

A review on assessment of pupil's progress in learning at the primary level in the schools of the United Kingdom

Salwa Mostafa Khisheim*

Special Needs Department, School of Education, Jeddah University, Jeddah, Saudi Arabia

***Corresponding Author:**

Salwa Mostafa Khisheim

Email: smkhisheim@gmail.com

Abstract: Classroom assessment has become an integral part of teaching and learning process in schools. To have a good understanding of each pupil's present level of knowledge and skill in order to determine suitable strategy and support for learning for each pupil, teachers gather significant information through assessment in the classroom. This review article discussed the assessment of pupil's progress in learning at primary level in the school of the United Kingdom. It explains the importance and the principles behind the assessment process in schools. Also, taken into consideration the purposes of assessment of pupils, the assessment method/process, different types of assessment for different purposes, various activities which are carried out in classrooms for assessment of learning and issues faced by the teachers or school authorities while conducting the assessment.

Keywords: Assessment, Pupil's progress in learning, Primary schools.

INTRODUCTION

It is crucial for teachers to have a good understanding of each of their pupils' present stage of progress so as to create a learning environment in the classrooms where students can develop skills and conceptual understanding. Therefore, teachers seek to gather information on what skills and what level of understanding do each student have. In order to gather this vital information, teachers must assess their students regularly in classroom, which is often called as "classroom assessment" [1-5].

Assessment of pupils' learning and progress in the classrooms is a part of the wider process of evaluation that goes in the primary schools in the United Kingdom. It relates not only to what children have learnt and need to learn, but also the effectiveness of the teaching process and the quality of the curriculum teachers have to offer [6]. As Dean (1992) [7] suggested that assessment process itself should not determine what is to be taught and learned. It should be the servant, not the master of the curriculum. Many teachers construct and execute their own tests, implement standardized tests in the classrooms and convey the results to parents and to school authorities. Teachers also carried out their own casual assessments of pupils and update the ongoing teaching and learning activities according to their findings [8].

Assessment is a bigger picture of a pupil's progress and achievement in learning which is constructed gradually with time and how the child

learns (the learning process) and what the child learns (the products of learning) forms the picture. From this information, the teacher identifies the pupil's current learning, and provides him/her with appropriate assistance and support for the pupil's future learning. Thus, assessment is far more than just examining the pupil; it concerns the everyday interactions between the teacher and each pupil in the classroom which include moment-by-moment conversations, observations and actions [9].

Definition

Educational assessment is an omnibus term which includes all the process and products which describe the nature and extent of children's learning, its degree of correspondence with the aim and objectives of teaching and its relationship with the environments which are designed to facilitate learning [10].

Assessment refers to any activity used to appraise pupils' performance. The learning outcomes promoted by schools concentrate on helping pupils to develop knowledge, understanding, skills and attitudes. Assessment thus, refers to techniques teachers can use to monitor pupils' progress in terms of specific learning outcomes [11].

The most thoughtful definition, which many of the interpretations represented in the teachers' comments are included in the definition of assessment offered by the Task Group on Assessment and Testing (TGAT), where they described assessment as: "A

general term enhancing all methods customarily used to appraise performance of an individual pupil or a group. It may refer to a board appraisal including many sources of evidence and many aspects of pupil's knowledge, understanding, skills and attitudes, or to a particular occasion or instrument". TGAT Report [12] in [13].

In its broadest sense assessment, more specifically, classroom assessment may be defined as *the process of gathering, recording, interpreting, using and communicating information about a child's progress and achievement during the development of knowledge, concepts, skills and attitudes.* Assessment, therefore, involves much more than just testing the pupils. It is a continuing process that comprehends many formal and informal activities designed to monitor and improve teaching and learning in all areas of the curriculum [8].

Importance of Assessment

Assessment is an essential part of teaching and learning process, which facilitates the importance task of matching curriculum or learning objective to attainment and ability. Many facets of education, such as student grades, placement, and advancement as well as curriculum, and instructional needs are affected by assessment.

