

Impact of Classroom Assessment Practices on Student's Academic Performance: A Case Study

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Abstract:

Classroom assessment is an indiscriminate approach to analyze the understanding of the pupil. Literature tells that classroom assessment produces better results. The research aims to ascertain the influence of assessment on the academic performance of primary school students. The Research was quantitative and experimental in nature. The sample of the research was 200 students. Data was collected using Pre-Test and Post-Test. Two groups of 100 students each were made. A questionnaire was distributed to students who are randomly selected. The findings are that those teachers who are involved in evaluation practices have a better result than those who are not involved. As we are going through a highly competitive time so mentors need to evaluate students for their better results.

Keywords: Formative Evaluation, Summative Evaluation, Academic Performance of Studen

Introduction:

There was a widespread investigation on the impact of identical testing of pupils, and the research was frequently analyzed (Goslin, 1967; Kellaghan, Madaus, & Airasian, 1982; Kirkland, 1971; Madaus & Airasian, 1977; Madaus & McDonagh, 1979; Rudman et al., 1980). While identical examinations have fundamental and extensive effects beneath several conditions (for example when pupils should attain specified standards to graduate from high school), pupils expend greater time busy in classroom evaluation actions instead of in identical testing. Different, surveys of teachers and pupils have again and again shows that pupils deem the learning & emotional effects of classroom evaluations are normally considerably enhanced than consequent impacts of identical evaluation (DorrBremme & Herman, 1986; Haertel, 1986; Kellaghan et al., 1982; Salmon-Cox, 1981; Stiggins & Bridgeford, 1985).

Most of students time was involved in different tasks that's need to be assess. In Two Studies (DorrBremme & Herman, 1986; Haertel, 1986; Kellaghan et al., 1982; Salmon-Cox, 1981; Stiggins & Bridgeford, 1985) stated five to Fifteen percent of student's time was occupied in testing from overall time they spend in learning activities. Low percentage is for primary schools students, as students level will increase the percentage of time involved in testing will also increase. This percentage of time was of formal testing only i.e. written test only. A lot of time behind above mentioned percentage is depleted on many other tasks that needs to be assess formally or may be informally.

A huge variety of assessment activities are performed in classroom. Assessment activities are selected according to the level and the nature of the subject/ course or task that need to be assessed (Fennessy, 1982; Gullickson, 1985; Stiggins & Bridgeford, 1985). These activities may be in the form of Oral

Questions by teachers during instructional process or after instructional process. It may be in the form of group discussion or whole class discussion. Students may be assessed through check list or observation. But the most important and commonly used way of assessment is written form of assessment. Written or formal assessment may include assignments, question answers test or papers, Quiz, worksheets or different kinds of projects. Motivation can also be assessed but in informal way.

Teachers must have to consider classroom evaluation activities as vital factor of teaching and learning process and they must have to work accordingly. But they did not consider assessment as much important as it is (Gullickson, 1985; Stiggings & Bridgeford, 1985).

Most of teacher involved in teaching have no idea about assessment of students and even they also have miniature or no training of assessment and measurements techniques that are used to assess students in teaching and learning process. And those teachers who have training of students measurements and assessment consider it as similar to classroom assessment activities (Gullickson, 1984; Gullickson & Ellwein, 1985; Haertel, 1986; Stiggins, 1985).

What needs to be evaluated? Bloom (1956) categorize instructional outcome into 3 main dimension i.e. Cognitive domain, affective domain, and psychomotor domain; and further divide the cognitive into the 6 popular classification (knowledge, comprehension, application, analysis, synthesis, and evaluation). Different analysts used diverse categories schemes. For while, Gagne, Briggs, and Wager (1988) recognized five classifications of educational outcomes: motor skills intellectual skills, verbal information, cognitive strategies, and attitudes. The first three classifications was considered as a sub categories of Bloom's cognitive domain of educational taxonomy, even though the classification named cognitive strategies is not straightforwardly concentrated in the Bloom's taxonomy. A large amount of teachers would be of the same mind that objectives in every three classifications are vital product of education, with the comparative significance of the diverse domains unreliable rather by subject.

