 19,35% of the teachers have an experience of eleven to twenty years in the domain of teaching. These teachers are well-trained and experienced in the way of assessing and evaluating their pupils. Finally, 12,90% of the respondents can be considered as the corner of the schools where they work because of the wide experience they hold (which is over the twenties).

Question three: what is the academic certificate that you hold?

Table 3.2. *Teachers academic certificates*

Certificate	Number of teachers	Percentages
Licence	10	32,3%
Master	16	51,6
Another one	5	16,1
Total	31	100%

The table above demonstrates the certificate that the participants -who are teachers- hold. Ten teachers out of 31 claimed that they hold a licence certificate. Moreover, 16 teachers hold a master's certificate. However, 5 teachers claimed that they hold another certificate. These certificates may represent a certificate of proficiency, especially for the teachers' generation of the 70s and the 60s. This certificate may also represent a PHD or just a bachelor's degree for the old teachers.

Section Two: Teaching and Assessment

Question one: What is the method/approach that you adopt in your classroom?

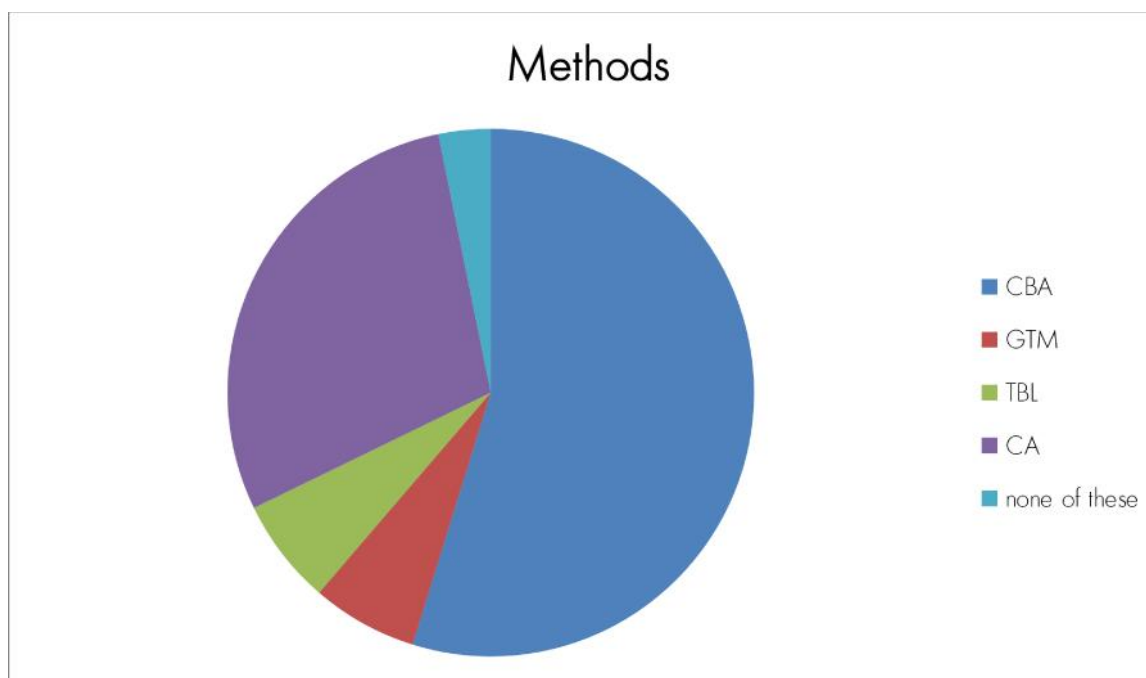


Figure 3.4. Methods/ approaches used by teachers

This pie-chart represents the different methods/approaches adopted by the teachers with their pupils in the classroom. The majority of the teachers who form 17 resort to competency-based approach convinced that this method is tailored to meet the different learning abilities as it leads to efficient results. The second category of the teachers who forms 9 claim that they use the communicative approach since it emphasizes purely the use of the language to develop communicative competence when the teachers speak less than their pupils. The third category which forms 2 see that the grammar-translation method must be adopted with pupils who are not that much familiar with English as a foreign language; thus, they view translation from English to Arabic as the best method to be adopted. The fourth category of teachers who form also 2 tutors relied on the use of task-based learning depending on the pupils' interaction with the different tasks given to them in the classroom. Lastly, one teacher affirmed that s/he uses another method/ approach in his/her classes, this method or approach may be the direct method, suggestopedia, the audio-lingual method, or other methods.