It is necessary to provide suitable assessment opportunities for pupils to show what they have learned, understand and can do by planning day-to-day tasks and any tests in such a way that:

- Allow progress, however limited, to be demonstrated;
- Provide appropriate starting points and challenges for individual pupils (e.g. special needs pupils);
- Acknowledge pupils' oral and practical as well as written responses;
- Allow access for pupils, particularly for those working at level 3 or above, who have significant difficulties with reading and/or writing;
- Allow individual pupils to respond in ways appropriate for them, such as by using specialist equipment;
- Allow individuals to respond with help from their peers, an adult or an older pupil are of suitable length to allow pupils to complete work satisfactorily and without loss of concentration or motivation [14].
- Enables children (and their parents) regularly to know how they work during the whole school year. So, they can improve and parents can know how their children progress.

Principles of Assessment

The following principles should guide both the policies and practices for the assessment of pupils in primary schools:

- Assessments must have a clear benefit either in direct services to the child or in improved quality of educational programs [15].
- Assessment should be tailored to a specific purpose and should be reliable, valid, and fair for that purpose [15].
- Assessment policies should be designed with the recognition that reliability and validity of assessments increase with children's age [15].
- Assessment should be age appropriate in both content and the method of data collection [15].
- Forms of agreement should be manageable, coherent, systematic, valid, sufficient and appropriate for the intended purposes and meaningful to all users.
- Assessment of a child's learning should include the full range of learning activities with which she/he is engaged. These include not only the assessment of National Curriculum attainment targets, but the development of attitudes, etc.
- Assessment must take account of the wide range of individual needs including those associated with mother tongues (the assessment of bilingual pupils who are at an early stage in their learning of English should be mother tongue), and cultural background.
- Assessment should be based on criteria which are explicit and capable of being readily understood by pupils, teachers, parents and others.
- All pupils should be entitled to a formative record of progress across the broadest span of achievement, within and beyond the National Curriculum and including areas of achievement identified by the pupils.
- Portion of recording of assessment should emphasise specific achievement.
- Opportunities should be given for pupil self-assessment to foster self-awareness and encourage greater responsibility for learning.
- Constructive, positive and regular discussion between teacher and pupil to review progress and identify strengths and weaknesses should help inform agreements on future learning targets. This process should be informed by regular discussion with parents.
- All the processes of formative assessment and record keeping should be the basis for the production of a summative report [13].
- All pupils should know everything about the assessment process itself (i.e. forms, purpose, methods, etc.) from the beginning of school year.

- Parents should be a valued source of assessment information, as well as an audience for assessment. Because of the fallibility of direct measures of young children, assessments should include multiple sources of evidence, especially reports from parents and teachers. Assessment results should be shared with parents as part of an ongoing process that involves parents in their child's education [16].

The Purposes of Assessment

Assessment of pupil's learning can aid a number of different purposes. It is through assessment that the teacher constructs a complete picture of the short-term and long-term needs and supports of the child and plans future work accordingly (Primary School Curriculum, 1999) [17].

The most important purposes are as follows:

- The primary purpose of assessment is to assist teachers in upgrading their pupils' learning by rendering information regarding their knowledge, understanding of concepts and mastery of skills, with a view to planning learning programmes for each pupil [18].
- Assessment provide the teacher with feedback about pupils' progress. Such feedback enables the teacher to consider how effective his/her teaching has been in achieving its intended learning outcomes.
- It provides pupils with educative feedback. Assessment enables pupils to relate their performance to the standard expected, to use detailed background information to correct and improve their work and to appreciate more clearly the requirements of the tasks set (e.g., regarding the layout of the work or procedures used).
- It motivates pupils. Assessment activities can act as a spur to pupils to organise their work well and to learn what is required so as to achieve well at these activities. The spur may be largely based on intrinsic motivation, self-motivation, extrinsic motivation, i.e., extend motivation, or a balance of both.
- It provides a record of progress. Regular assessment activities enable a teacher to keep a record of pupils' progress over a long period. This can then form the basis for teachers' decisions about special needs pupils' current and future educational needs, particularly if a cause for concern arises. It can also be used when communicating with others, including parents, and should influence teachers' future planning for teaching similar groups.
- It provides a statement of current attainment. A specific assessment activity or group of