Classroom assessments tasks emerge have a vital effect on pupils. This article will amalgamate the study that shows the effect of classroom assessment on pupils. Study proof from a vast range of study fields will be analyzed and epitomize, and the cessation from this realm will be drained mutually to recognize allegation for efficient educational observation. For the reason of this research, classroom assessment is introduced as evaluation found on actions that pupils assume as a vital element of the educational agenda in which they are registered. These activities might engage time exhausted both within also outside the school. This classification comprises activities like ceremonial teacher-made examination, sly bus-embedded examination (including appendage questions and extra drills planned to be an important element of learning resources), oral questions inquire of pupils, and an extensive range of additional presentation activities (cognitive and psychomotor).

It also comprises the evaluation of emotional or attitudinal elements of educational expertise. Prescribed assessment underneath cautiously prohibited circumstances is frequently just a minute constituent of the whole deposit of assessment tasks in the course (particularly in the untimely existence of education), but the effect of classroom evaluation on pupils has been calculated more widely instead of the effect of other appearances of classroom assessment. So assessment and assessment-like tasks feature outstandingly including in this research

In schooling, classroom assessment plays a vital role, through classroom evaluation, a teacher measures the student's performance and ability to find that how much a student is getting the idea. Through classroom evaluation, a teacher can improve student learning and his classroom instructions as well. As a result of all these teachers can achieve their educational goals which result in better performances of students. It is beneficial for both teacher and student. Both teacher and students can achieve their goals through proper classroom evaluation. It may be through providing multiple test formats, allow for self-assessment or maybe through a formal observation that a teacher can do in a normal class routine.

How Assessment affect Pupils.

Evaluations influence pupils in short term, medium term and long term. Researcher has categorized the impact in three grouping. There are certainly a few similarities between impacts in different classifications.

For a specific assignment, lesson or topic the below mentioned effects are applied (see Gagne, 1977, for a similar list):

- i). Previous knowledge or skills should be reactivate instead of introducing new knowledge or skills.
- ii). Important areas of the course should be focused and main attention should be given to these areas.
- iii). Active learning approaches should be encouraged.
- iv). Practical skills of students must have to be focused.
- v). Give information of results and remedial response.
- vi). Encourage students for self assessment and skills development.
- Vii) Encourage students towards mastery.

For a Specific learning outcome, lessons, or extensive learning practice, following are significant effects:

- i. Ensure that pupils have sufficient prerequisite knowledge, skills and attitude to efficiently learn the concept of topic.
- i. Persuading pupil's motivation in order to study the course and their awareness of skills required to cover the topic.
- i. Corresponding and emphasizing the teacher's or the course wide objectives for pupils, include preferred principles of performance.
- i. Persuade pupil's choice of learning approach and learning patterns.
- i. Explaining or declare pupil's success in the course, that will influence students future activities.
- i.

Longer term outcome of assessment, particularly when pupils meet regular patterns of assessment. These long term outcome include:

- i. Assessment enables the ability of student to retain and applying the knowledge and skills of students in different ways.
 - i. Enables the development of Pupils learning styles and skills.
 - i. Motivates students generally and specifically.
- These impacts of assessment were very succinctly explained here, but later on most of these effects will be explained.

Background study:

The framework encapsulates the assumption of related spheres of power to clarify the shared responsibilities of school, and teachers in favor of pupils learning and improvement. This construction contains five important elements that affect educational enhancement. These factors are Summative Evaluation, Formative Evaluation, Diagnostic Evaluation, Norm-Referenced Evaluation, and Criterion-referenced evaluation. But we will consider Summative Evaluation and Formative evaluation as two major elements that influence student's performance.

Summative evaluation refers to a type of evaluation in which a student is evaluated to determine the outcome of the program. In the education system, most of the evaluation done is summative and few are formative. Summative evaluation is collective assessment, collective does not mean at the end of the complete course. It may be at the end of the chapter, at the end of the lesson, at the end of the semester, it may be assessed by selecting a specific course like specific chapters, etc. The summative evaluation may also be done at the end of the course. Summative evaluation is done against some standards checkmarks. It is done to

evaluate a student to assign grades to students to check their level of performance, it may be in the form of a percentage, pass/fail. B.Ed exams of students are a good example of summative evaluation.