Question two: Do you use the formative assessment with your learners?

Table 3.2. The use of FA in the classroom

Yes	No
23 teachers	8 teachers

Chapter Three : Data Anayis and Interpretation

Total	31 teachers
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Table 3.2 shows the teachers use of the formative assessment in their classes. The majority of the teachers who are 23 (74,2%) answered with yes. This implies that those teachers are aware of the importance of different tasks given to the learners in enhancing their understanding of the lectures. On the other hand, 8 teachers (25,8%) claimed that they do not use the FA in their classes. Unfortunately, this may lead to the degradation of the pupil's level or unsatisfactory outcomes from their part.

Question three: How can this FA improve the learners' outcomes?

Many answers were given by the teachers. These answers can be summarized as follows :

- FA helps the students to identify their weaknesses and strengths which can reinforce their learning.
- It involves pupils in the learning process and assist them to build their skills.
- It enables teachers to evaluate the learning progress of the students in the classroom. Thus, it determines their areas of weaknesses and strengths so that they can adjust their teaching-learning to learners' needs.
- It allows them to monitor their progress.
- FA can help the students to develop creative thinking and interactive skills.
- FA helps the learners to be enhanced in their outcomes through positive feedback, encouraging self-correction, peer correction, and acceptance of errors, as part of the learning process.
- The formative assessment helps the learners to be ready so to be more experienced in their summative evaluation. This means that their results will be enhanced.
- Formative assessment helps them to improve their learning by identifying their strand weaknesses.

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As noticed, most teachers agreed upon the fact that the FA paves the way for the students to get good overcomes through spotting their points of strength and weaknesses.

Question four: What kind of activities do you provide your learners within the FA?

Many activities used by the teachers within the classroom, can be mentioned as the following :

- Tasks that reinforce learners skills using technology and different places so that they do not get bored.
- Grammar,comprehension, and writing.
- Matching, putting verbs between brackets in the right form, put in the right box ..etc.
- Listening, grammar, and written expression activities.
- It depends on the type of the target objects and the domain (oral - written).
- Projects (team-work), exposure, assignments inside the classroom.
- Recast, CCQs, MCQs, encouraging using positive words...
- Exposes, in-class assignments to check the students understanding inside the classroom.
- Oral expression assessment/ quick question quiz/ ask the students to summarize
- Listening.
- Games, presentations, project work, pair work, group work...
- Presentations, project works...
- Pre-class open-ended questions, Multiple choice questions...

The following answers confirm the fact that formative assessment is an integral part of the learning-teaching process.

Question five: In which integrative skill do you see that the implementation of the FA is difficult?