activities can be used to identify the standard of attainment achieved at a particular point in time. Such attainment may form the basis of certification, or a formal statement issued to others, most notably parents.

- It assesses pupils' readiness for future learning. Assessment can be used to indicate whether pupils are ready for a particular type of learning, i.e., readiness to learn to read, whether a particular ability grouping may be appropriate, whether they have any specific learning difficulties, or, more simply, whether they have covered the previous learning required for the new topic to be taught effectively [11].
- It ensures sensitive and thorough diagnostic and formative teacher assessment.
- It provides parents with easily intelligible summative information about their child's progress.
- It provides parents, prospective parents, employers and other interested parties with reliable summative information about the performance of the schools in which they have an interest.
- It delivers reliable summative information about the performance of the education system as whole [19]. Her Majesty's Inspectors (HMI), have suggested that assessment of pupils' work has four main purposes, these are:
 - Provide pupils with an indication of their individual achievements and progress;
 - Help the teacher identify areas of strength and weakness in learning and adjust subsequent teaching in the light of this;
 - Enable pupils to evaluate ways in which they can improve;
 - Show others what standards of work have been achieved [20] in [13].

Method of Assessment

A good assessment practice depends on teachers' understanding of what each method contributes and building their practice to intensify the effectiveness of each. Furthermore, a good assessment practice facilitates teachers and schools to utilize assessment data to its best effect, to progress teaching and learning forward, and to escalate student's achievement [21]. Assessment methods or techniques, according to Fisher, 1991 can broadly be grouped into: systematic observation, gathering of evidence, and development of manageable recording systems.

Observation

Systematic observations can be made at certain fixed points in the programme of activity, for example, when the bulk of the class are engaged in independent

study and the teacher wishes to observe a specific task undertaken by a group of children or an individual who is next on his/her list. During his/her observation of the activity there may be many features of it that could be assessed or recorded. There is a need therefore, to focus on the specific aspect or aspects of the performance he/she wishes to record. Teachers should be beware of expectations that might cloud his/her judgement. There may be a 'halo' of success or failure which illuminates his/her image of certain children. A teacher may rate a child in his mind as someone who can/cannot be expected to succeed. Teacher's bias should have clear objectives in mind, and to look for evidence of actual achievement [6].

Evidence

The gathering of evidence is an important aspect of assessment, and needs to reflect the range of work done by the child in the classroom. The evidence that teachers will need to collect in support of his/her assessment should include samples of children's work. One way to organise this is to open a file for each child, in which samples of work can be stored. This portfolio could form part of a record of achievement for each child [6].

Recording

All schools should have some form of record keeping system and teachers should for the most part be expected to keep records up to date. All schools must keep a record of a child's progress through the National Curriculum, and many schools interpreted this as having to record progress against every statement of attainment. Whilst some teachers and schools may find this useful, it is not a statutory requirement. Pupils' own work and records related to programmes of study, or even profile components, may suffice to show progress and achievement within National Curriculum subjects [22]. The influence of keeping records is dependent on the extent to which the records are in fact used. Keeping records that are much too detailed or in a form that serves little purpose will not be a good use of teachers' time [11].

Dean [7] classified records as follows;

Notes of observations and checklists

These can be notes of things which occur that a teacher feels are of interest, made day-by-day as things happen.

Collection of specific information about each child's work and behaviour

A teacher can make observations against a check list of specific goals. These might be the statements of attainment or they might be such things as the development of independence in study or the ability to work with others. It is useful to identify a series of

items and look for different things weekly, monthly or termly.

