



Classroom Assessment, An Integral Part of Teaching and Learning in Education.

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ABSTRACT

Assessment is one of the methods used in ascertaining or finding out how well students have performed during teaching and after teaching- learning process. Assessment is a technique used for collecting data on behaviour of individuals. It involves fact finding activity and, also enable teachers describe the prevailing status of the learner within the context of a given educational objective. The types of assessment, issues in classroom assessment, continuous assessment were fully discussed. It was concluded that assessment techniques should be enhanced at all levels of education; hence it is a component of teaching and learning, as it reveals the weakness and strength of students in a particular area of study.

Keywords: Assessment, Types of Assessment, Issues in classroom Assessment, Continuous Assessment.

Introduction

Assessment is an integral part of teaching and learning. Variety of information is needed to fully understand and make decisions related to programs, policies, and practices. In education, wide variety of methods or tools are used by educators to measure, and document the learning progress, skill acquisition, or educational needs of students. The determination of extent to which learning has taken place has over the years become of major concerns of evaluators in particular.

Assessment is one of the methods used in ascertaining or finding out how well students have performed during teaching and after the teaching and learning process. Assessment is not only the procedure utilized in generating scores and grading, but also diagnostic tool that enables students understand areas of strength and weaknesses. Adeleke (2010) stated that primarily, assessment is meant to diagnose areas where learners are having difficulty to allow for concentration of efforts in those areas, and teachers can evaluate their pedagogical strategies through assessment. Hence assessment of students learning is a strategy the teacher cannot do away with, as it helps in motivating students learn and strive for better performance.

Asuru (2015) documented that assessment is a process of organizing measurement data and fashioning them in an interpretable manner on the basis of which judgment (evaluation) could be made. For instance, organizing the student's scores (measurement data) from the various courses or domains for purposes of taking a decision about such students. He also added that assessment relates measurement data to identified standards and involves data comparison. Chikwe (2017) also explained that assessment involves series of testing, measurement and organization of information collected in a way that facilitates evaluation. Different methods such as tests, interview, examination etc are used for assessment.

Assessment means procedure, processes, methods and techniques used for collecting or generating data about the behaviour of an individual. Assessment involves a fact finding activity and enables the teacher describe the prevailing status of the learner within the context of a given educational objective. It entails gathering data from diverse sources in order to have a clearer understanding of the learner's attributes as a result of learning encounter. Nkwocha (2009) also reported that assessment is multi-trait in nature because it could involve gathering information about the individual on different subjects and at the cognitive, affective and psychomotor domains. Assessment is also multi-source as information about the assessed could be supplied by different people such as school subject teachers, peer mates, parents and counsellors.

It is also multi-dimensional because it concerns teachers and students. Assessment is also much integrated because the way a student learns may be different from how another student learns, due to differences in learning style, understanding and level of comprehension. Therefore, assessment is comparative in nature. Example how did female students perform in relation to their male counterparts in statistics PhD's examination in Rivers State University, can be gotten through assessment of the group, which could lead to decision making on student's performance.

Chikwe (2017) also recorded that assessment is more encompassing than measurement. It is a vehicle for decision making or evaluation. It is assessment when a classroom teacher collects data or scores about the students in his class and presents same to the principal for judgment as whether the students have passed or failed. In other words, assessment facilitates decision making.

Again, Iweka (2019) also contributed that assessment is the systematic appraisal of an individual's ability and performance in a particular environment or context. It is characterized by the building up of a variety of data. Furthermore, assessment in educational setting is a multi-faceted process that involves far more than the administration of a test. When we assess students, we consider the way they perform a variety of tasks in a variety of contexts, the meaning of their performances in terms of the total functioning of the individual and likely explanations of those performances. McCormick and James in Onunkwo (2002) also pointed out that assessment is restricted to classroom situations and what happens in it, while evaluation concentrates on both the classroom activities and those outside it.

Classroom Assessment

Generally, classroom assessment represents the range of processes that focus on the daily opportunities and interactions that enable teachers collect information about students' work, their understanding and use of information to improve both teaching and learning. In classroom, students can be assessed as the programme is in progress or at the end of the academic section exclusively used for certification, placement, promotion etc. There are varied methods or tools used in classroom to assess the extent of learning. The major methods include questioning, observation, project, non-verbal cues, class test, demonstration, interview, discussion, portfolio and assignment (Asuru, 2019).