Formative evaluation is also known as the informal evaluation is diagnostic testing is the most common type of evaluation. Formative evaluation is mostly done by a teacher in the classroom while teaching his lesson. It is informal, which means that it can be done at any time without prior notice it may be done during a lesson while a teacher is teaching a topic and he assesses a student that how much he got the idea of the topic by asking different questions or by asking a student to come on board and solve a question. This type of evaluation is very helpful to improve the teaching and learning process.

These types of assessment can help a teacher to improve the student's performance by evaluating them in different ways. Evaluation not only improves students' grades only we can also improve students' behavior, the mental level also with the help of evaluation which leads to a balanced development of a child. As a result of these students' overall performance will be improved.

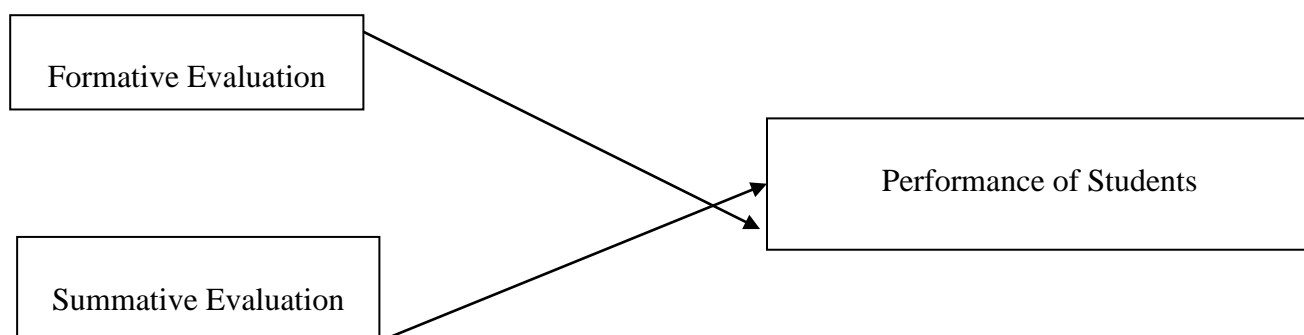


Fig. 1.1: Theoretical framework

Formative Evaluation:

The formative evaluation takes place during the study. The main purpose of formative evaluation is to identify, whether the program is exhibited in the right direction or not. In the case of classroom evaluation, formative evaluation is to find out whether the learning takes place or not. For example, during lecture teachers ask questions from students related to the topic, and from student's responses they get feedback on their performance.

There are some functions of formative evaluation which are:

Diagnosing: Determining the most convenient method that is appropriate for learning.

According to N.E. Gronlund

The formative analysis provides first-aid treatment for straightforward learning issues whereas diagnostic evaluation searches for the underlying causes of these issues that don't respond to first-aid treatments.

Diagnostic tests are usually prepared by observing students and it sorts out the difficulties faced by students.

Placement: Determining the position of the learner on which stage of learning he is standing.

Monitoring: It concerns checking the day-to-day progress of the learner whether it is improving or not.

By formative evaluation, the teacher gets quick responses from students who understand it is integral and the most important part plays in learning. It also points out the difficulties faced by learners. It does not take much time to prepare.

According to Schunk, (1984). Performing tasks to improve self-esteem assessment should focus on the ability to perform tasks and is not require completing tasks. This is important for weak students. Deci,

(1975) said that students must know that the goal of the evaluation is to provide fruitful feedback on their performance. It means that classroom evaluation is very necessary so that students know their knowledge gaps and work on them too becomes successful in the future.

Evaluations put negatives and positives effects on student's performance. Mayers, (1986). Said that student's attitudes towards evaluation are taking years to develop. Educationalists now giving stress on effective evaluation methods because the classroom is the place where students spend most of their time and teachers check their understanding and take corrective measures during the lessons.

