

## **Evaluation of Students Learning Outcomes Based Assessment and Teachers' Role at Primary Level**

**Dr. Khalid Iqbal**

Subject Specialist, Elementary and Secondary Education Department, KP

**Dr. Shoukat Hayat**

Chairman, BISE Mardan

**Qaiser Suleman**

PhD (Education) Scholar, Institute of Education & Research, KUST

### **Abstract**

*Classroom is a place of multifaceted activities. Measuring the students' learning is one of the challenging areas of those multifarious activities due to the unique grade level and other learning practiced and targets. The aim of this study was to evaluate SLOs based assessing process at primary level and the relation between the SLOs, contents and assessment practices. It was also aimed to determine the role of primary schools' teachers in assessing practice at primary level. The all the primary school teachers for boys of district Mardan constituted the population for the study. A convenient sample of 380 primary school teachers was drawn from the total population of 3498 of district Mardan. Questionnaire and interview was used as data collection tools. Percentage and chi square, a non-parametric test was used for the analysis of the data obtained through questionnaire and for the data obtained through interview, codification, themes and pattern was used. The findings revealed that the role of SLO, knowledge and skills of assessment practices plays a crucial role in assessment process as well as measuring students' performance. Based on findings, it was recommended that a systematic approach is needed for effective and successful instructional process as well as for assessing students' achievement.*

**Key words:** Critical Evaluation, Students Learning Outcomes, Assessment, Learning, Primary Level

### **Introduction**

Education is the right of every human being since born. Although a child learns from his environment informally yet formal education is the significant contributor in his growth and development. A systematic education provides and creates opportunities for children to be developed intellectually, physically, emotionally, aesthetically and socially fitted. Education is a complex process of formatting and developing the human personality to all it perfection. Teaching learning process is not a bed of roses, it is thorny and knotty task to be completed. Classroom activities are very intricate these days. Assessing students is not too easy due to the variation in the subject matter and uniqueness of grade level. The success of student is depending upon the performance of teacher. The aim is to know about the growth and learning performance of the students to plan strategies for the students' achievements and targets (GaDOE, 2012).

## **SLOs (Students Learning Outcomes)**

Student Learning Outcomes (SLOs) are the objectives which have been driven by teacher's focused on students and based on standard goals which measure the teacher's effect on learner's learning growth within the specified period of teaching and learning (SCDE, 2015). The ellipsis "SLO" is stand for the students learning objectives (outcomes). It is a complete inclusive process of developing, designing and recording of academic growth and achievements targets of learners in measurable terms. All the relevant information and data i.e. teachers' records, learners' demographics information, standard set for learning and assessing practices. SLOs specify the student's learning targets and needs which are based on a systematic appraisal of the information available. It always expresses and transmits the national and local standards which explain learning, assessment and instruction process and practices. The targeted growth level, level and amount of students learning for a specific period of time are embodied in SLOs. SLOs also determine the level and process of assessment criteria that would be used to gauge the growth level (DOE Maine, 2015). Series of objectives and targets that assess and quantify the teachers' performance in the term of targeted achievement and growth of students is called SLOs (Lachlan-Haché, Cushing & Bivona, 2012). SLO provides educators a chance to work out to the level and target of growth of the learners through the assessing process aligned to meet standards of the classroom instruction and state. By doing so, a meticulous, analogous and achievable growth targets are needed to be set.

### *Purpose of the SLOs*

SLOs are set by the educators at the start of the course and fixing the amount of development and growth level of the learners for the specific period and time. Baseline information, learners' performance trends, selection of key contents and level of learners' standards are the key components to set the growth targets that should be known to the learner at the end of the teaching, and selecting of suitable assessing practice that can meet to measure the contents and growth level of the learner (PEAC, 2016). The leading role of the SLO is to enhance the learners' performance and achievements in classroom. It has also aimed to give effect to each educator's teaching effects on the students' learning. Assessing and measuring of students' growth is required for setting and using SLO. This focus the educators to make and design plans for the success by providing that e very movement of instructions should be focused on students, educators and on whole school's activities for achieving high level of learners' educational growth and development (GaDOE, 2012).