Odinko (2014) cited by Asuru (2019) identified the major steps in classroom assessment process as follows: Identifying the performance objectives, identifying assessment procedures, identifying assessment techniques, judgment formation and grading. Again, classroom assessment provides answers to the following important questions:

Are there observable positive changes in the learners' behaviour?

Are the schools inculcating the right type of skills, knowledge, competencies, attitudes and value?

Are the educational objectives achieved?

Are the schools doing good job?

Are the products of acceptable quality?

Are the results in line with school, local, state, national and international standards?

Consequently upon the questions, it is imperative to note that answers to these questions will stimulate teaching and learning in particular and the education system in general and provide requisite feedback mechanism to all stakeholders for the improvement of the system. Therefore, assessment is basically aimed at enhancing learning hence, practitioners are enjoined to use tools, principles and practices that will enable students effectively exhibit the behaviour trait measured. Besides, Growing Success (2010) also contributed that, to ensure that assessment, evaluation and report are valid, reliable and lead to improvement of learning for all students, teachers are urged to use practices and procedures that: are fair and equitable for all students, support all students, including those with special education needs. There should be careful plans which relate to the curriculum expectations and learning goals and, as much as possible, to the interests of all students, provides ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement. Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. This is because education directly influences students' learning outcomes. It is there essential that classroom assessment should nurture, support and reflects the societal values of fairness, equity and justice.

Types and Approaches to Assessment

Numerous terms are used to describe different types to learner assessment. McAlpine (2002) use dichotomous poles to represent the assessment type

Formative <-----> Summative

Informal <-----> Formal

Continuous <-----> Final

Process <-----> Product

Formative vs. Summative Assessment

Formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to identify strengths and weakness and hence improve future performance. Its main purpose is to catch deficiencies so that proper learning can take place, which allows the learners to master the required skills and knowledge. Here the learner is assessed in the course of teaching. This could take the form of observing, listening to students' answers to questions and comments by other students in order to note their difficulties and to adjust to teaching accordingly. Formative assessment also involves identifying possible misconceptions and taken care of it, in order to prevent future occurrences.

Formative assessment provides the following: Insight on the pedagogical strength and challenges to specific course concept, guidance to improve teaching strategies, a means of monitoring progress or growth in teaching and learning. Formative assessment is most appropriate where the results are to be used internally by those involved in the learning process (students, teachers, curriculum developers). It is used as the programme is on the process.

Summative assessment emphasizes on the overall performance of one's effectiveness in teaching and learning. It is conducted at the end of a course or programme. The focus is to measure and document quality indicators for decision making purposes. The information from summative assessment maybe used to improve future teaching performance. It provides information on whether the students have mastered the concepts taught and to what extent. The results of this assessment are given to parents for purpose of knowing the progress of their children.

Summative assessment provides the followings: Information concerning teacher's adherence to teaching expectation. Bases for comparing teacher's performance to reference group and external performance, a way of determining the effectiveness of instructional activities, diagnostic information about strength and weakness of teachers' performance, data to determining achievement or curriculum performance expectation. Summative assessment is used primarily to make decisions for grading or determine readiness for progression. It is also used to communicate students' abilities to external stakeholders, e.g., administrators and employers (Darling-Hammond, 2016).

Informal vs. Formal Assessment

With informal assessment, the judgments are integrated with other tasks. Informal assessment is most often used to provide formative feedback. As such, it tends to be less threatening and thus less stressful to the student. However, informal feedback is prone to high subjectivity or bias. Most times this type of assessment is not planned or made known to the students.

Formal assessment occurs when students are aware that the task that they are doing is for assessment purposes, e.g., a written examination. Most formal assessments also are summative in nature and thus tend to have greater motivation impact and are associated with increased stress. Given their role in decision-making, formal assessment should be held to higher standards of reliability and validity than informal assessments (McAlpine 2002).

Continuous vs. Final Assessment

Continuous assessment occurs throughout a learning experience (intermittent is probably a more realistic term). Continuous assessment is a method of determining what the learner has gained from the learning (cognitive), character development (affective) and motor skill (psychomotor). Continuous assessment is most appropriate when student or instructor's knowledge of progress or achievement is needed to determine the subsequent progression or sequence of activities. It provides both students and teachers with the information needed to improve teaching and learning process. Obviously, continuous assessment involves increased effort for both teacher and student.

