

APPLICATION OF FORMATIVE AND SUMMATIVE ASSESSMENT IN PRISHTINA UPPER PRIMARY SCHOOLS

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Abstract

Examining the evaluation process and the items used to evaluate students is crucial. For student evaluations, teachers are either staying with more traditional methods that need significantly less commitment than present methods, or they are adopting more modern alternatives. The purpose of this research is to find out whether and how Kosovo's student teaching content is evaluated. Thus, the study focuses on identifying various types of test designs that are employed to determine their effectiveness. The goal of this study is to improve teaching and learning by offering reliable information on evaluation. The results display that most teachers are trained to use summative methods, and occasionally formative methods are implemented. The information gathered also reveals that the application of particular strategies by teachers is significantly influenced by their age, length of service, and attendance at training. The results show that older teachers tend to use summative assessments. whereas younger educators use formative strategies.

Keywords: evaluation, training, teacher development, formative and summative, and conventional strategies of assessment

1. Introduction

Assessment is defined as a systematic collection of data which refers to the knowledge of the student, checking out and using the educational program to improve the student's knowledge and ability to learn new things over time. The assessment process begins by gathering different sources to try to understand what students know from their educational experience. This process is useful as the results of such assessments help to improve the learning process. Students are involved in this process at the same time. The process provides information and achievements for the progress of this process which indicates the directives for teaching and learning. The deciding factor for this research topic was the role of teachers in this process and the students' roles in the evaluation of outcomes. Assessment is an integral part of the learning process. Learning style, strength and needs can be reached by a good assessment. This process is flexible and reflects the achievements of students. Effective assessment can be developed over time and is diversified in its approach. It is important to know that this assessment is not an extra activity, but necessary within the learning process, with the focus on the teacher. Assessment is part of the everyday learning process.

This assessment can take place at any moment, not only at the end of a thematic unit or semester. Assessment should not only be followed in a numerical order, but students should have the freedom to give suggestions for their progress in overcoming the difficulties they face. Teachers have to involve their students in this process, to encourage them, to work in teams, include them in debates, and discussions, and allow them to show themselves. Creating a speaking culture is important because its average in our environment is very low. Students should be encouraged by their teachers to be active in class, to learn from each other, and to let them discover what they need starting from the needs of a modern society. Consequently, the assessment can encourage the student in the process of learning. The

assessment is a critical part of the differentiated learning process and assists in effective strategies and activities. Traditionally, it is accepted that assessment should occur at the end of the class, when in fact, this is not true. Assessment should take place throughout the class. Once it is decided what students should learn, we should also determine the evaluation of the learning within the instructional content.

Clarifying our motivations for the assessment will make it easier to determine which specific techniques are most appropriate for our goals and who is most qualified to conduct it, as well as when and where to perform it (Race et al., 2005). The development of students should be understood and monitored. Their testing and assessment have to be all-purposed. Traditional assessment is simple and widely criticized. An integral part of teaching and learning in schools is traditional assessment. Each activity consists of special procedures in order to evaluate student progress. The most difficult 'moral' duty for each teacher is the assessment of students. When teachers grade their students, they use a consistent pattern that is widely disputed. Using assessment outside of the traditional model is the focus of this research.

1.1. Research problem

When formative assessment is used, pupils' growth and progress must be continuously monitored; knowledge must not only be evaluated after the assessment process. The intellectual, psycho-physical, and social-emotional domains of pupils' growth are all covered by this type of qualitative assessment. It is the teacher's responsibility to carry out pedagogical documentation, which includes gathering information about individual student growth. Summative assessments, on the other hand, are designed to evaluate students' learning after an educational unit or school semester. They can take the shape of a test (such as a midterm exam), paper, or final project. Both theoretical and practical implications arise from this research. Theoretical significance is demonstrated by how all components of the various assessment methods are integrated, facts, scientific knowledge, and research findings are gathered, and integrated into a single system, and the significance of using these methods in the student assessment process is highlighted. Analyzing the existence and use of various methods in the assessment process, as well as differences in teacher attitudes, upbringing and educational practices, and pointing out the significance of the individualization principle—which is best realized through the formative assessment method—as well as class teachers' attitudes and preconceptions regarding the value of other assessment methods—aside from the traditional one—all demonstrate practical importance. The significance of the research is further increased by the lack of evidence supporting the existence of any previous studies addressing issues on the application of all methodologies in the assessment process in elementary and high schools located within the boundaries of Prishtina, Kosovo.

1.2. The research subject

The viewpoints of educators regarding different approaches to assessment during the teaching process, individual differences in implementation, and understanding of the importance of employing different approaches when evaluating pupils are the focus of this study. This study aims to examine instructors' attitudes to determine whether there are differences in beliefs on the possible results of various approaches to student assessment during the educational process. It is crucial to let teachers know about the potential and significance of the improvements that could be observed in students' performance and final grades if a variety of assessment techniques were employed. The viewpoints of educators regarding different approaches to assessment during the teaching process, individual differences in implementation, and understanding of the importance of employing different approaches when evaluating pupils are the focus of this study. The purpose of this study is to examine instructors' attitudes to determine whether there are differences in beliefs on the possible results of various approaches to student assessment during the educational process. It is crucial to let teachers know about the potential and significance of the improvements that could be observed in students' performance and final grades if a variety of assessment techniques were employed. The viewpoints of educators regarding different approaches to assessment during the teaching process, individual differences in implementation, and understanding of the importance of employing different approaches when

evaluating pupils are the focus of this study. This study aims to examine instructors' attitudes to determine whether there are differences in beliefs on the possible results of various approaches to student assessment during the educational process. It is crucial to let teachers know about the potential and significance of the improvements that could be observed in students' performance and final grades if a variety of assessment techniques were employed. Additionally, this study will clarify the role that individualization plays in current assessment practices and the significance of this idea for educators in general.

1.3. Research objectives

1. To what extent do teaching and assessing content match?
2. What learning assessment mode is generally used and how reliable is it?
3. To what extent does the learning assessment consider other factors?
4. To what extent are teachers aware of the variety of learning assessments?

1.4. Research Hypothesis:

The following is the primary hypothesis that the entire study is based on.:

H1: The following factors are taken into consideration when doing an assessment: teachers' age, their experience, the number of pupils in their class, their training in assessment techniques, and their conviction that a specific methodology is more effective than another.

H2: Teachers who participate in assessment seminars and trainings where all assessment modalities are equally emphasized stick with the more conventional modalities of assessment.

H3: Students believe that their teachers evaluate them using the conventional approach.