Collection of errors made by an individual

Errors in reading, writing and number work provide the teacher with important clues to a child's thinking. Children can help by doing some of this for themselves.

Record of achievement

Primary schools are also expected to keep records of achievement for children. National Curriculum [23] describes them as follows:

- A cumulative record of an individual child's achievement in school.
- Compiled by the pupils, the teacher and others who are involved in the learning process.
- Usually confined to positive achievement.
- The place to note personal and social attributes and a wider range of activities and experiences.

Tests and assessments

Test scores and teacher assessments are part of the process of implementing the National Curriculum and over a period they will show patterns which will be of interest. Teachers need to be systematic in reviewing this kind of information for all children.

Collection of samples of a child's work over a period

This is a good way of building a picture of a child's progress. The child can learn from being involved in the selection of work for the record folder and this will provide both child and parents with interesting evidence of progress.

A record of progress through schemes with clear stages

A scheme which has clear stages, whether a published scheme or the teacher's own, provides a record of the stage each child reached in the particular work concerned.

Lists of work covered or attempted

This is another record through which children can keep work themselves. It may also be useful to make a duplicated sheet of work done by the class over a term or year and then add a note of individual variations. These lists can then go into the children's individual record folders.

Organisation statements for daily work

A teacher give children work in writing, the statements that teacher makes can form part of his/her record of work if he/she thinks out carefully the best way to do this.

Notes made by children of work done

It will depend to some extent on the way the teacher works how he/she uses this kind of record. It is helpful on completing a project for each child to note the things he/she did as part of the work. It can also be useful if teacher worked an integrated day of some kind to ask children to record what they have done at the end of each session. If teacher reviews these notes they give some idea of how much work individuals are actually doing.

Notes of discussions held with children and their parents and with other teachers

There is a case for reviewing each child's progress with someone else in the course of the year in order to check his/her own conclusions.

Regular meetings with each child's parents have become a fixture of work in all schools and it is important to make a note of what was said at each meeting. Teacher should also review work with each child in the course of the year and this meeting too should be recorded since such a meeting should result in agreement with the child about the particular aspects of his or her work which need extra effort and a plan to improve in particular areas [7].

Types of Assessment

Formative Assessment

Formative assessment is also called 'assessment *for* learning' (AfL) as it determines to assist pupil's learning process. Formative assessment aimed to promote or shape effective future learning by pupils. It involves providing pupils with helpful feedback, or by giving teacher feedback or information on a day-to-day basis, that will enable him/her to meet the pupils future learning needs more effectively [24,11]. Typically, such assessment leads to identifying errors, difficulties or short comings in the pupils work and offers advice, guidance and information to improve future performance [11]. Formative assessment is useful for both teachers and learners, but less so for those who does not centrally involve in the teaching process that need and deserve information periodically about the child [25].

Formative assessment is an on-going cyclic process in which information is collected on the basis of the pupils' progress towards the short-term goals of a lesson or series of lessons. Using this information teacher identify the suitable ensuing steps for the pupils and the action required to take these steps. A key feature of formative assessment is the feedback that pupils receive regarding how to improve their understanding or skills or further move on as pupils are the ones who do the learning. Simultaneously, the information gathered about pupils' progress also provides feedback to the teacher, whereby teacher then regulate the pace or challenge of the learning activities

to maximise opportunities for learning. Furthermore, pupils can also have a role in decisions about their learning and direct their efforts more effectively if they know the reasons behind their activities. This means not only just knowing what to do but what they are trying to achieve in terms of quality as well as goals [26].

Summative Assessment

Summative assessment is also called 'assessment *of* learning' (AoL) as it involves summarizing and reporting what has been learned by a pupil at a specific time. Summative assessment which identifies the standard of attainment achieved at a particular moment in time, normally carried out at the end of a period of instruction (i.e., end of term, end of course). The most typical examples are the grades used on school reports of attainment, or the results of external examinations [11].