### *Importance of SLOs*

SLOs play a crucial role in the following areas:

- i) Teaching practice: SLO is the heart of the learning process; it sets aims and objectives for the learners /students and makes measurement of the progress of these targets which have been set for the students. It also enables the administrators to know about the teacher's performance.
- ii) Faculty collaboration: SLOs enhance cooperation between administrators and teachers. S LOs enable the educators to create cooperation among themselves and outside the grades and subjects.
- iii) Educator evaluation: SLOs are helpful in the assessment process to measure the learners' growth by providing them information in form of factual data. It sets up the target goals for improvement and measurement ability with a summative assessment process (DESE, 2014).

### *Principles of SLOs*

Pausch & Popp (1997) spoke of six principles considered significant for assessment process:

- i) While starting assessment of the students learning it should be best to start with educational values.
- ii) For effective assessment, it is required to be reflective of understanding learning of various aspects with its width and breadth, incorporated and must be revealed in the performance over time.
- iii) For conduction of best assessment, it is necessary that the aims and objectives should be mentioned clearly.
- iv) Assessment should be focused on targets (outcomes) and also the ways and means lead to achieve these targets.
- v) Continued assessment work well than sporadic.
  
- vi) Regular assessing is better when it is part of a larger set of changing conditions.

### *Types of SLOs*

SLOs are set by the educators to achieve and to get the best of the specific learning activities, subject matters, learners and particular grade level. SLOs may be classified into:

- i) SLOs based on course: These SLOs are focused on the given course of study and for the whole population of the students,
- ii) SLOs for class: These types of SLOs are focused on the class.
- iii) Students targeted SLOs: It is focused on subgroups of the learners whose needs are exclusive assistance.
- iv) Contents targeted SLOs: Contents targeted SLOs are directed towards certain contents or skills that helps the learners' mastery.
- v) Tiered SLOs: Tiered SLOs included distinguished targets for the range of different ability students (PEAC 2016).

### *Benefits of the Using SLOs*

- i) SLOs provide the practical training for setting the meticulous learning targets and goals for the learners.
- ii) SLOs promote affluent data for learning culture.
- iii) SLOs stress on teachers to scrutinize contents standard, investigate for the most useful instructional methods and techniques and promote assessing procedures that are associated to the contents and their standards.
- iv) SLOs make sure that educators have deep knowledge about the contents standards.
- v) SLOs give and an opportunity for intended and purposeful learning.
- vi) SLOs make sure that educators have to scan the outcomes to make decision for moving forward.
- vii) SLOs encourage reflective, collaborative and effective teacher's practices (SCDE, 2015).

### **Assessment and Education**

Educational assessment is part and parcel to teaching profession. Assessment is the procedure of techniques through which educators get information about the performance of the students in classroom situation. In this process, the teacher used various methods and techniques and determined the targeted achievements and learning outcomes of the students (Gronlund, 2006).

According to Clark (2012), assessment is formal procedure of group strategies, formal structures, instruments and practices for producing and utilizing data of students' performance. According to Lambert & Lines (2000), assessment means the process or procedure of gathering data, making its interpretation, making records and using it for information of the students for their learning activities. Black & William (1998) said that assessment is a constructive instrument which gives help in changing, revising or making adjustment in teaching learning methods and techniques.

Assessing students is one of the critical stages in the process of teaching learning because it not only assesses the students' learning but also evaluates what the students needed more to learn. It also helps the teachers in the selection of suitable instructional techniques. At the start of the lesson, it enables the teacher to spot out the core areas which are helpful in the learning process i.e. the previous knowledge, level of learning abilities and skills etc. of the learner. Formative assessment enables the teacher to come across the performance of the students during the learning of the specific subject. Assessment at the end of the lesson enables the teacher to know about the target to be achieved and provides feedback for the improvement (McMillan, 2007). Greaney (2001) expressed that assessment is the process of gathering data about the learning activities i.e. skills, knowledge, abilities and attitudes of the students. Dochy, Gijbels & Segers (2006) said that in educational institution i.e. schools and higher learning institutions the conventional assessing practices are going to be changed in new and more valid and bona fide assessment process.