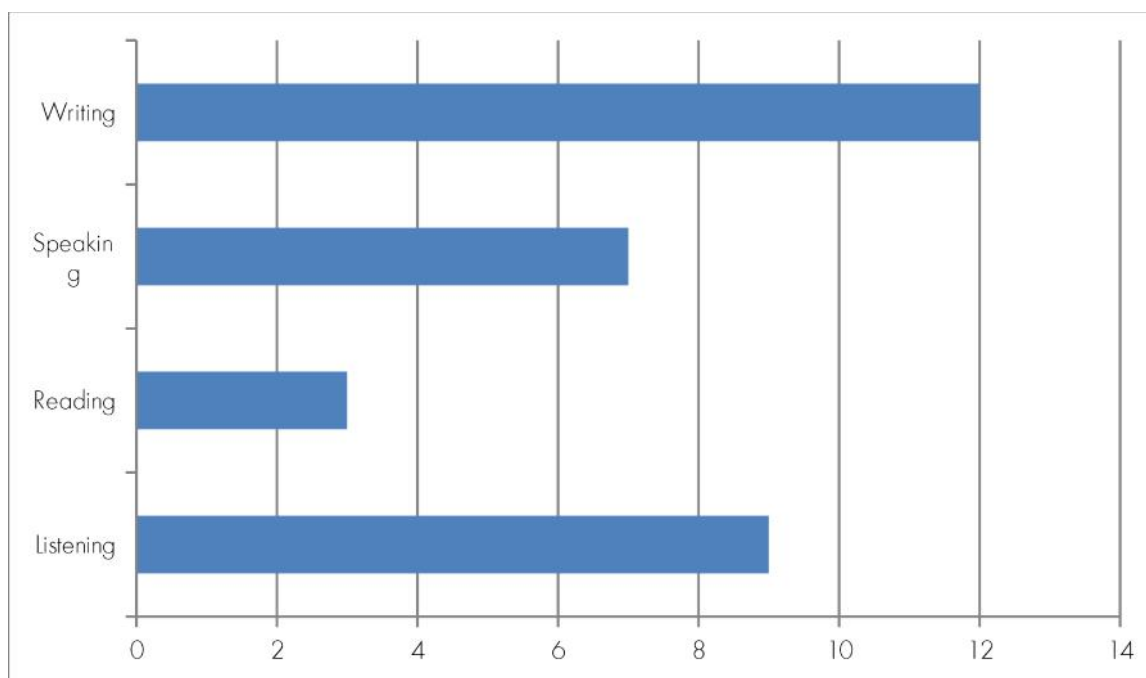


Figure 3.5. The difficult skill in the implementation of FA

No one can deny that the four integrative skills play a spindle role in teaching and learning English as a foreign language. However, each teacher faces specific problems with his/her learners in the implementation of the formative assessment in some skills. For instance, the majority of the wide range who are 12 teachers view -through their experience- that the implementation of FA with the productive skill of writing is a hard task. Nine teachers, on the other hand, observed that the use of formative assessment with the receptive skill of listening is the hardest. Nevertheless, 7 respondents view the assessment of speaking as the most difficult work. Finally, 3 teachers claimed that the assessment of reading as a receptive skill is the daunting one.

Question six: When you give your students an assignment to do, do you correct their mistakes?

Table 3.3. Teachers' correction of the pupils' mistakes

Teachers' numbers	Teachers' responses	
	yes	no
Total		

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100%	93,5%	6,5%
------	-------	------

As it is demonstrated in the table above, 93,5% of the teachers (about 29) do correct their students mistakes since they answered by yes . These teachers are convinced that if the pupils mistakes are not corrected, they will be stuck in their minds for the rest of their learning career. On the other hand, 6,5% of the teachers (about 2 teachers) do not bother themselves to correct the different mistakes produced by their pupils since they answered by no .

Question seven: What are the mistakes that you focus on the most?