When students work in group form they discuss the concepts with their peers and peers gives them extra knowledge and they mutually understand in a better way and if teachers assess their performance in groups so that they put more effort because they know that they are attached to the same goal they cooperatively learn in a better way. Webb, (1985) said that giving and receiving more explanation and participation cooperatively have more impact on students' performance and it decreases their anxiety level.

Summative Evaluation:

A summative evaluation is carried out at the end of particular programs. The results of the summative evaluation are very useful for deciding on further guidance. The promotion of students in the next class is base on the results of summative evaluation.

Summative evaluation concerns with grades it also tells us about the appropriateness of objectives. Generalized tests are the form of summative evaluation. It compares one course with the other.

This evaluation cause frustration among students if someone failed in the summative evaluation F grade would be allotted on their repots cards. An example of summative evaluation is the traditional final exam of the board.

Functions of summative evaluation:

Crediting: It collects evidence that students achieve some goals that are defined earlier in the curriculum program.

Certifying: It is a standard of whether a person performs a job or not.

Promotion: Based on summative evaluation results promotion will occur and students promote to the next grade.

Selecting: on the results of the prior selecting course, the next election will occur.

According to Biggs, (1999), there are two factors of evaluation, one is whether learning is successful, and the second is to clarify the expectation of teachers to students.

The basic components of Evaluation are to motivate students, measure improvement over time and assess teaching methods. It is important to know the meaning of assessment and evaluation. Assessment is the component and part of the evaluation.

Genesee believed that evaluation is carried out to guide classroom instruction and enhance learning on daily basis.

Genesee, (1996). Stated that classroom evaluation is done due to improving instructions and classroom teachers are continuously involved in the process of evaluation.

Evaluation needs planning to be successful. Evaluation should plan with instructions otherwise desire results will not be achieved. Genesee and Upshur, (1996) said that to improve evaluation and instruction you need to focus upon factors those influence both. Chastain, (1988). Said that teachers need to evaluate themselves based on student's interests and achievements.

According to Thorndike, (1969). The most important element of a student's understanding is the ability to apply his knowledge in different situations.

Research Objectives:

The objectives of my study are as follows:

1. To investigate the effect of evaluation practices on pupils' academic performance in District Rahim Yar Khan.
2. To explore associations between pupils' academic performance and formative evaluation.
3. To explore associations between pupils' academic performance and summative evaluation.

Research Question

Research questions of the study were

- i. Does formative assessment and summative assessment affect the performance of students?
- i. Does formative assessment and summative assessment make teaching easier?

Research Methodology:

Creswell (2003) suggests that the selection of a suitable research methodology will be used based on the problem that needs to be solved. Based on the observation and objective of the present research, the 'Quantitative Approach' was a judge as to the best approach for getting the desired result.

The quantitative approach covers different researches that are Experimental, study, and intercession study. Experimental researches compare and illustrate the research problem by experimenting population in different ways, reviewing the qualities of the sample, and the attitude and conduct of the problem (Fraenkel & Wallen, 2000). Information may be gathered with the help of a questionnaire, interview, observation, and content analysis. Associational researchers are worried about the investigation of the association of variables (Fraenkel & Wallen, 2000). This method is appropriate for testing theoretical models (Fraenkel & Wallen, 2000).

Simple random sampling was used for the data collection process. Data was collected from the students of the District Rahim Yar Khan at the primary level. 200 students of both private and government schools at the primary level were taken as a sample of the study. Pre-test and Post-Test was constructed as the instrument of the study to collect data. Both tests contain basics questions regarding literacy and numeracy drive from the subject of English, maths, and Urdu. Both Pre test and Post test consist of three themes. First theme consists of ten questions form Urdu that was of "Wahid and Jama". Second Question/ Theme consist of ten questions from Maths that was of addition. Third and last theme/ Question consist of ten questions also that was from English subject and was of recognition of object from given picture. Both pre test and post test was of same pattern but consist of different questions.

Data analysis/ Interpretation:

Collected data were analyzed using SPSS20 for different statistical operations.