#### *Assessment Program*

According to Koh (2011), educational assessment is one of the potent instruments used for the improvement of educational systems. Its effectiveness is depending upon the skills, knowledge, attitudes and competence of educator and the practice due the frequent contacts and communication between these elements or dimensions (Calderhead, 1996). The primary and basic role of assessment program is to give information that helps the educators' that is teachers, students, administrators and other decision and policies makers to arrive at the correct decisions (Pelligrino *et al.*, 2001). Black & William in Harlen (1999) expressed that "all the activities that are taken place by the educators and their students to assess their selves and that give or produce data for using feedback to change the instructional process about the program in which they take part. The assessment that gives effects to instructional process as a whole are considered formative assessing process.

Assessing procedures and methods require concentration of what learners possess in the term of learning and what not, and the application of variety of sophisticated assessing instruments that may be in written form, oral or in demonstrative form. Therefore, the substitute assessing instruments like rubrics, concept models and maps portfolio, learner journals, self- evaluation program and peers assessing practices are vital for the determination of what learners learnt and what they are learning now (Anderson, 1998; Birgin, 2011).

Kellough & Kellough (1999) characterized the assessment as following:

- a) To provide assistance to students learning.
- b) Identification of the weaknesses and strengths of the students.
- c) Evaluation of the effectiveness of teaching and instructional strategies.
- d) Assessment and improvement of the curriculum program.
- e) Assessment and improvement of teaching program.
- f) Provision of data for decision making.

#### *Fundamental Principles of the Assessment*

The main objectives of the assessing and evaluating process are to enhance the learning process. These following seven principles are helpful in the assessing process. To make sure the

assessing, evaluating and reporting process is reliable and valid, and directed toward the growth and improvement of learning of the entire learners, educators use that:

1. It should be just, crystal clear and impartial for all the learners.
2. It should assist all the learners, containing the special educational needs.
3. It should be cautiously designed to associate it with the expectations of the curriculum and learning targets, the interest level, style of learning and requirements of all the learners.
4. It should be clear in communication between the learners and parents at the start of the academic session or course throughout the whole the year.
5. It should be continuing assorted in nature and managed over period of time to offer various chances for students to exhibit full of their learner.
6. It should provide a continuing illustrative feedback that should be specific, lucid and meaningful to improve the learning and performance.
7. It should develop the learners' self-assessing abilities and skills to enable them to assess their own learning, to set exclusive targets and to make plan or sketches for future learning (Peterborough Victoria Northumberland & Clarrington Catholic District School Board, 2010).

#### *Assessment Process*

Assessment entails the methodical collection of information of the entire aspects of the learning activities and the attempts done for learning in academies. The collected data of the academic achievements should be incessantly used in proper way for producing fruitful results (Obanya, 1985). The assessment process includes:

1. Assessment should be based on standards and must be associated with curriculum.
2. Assessment should assess the course contents.
3. Assessment should be so ample to cover all learning of students and the ancillary assessment if needed cover all the aptitude and capacity level in the course and there should be a plan for the combination of various assessment practices (PEAC, 2016).

Buhagiar (2007) stressed for the providing the best learning opportunities to each and every student. The conventional way of assessing must change into another unusual form of assessment: if inclusion and variety is taken into consideration which construct upon the understanding that each and every one is able of learning and creditable for the feasible investment in education. It will be shaky to carry on the operating of assessment model that is conventionally built up to concentrate on the selection, documentation (certification) and accountability.

#### **Formative and Summative Assessment**

Black & William (1998) stated that all the activities that are done by the educators or the students by self and which are used as feedback for the improvement and modifications during the learning activities are called formative assessment (Black & William, 1998). Formative assessment is process exercises by the educators and learners during the teaching learning process to provide feedback to strengthen the ongoing learning process and attainment of the learning targeted goals set by curriculum developers (DOE Maine, 2015). According to Ainsworth (2006), the purpose of the formative is:

1. To give motivation to learner to be kept on connected and busy in the learning process.
2. To provide assistance to the learners to be positive in approach and grow constructive set of minds.
3. To help in evaluation of learning strategies to be effective and handy.
4. To provide feedback to the learners about their abilities and learning.