2. Literature review

Assessment is a significant part of teaching. Imagine it as a phase, stage, or process of teaching that can be applied throughout the year or the unit. The assessment focuses on a well-organized class and through this process, satisfactory levels can be reached. Over the years the educational system has changed. Rowntree says, "If we wish to discover the truth about an educational system, we must look into its assessment procedures." (Rowntree D et al., 1987). He continues to explain that these procedures answer the following questions: "What student qualities and achievements are actively valued and rewarded by the system? How are its purposes and intentions realized? To what extent are the hopes and ideals, aims and objectives professed by the system ever truly perceived, valued and striven for by those who make their way within it? . Next to planning, grading student work is probably the most time-consuming aspect of teaching. Yet assessment is essential if we are to hold students accountable for their learning. Measuring student achievement also serves another vital purpose. The information gathered when student work is graded helps us to know if we have done *our job* in teaching the skills and information we are assessing. (Naegle et al., 2002). Assessment, as a part of the teaching process, can be affected by the following elements; preparation, applying the lecture content, repetition, exercises, and checking. Additional parts of this process are the introduction, and the main part (processing, repetitions, exercises, and assessment). It is very important that given tasks are fulfilled and these tasks are; material tasks – acquisition of the necessary knowledge, skill and ability development; instructional goals, such as adopting values, and functional tasks, which are the application of knowledge. Students who complete material tasks have a broader perspective on the world and are more equipped to face life with the knowledge, abilities, and habits they have learned. Students are getting used to the environments which surround them. In addition, they have to develop their skills and abilities and this can be achieved through formal or functional tasks as a process related to their psycho-physical development. This is related to their reflective, sensory, verbal, practical and physical development. They learn, live, and achieve success within their life situations. This helps to develop their opinions and thoughts. Absolutism is the most important part of the teaching process as Herbart and Pestalozzi have claimed.

Material and formal tasks play an important role in the learning process. When the quality of the school is in question it can mean one is missing and can cause issues within the learning process. Educational tasks are important because they assist in developing what is good for their life and society.

Educational task results might be reached thanks to the social interactions and this helps them to take an active role in their own lives. Children have an acquisition process with which they are taught discipline and moral norms code. In the classroom, there should be concrete activities for the goals and objectives for necessary achievement to be reached. Students may progress when objectives are met. They should know what is required of them, how they can progress only if they know what the expectations are, and how they can obtain and develop their skills. If the assessment is used to achieve necessary levels of knowledge it is important to know what is being assessed, how it will be assessed, what is expected from the student, and what is required to develop a specific skill. In the classroom, some changes should be made to follow the reforms of the education system when it is necessary. Changes can be applied due to the following reforms; dissatisfaction of students with the education curriculum, society development and changing values in society, democracy development and respect for human rights, change of role of teachers, applying new teaching methods, and respecting the needs of the student. This proves that the system of education is innovative and has a purpose.

The Ministry of Education and other institutions deal with education and within this education system a strategic plan is set, indicating what exactly has to be achieved. It is important to develop programs that strengthen the capacity of teachers, formative assessments, trainings related to assessments, improvement of education in the class, and assessment learning for teachers. Glasser (1994) in his book "Quality School - Managing students without coercion" expressed his opinions about grades. The students who make a good beginning can achieve a high grade but those who postpone his/her achievement cannot receive a higher grade. This means starting to study later cannot assist much in improving grades. Receiving a grade of 5 is important for everyone but it cannot be the primary motivation to learn and progress. It is important that the student study with an interest in the topic. Often grades are accepted as punishment. This cannot be accepted. Grades should not create stress in students. The task of the assessment is not to give grades but to encourage the student to work harder and to dedicate him/herself to developing his/her knowledge. High grades can empower students but poor grades should not create impasse and should motivate them to work harder. In addition to assessing students, teachers should also assess themselves. As Naegle cites, "In some ways, your student's grades are your grades. You are the one who taught them the information and skills being assessed. Their success is your success." (Naegle et al., 2002). Assessment cannot be independent as a teaching method. For effective teaching, these methods have to be used. Assessment is also important for the self-assessment process with a given criteria. That is how teachers and the students will have subjectivity. For the assessment to be realistic and objective a special branch of psychology, dealing with the factors that affect the assessment and the methods of training the system of assessment was developed. The concept of docimology, as well as term itself, was first used by Henri Pieron in 1922. We find it in his vocabulary *Vocabulaire de la psychologie*, I edition, 1951. In one of his works from 1963, Pieron includes the name of this new discipline in the title *Examen ET docimologie*. Constructing the title of this discipline (using the Greek terms *docime* and *docimazo*), H. Pieron considered docimology to be one of the branches (disciplines) of modern pedagogy. (Gojkov et al., 2003).

In their book "Assessment of Student Development, A Teachers' Guide" Havelka, Habib, Baucal (2003) clearly described every principle that was worth mentioning to facilitate the process of assessment. According to them, principles are general, though some of them bring to the forefront the needs of students while others focus on teachers' expectations. *In short, the principles are:*

- *Indicate that the assessment is part of the effective planning of teaching and learning, critical activity in the classroom and special professional skill of a successful teacher;*
- *Highlight the question of how students learn, the importance of supporting students' progress, the impact on motivation, emotion, and self-esteem of students;*
- *Help the assessment become a factor that explores the goals of learning and the criteria for evaluating learning outcomes, the factor that develops students' ability for self-assessment and an activity that should cover the whole range of students' achievement.*

Principle 1: Assessment is part of the planning of the teaching and learning process.(ii) Assessment is included in all activities in the classroom.; (iii) Assessment is one of the key professional skills of teachers; (iv) The assessment focuses on the question: How do students learn?: (v) During the

process of assessment, the teacher gives the students specific suggestions on how to more effectively use their learning potential;(vi) Assessment encourages the development of students' motivation'(vii) assessment should be careful and constructive support to students because it always uses awakens different emotions' (viii) Assessment advances students' interest in the goals of learning and criteria against which their progress is evaluated; (ix)Assessment develops students' ability for self-assessment so that they can independently monitor and evaluate their performance. (x) Assessment should include the full range of student achievement. Assessment should advance a student's ability to learn in all areas of academic work. It should enable all students to achieve their fullest potential and to respect their efforts and achievements. ^{ln} the pre-university education system in Kosovo, the principles of assessment are determined by the Administrative Instruction of the MEST Ethics Code for Student Assessment. According to this code, six basic principles of assessment should be respected by educational institutions:

1. Respect for the law and the principles.
2. Respect for individuals, their rights and individual differences.
3. Equal justice and fairness for all in the application of rules and procedures of student assessment.
4. Highest standards of integrity in all aspects of the assessment process.
5. Accuracy in gathering information about students' achievements and their reporting.
6. Promotion of the highest standards of behavior and achievement of learning all the time (MEST).

Nowadays, a man spends a significant portion of his time at school. Certain states have already established the minimal requirements for a twelve-year obligatory education in public or private educational establishments that are authorized to interface with the public. According to Diaz-Rico (2012), assessment is the beginning of instruction. A teacher can begin teaching at the right place when they have a reliable evaluation of the learner's present knowledge base. In addition to updating parents, guardians, and other interested parties on the student's progress, it provides educators with information about the needs and strengths of their pupils, enabling them to position and instruct them correctly. Assessments shouldn't be limited to assigning students to classes and creating remediation plans. Its finest application is as a crucial component of education to enhance students' knowledge and skills. (Diaz et al.2012). Therefore, as a variable in school curricula, the method of student monitoring and assessment is always searching for critical reassessments and solutions that will work for the achievement of educational goals, which again, will not jeopardize the health and chances of full life success (optimal realization of each individual's abilities). Research in this field looks for ways to include extracurricular activities into school curricula that will, in terms of pedagogy, better prepare future educators to be therapists, implementers, evaluators, and diagnosticians. Teachers will only be prepared and trained in this manner, enabling them to oversee and control the intricate process of teaching pupils.