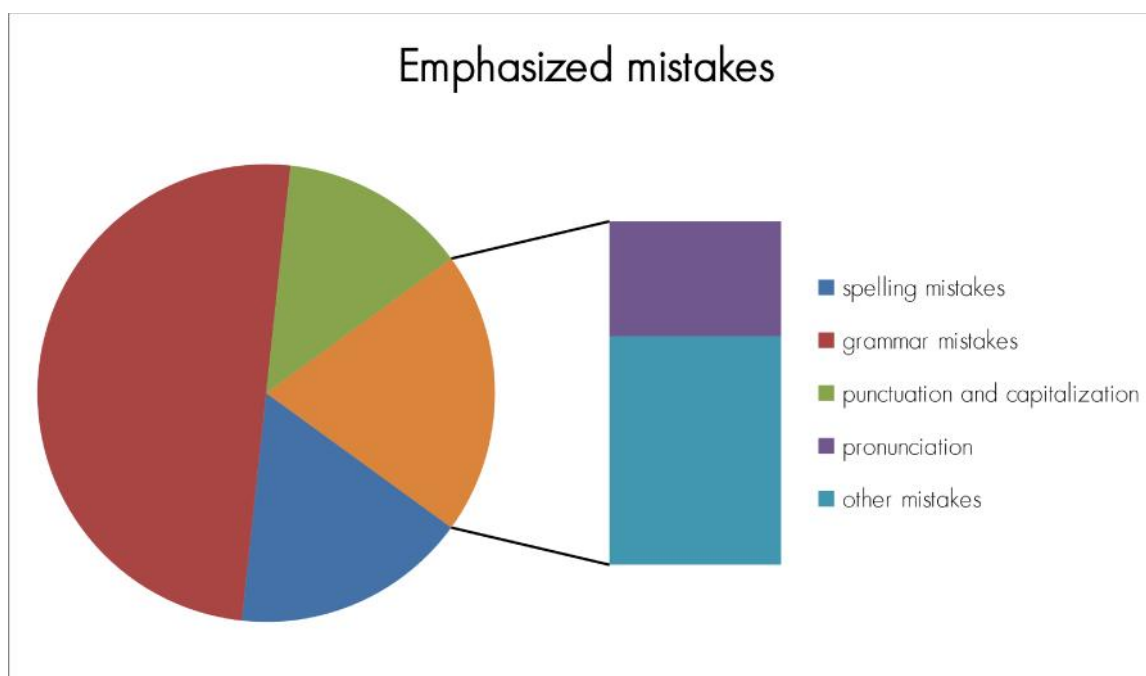


Figure 3.6. The mistakes teachers emphasized the most

The pie chart above demonstrates the mistakes that the tutors focus on the most. Half of the wide range (50%) claimed that they focus the most on grammar mistakes when the learners speak or even write. Moreover, 16,7% of the teachers emphasized the spelling mistakes of the learners when they write. Other teachers who form 13,3% focus on the pronunciation issues of the students. These teachers believe that pronunciation is an effective element in the communication process. Besides, the other 6,7 % of the teachers spot the light mostly on punctuation and capitalization while writing. These findings imply that most teachers give

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importance to the mistakes made in the written expression tasks. However, 13,3% of the teachers affirmed that they give importance to other issues, these issues may revolve around the content, the coherence, and cohesion of an essay, the ideas, the concepts, vocabulary etc.

Section three: Teaching and Evaluation

Question one: Do you involve your learners in the way they will be evaluated?