PRETEST ANALYSIS

In response to question number one 2.5% students of experimental group got 4 mark, 10.0% samples got 5 marks and 10.0% samples got 6 marks and 12.5% samples got 7 marks 12.5% samples got 8 marks and 2.5% samples got 9 marks. In the same way result of controlled group shows that 5% samples got 4 marks, 7.5% students got 5 marks 12.5% students got 6 marks and 17.5% samples got 7 marks 2.5% samples got 8 marks 5.0% samples got 9 marks . Over all mean, standard deviation and median are 2.23, .611, and 2.00 respectively as shown in Table 4.1.

Post Test Analysis

In response to question number one 2.5% students of experimental group got 3 mark, 2.5% samples got 4 marks and 5.0% samples got 6 marks and 5.0% samples got 7 marks 15.0% samples got 8 marks 17.5% samples got 9 marks 2.5% samples got 10 marks. In the same way result of controlled group shows that 2.5% samples got 1 mark, 10.0% students got 2 marks and 17.5% students got 3 marks 15.0% samples got 4 marks 2.5% samples got 5 marks 2.5% samples got 6 marks. Over all mean, standard deviation and median are 2.87, .998, and 3.00 respectively as shown in Table1.

Table 1

Group	Pretest.Total.Marks	N	% of Total N	Mean	Std. Deviation	Median
Experimental	4	5	2.5%	3.00	.	3.00
	5	20	10.0%	1.75	.500	2.00
	6	20	10.0%	2.50	.577	2.50
	7	25	12.5%	2.80	.837	3.00
	8	25	12.5%	3.40	.894	4.00
	9	5	2.5%	3.00	.	3.00
	Total	100	50.0%	2.70	.865	3.00
Controlled	4	10	5.0%	2.00	1.414	2.00
	5	15	7.5%	3.00	1.000	3.00
	6	25	12.5%	3.00	.000	3.00
	7	35	17.5%	3.43	1.134	4.00
	8	5	2.5%	2.00	.	2.00
	9	10	5.0%	3.50	.707	3.50
	Total	100	50.0%	3.05	.945	3.00
Total	4	15	7.5%	2.33	1.155	3.00
	5	35	17.5%	2.29	.951	2.00
	6	45	22.5%	2.78	.441	3.00
	7	60	30.0%	3.17	1.030	3.00
	8	30	15.0%	3.17	.983	3.50
	9	15	7.5%	3.33	.577	3.00
	Total	200	100.0%	2.87	.911	3.00

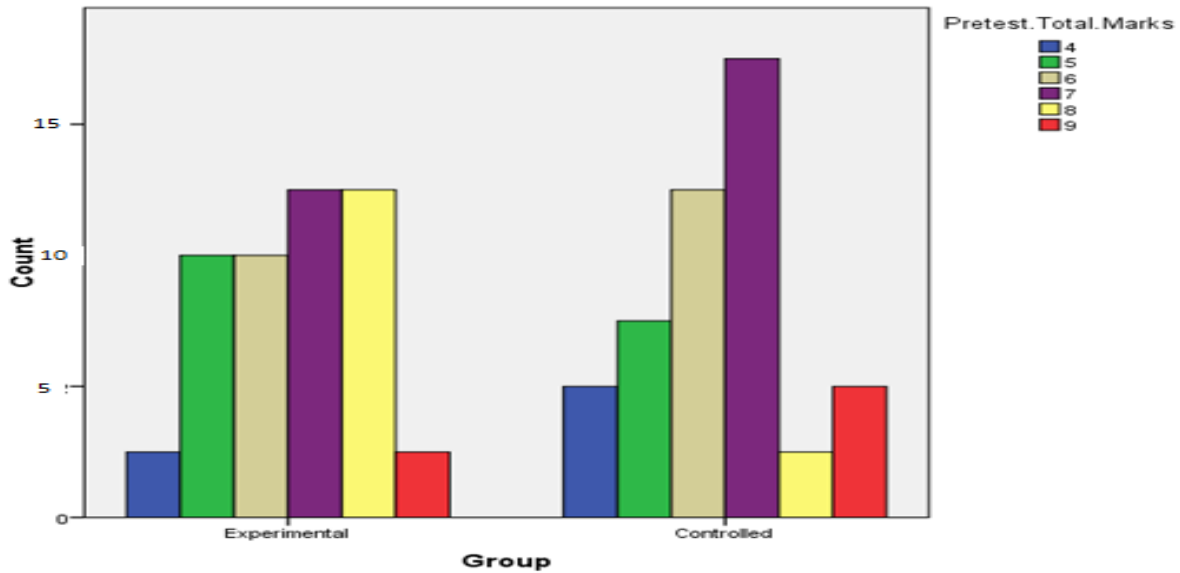
Above table shows that total samples included in the study were 200 who are divided in two groups Controlled and Experimental groups having 100 participants in each group. First Column shows the types of group and marks got by the students out of total 10 marks each question. Second column shows the number of participants got same number; mentioned against each in column first. In the same way third column shows the percentage of total participants who got same marks. Third, fourth and fifth column show mean, standard deviation and median respectively.