Given all of these detrimental consequences that subpar evaluations may have on a student's life beyond school, educators should make every effort to be fair and accurate in their assessments of their pupils (Saginer et al., 2008) presents some of the characteristics that make a successful process of assessment. Many assessment activities provide both formative and summative information (Cameron et al., 2001), that's why according to a report from the Department of Research, Assessment and Assessment (Number 1, November 6, 2008) many educators don't know the most important difference between the two of them. Chappuis and Chappuis (2007/2008) consider that the major difference between the formative and summative assessment stands in the aim of the assessment and how the results will be used. In other words, it is necessary to be clear as to the primary purpose and use of an assessment because this can affect what kind of information the activity needs to produce (Cameron et al., 2001).

Below there is a table regarding the characteristics of both formative and summative assessment, adapted from McMillan, 2007 (McKay et al., 2006).

| <i>Characteristic</i> | <i>Formative Assessment</i> | <i>Summative Assessment</i> |
|------------------------------|---|---|
| <i>Purpose</i> | Provide ongoing feedback to improve learning | record the knowledge that the students have gained. |
| <i>Student Involvement</i> | Encouraged | Disappointed |
| <i>Student Motivation</i> | Intrinsic, mastery-oriented | external, performance-focused |
| <i>Teacher Role</i> | To provide immediate, specific feedback and instructional correctives | To assess student learning and assign grades |
| <i>Assessment techniques</i> | Informal | Official |
| <i>Effect on Learning</i> | Strong, positive, and long-lasting | record the knowledge that the students have gained. |

Table 1 Characteristics of formative and summative assessment

Formative assessment is an assessment of prior knowledge and knowledge adopted during the teaching process. It is an ongoing, usually informal assessment, during teaching and learning (McKay et al., 2006). Its results provide feedback to students and teachers about which part of the material was learned well and where further work is required. This is the starting point for further teaching and learning. In other words, it is an assessment method that has to do with monitoring performance, process, and progress, and provides feedback for improvement. As seen from above, teachers can learn about their students' performance through formative evaluation. Teachers make constant decisions about how to respond based on students' responses or students. The outcomes of formative assessments most interest teachers, as the information gathered aids in their decision-making regarding future instruction. Formative assessment often involves *diagnostic assessment*, when teachers analyze learners' specific strengths and weaknesses. (McKay et al., 2006). Diagnostic assessment aims to uncover the cognitive, physical, emotional, and social causes of students' problems, strengths and weaknesses of teaching to define the corrective techniques. *Observation* is one of the most useful assessment techniques used with students because it does not disturb them and allows them to be assessed in the process of ordinary classroom activities. Skilful teachers observe their students constantly and adjust their talk or their lesson activities to take into account the feedback they get from observation. (Cameron et al, 2001). Observations can be formal (miscue analyses) or informal such as anecdotal reports to record students' telling a story and a report. This assessment technique should be extended across all areas of the curriculum and in all types of interactional situations to show students' progress (Diaz et al., 2012).

The portfolio is a selective, systematic collection of students' work, reflection on that work and teachers' observations of the students' work. When portfolios are planned with assessment purposes in mind, the information is much more manageable and useful to both the teacher and the student (Brown et al., 1998). The advantage of the portfolio as a means of assessment is that it does not rely on how well the learner performs on a single day, as a test or examination does, but looks at their work over some time. A portfolio usually includes written work, such as research papers, case studies, personal essays, drawings, tests and exams, teacher's notes, self-assessment forms, etc. Because every portfolio is unique, each student is evaluated according to their standards. As portfolios are learner-centred and collaborative, they encourage the learner to become more involved in the learning process and develop an awareness of how to assess their progress (Cora et al., 2006)

Group work/Pair work is another important technique where students feel more relaxed and less stressed while working in group and pair work. Group/pair work as an assessment technique is useful because a) it provides opportunities to assess actual knowledge production, b) it matches with the pedagogical classroom practices, c) students feel relaxed and less threatened when assessed in groups or pairs, and d) such assessment can be much more efficient timewise than other techniques. However, this technique has its negative sides, for example, it may favor the more vocal students in class, while some students may not speak up at all when paired or grouped with others, leaving teachers little space to score them or give them any kind of feedback (Brown et al., 1998). **Self-assessment and peer assessment** the technique that requires students' full involvement. It is a reflective process in which students evaluate their work based on pre-set criteria (Beckman et al., 2006). The students, beside

themselves, rate one another, preferably using rubrics, providing them additional opportunities to apply grading criteria to their work and discuss it with others, while using their metacognitive skills to plan, monitor and evaluate their efforts (Tico, 2013, p. 5)):

According to Cameron (2001) through self-assessment:

- Students can understand more about the learning process;
- Students can be motivated towards more involvement in their learning;
- Teachers can understand more about individual students;
- Students will be better prepared to carry on learning, beyond the classroom;
- A more equal relationship is created between teachers and students (Cameron et al., 2001)

In Vygotskyan terms, a student who learns to assess his or her work moves from being 'other-regulated' to being 'self-regulated' or autonomous (Cameron et al., 2001)

Summative assessment may be based on results of internal or external tests or teacher's summative decisions after observations of the student's performance made during the year (McKay et al., 2006). Most people are probably far more familiar with this method as it is precisely this method of assessment that dominates traditional schools, resulting in campaign learning, orientation towards the grade rather than towards knowledge, appropriate access to learning, and in the selection of students, instead of encouraging them to more qualitative work. Usually conducted in the last few weeks of the school semester or school year, this method causes a lot of anxiety to students considering that the grades they receive are final and public, thus affecting their prospects. Therefore, as authors Biggs and Tang (2007) in their book "Teaching for Quality Learning" cite, at this stage of the teaching process, students are less keen to experiment with ideas and concepts, preferring to 'play it safe', giving the answers they believe are expected of them, and banking the marks provided. Techniques that are commonly used to collect data within the summative assessment are oral and written examinations, essay writing and testing (standardized measuring instruments).

| | |
|--|--|
| <i>Knowledge and understanding</i> | <i>Oral assessment allows for probing students' understanding through follow-up questioning</i> |
| <i>Problem-solving & Application</i> | Oral assessment can be used to test students' ability to 'think on their feet' through diagnosing problems in novel situations as they apply knowledge to scenarios provided |
| <i>Interpersonal skills</i> | Generic or transferable skills, including communication and interview skills in the context of professional situations, are well suited to measurement through oral assessment |
| <i>Personal attributes</i> | It is often claimed that oral assessment can be used to measure personal qualities such as alertness, reaction to stress, adaptability, self-awareness and self-confidence |

Table 2. Kinds of knowledge and abilities for which oral examination is useful do not know, nothing else. Still, practice shows that testing as a tool for assessment is overly present at all educational levels throughout the world.

2.1. Assessment process in Kosovo

This study provides an overview of the assessment procedure used in Prishtina's pre-university schools. The general evaluation procedure was covered in the first chapter, and assessment techniques were covered in the second. However, to completely comprehend the Prishtina evaluation method, one must first examine the Kosovo education system, the changes that have occurred there, the consequences, and the training that instructors receive on the teaching/learning process, all of which are equally significant. Relevant, fundamental, and standard topics about Kosovo's assessment procedure will be covered through the subtitles that follow.