Final (terminal) assessment is that which takes place only at the end of a learning activity. It is most appropriate when learning can only be assessed as a complete whole rather than as constituent parts. Typically, final assessment is used for summative decision-making. Obviously, due to its timing, final assessment cannot be used for formative purposes (McAlpine 2002).

Process vs. Product Assessment

Process assessment focuses on the steps or procedures underlying a particular ability or task. For example the cognitive steps in performing a mathematical operation or the procedure involved in analyzing a blood sample. Hence it provides more detailed information, process assessment is most useful when a student is learning a new skill and for providing formative feedback to assist in improving performance.

Product assessment focuses on evaluating the result or outcome of a process. Consider the example of the mathematics computation or the accuracy of the blood test results. Product assessment is most appropriate for documenting proficiency or competency in a given skill and it is for summative purposes. In general, process assessments are easier to create than product assessments that require specification of the attributes of the final product (McAlpine 2002).

Above all, these types of assessment is either diagnostic, formative or summative in nature, and are used to identify the nature of assessment, giving the impression that they are different kinds of assessment or different methods of collecting data about the learners (Asuru, 2017). The use of assessment *for*, *as* and *of* learning have provided the platform for distinctively showing how data collected from assessment is used in the teaching, learning and assessment circuit. Furthermore, it has broken down the misconception that teaching and learning and assessment are distinct processes and that they occur independently and at distinct stages. Assessment experts today see the three (*assessment for*, *as* and *of*) as complementary, basically linked and innovative processes and/or activities that enable education achieve its noble objective (Asuru, 2019)

Assessment *for* Learning

This is an assessment process that entails the teacher using evidence about the students' knowledge, understanding and skills to inform his teaching. This type of assessment is used by teachers as mechanism for determining what the students know, what they can do and what misconceptions that tends to impede their learning.

Asuru (2019) also acknowledged that a teacher collects information that will enable him adjust his instructional strategies and at the same time enable the student adjust his learning method based on the guidance received. He added that assessment *for* learning is used in making decisions that affect teaching and learning. Here, the teacher selects those unique and enriching opportunities to teach important topics, skill, values and attitudes. Data so generated are used as feedback to improve teaching (teacher) and learning (student) on the next line of action (Asuru, 2017)

Serafini (2011) supported that teachers also use assessment *for learning* to enhance students' motivation and commitment to learning. When teachers commit to learning as the focus of assessment, they change the classroom culture of student success.

Assessment Reform Group (2002) also reported that assessment *for learning* identifies every learner's strengths and weaknesses and make remediation where necessary. It also adjusts teaching and learning activities to suit individual students, groups and the entire class.

Booyse (2016) provided three-step guide as follows:

- 1) Assessment *for learning* should be part of constructive planning, teaching, learning and assessment. This calls for adequate planning by the teacher to provide opportunities for both learners and teachers to obtain and use information about progress towards learning goals. Such planning should be flexible and include strategies to enable learners understand the goals as well as how they will receive the feedback, their participation in assessing their learning and how they will be helped to make further progress.
- 2) Assessment *for learning* should be recognized as central to classroom practice hence, tasks, questions etc. that will make them exhibit the skill, attitude, knowledge or values should be part of assessment. This therefore calls for the use of a variety of tools- written, verbal and non-verbal in assessing the learner. These should form the basis of reflection, discussion, interpretation and decision.
- 3) Assessment *for learning* should be sensitive, constructive and acknowledge the emotional impact of assessment. Teachers are to be conscious of the fact that their comment, gestures, grade, marks, etc. have some impact on the disposition, confidence, interest and emotional stability of the learner. He should therefore be constructive in providing the requisite feedback. It is advocated that such comments should not be focused on the learner as a person but on his work.

The emphasis shifts from summative to formative assessment, in Assessment *for Learning*. Assessment *for Learning* happens during the learning, often more than once, rather than at the end. Students understand exactly what they are to learn, what is expected of them and also given feedback and advice on how to improve their work. In assessment *for Learning*, teachers use assessment as an investigable tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have (Kellaghan & Stufflebean, 2003).