Parents are the main client group here, but there are many others such as other teachers and schools, providers of further education and training, potential employers, educational welfare officers, education psychologists and so on. For these groups a summary is needed to provide an accurate picture of the child's learning and progress, without the burden of too much detail. Summarising often feels very unsatisfactory, it flattens out the unique representation of the child as an individual, and sometimes produce an image more crude and blurred, or even a caricature of reality. Adding grades or scores to this summative assessment almost adds insult to injury. The more child-centred we are, the more troubled we may be by the notion of 'labelling by level' that the National Curriculum framework could generate [25].

Norm-References Assessment

Norm-references assessment measures a pupil's performance in comparison to the performance of same-age pupils on the same assessment. Normative scoring is based on a bell curve, meaning only half of those tested can score above the 50%. Norm-referenced assessment is designed to enable comparative judgements, child against child, children against the norm. It is not designed to generate specific information about what an individual child knows, understands and can do, irrespective of other children [25]. It involves statistical tests, by way of comparing an individual's score with a distribution of scores provided by a representative sample of the population. The results are interpreted in relation to the performance of others [27].

Criterion-Referenced Assessment

Criterion-referenced assessment measures a student's performance in comparison to a pre-defined set of criteria or a standard. It measures what the student knows and doesn't know at the time of

assessment. This means that all pupils who meet this criterion would be assessed as achieving the related grade, regardless of how other pupils performed [11]. The goal is to determine whether or not the candidate has the demonstrated mastery of a certain skill or set of skills. The student's performance is not compared to the performance of other students on the same assessment as in norm-referenced assessment. The results of the assessment are usually conveyed as 'pass' or 'fail'.

Diagnostic Assessment

Overlaps with formative assessment, but specifically identifies learning difficulties or problems in children who has not been diagnosed yet as special needs pupils. Certain tests can be used to identify particular needs, and these are related to the statements of special educational needs [11]. It is vital to use assessment for the identification of children with learning difficulties at the earliest possible phase so as to plan suitable support and intervention which can be put in place in appropriate time. Teachers can possibly identify at-risk children by the end of senior infants by using appropriate tools. Diagnostic assessment has play an important role in this process. However, it is not necessary to employ formal diagnostic tests to all children, as most teachers would not have the time. The school's assessment plan should include the role of diagnostic assessment in detail, including its place in the sequence of assessment procedures appropriate in identifying and addressing individual children's learning difficulties [8].

Internal Assessment

Internal assessment is the assessment activities which are devised, carried out and marked by the class teacher, and often used as part of their own programme of teaching [11].

External Assessment

Assessment activities devised by examiners outside the school, and usually also marked by external assessors, although in many cases marking can be done by the class teachers but is then checked by external assessors on the sample basis [11].

Formal Assessment

Formal assessment is made following prior warning that an assessment will be carried out. This normally allows the pupil an opportunity to revise and prepare for the assessment [11].

Informal Assessment

Assessment based on the observation of performance which occurs in the class-room as part of normal classroom practice [11]. For example, this may occur when a teacher notices a child with a special educational need. Such an evaluation is based on professional experience and is very valuable in that it is

more likely to pinpoint individual needs, abilities and deficits which can be further investigated [27].

Continuous Assessment

Continuous assessment is based on the final assessment of the standard of attainment achieved on assessments made over a long period of time [11]. This assessment is very important for special needs teacher to make him/ her know if the special needs child improving or not.

Process Assessment

Assessment of an on-going activity, such as reading aloud a poem or designing and conducting an experiment, in which the assessment is based on direct observation of the performance while in progress [11].

Product Assessment

Product assessment is the assessment based on a tangible piece of work, such as an essay, project, drawing, model, or examination script, submitted for that purpose [11].