Kosovo's educational system

The main tool used by society to get students ready for adulthood is education. Their lives are significantly impacted by the lessons they acquire throughout their school years, from early childhood education to graduation. The calibre of their results depends on several factors, including the curriculum, the expectations for them to learn, the way they were taught—that is, the experiences they had that allowed them to learn—how well they were supported during assessments, and—above all—how much their families, teachers, and communities encouraged them to learn. An essential goal for Kosovo society, as well as a challenge for its realization that takes into account all relevant aspects, is the start of the reform of the education system in general and the pre-university education system in particular. Reforms in the education system in Kosovo from 1999 onwards are characterized by the support of various international institutions. The structure of the pre-university education system in Kosovo includes preschool (3-6 years), primary education (grades 1-5), lower secondary education (grades 6-9) and upper secondary education (grades 10-12/13 - Gymnasium and vocational schools). Based on the legal framework in force, primary and secondary education in Kosovo is compulsory for all children in Kosovo.

3. Research methodology

A designed questionnaire has been provided to three primary target schools to gather information regarding the types of assessments that teachers use and may provide insights into the awareness of the importance of assessing what is being taught and how this is done. Such information is presented in the table after being processed with SPSS. Additionally, the questionnaire aims to reveal the environment where assessment and teaching take place. The respondents are all English teachers for sixth, seventh, eighth and ninth graders, as well as, individuals involved in assessment. The collected data are analyzed and shown on tables with SPSS so that the conclusion becomes more comprehensive and based on specific recommendations.

The research methodology employed in this work is:

Descriptive techniques:

- This approach will describe the research's problem and content.

The research will integrate theory and practice—that is, the application of theory in practice—by employing the modelling technique.

Comparative approach:

This approach will be utilized to compare the research's independent variables as well as its primary and secondary data. Analytical approach: To get the final results, this approach will examine the information gathered from the survey administered to primary school teachers in Prishtina, Kosovo. Method of surveying: - To gather the information included in this paper, a survey of primary school teachers will be conducted using this method. The British School of Kosova is a primary and lower secondary school that served as the research sample.”.