5. To provide information about what specific skill or concept learnt by the student the available standard.

Summative and formative assessments are somewhat different. The vital focus of the formative assessing and formative feedback is to assist the learners to identify the level of learning they have mastered and also assist in the clarification of the expectations and standards (Irons, 2008). Summative assessment is the assessment that takes place at the final stage of the program. According to Torrance & Pryor (2002), summative assessment is normally believed to be carried out at the closing or end of the program in order to assess and convey students' achievements and accountability. Pelligrino *et al.* (2001) said that summative assessment is the instrument to examine the behavior of the learners. It provides us information which is used for deduction of the performance of the learners at the end.

According to Knight (2001), the key distinction between the two types of assessments is "summative assessment is used for judgment and the formative is used for the improvement of activities". By the judgment, students are awarded with a final grade on the basis of numerical feedback. When feedback is provided for improvement that what have been achieved and what are needed to be achieved during the processing of course or program. He considered formative assessing more worthy for learning program.

### **SLOs and Process of Assessment**

SLOs stand for the procedure of collecting and analyzing of learner information and then make use of that collected information for setting the students learning goals and then make assessment that whether these goals have been achieved or not. SLOs make offer of formal and cooperative learning procedure for the growth of information in evaluations, particularly for non-tested ranking grade etc. (DESE, 2014). Students learning outcomes are the definite recognizable and measurable goals that are accepted to achieve. These outcomes are related to the different areas of the learning i.e. cognitive (knowledge), skills (behavioral) and effective (attitude) domain of learning that offer support that learning has taken place of the course, activity or process. SLO describes the learners' capability to combine many prudent skills by applying higher level of cognitive skills and provides something for the application of learned things. SLOs generally include a set of minor objectives through synthesis, analysis and evaluations into complicated knowledge and skills (SCDE, 2015).

### **Rubrics in Assessment**

Rubric is a norm or criteria which are used for the determination of grading or scoring for different tasks like assignment work, achievement or performance. Rubrics have different forms may be holistic, and there is no need of any firm or rigorous numerical values that provide guidance. Rubrics may be based on analytical procedure and assigning definite scoring value for every and each criterion most often a format of main or prime traits in one axis and the scoring, ranking scale on the other axis. Rubrics are very beneficial for maintaining accuracy and consistency of various setting (SCDE, 2015).

Andrade (2000) opined that a rubric is a scoring instrument that makes a list of criteria for any piece of work. It makes gradation of quality for every criterion i.e. outstanding, brilliant, average or poor. Rubric is beneficial for the educators and students because:

1. It is useful instrument for instructions and assessment.
2. It provides assistance to the learners to be more contemplative about their own work and their fellow work.

3. It is time saving on the part of teacher in the process of assessing or evaluation learner's work.
4. It has a capacity for mixed, diverse and heterogeneous classes.
5. It is very easy and simple in using.

A rubric is a scheme of classification or criteria for making the assessment of the learner's activities. Rubric is used to assess any achievement, work or behavior of the students, as oral and written presentations, group performance, essays, portfolios etc. Rubric is used to clarify the expectations to the learners by providing the formative feedback to the learners, making the gradation of the students and also assessing the curriculum, courses and the programs. There are two kinds of rubrics.

1. Holistic rubric: It contains one global holistic grading or scoring the activity or achievement or product.
2. Analytic rubric: It is separate and holistic grading or scoring of the particular or specific achievement or behavior (Allen, 2014).

### **Feedback and Learning**

The exclusively function of feedback can be conceptualized from the three based columns of education i.e. the learner, the teacher and the process of learning (Bloom, 1976). Feedback is critical in the assessing process and plays a crucial role in developing students learning from assessment (Irons, 2008). Feedback refers to what we get back from input or process (Ovando, 1994). Schutz & Weinstein (1990) describe feedback is the procedure or method of gathering information about the learner's achievement, awareness of assessment types and their background information and knowledge. Carlson (1979) believes that feedback is usually the quantity of reliable and commanding information that learner obtained to make stronger or give reinforcement to learning process and direct them to attain the objectives of the learning program or course. Feedback show s errors and mishaps immediate after the learning process. It plays a self-correcting role. The mistakes and slips made at one time can be corrected prior to they have been compounded by the later errors (Bloom, 1976). Black &William (1998) said of the four things make the feedback system effective:

1. Information on the real level of measurable aspect and characteristic.
2. Information on the situation level of reference of those characteristic and attributes.
3. A method or instrument for making comparison, and gathering (generating) information about the variance between these two levels.
4. A method of information that can be utilized or used to modify the gap.