Teachers' Roles in Assessment *for Learning*:

Assessment *for learning* occurs throughout the learning process.

- a) It is interactive, with teachers
- b) Instructional improvement
- c) Identifying particular learning needs of students or groups
- d) Selecting and adapting materials and resources suitable for teaching and learning.
- e) Creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning
- f) Providing immediate feedback and direction to students

(Hodgen & Marshall, 2015).

Assessment *as Learning*

Growing Success (2010) noted that assessment *as learning* entails the use of a task or activity that permits students to use assessment to further their own learning. Therefore, students are their own assessors and are able to learn about themselves primary as learners and become aware of how they learn by having knowledge of their own thought processes- become meta cognitive (knowledge of one's own thought processes). Students reflect on their work on a regular basis, usually through self and peer assessment and decide (often with the help of the teacher, particularly in the early stages) what their next learning will be.

Asuru (2019) also contributed that Assessment *as learning* enables the students to take responsibility for their own learning and monitor their future directions towards learning, set their own personal goals, identify areas of strengths and weaknesses as well as advocate for their own learning.

Teachers' Roles in Assessment *as Learning*:

The teachers' role in promoting the development of independent learners through assessment *as learning* is to:

- a) Model and teach the skills of self-assessment
- b) Guide students in setting their own goals, and monitoring their progress toward them
- c) Provide models of good practice and quality work that reflect curriculum outcomes
- d) Work with students to develop clear criteria of good practice
- e) Provide the students with ideas for adjusting, rethinking and articulating their understanding which leads to a cycle of feedback and another extension of learning.

- f) Guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with ambiguity and uncertainty that is inevitable in learning anything new
- g) Provide regular and challenging opportunities to practice, so that students can become confident, competent self-assessors
- h) Monitor students' meta cognitive processes as well as their learning, and provide descriptive feedback
- i) Create an environment where it is safe for students to take chances and where support is readily available.

Assessment of Learning

This is the most commonly used type of assessment in school setting. The purpose of this kind of assessment is usually summative and is mostly done at the end of a task, unit of work etc. Asuru (2019) supported that it is the use of tasks, activities or tests to determine student's achievement against outcomes and standards at the end of a unit of learning; (topic, term, course, semester or programme), traditionally referred to as summative assessment. It is the end of course or term or programme assessment that is used to grade, mark or judge the level of learning. Assessment *of* learning is used to record and report what the learner has learnt in past. It therefore provides evidence of the level of achievement in the learning to the students, teachers, parents, school administrators, employers and other stakeholders.

Assessment *of* Learning is the assessment that becomes public and results in statements about how well students are learning. It often contributes to pivotal decisions that will affect students' futures. It is important, then, that the underlying logic and measurement of assessment *of* learning be credible and valid.

Generally, assessment *of* learning outcome forms an integral part of teaching and learning. Monitoring the quality and effectiveness of teaching and indeed the amount of knowledge, skill, attitudes, values and competences gained by learners become imperative. Assessment forms one of the basic features of the school, hence it plays significant role in determining the extent to which school objectives have been achieved.

Teachers' Roles in Assessment of Learning:

Teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications. Effective assessment *of* learning requires that teachers provide:

- 1) A rationale for undertaking a particular assessment *of* learning at a particular point in time
- 2) Clear descriptions of the intended learning
- 3) Processes that make it possible for students to demonstrate their competence and skill
- 4) A range of alternative mechanisms for assessing the same outcomes
- 5) Public and valid reference points for making judgements
- 6) Transparent approaches to interpretation
- 7) Descriptions of the assessment process
- 8) Strategies for recourse in the event of disagreement about the decisions.

Issues in Classroom Assessment: In the context of educational practice there are some crucial issues with respect to assessment, which demand the attention of all those who are concerned with the quality of teaching and learning process. Some of them are described below;

Teacher's Poor Knowledge: Most school teachers are not professionally trained, hence lack the requisite skill and competence to use the assessment tools. Also, some who are professionally trained do not exercise the required diligence and patience needed in the use of these tools because they are generally complex and time consuming.