3.1. Analysis and interpretation of the research data

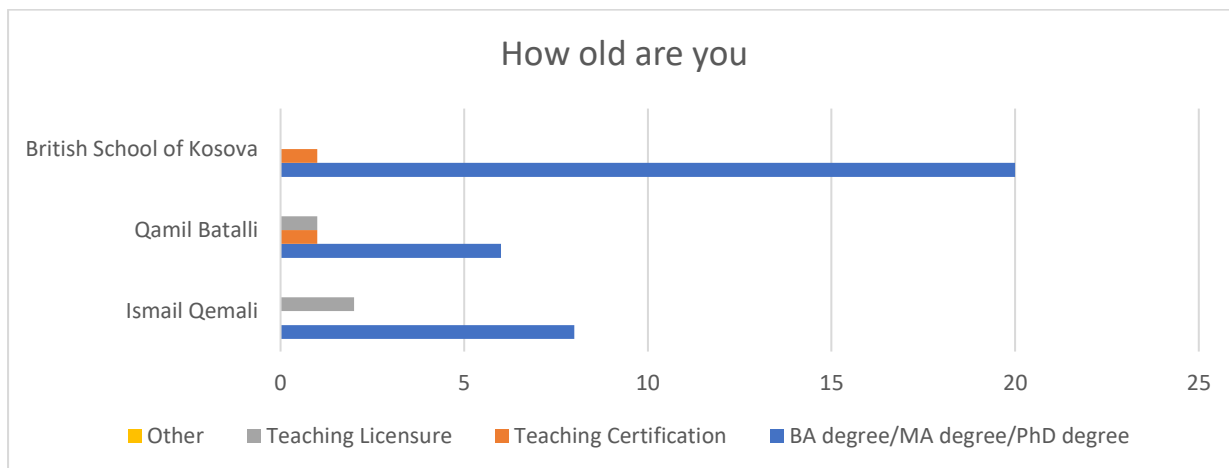


Figure 1. Age of subjects

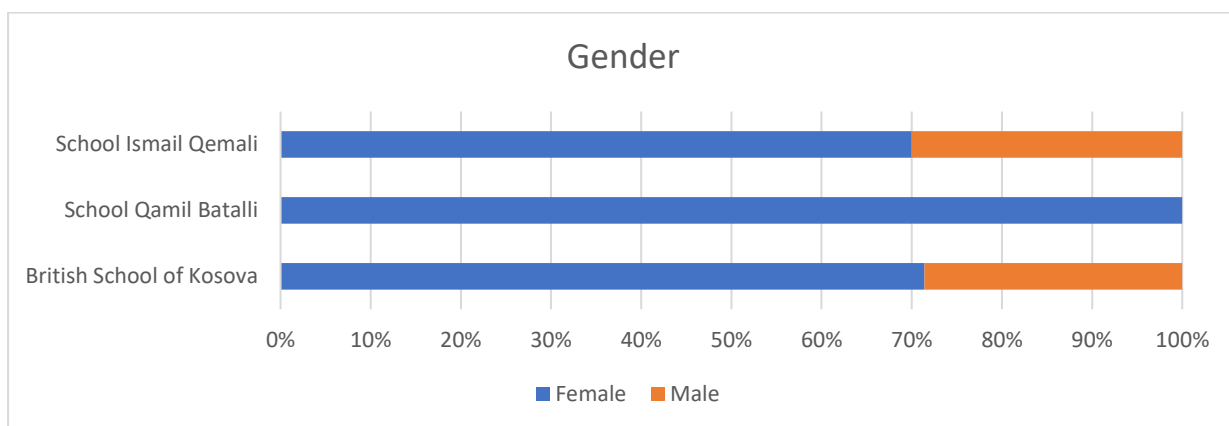


Figure 2. Gender of subjects

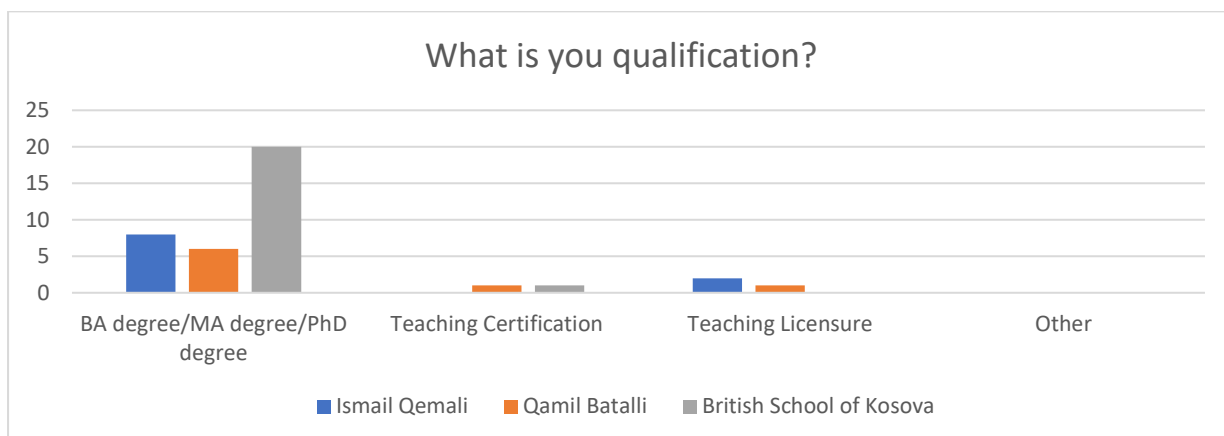


Figure 3. Qualification of subjects

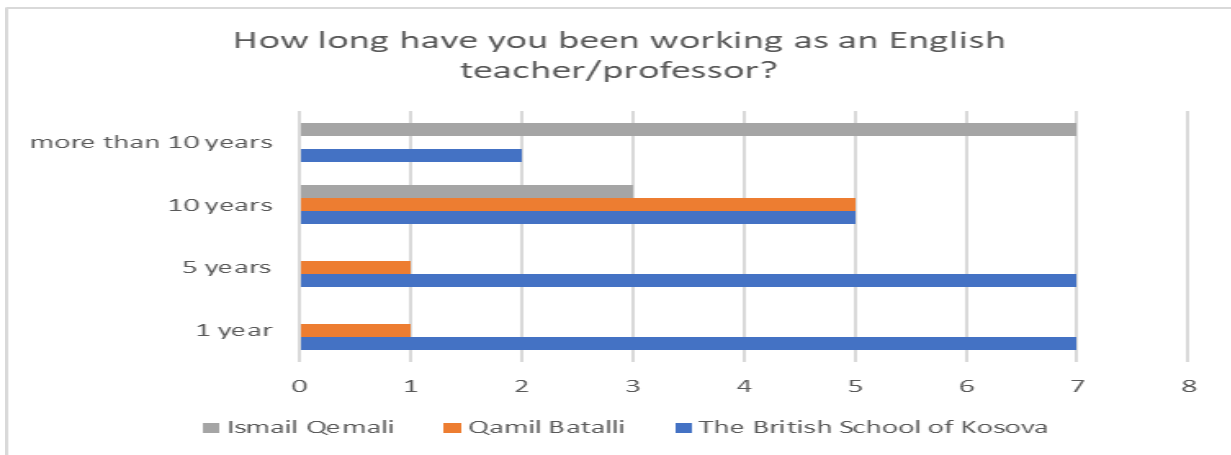


Figure 4. Work experience

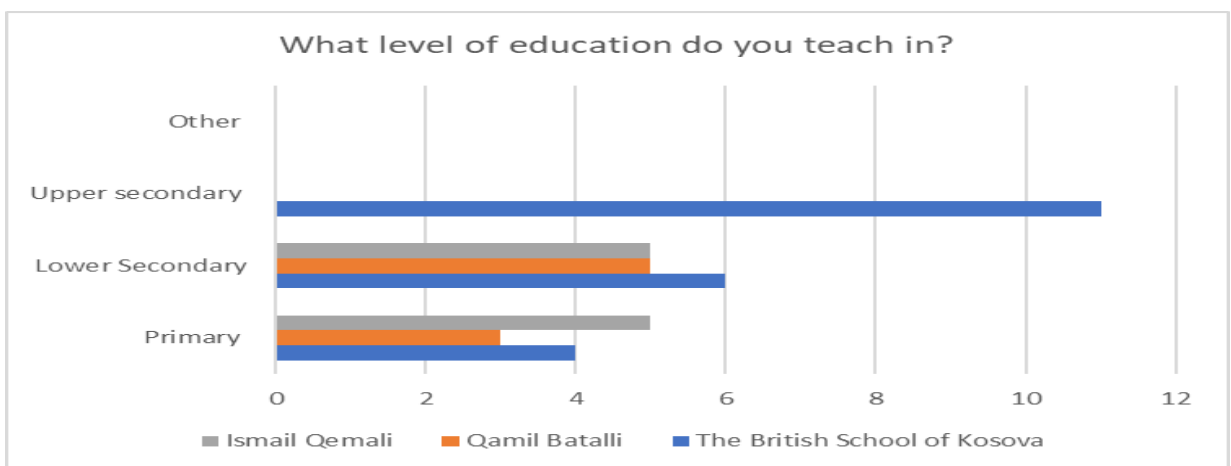


Figure 5. What educational level do you teach

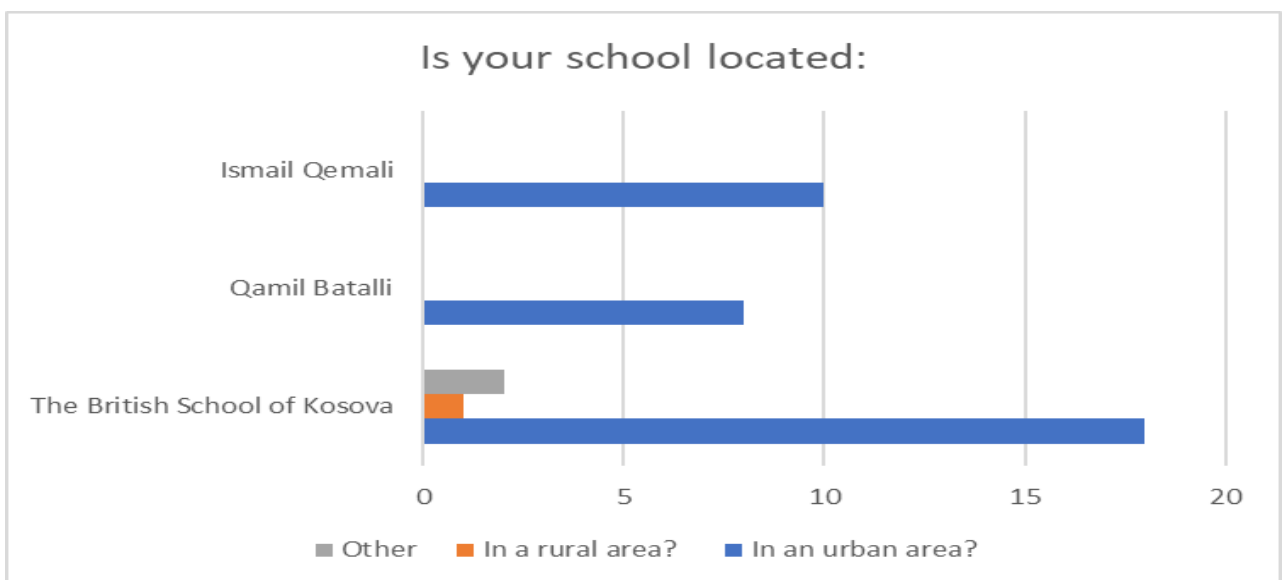


Figure 6. Location of the school

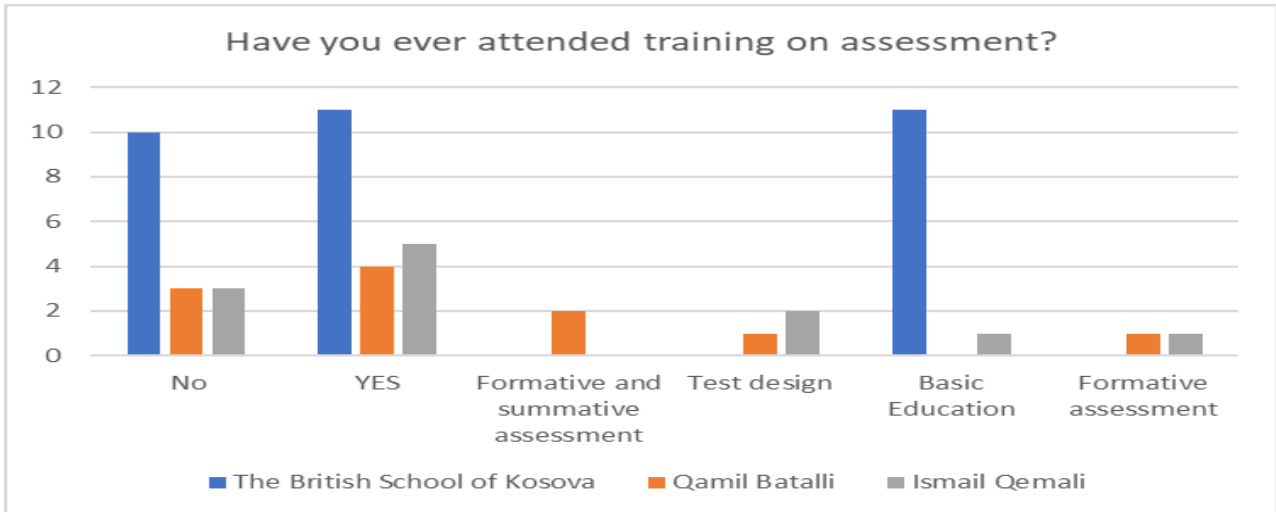


Figure 7. Training of the participants

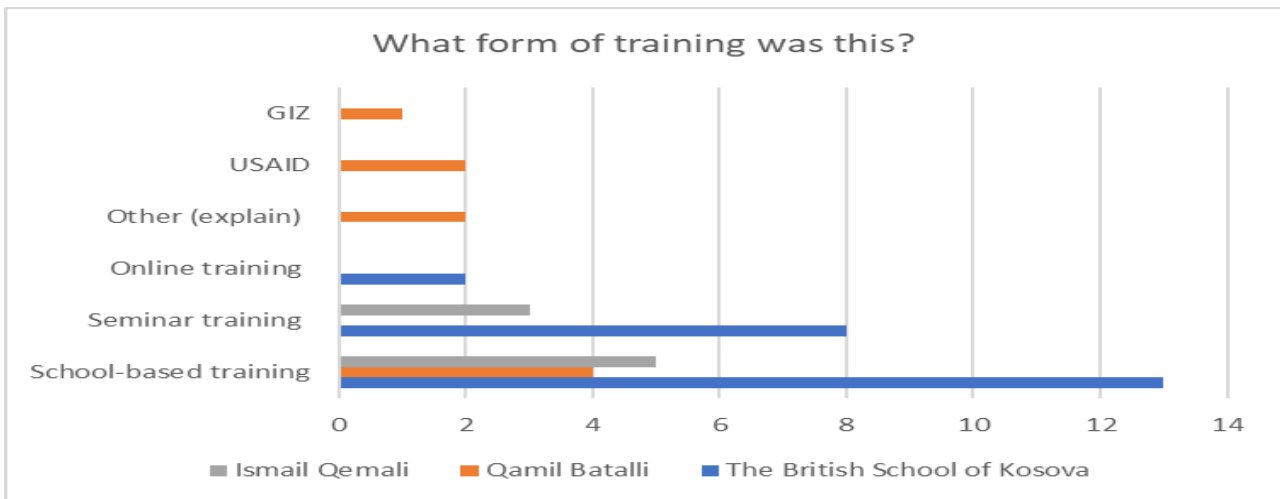


Figure 8. Training form of the participants

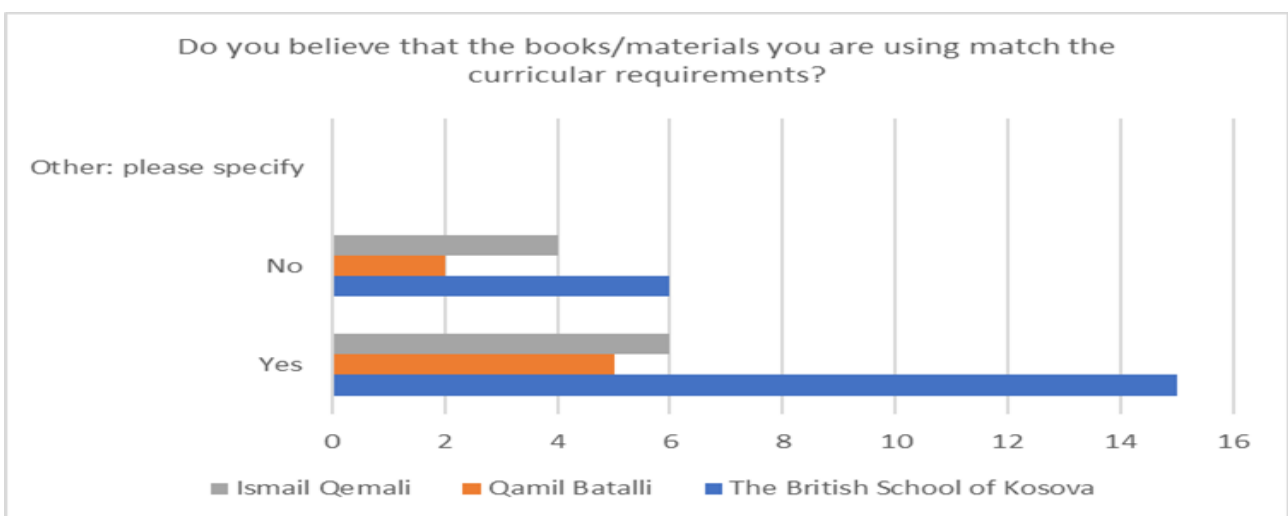


Figure 9. Learning materials assessment

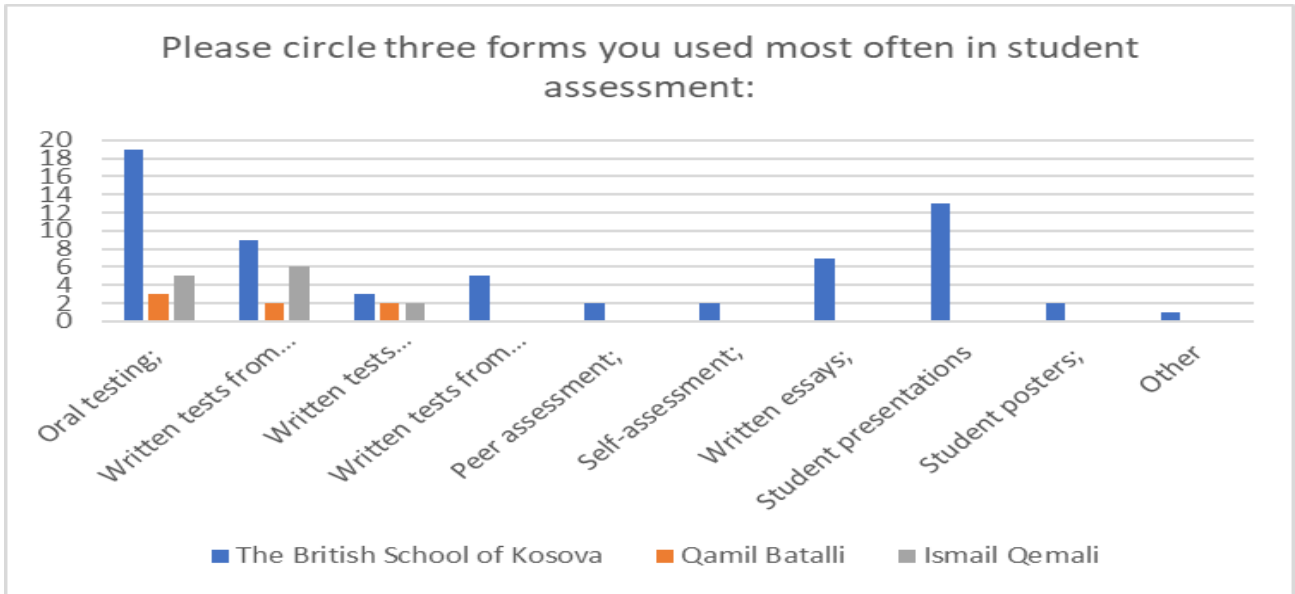


Figure 10. Forms for student assessment

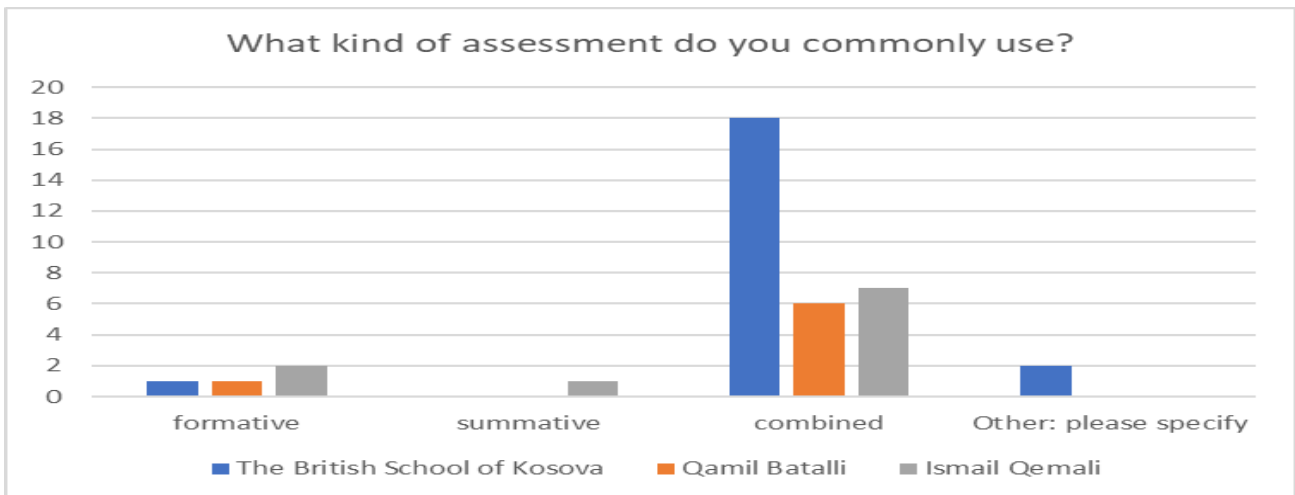


Figure 11. Best form for student assessment

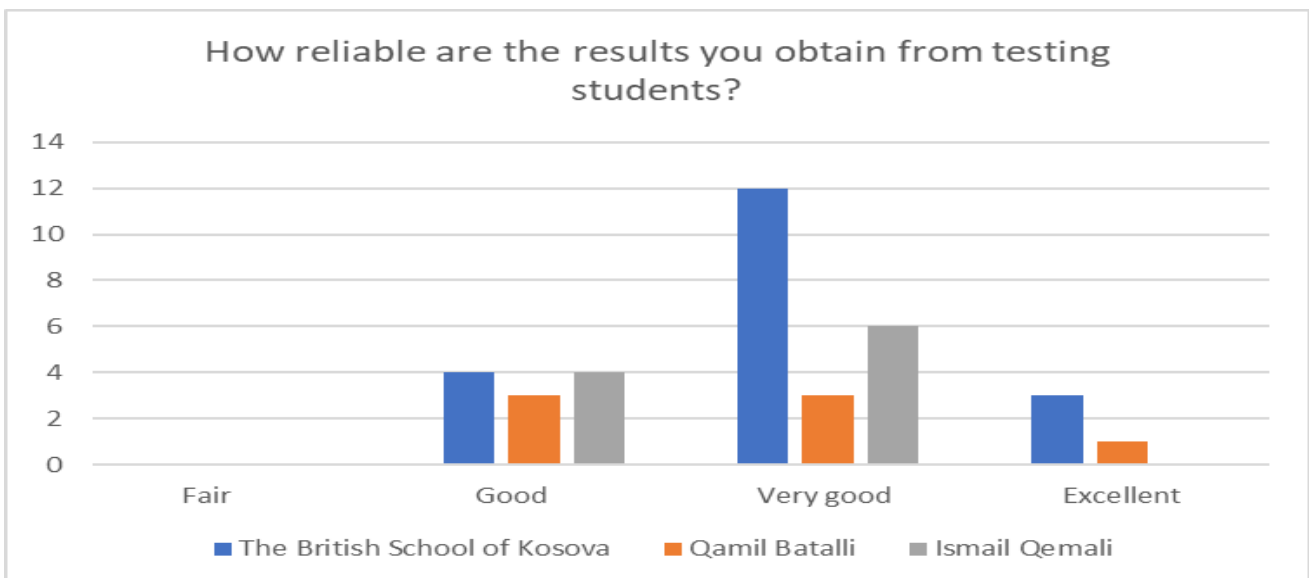


Figure 12. Results from student assessment

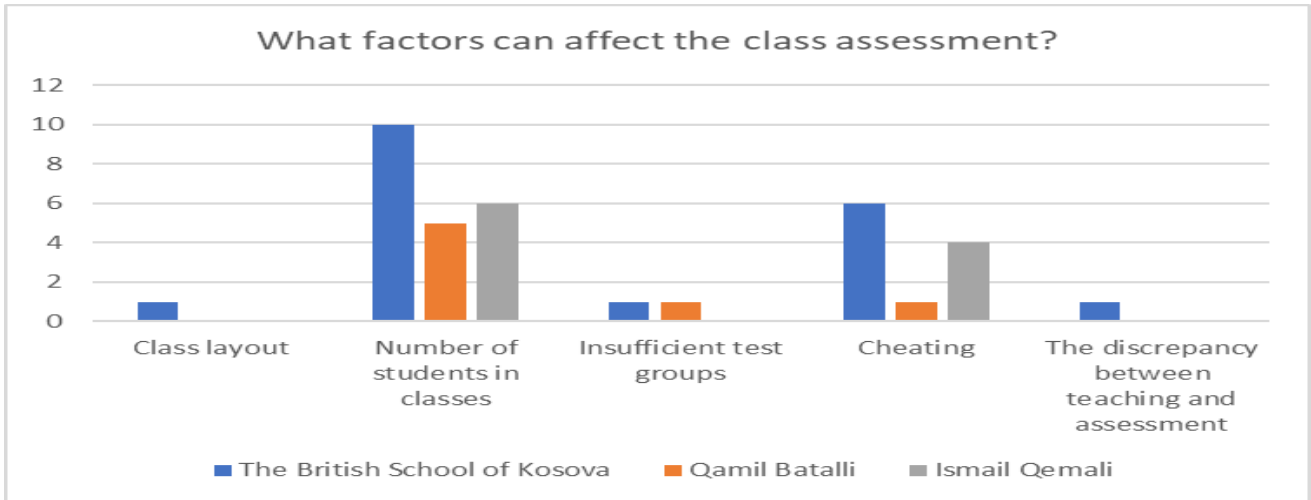


Figure 13. Factors that affect the assessment

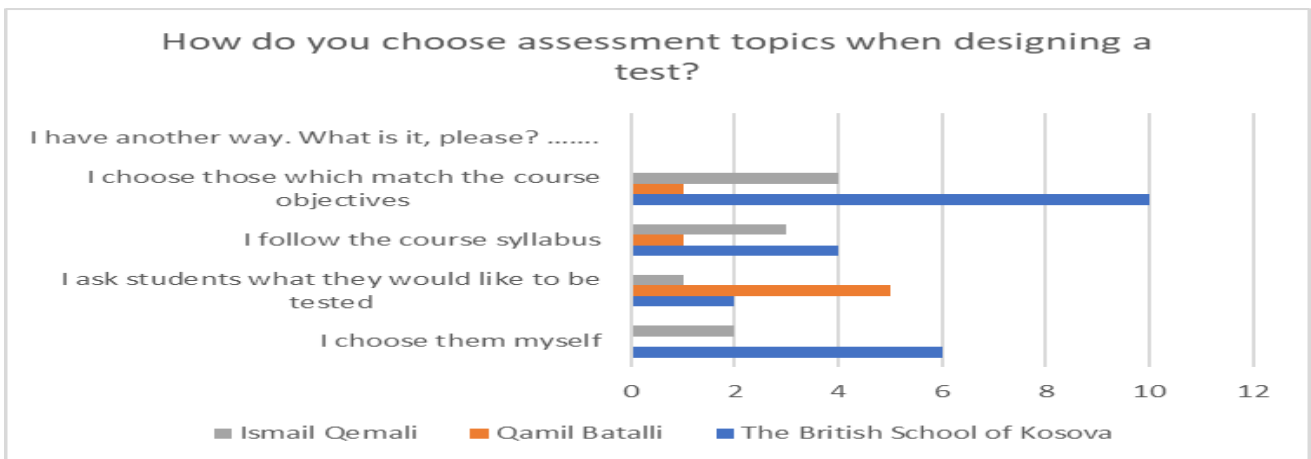


Figure 14. Choosing assessment topic