### **Statement of the Problem**

The aim of this study was to evaluate SLOs based assessing process and the role of teacher at primary level. Setting of the SLOs at the start of the course, growth target, selecting of the amount of contents and mode of classroom instructions are some of the basics that should be kept in mind during the teaching learning process. Choosing of the assessment practices during and after the end of the program should be appropriate, standardize and handy for evaluating of the learning program.

## **Significance of the Problem**

Teacher has to observe and set eagle eyes on the performance of the students and to meet the target. He should be well-equipped with all the weapons he needs to fight well. Students learning needs, their learning targets, feasibility and monitoring students' progress program are the duties to be effective in teaching learning process. Quality of knowledge about the SLOs, proficient learning techniques, and high quality of assessment skills are necessary for achievements of the goals. This study will be very lucrative for the entire stakeholders especially for teachers to equip themselves about the basic needs of the classroom learning process and achieving of the targeted goals.

## **Rationale of the Study**

The main theme of the study was to make aware the primary school teachers and other stakeholders about the importance of SLOs, the relation of SLO with contents and assessment practices and feedback program. The exercise of suitable and proper assessment practices makes able the educators to identify the problems confronted by learners while attaining feedback on instructional activities. Relation among the assessment process, SLOs and contents make the learning targeted and goal oriented. Teachers should have the in-depth knowledge and be professionally skillful to conduct the assessment process successfully. There is wide range of assessing methods and techniques that should be adopted by educators to enhance and enrich the instructional process. Classroom assessment should be carried out continuously to improve student learning in each teaching unit.

## **Objectives of the Study**

1. To make aware the teachers about the importance and role of students learning outcomes.
2. To make aware the teachers about the importance of relation between the students learning outcomes, contents and assessment process.
3. To determine the role of teachers in assessing practice.

## **Methods and Procedure**

Population for the study was composed of all the working male government primary school teachers of District Mardan, Khyber Pakhtunkhwa. There were total 812 primary schools for boys in District Mardan. Total numbers of sanction post of primary school teachers were 3690 and the working teachers were 3498(EMIS, 2014-15). A convenient sample of 380 primary school teachers i.e. 300 for questionnaire and 80 for interview were selected as respondents for the study. Data were collected through questionnaires and informal interviews. Questionnaires were distributed among the 300 primary school teachers and also 80 primary school teachers were interviewed. 280 questionnaires were received back from the respondents.

The researchers selected experienced principals and teachers for the pilot testing. Questionnaires were administered by researchers to confirm the reliability and validity of the instrument. According to Downing (2003), accuracy of the research tool is called validity. So, validity of the questionnaire was checked by the educational experts and subject specialists. Some items were found ambiguous and were rephrased for better understanding. Cronbach's Alpha test was conducted to determine the internal consistency reliability of the questionnaire and was found 0.878. The internal consistency reliability analysis for each item of the questionnaire is given as under:

**Table 01:**

**Internal Consistency Reliability Analysis (Cronbach's Alpha) of each item of the Questionnaire**

<b>Variables</b>	<b>Items of the Questionnaire</b>	<b>Cronbach's Alpha</b>
<b>Student learning Outcomes</b>	SLOs are content based	0.879
	SLOs clearly mentioned	0.867
	Measurable	0.937
	Focused on goal	0.894
	SLOs meet the target	0.923
	SLOs acceptable to all	0.889
	SLOs Practicable	0.799
	According to the level of the students	0.899
	Timely achievable	0.833
<b>Assessment</b>	Items relation to SLOs	0.922
	Focused on content	0.866
	Focused on SLOs	0.874
	Formative assessment	0.937
	Summative assessment	0.861
	Rubric development	0.776
	MCQs according to SLOs	0.793
	CRQs according to SLOs	0.884
	ERQs according to SLOs	0.897
	Feedback	0.931
Skills of teachers needed	0.896	
<b>Mean</b>		<b>0.878</b>

The collected data of the questionnaire were analyzed by percentages and inferential statistics i.e. chi-square by SPSS version 16. Themes, pattern were drawn and codification were made from the collected data of interviews. Later on, it was interpreted, conclusion and findings were narrated.