Poor Test Quality: Tests may not show sufficient evidence of validity and reliability. Many tests used for educational assessments are not standardized or prepared by undertaken the systematic test development procedure and applying psychometric principles. Such test does not possess the good qualities and fails to perform their functions and purpose. One of the reasons for the poor quality of test is that the construction of good quality test require expertise, time consuming process and has to undergo a series of sequential procedures (Areekkuzhiyil, 2019).

Domain Dependency Issue: A teacher who has weak cognitive domain understanding is less likely to know what questions to ask of students, what to look for in their performance, what inferences to make from that performance about student knowledge, and what actions to take to adjust instruction. Therefore, it is important for a teacher to master topics, sub-topics in a subject area, to enable him ask questions that is reliable and valid (Hodgen & Marshall 2015).

Measurement Issues: Educational measurement involves four activities: (i) designing opportunities to gather evidence, (ii) collecting evidence, (iii) interpreting it (iv) acting on interpretations. The measurement issue lies in the interpretation of evidences for learner performance and achievement. Some teachers do not know how to use measurement tools and to give interpretation to the measured data.

Bias: Blatchford and Cline (1992) suggested that the assessment process should operate without bias with respect to gender, social class, ethnicity, language use and religion. However, many researchers have demonstrated the existence of bias in educational assessment. Many researchers have argued that most assessments are culture biased and discriminate against certain ethnic groups.

Open Book Examinations: An open book examination is one in which examinees are allowed to consult their class notes, textbooks, and other approved material while answering questions. The teacher's role is viewed as facilitating the transfer of information from the textbook to the students' minds. Therefore, students are not tested on recall of knowledge, comprehension and application of knowledge. Again, teachers should equip students with the ability to acquire knowledge, to modify existing knowledge on the basis of new experience, to build new knowledge, and to apply available knowledge to solve problems and make intelligent decisions.

Online Examinations: Online examination or online assessment is a web based interactive, independent and intelligent examination platform for students. It is an examination accessed on a computer via the internet or a similar computer network. The assessment or test is read online and the responses are given online by selecting a choice or typing a response, or speaking a response aloud using voice recognition technology. In online examination students can still use the web for examination malpractice.

Take-Home Tests: Take-home tests allow students to work at their own pace with books and materials. Take-home tests also permit longer and more involved questions, without sacrificing valuable for class time of examination. Assessment of this kind may be deceiving, as students may not do the assignment themselves but consult other sources for help (Wiggins, 2014).

Paired Testing: Some students in a group may not contribute meaningfully as they are paired up for assignment, while the same score is awarded across the bar to all the students. This kind of assessment does not reveal individual performance on a test (Murray, 2015).

Continuous Assessment: Assessment forms one of the basic features of the school, hence it plays significant role in determining the extent to which school objectives have been achieved. However, educationists have devised different methods of improving quality of education through improved assessment. One of the assessment methods employed is the continuous assessment method. Continuous assessment is assessment strategy introduced to take care of the weaknesses of old "one shot" assessment that is carried out at the end of term or session. The concept of continuous assessment has attracted many definitions from different educationists.

Asuru (2015) noted that continuous assessment is a method of determining what the learner has gained from the learning activities in terms of knowledge, thinking and reasoning (cognitive), character development (affective) soft skill and industry/motor skills (psychomotor). He added that the need for this type of assessment is predicted on the premise that in the classroom, like in other field, some integrated assessment need to be made on both the products and the processes and the fact that decisions about the learner can only be effectively made if based on comprehensive, accurate and reliable information.

Federal Ministry of Education, Science and Technology (FMEST) in Chikwe (2017) noted that continuous assessment is a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour takes account in systematic way all his performances during a given period of schooling. Such assessment involves the use of a great variety of modes of evaluation for the purpose of guiding and improving the learning and performance of the student. To Adeleke (2010), continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding and skills attained by pupils. In ascertaining the knowledge, understanding and skills attained by the learners, assessment is made over a period of time by the teacher and not with a single test or examination. Omebe (2019) stated that continuous assessment is known as a periodic assessment that entails testing students' achievement at regular intervals to ascertain the extent to which they have gained in a particular course of instruction so that necessary remediation measures are recommended if need be and affected. Continuous assessment was introduced into the school system to ensure that learners are being assessed at regular intervals to enhance teaching-learning process and students' learning outcome (Akinwarere, 2015).