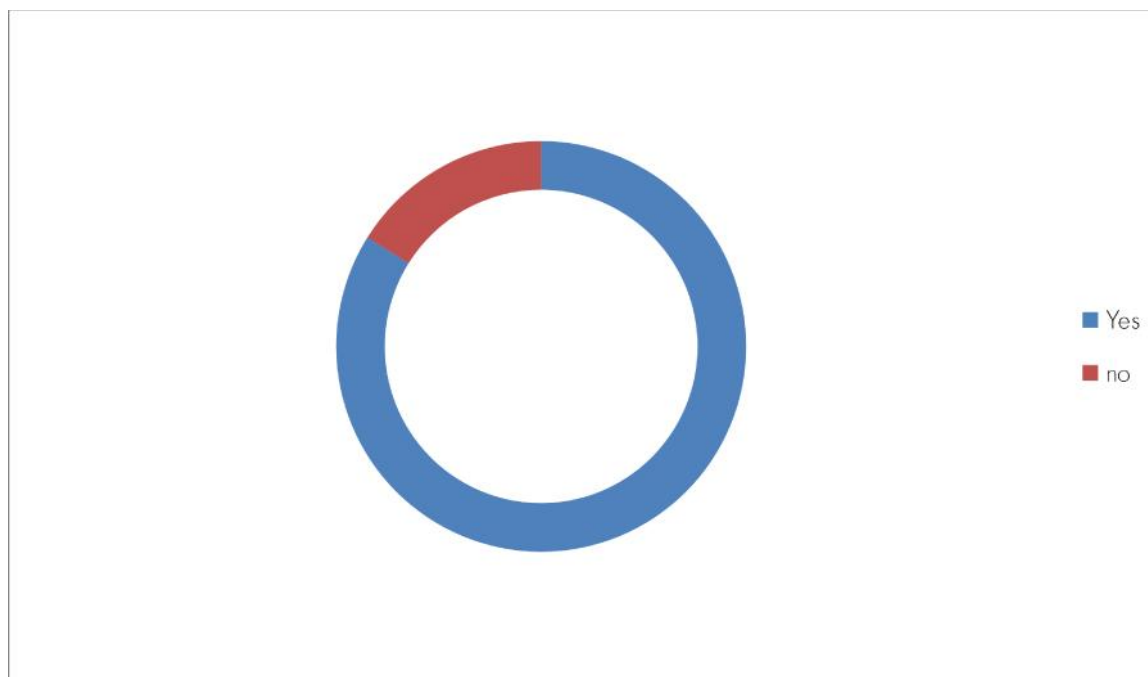


Figure 3.7. Students involvement

The ring above reveals the teachers involvement of the pupils in the way of evaluation. The majority of the teachers (83,9%) claimed that they involve their learners in the summative evaluation as they ask their pupils about the way they like to be evaluated. These teachers believe that the learners are also a part of the teaching process as they have the right to decide which way suits them. On the other hand, 16,1% of the teachers view that there is no need to involve their learners in their way of evaluation since they are still young as they do not know what is suitable for them.

Question two: Do you ask these questions before evaluating your students?

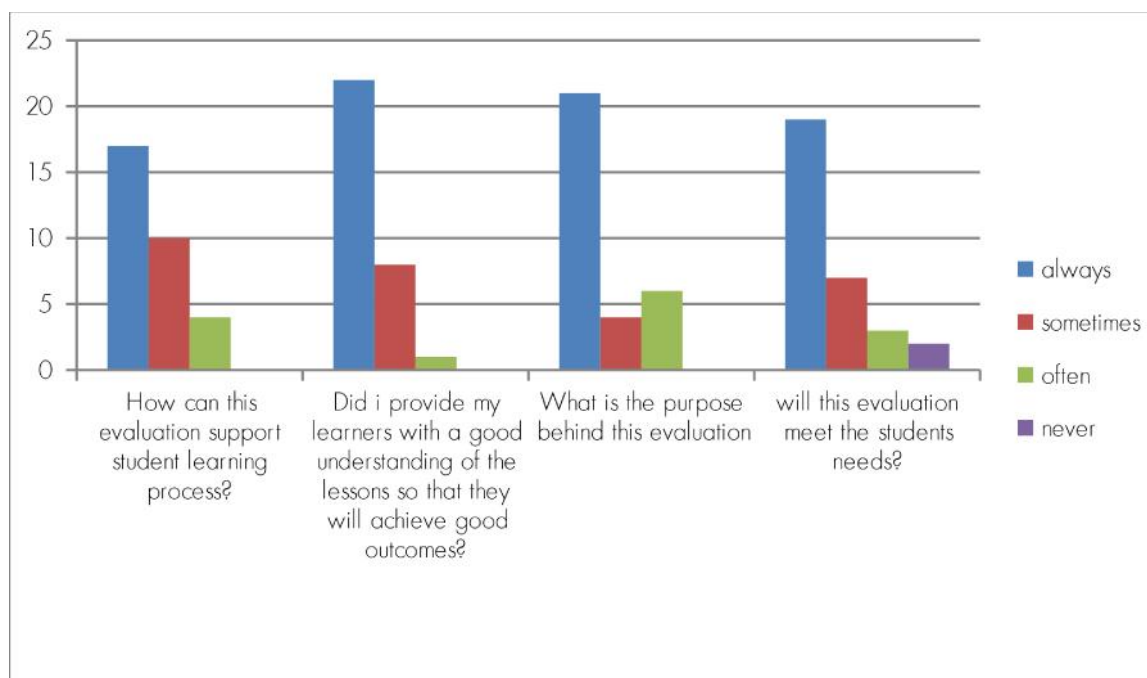


Figure 3.8. Question asking rate

There are some questions that each tutor has to ask before making his/her evaluation. The above-mentioned questions are samples. Concerning the first question, 17 teachers out of 31 affirmed that they always ask questions before designing the exam, 10 teachers out of 31 affirmed that they sometimes ask this question and not always while 4 teachers claimed that they often ask this question. In what pertains to the second question, 22 teachers out of 31 denounced that they always ask this question, 8 affirmed that they sometimes ask it while only one teacher claimed that s/he often asks it. For the third question, 21 teachers ask this question all the time, 4 teachers out of 31 ask it sometimes while 6 teachers said that they often ask this question. Concerning the last question, 19 teachers are interested all the time to meet their students' needs though the evaluation they make, 7 teachers sometimes are interested and sometimes do not give importance to this point while 4 teachers often give this point an interest whereas one teacher never do.