### **Analysis and Data Interpretation**

Chi-square and percentages were used for the analysis of questionnaire data. 300 questionnaires were distributed among the Government School Teachers for Boys and 280 of the questionnaire were received. The statement was supported, when the calculated value was found greater than the table value (3.841) at the degree of freedom 1 at the 0.05 level of significance and not supported when the calculated value was found to be less than the table value.

## Analysis and Interpretations of the Teachers' Responses of the Questionnaire

**Table 02: Analysis of the Responses of Teachers about the SLOs**

S.No	Statements	Yes	%age	No	%age	X <sup>2</sup>
1	SLOs are content based	216	77.14 %	64	22.85 %	82.51*
2	SLOs clearly mentioned	220	78.57 %	60	21.42 %	91.42*
3	Measurable	200	71.42 %	80	28.57 %	51.42*
4	Focused on goal	210	75.00 %	70	25.00 %	70.00*
5	SLOs Meet the target	244	87.14 %	36	12.85 %	154.51*
6	SLOs Acceptable to all	261	93.21 %	19	06.78 %	209.15*
7	SLOs Practicable	207	73.92 %	73	26.07 %	64.12*
8	According to the level of the students	244	87.14 %	36	12.85 %	154.51*
9	Timely achievable	236	84.28%	44	15.71 %	131.65*

**\*Significant**

**df= 1**

**Table value at 0.05= 3.841**

Table 02 shows that in each of the cases, the chi-square was found to be greater than the table value which was 3.841 at the degree of freedom 1 and significant level of 0.05. Henceforth, in each of the case the statement was supported. It was concluded that:

- SLOs at primary level are content based and clearly mentioned.
- SLOs are measurable and focused on goal and targeted to meet the aims.
- SLOs are targeted and accepted to all and practically achievable and according to the level of the grade the level students and timely achievable.

**Table 03: Analysis of the Responses of Teachers about the Assessment**

S.No.	Statements	Yes	%age	No	%age	X <sup>2</sup>
1	Items relation to SLOs	230	82.14%	50	17.85 %	115.71*
2	Focused on content	255	91.07%	25	08.92 %	188.92*
3	Focused on SLOs	257	91.78%	23	08.21 %	195.55*
4	Formative assessment	222	79.28%	58	20.71 %	96.05*
5	Summative assessment	260	92.85 %	20	07.14 %	205.71*
6	Rubric development	236	84.28%	44	15.71 %	131.65*
7	MCQs according to SLOs	264	94.28 %	16	05.71 %	219.65*
8	CRQs according to SLOs	273	97.50 %	07	02.50 %	252.70*
9	ERQs according to SLOs	200	71.42 %	80	28.57 %	51.42*
10	Feedback	162	57.85 %	118	42.14 %	06.91*

11	Skills of teachers needed	244	87.14 %	36	12.85 %	154.51*
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**\*Significant** **df= 1** **Table value at 0.05= 3.841** Table 03 indicates that in each of the cases the chi-square was found to be greater than the table values which was 3.841 at the degree of freedom 1 and significant level of 0.05. Hence, in each of the case the statement was supported. It was concluded that:

- Teachers were of the opinion that the items for assessment should be related to the SLOs. It should be focused on SLOs and the content of the curriculum.
- Teachers believed that both types of assessments i.e. formative and summative are necessary in teacher learning process and rubrics should be made for the assessing items.
- It was found out that MCQs (Multiple Choices Questions), CRQs (Constructed Response Questions) and ERQs (Extended Response Questions) must tally to the SLOs.
- Teachers were in the favor of feedback program. They believed that teachers should be skillful in making assessment. The knowledge and skills of the teachers play a significant role in the assessing practice.