Objective Assessment

Assessment activities and associated marking schemes having extremely high agreement between assessors on the marks awarded. The best example of this is the use of multiple choice tests [11].

Assessment Activities in the Classroom

Assessment activities are going on in schools all the time, ranging from asking pupils questions during normal class work, to administering a formal written examination. In carrying out assessment activities the teacher needs to be clear about the main purpose or purposes of the assessment and the type of assessment he/she wants to use. After this the teacher is then ready to think about how to select, design and carry out the best suitable assessment activities. Activities which are used in classroom are:

Monitoring Normal Class Work Activities

Monitoring normal class work activities is a central aspect of teaching, and is bound up with a teacher's decision-making about the progress of the lesson and the feedback he/she gives to pupils facilitate their learning. The main assessment aspects of such assessment are that teachers ensure to monitor all pupils' progress regularly (not only those who frequently demand or require more attention) [11].

Designated Assessment Tasks Integrated with Normal Class Work

It is a thin line between monitoring normal class work activities and using designated assessment tasks integrated within normal classroom. Some activities that need to be assessed occur in normal class work on a regular basis, whereas others need to be

specifically designed and introduced for the purpose of the assessment. The latter is often the case if it is important for the task to be carefully standardised and assessed in terms of specific criteria that require close attention. However, in either case, the teacher needs to consider whether he/she should forewarn pupils that a particular assessment activity is to take place and indicate its purpose and use. Skilful assessment of pupils' progress in meeting the National Curriculum attainment targets depends very much on how well assessment tasks are integrated within normal classroom without disrupting or interfering unduly with the normal progress of learning [11].

Homework

The use of homework tasks is very important in providing feedback concerning how well a pupil can perform when unaided. Homework is particularly useful in developing pupils' organisational skills and power of commitment to meet the demands made on them. It can also provide stark feedback to the teacher of the nature of any difficulties or problems that arise which are less evident in the class where teacher may be readily available to provide help. In this respect, parental help is both helpful in providing further tuition, but also unhelpful if it readily enables the pupil to enlist assistance rather than persevere with their own efforts. Parental help has also posed problems for the assessment of independent project works done partly or largely at home, and such works now must have to be based solely on class work activity [11].

While it is common for homework to be used to assess pupil's previous learning in lessons and as such, often involves consolidation and practice - type tasks or to prepare for a test by revising, it is important to use homework to good effect by encouraging new learning. This involves not simply the learning of new material, but also the creative investigation and application of the topic area to life outside the school [11]. This kind of assessment activity is not available for special needs pupils who have been absent for some days due to health issues.

Assessment Tests Designed by the Teacher

Short tests devised can motivate learning in preparation for the test and provide a formal note of attainment in the test. Regulation tests can particularly be useful in conveying the importance of making progress with new learning, but can also be very threatening. As such they have to be used with sensitivity and in a way, that will facilitate rather than discourage learning. Short tests, vary immensely in type and form, ranging from a spelling test based on homework, to an end-of-course or topic test used to assess academic progress [11].

Standardised Tests

Standardised tests are widely used to monitor progress and attainment in key areas of learning, most notably reading, but also in a range of language tasks, mathematics, and as part of screening procedures to identify pupils who may have special educational needs. Such tests are useful in enabling the teacher to compare the result with that expected for a pupil of that age. However, teachers must be alert to their appropriateness in using standardised tests. In particular, a dated test may well include words, formats or tasks which are no longer commonly used. A mathematics test may explore attainment based on a different coverage or approach to the pupil's experience. In addition, a test result can only be based on what was tested, which means that other aspects of performance which may be difficult to test are largely excluded. Given the increasing diversity of learning skills and qualities being fostered in schools, written tests in particular are likely to be inadequate as the major or sole assessment activity used to measure attainment [11].

Formal Examination

Formal examinations devised by the school for the purpose of internal assessment are relatively rare in primary schools but commonplace in secondary schools [11].