Question three: in your opinion, how effective are these two processes of assessment and evaluation in the educational system, In another term, do they enhance the quality of education?

Many answers were given by the teachers. These answers can be summarized as follows :

I think that the more learners are evaluated in different ways, the more they learn and develop their skills either in spelling, in writing, or in pronunciation.

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These questions of A and E make the learners all the time ready for exams or quizzes and thus it reflects positively on their outcomes and hence, it contributes to enhancing the results of his or her school .Besides, these processes give the students an experience and skills in the way of problem-solving they are exposed to.

We need assessment to consolidate the strengths and remediate and fix the weaknesses. When used properly they improve the quality of both teaching and learning. Teachers reflect on their teaching, lesson plans activities, objectives and how to be enter them next time.

Yes, for sure these processes will help the learners to work more on their gaps, these processes are what make the learners master what s/he learnt. Therefore, their outcomes will be satisfactory for both teachers and learners.

The more the teacher knows about her students' weakness and strengths, the more it is easy for him to select suitable teaching-learning strategies that fit their needs and tendencies. This can be achieved by using formative and summative assessment. As an assessment lead to the development of the equality of the educational system.

As seen, most teachers view that these two processes of assessment and evaluation do enhance the quality of education through spotting types of weaknesses and strengths of the learners so that the teacher knows what to use as a method or strategy to increase his/her students outcomes.

3.3.Discussion and Interpretation of the Findings

As was mentioned in the general introduction, the aim behind undertaking this study is to discover if the teachers use the formative assessment in their classes to test their learners skills or not, to see if this formative assessment contributes in preparing the students for their evaluation as to explore the effectiveness of the classroom assessment and evaluation in the educational system.

To achieve those endeavors, the researcher raised three research questions; the first one: Do teachers use formative assessment to assess their learners skills in the classroom ? The second one: How can formative assessment contribute to preparing the pupils for their summative evaluation ? And finally To what extent is the adoption of assessment and evaluation effective in the educational system ? These questions help the researcher to find

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convincing answers for her investigation after analyzing the data collected from the two research tools she has used; the teachers' questionnaire and the classroom observation.

Indeed, both the teachers' questionnaire and the classroom observation were used to answer the three study questions simultaneously, implying that they were pouring into the same vessel. Starting with the questionnaire, which was crucial in gathering critical data that the examiner needed to determine the reality. Regarding the teachers' answers, the majority which forms 74,2% of the teachers affirmed that they adopt the use of formative assessment in their classes with their pupils (see answer to question two, section two) as they give them quizzes, assignments, in-class tasks ..ect (see an answer to question four, section two). This answer was supported by their answer in question three of the second section when they provided the researcher with the importance of the FA in increasing the learners' outcomes. Indeed, the use of FA in the classroom was also noticed in the classroom observation sessions where the teacher was giving different assignments to his/her learners after each lesson (see table of checklist, page 31). This implies that the teachers are aware about the importance of formative assessment for the learner and their summative assessments. The afore-mentioned result tie well with a previous study that reported that formative assessment is used to assist students' learning processes and enhance students' learning outcomes (Vander Kleij, Vermeulen, Schildkamp, & Eggen, 2015). Besides, formative assessment benefits both instructors' professional development and student learning by incorporating professional development methods into lesson planning (Koh, Lim, & Habib, 2010). Thus, the first hypothesis which was raised by the researcher is proved.

Moving to the second research question, most of the tutors gave convincing answers about the efficiency of the FA in enhancing the learners' results even though 8% do not even use formative assessment activities in their classes, the thing that means they are indifferent about their students' outcomes. More than 50% of the teachers claimed that the use of FA in the classroom determines the pupils' areas of weaknesses and strengths so as to adjust their test learning techniques according to learners' needs and this what makes their marks satisfactory. Additionally, they denounced that through the FA, learners yield more effective products and enhance the pace of their learning competence through regular monitoring approaches. This point was confirmed through the observation when the researcher asked the teachers about the reason behind using in-class tasks. Their responses were identical to those in the questionnaire, and they emphasized that the feedback provided to the students

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is critical in boosting their growth. Weldmeskel and Dreyer (2016) asserted in this line that successful implementation of excellent formative assessment increases student involvement in learning and test performance. As a result, the second hypothesis is likewise supported.