Table 2

Group	Post-test.Total.Marks	N	% of Total N	Mean	Std. Deviation	Median
Experimental	3	5	2.5%	2.00	.	2.00
	4	5	2.5%	3.00	.	3.00
	6	10	5.0%	1.50	.707	1.50
	7	10	5.0%	1.50	.707	1.50
	8	30	15.0%	2.33	.816	2.50
	9	35	17.5%	2.29	.756	2.00
	10	5	2.5%	2.00	.	2.00
	Total	100	50.0%	2.15	.745	2.00
Controlled	1	5	2.5%	3.00	.	3.00
	2	50	10.0%	2.25	.500	2.00
	3	35	17.5%	2.57	.535	3.00
	4	30	15.0%	2.17	.753	2.00
	5	5	2.5%	2.00	.	2.00
	6	5	2.5%	1.00	.	1.00
	Total	100	50.0%	2.30	.657	2.00
Total	1	5	2.5%	3.00	.	3.00
	2	20	10.0%	2.25	.500	2.00
	3	40	20.0%	2.50	.535	2.50
	4	35	17.5%	2.29	.756	2.00
	5	5	2.5%	2.00	.	2.00
	6	15	7.5%	1.33	.577	1.00
	7	10	5.0%	1.50	.707	1.50
	8	30	15.0%	2.33	.816	2.50
	9	35	17.5%	2.29	.756	2.00
	10	5	2.5%	2.00	.	2.00
Total	200	100.0%	2.23	.698	2.00	

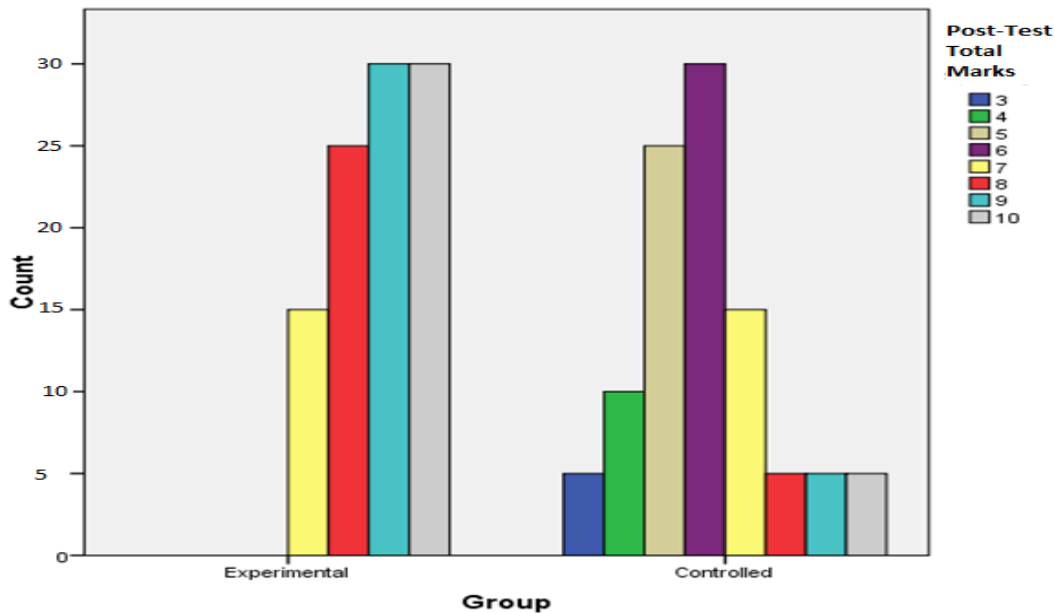
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Pre Test