Idowu and Esere (2010) also see it as a method whereby the final grading of students takes into account in a systematic way of their whole performance during a given period of schooling. However, Airisian (1991) described continuous assessment as any assessment approach which depicts the full range of sources and methods teachers use to gather, interpret and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture. Continuous assessment could also be seen as a method of ascertaining what a student or pupils gains from schooling in terms of knowledge, industry and character development. It takes into account all the child's performances in tests, assignments, projects and other educational activities during a given period of term, year or during the entire period of an educational level.

Characteristics of Continuous Assessment

i. Systematic: Continuous assessment is systematic because it involves an operational plan. This plan includes what mode of assessment the teacher should adopt, what intervals the measurement should be made and the instruments to be used in the measurement. Chikwe and Sunday (2014), explained that a school may decide that the continuous assessment should be carried out two times in a term, at middle of the term and towards the end of the term. The classroom teacher will decide before time what mode of assessment to be adopted - oral, written essay, objective, test, quiz, project etc.

ii. Comprehensive: Many types of tools or instruments are used to measure the learner's behaviour. They include projects, achievement test, questionnaire, observation, interview and projective technique, among others. Also, all the three domains of behaviour cognitive, affective and psychomotor must be measured. This is what has been aptly described as the 3H's of the child — the head, the heart and the hands respectively pointing to the cognitive, affective and psychomotor domains respectively. The teacher thus, sees the child in his totality, thereby making an integrated assessment.

iii. Cumulative: Any decision to be made at anytime on the learner takes into account all previous decisions about him. This entails the keeping of all relevant records about the learner as all the previous scores, comments and records will be aggregated to determine his current status. Ezewu in Chikwe (2002) noted that the child's performance in a given year has to be related to one another. The cumulative nature of continuous assessment emphasizes the fact that final assessment of learner is the sum total or aggregate of several formative evaluations taken on the student over a period of time.

iv. Guidance-Oriented: Information about the learner is used to guide his further development. This makes continuous assessment to be formative in nature with an embedded feedback mechanism. The scores are here used to determine what the learner has learned or failed to learn and make remediation before it is too late. The role of the teacher here is that of a formative evaluator.

Techniques used in Continuous Assessment

In conducting continuous assessment, various assessment techniques are used. They include

Test: The use of tests or examination helps to determine students' achievement in a subject, unit lesson or course, and to also find out the effectiveness of the teaching strategies. This various types of test could be employed essay, objective, oral, performance tests etc.

Psychological Test: Psychological tests include achievement test, intelligence test, aptitude test, interest and personality inventories. The results obtained from these test could be used for guidance services, placement etc.

Observation: Observation is one of the non-test techniques use to obtain information from students which cannot be obtained using tests. Information about a student can be obtained through observation of the student as he exhibits some behaviour in real life situation. The information revealed through observation can form part of the student's assessment.

Interviews: Interview involves an interaction between the teacher and a student on face-to-face basis. The teacher asks questions and the student responds. Interview is useful especially when the student (respondent) needs some clarification before he can rightly give his responses.

Questionnaires: Questionnaires are useful for measuring interests, attitude, emotions and social adjustment of students. Questionnaire is a technique that requires a student to answer questions about himself, his interest, his ability and personality.

Conclusion

Teachers are encouraged to professionally carry out classroom assessment as it forms an integral part of education system. Assessment is a crucial tool for simultaneously improving classroom practice and students' performance. It enhances teaching and learning by providing more focused application for learners. Assessment enables teachers to adjust their teaching to meet individual student needs, and to help all students to reach high standards. Assessment techniques should be enhanced at all levels of education; hence it is a component of teaching and learning, as it reveals the weakness and straight of students in a particular area of study

Recommendations

1. Assessment technique should be enhanced at all levels of education in teaching any of the subjects/courses.
2. Practical training in using assessment should be provided for teachers. For this, appropriate guidance should be provided to all teachers at all levels.
3. Teachers who are well versed in assessment techniques should be encouraged and their expertise should be utilized for the said purpose.
4. Further researches should be conducted to investigate the effectiveness of assessment in teaching different subjects at different levels of education.
5. Teacher-students ratio should be reduced to a manageable size of 1:40. This will help to reduce the work load of teachers and encourage them to give as much continuous assessments as possible.

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