Finally, the researcher was mostly concerned with answering the third research question about the effectiveness of classroom assessment and evaluation in the educational system. All the teachers' answers were pouring in the same vessel. These teachers denounced that the processes of assessment and evaluation help them as well as their learners to spot the points of weaknesses and strengths so that they know how to deal with the teaching and learning process resiliently. Moreover, they view these processes will help the learners to work more on their gaps, these processes are what make the learners master what they learned. Therefore, their outcomes will be satisfactory for them and for their teachers. On top of that, these processes consolidate the strengths and remediate and fix the weaknesses and when used properly they improve the quality of both teaching and learning. These answers unravel the fact that the teachers know very well that assessment and evaluation improve the quality of the educational system. This finding is similar to another one which revealed that teachers usually see assessment and evaluation for learning as useful means of understanding and improving students' performance. (Abdulla, 2019). Therefore, the final hypothesis is also proved.

In a nutshell, the research tools of the classroom observation and the teachers questionnaire that the investigator opted for assisted him to a large extent to confirm the research hypothesis she raised.

Section II: Suggestions & Recommendations

3.4. Recommendations

Recommendations are a piece of suggestions made to solve a given problem. For this reason, the researcher has addressed some recommendations to the policymakers and EFL teachers on how to ensure a good quality of education through the processes of assessment and evaluation.

For Policymakers

Expanding the area of assessment and evaluation to include the four integrative skills

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It is a sheer truism that the official standardized exams (BAC, BEM..ect) in Algeria involve or focus only on the skills of reading and writing as it exclude the other skills of listening and speaking which makes the circle of assessment and evaluation missing. To this end, the policymakers need to expand the area of evaluation and assessment through adjusting the way that pupils should be assessed and evaluated in .

For Teachers

Setting objectives and productive activities

First and foremost, teachers need to think about his students' needs, points of strengths and weaknesses as well as the objective of each lesson to ensure good results from their parts. Hence, A successful teaching-learning sequence need to include clearly defined objectives, productive classroom activities, and enough feedback to make students aware of their strengths and weaknesses.

Intensifying the use of formative assessment

Formative assessment is an excellent technique for promoting students' skills and performance since the fundamental goal of FA is to offer information on students' development so that students may recognize their capabilities, strengths, and shortcomings and work to improve their level (York, 2003). Furthermore, the use of FA by instructors allows them to evaluate themselves as teachers, as well as self-assess their own teaching, in order to identify the strengths and weaknesses that lay behind their teaching materials and techniques. Furthermore, FA assists teachers in selecting and implementing the most relevant strategies for more students' learning. Therefore, it is advisable for the teachers to adopt it in their classes.

Motivating pupils to ameliorate their skills

Good outcomes cannot be achieved only through intensifying activities inside and outside the classroom. Indeed, motivation is required also to make the learners more keen and excited to work. Motivation sends a powerful message to the learners as it makes them interested to increase their skills. To this vein, the teachers are required to motivate their students to stimulate their will to work more on themselves through the adoption of technological tools, rewarding them for their diligence ect.

Focusing on in-class tasks

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Most of the teachers fall in the trap of providing the learners with homework only ,claiming that time is inadequate to solve the tasks in the classroom.Thus, learners who do not know how to solve the problems in the tasks resort to the internet or to their siblings to help them the think that make the teacher thinking they did understand the lecture to be astonished finally with their bad marks.For this reason, teachers are called to emphasize mostly on in-class tasks which devulge their real understanding of the lectures.

Providing productive feedbacks

Productive feedback is more than simply a score, but it is also more than a few words. Giving "corrective," timely, and criterion-referenced feedback to students helps them through their learning.

3.5.Conclusion

This was the last chapter of the dissertation.It was divided into two sections,the first one was analytical since it decoded the data gathered from the classroom observation and the teachers questionnaire, while the second was suggestive. Indeed, palpable findings were achieved in the chapter.Most of the teachers use the formative assessment in their classes because they are aware about its importance in paving the way to the learners for good outcomes.Besides, the two processes of assessment and evaluation are very effective in the educational system since it allows the instructors to detect their students points of strength and weaknesses so that to fix them.At the end, the chapter provided some considerable suggestions related to the subject matter.