Issues in Making Assessments

Time

Every primary school teacher is aware that the major problem about assessment is finding time to manage them. This is gradually resolved as through experience teachers work out ways of assessing which are part of their normal work. It is particularly important to look for forms of assessment which do not require any special activity. The time problem looms less large when one breaks it down to the number of children whose work must be checked each day and each week if a teacher is going to get around an entire class of from 23-35 children. The number sounds alarming, but if one thinks of it as two assessments a day it becomes something much more manageable, especially as some of the assessment will simply be a matter of checking written work or noting what a child does in the course of ordinary work [7].

Variety of levels

The National curriculum requires that each child works at his/her own level and this would appear not to make classroom organisation easy. However, primary teachers normally provide work at a variety of levels and the National Curriculum is making this more necessary [7].

Need for smaller steps

Children with special needs in particular will need work broken down into smaller steps than other children. They will probably need a number of lesser

statement building up to the statement of attainment. It may be worthwhile contacting teachers in a special school, many of whom are in the process of doing this for their pupils. For example, the science statement 'be able to describe familiar and unfamiliar objects in terms of simple properties such as, shape, colour, texture, etc. and describe how they behave when they are, like squashed, stretched and dropped [7].

Children whose home language is not English i.e., English as an additional language (EAL)

It obviously depends on how good a child's English is whether this poses a problem or not. There are likely to be some problems. It may be possible for the teacher to reword what is being asked in a way that the child understands. Bilingual adults may help and it may be necessary to enlist the help of a parent to translate questions to a particular pupil or group of pupils. Other pupils may also be able to help in translating. It may also be possible to make judgements from what pupil does rather than what he/she says [7].

Children may be intimidated by having their work checked

This may happen initially but children will gradually get used to the idea that careful checking are being made of how they are doing and that this is for their benefit. It will help to tell them as much as possible about what is happening. It may also be necessary to try not to be too obvious about checking. A teacher walking around with a clipboard may be more intimidating than a teacher coming for a round in the normal way to help and comment on work and ask questions about how well it is being understood [7].

Children may be upset by not attaining as well as other

This is undoubtedly a risk but it is helped by the complexity of the system, because children will in general be working towards a variety of different targets and this will make comparison more difficult. It could have the reverse effect in giving every pupil something to aim for which is within his/her grasp. A great deal depends on how the teacher presents reports on progress to pupils. A child who is progressing slowly may be encouraged by teacher praise for the progress a child has made in achieving level 1 statement in a group where most children are achieving statements in level 3 [7].

Pupils (especially the special needs pupils) who find that the feedback concerning their progress indicates they are doing less well than peers or some standard of attainment of value to them, may become disheartened and upset by this. This may lead them to becoming disenchanted and alienated from schooling and sinking into a vicious cycle of increasing under-achievement [11].

The procedures and practises adopted for assessing pupil's progress

May be too-time consuming and bureaucratic for teachers and pupils, such that it encroaches unnecessarily on time and energy that could be better spend on other activities.

Assessment may lead teachers and pupils to becoming over-concerned with pupils performing well

Sometimes, the class teacher faces some difficulties with some parents when they are not satisfied about the standard of their child and his/her progress. The class teacher can inform the parents through the assessment how their child has achieved and what standard he/she has got, and then if he has made the required progress or not [11].

CONCLUSION

Classroom assessments of pupil's progress in learning are a vital element in the efforts to improve quality of education at large. Assessments have become an integral part of the instructional process and an essential component in teacher's efforts to assist students to overcome their shortcomings, learn efficiently and achieve their goals. Assessments also provide teachers a clear picture of pupil's progress and achievement in learning. This clear knowledge of pupil's level of learning gives important information that helps teachers in making effective strategies to provide assistance and support for each pupil's further learning. Thus, teachers should work on improving the quality of assessments that they conduct in classroom and bring into line their assessments with suitable learning goals for each pupil. A well-designed, new and an attractive assessment method/process can encourage pupils into active and efficient learning.