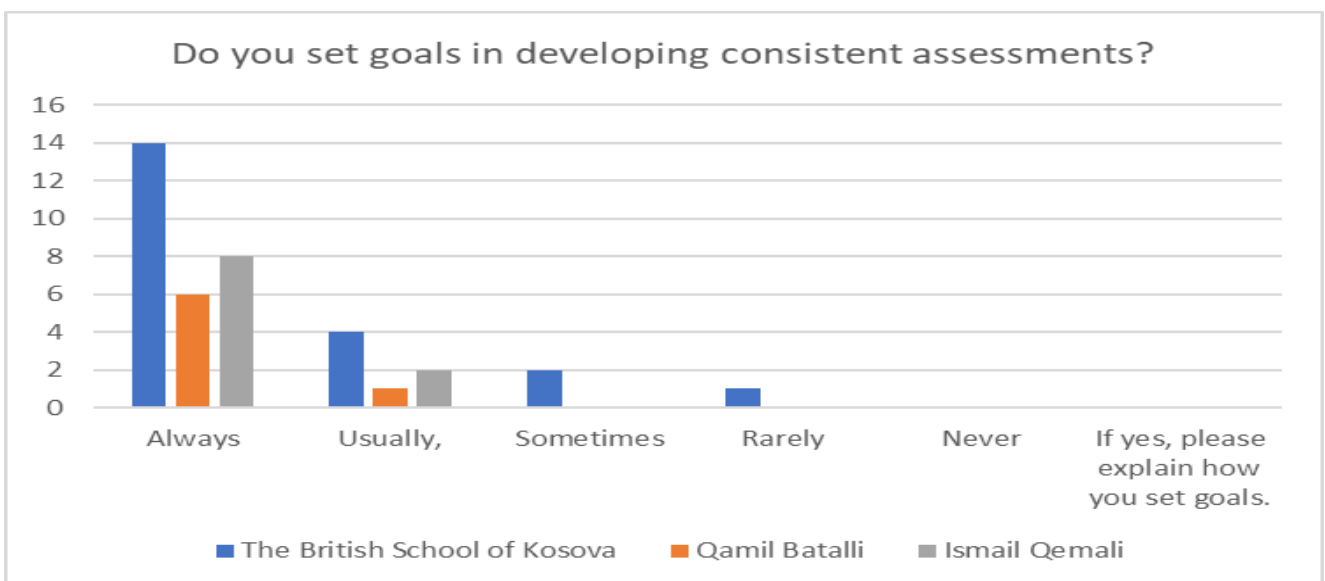


Figure 15. Setting goals for the assessment

Conclusions

Research shows that public institutions have older staff, while private institutions have younger staff. Public institutions tend not to use many new methods, while private institutions' creativity in teaching, plus the circumstances and environment is better at private institutions and as such creativity can easily be put into practice. Regarding the qualification of teaching staff, over 80% have BA/MA/PhD degrees, whereas a small number have teaching certificates or licences. Work experience largely depends on the age of teachers, therefore age and experience seem to be more distributed in private institutions, whereas in public institutions there are more experienced teachers as they have been longer engaged in the teaching process. From the question of what level of education, they have experience it can be said that public institutions have mainly experience in higher education, while private institutions have experience in primary and secondary education. Regarding staff training in two types of institutions, approximately half of the staff have attended training for