General Conclusion

General Conclusion

No one can deny the fact that teaching is a daunting job since it requires a lot of resilience, patience, diligence and wisdom! To explore how successful is a teacher's job, it is a must to implement two processes which would determine whether the objectives of the learning process have been achieved or not. These processes are assessment and evaluation.

Assessment and evaluation are two distinct ideas with significant distinctions beginning with the objectives and focus. Both procedures entail gathering data on a performance or work output; however, what is done with these data in each phase differs significantly and requires a completely different attitude. Assessment and evaluation methods cannot be created at random; rather, they must be carried out based on the students' needs, and what has been taught to determine whether the lectures that were addressed were well absorbed by the pupils or not.

This study is noteworthy in the field of TEFL (teaching English as a foreign language). This issue is interesting to tackle since it is encountered every year in the educational careers of the learners, as it investigates the use of formative assessment by teachers to strengthen the students' skills.

The answers that the researcher has found are the fruits of what has been collected as data. These answers rest on the fact that the tutors use the formative assessment with their pupils inside the classroom to make them ready and well-experienced about the quality of the exam's questions that they will find as to help them to prepare well for their summative assessment and evaluation. Besides, the processes of assessment and evaluation improve the quality of education through spotting the weaknesses and strengths of the learners to fix them earlier.

To answer those questions, the researcher opted for a questionnaire with the teachers and a classroom observation with pupils of Damardji Youcef secondary school at Saida city. Both of these research tools helped the investigator to deduce the results she was asking for. The questionnaire denounced that the teachers use the formative assessment in their classes and the observation confirmed that, in which the latter revealed the awareness of the teachers about the effectiveness of assessment and evaluation in the educational system. The observation was the umbrella that helped the examiner to check the validity of the questionnaires' answer.

These two instruments were highly important in obtaining reliable results since they helped the investigator prove the hypotheses. The data corroborated the suppositions. As a result, the proposed hypotheses is proven.

After getting the required results through the analysis and the interpretation of data, the investigator has suggested some recommendations to the policymakers and the teachers.

Undoubtedly, this work has faced some obstacles that any other work would face, namely: the investigator health condition which was bad along the non-collaboration of the teachers in answering the questionnaire addressed to them. However, those obstacles did not impede the researcher to fulfill her investigation.

This study can pave the way to other studies related to the field of TEFL like The Role of Assessment and Evaluation in Improving Students Poor Writing Skill and Students Attitude towards The Use of Formative Assessment in Improving Their Outcomes .

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Appendices

Appendix A

Classroom Observation

Checklist	yes	no
Warm-up at the beginning of the sessions		
The use of FA		
Correcting the students mistakes		
Involving the pupils in problem-solving		
Team-work		
Interaction of the pupils		
Peer-correction		

Appendix B

Teachers Questionnaire

Section One : general information

1. Gender

Male ..

Female ..

2. How long have you been instructing English?

From one to five years .

From six to ten years .

From eleven to twenty .

+20

3. what is the academic certificate that you hold?

Licence

Master .

Another one .

Section Two : Teaching and assessment

1.What is the method/approach that you adopt in your classroom ?

CBA

CA .

TBL .

GTM ..

None of these ..

2.Do you use the formative assessment with your learners ?

Yes .

No .

3.If yes, how can FA improve the learners' outcomes?.....

4.What kind of activities do you use in the FA ?

5.In which integrative skill do you see that the implementation of the FA is difficult ?

Listening

Speaking .

Reading ..

Writing .

6. When you give your students an assignment to do, do you correct their mistakes ?

Yes

No ..

7. What are the mistakes that you focus on the most ?

Spelling mistakes

Grammar mistakes ..

Punctuation and capitalization ..

Pronunciation

Others .

Section three : Teaching and Evaluation

1. Do you involve your learners in the way they will be evaluated ?

Yes .

No .

2. Do you ask these questions before evaluating your students ?

	always	sometimes	often	never
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How can this evaluation support student learning process?				
Did i provide my learners with a good understanding of the lessons so that they will achieve good outcomes?				
What is the puprose behind this evaluation				
will this evaluation meet the students needs?				