REFERENCES

1. Airasian PW. Classroom Assessment, New York: McGraw-Hill; 1991.
2. Brookhart SM. A Theoretical Framework for the Role of Classroom Assessment in Motivating Student Effort and Achievement. *Applied Measurement in Education*. 1997; 10(2):161-180.
3. Black P, William D. Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*. 1998; 5(1):7-74.
4. Shepard L. The Role of Assessment in a Learning Culture. *Educational Researcher*. 2000; 29(7):4-14.
5. Veldhuis M, Van den Heuvel-Panhuizen M, Vermeulen J, Eggen T. Teachers' use of classroom assessment in primary school

- mathematics education in the Netherlands. CADMO. 2013; 21(2):35-53.
6. Fisher DL. The assessment and change of classroom and school environment. A monograph of the Tasmanian State Institute of Technology. 1991.
 7. Dean, J. Organising the learning in the primary school classroom, London and New York: Roulledge; 1992.
 8. NCCA Assessment in Primary Schools. 2004. Available from <http://www.ncca.ie/uploadedfiles/publications/assessprim.pdf>
 9. NCCA Assessment in the Primary School Curriculum. 2007. Available from www.ncca.ie/uploadedfiles/publications/assess%20%20guide.pdf
 10. Satterly D. Assessment in schools. (Theory and practice in education: 1). Oxford: Basil Blackwell; 1981.
 11. Kyriacou C. Essential teaching skills. Hemel Hempstead: Simon and Schuster Education; 1991.
 12. DES National curriculum task group on assessment and testing: A report, London: HMSO; 1988.
 13. Conner C. Assessment and testing in the primary school, London: Falmer (School development and the management of change series; 8); 1991.
 14. School curriculum assessment authority (SCAA) Consistency in teacher assessment: Key stage 3. 1996.
 15. Morrison GR. Fundamentals of Early Childhood Education, Pearson Allyn Bacon Prentice Hall; 2008.
 16. Shepard L, Kagan SL, Wurtz E. (1998) Principles and Recommendations for Early Childhood Assessments, Washington, DC: National Education Goals Panel; 1998:5-6.
 17. INTO Assessment in the Primary School. Proceedings of the Consultative Conference on Education. Dublin: INTO. 2008. Available from <https://www.into.ie/ROI/Publications/AssessmentInThePrimarySchool2010.pdf>
 18. INTO Teaching & Learning – Issues in Assessment, Dublin: INTO. 1997. Available from <https://www.into.ie/ROI/Publications/PublicationsPre2000/TeachingandLearning.pdf>
 19. Dearing R. The national curriculum and its assessment: Final report, London: School curriculum and assessment authority. 1994.
 20. HMSO Third report from the education science and arts committee: Achievement in primary school, London: HMSO. 1986.
 21. NFER (n.d.) Getting to grips with assessment: Primary. The National Foundation for Educational Research in England and Wales. Available from <https://www.nfer.ac.uk/schools/getting-to-grips-with-assessment/>
 22. Clegg D, Billington S. The effective primary classroom: The management and organisation of teaching and learning, London: David Fulton association with the Rochmpton Institute. 1994.
 23. SEAC (School examinations and assessment council) Assessing the national curriculum. 1990.
 24. Anwyll S, Clements JA. Guide to Assessment: Tools and support for primary schools in England, Oxford University Press; 2016.
 25. Sutton R. Assessment: A frame work for teachers: NFER-NELSON; 1991.
 26. Harlen W. Assessment, Standards and Quality of Learning in Primary Education, CPRT Research Survey 1 (new series), Cambridge Primary Review. 2014. Available from <http://cprtrust.org.uk/wp-content/uploads/2014/11/Cambridge-Primary-Review-Trust-Research-Report-1.pdf>
 27. Harding L, Beech J. Educational assessment of the primary school child. Windsor: NFER-NELSON; 1991.