evaluation, in public institutions the teachers were trained in different forms of assessment, this training has mainly been conducted by international organizations that have supported education in Kosovo, whereas in private institutions all trained teachers have basic training. Training attended by teachers in private institutions is 57% basic school training, 35% seminar training and 9% online training, while public institutions are 64% basic school education, 21% have seminar training and 14% other training (where 65 % have been trained by USAID and 35% by GIZ). The method of assessment in private institutions is 30% oral tests, 21% use student presentations, 14% use textbook tests, 11% use essays, 8% use tests from web pages reserved for members and the rest use tests downloaded from the internet, while in public institutions 40% oral test, 40% written tests from school books and 20% downloaded tests from the internet. From this, it can be seen that public institutions have a traditional way of testing and do not distribute them in different ways, which we see in private institutions have a comprehensive approach to evaluation. As for testing at all institutions, combined testing methods dominate.

Teachers generally think that the outcome of the assessment reflects students' achievements, while the factors influencing or making it less plausible are; the number of students in the classroom by 62%, copying at 32% and insufficient test groups by 6%. The way topics and testing items are selected is expressed in percentage as follows; 31% of the course objectives, 31% out of the syllabuses, 28% choose their questions, and 9% selected by students themselves. Teachers in general set goals for consistent assessment. Once teachers publish the results, they give feedback on the results and discuss them with students. They always make sure the oral instructions are given before giving an assessment. Teachers believe that setting success criteria is very important in test designing and tend to find tests reliable.

In conclusion, as assessment is a method used to measure teaching and learning in Kosovar schools, the Ministry of Education ought to move toward providing additional trainings in this area. Furthermore, to assess the training's impact, a post-training phase involving observations should be incorporated.

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