## Findings

80 primary school teachers were interviewed. Some of the glaring findings are:

1. About 50% of the teachers have no knowledge about the SLOs and their importance.
2. Most of the teachers were not formally trained neither in assessing process or SLOs.
3. Teachers were confused in splitting the SLOs.
4. Teachers were of the opinion that they can manage the lesson in time.
5. All most all the teachers were in the favor of making lesson plan but few of the practically doing this job.
6. Most of the teachers believed that teaching and instruction should be according to the SLO. But very few of them study the SLO before or during the instruction process.
7. It was found out that most of the teachers have not any knowledge about the rubric making in the assessing process.

## Discussion

The purpose of the study was to evaluate critically the SLOs based assessing process and the role of teachers in assessing process at primary level. A methodical, organized and orderly approach is required for the assessing of achievements and performance of the students. It is utmost important that there should be relation between the SLOs, contents and process of assessing in learning academies (Hamilton et al., 2009). It's the teacher's responsibility to set eagle eyes on the incessant progress toward the attainment of skills and competence in the standards provide by the curriculum (GTCNI, 2011). For the successful and effectual learning teacher's knowledge about the learner's needs and requirements, set targets and goals that should be align to instructional practices to attain the required targets and conduct standard assessing practices (Stiggins, 2008).

The study found that the majority of the respondents were of the opinion that the SLOs were contents based and according to the curriculum of the primary level and timely and practically achievable. It was measurable and focused on the targeted goals and achievements (Gronlund, 2006). The teachers believed that it is accepted to all and according to the mental levels of the students. The respondents believed that the items for assessment should be related to the

SLOs. It should be focused on SLOs and the content of the curriculum. Both types of assessments i.e. formative and summative are necessary in teacher learning process and rubrics should be made for the assessing items to obtained uniformity and standards in the assessment process. It was also found that MCQs, CRQs and ERQs must tally to the SLOs. Teachers were in the favor of effective feedback program.

The findings of interviews were somewhat different from the findings of the questionnaire. From the interviews, it was found that about 50% of the teachers have no knowledge about the SLOs and their importance. Teachers were confused to split the SLO. Most of the teachers were neither formally trained in SLO nor in assessment practices. Teachers were of the opinion that they can manage the lesson in time. All most all the teachers were in the favor of making lesson plan but few of them practically doing this job. Most of the teachers were of the opinion that teaching and instruction should be according to the SLO. But very few of them study and make use of the SLOs before or during the instructional process. It was also found that most of the teachers have not any knowledge about the rubric making in the assessing process.

With regard to the role of teacher in assessment process, teacher is considered to be the soul and foundation stone of the entire process. Therefore, the role of teacher in assessment process cannot be ignored. Teacher should have theoretical and practical knowledge of SLOs, and should have full command over the contents, assessment tools and approaches of its proper implementation because it is the teacher who frames and develops the assessment items and judgmental procedure at primary level. Teacher should be kept in mind the feasibility of assessment items, student s' individual differences, level of difficulty and environmental factors while framing the assessment items. Teachers should be skillful and have practical knowledge of rubrics, framing the assessment items and evaluation procedure i.e. awarding grades, marks and scoring criteria. Teachers should possess updated pedagogical skills to strengthen the process of instruction and enhance learning in classroom. He should have the knowledge how to utilize the feedbacks received from the assessment process to make the learning more effective and fruitful.

## **Recommendations**

In the light of findings, it was recommended that proper theoretical knowledge and practical training for understanding and utilization of the SLOs should be provided to primary school teachers. For this purpose, practical training workshops and seminar should be provided to equip the primary school teachers in this regard.

It was also recommended that teachers should be updated with the new and updated skills and knowledge about the assessment practice. Department should arrange such activities in program to enhance the abilities and skills of the teachers in this regard. Especially they should be provided knowledge about the rubrics development for the assessment of the different items of assessment to bring standardization in the assessing and grading process to improve the examination system.

It was strongly recommended that the primary school teachers should be given full opportunities to take participation in such type of activities. It is often seen that some of the high-grade teacher / officers hold a type of monopoly and they are seen in each and every training and works hop buzzing around and the primary school teachers were always ignored from such training and practical work. So, department should try to curtail these monopolized holders.

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