Above Bar graph shows the comparison of pre-test marks that was conducted from a sample.

Post Test



The above Bar graph is illustrating the comparison of the post-test result.

Experimental Statistics

This research show experimental analysis of variables of this study which are pre-test marks and post-test marks. Experimental analysis of each variables of this study is given below.

Table 3

Item	N	Minimum Marks	Maximum marks	Mean	S.D	STD.Error Mean
Pre-test Marks	200	11	28	19.45	5.75994	0.9107266

Table3 shows that Pre test was conducted from 200 students minimum marks obtained by a student was 11 and maximum marks was 28, mean score was 19.45 , standard deviation was 5.75 and Std.error Mean is 0.9107266.

Table 4

Item	N	Minimum Marks	Maximum marks	Mean	S.D	STD.Error Mean
Post-test Marks	200	24	30	28.775	1.2907461	0.204084

Table 4 shows that Post test was conducted from 200 students minimum marks obtained by a student was 24 and maximum marks was 30, mean score was 28.775 , standard deviation was 1.2907461 and STD.Error Mean is 0.204084.

Paired Sample Differences

Table 5

Pre-test marks & post-test Marks	Paired Differences			T	Df	Sig(2-tailed)	
	Mean	STD.ERROR MEAN	95% confidence interval of difference				
			Lower				upper
	-9.325	0.933	7.4669	11.1831	9.991	78	0.0001

The above table shows that there is Significant relationship between variables and $p < 0.01$ so we can accept our conclusion that there is a strong relationship between classroom assessment practices and students academic performance.

Findings:

The results of this research show that most of the teachers are not performing assessment during or at the end of teaching and learning process. Mostly teachers do not have knowledge about what actually assessment is. Above mention teachers also do not have any kind of classroom assessment training and those teachers who have assessment training do not do assessment at the required level. Some of the teachers will do assessment in teaching and learning process. Assessment improves the student's performance. When teacher involves themselves in proper Assessment of students the result of students is much better.

The controlled group has a minor improvement in their result of pre-test marks and post-test marks but there was a huge improvement in the marks of the Experimental group which shows that both summative and formative Evaluation has a profound effect on student's performance as table 5 suggests. Both types of assessments not only improves students academic performances but these types of assessment activities performed by teachers during instructional process or after instructional process will facilitates learning and also helps to find out problems faced in teaching and learning. These types of assessments not only sort out problem encountered in teaching and learning but they also sort out these problems that will helps to improve teaching and learning process and as a end both these types of assessment will helps the students to improve their academic marks.

Conclusion:

Classroom assessment affects pupils in different manners. Students are able to evaluate what is important for them to learn. Classroom assessment affects student's motivation and as a result students are able for self assessment. Classroom assessment encourages knowledge skills and attitude development in students. We can say that classroom assessment is the most important component that influences teaching and learning process (see Howe, 1987; Meyers, 1986).

Assessment gives effective feedback. Assessment is more effective if it gives feedback to both students and teachers. Assessment focuses pupil's attention towards their progress in development and mastery of skills. This will enhance efficiency of students towards educational goals (Easley and Zwoyer, 1975). Different types of assessment has its own worth but most important are Formative and Summative Assessment that gives feedback to students and feedback of students.

While different researches aimed to investigate the impact of formative and summative evaluation on student's academic outcomes. The foremost cause of this research is to elaborate on the impact of formative and summative evaluation collectively on the achievements of students of primary level in District Rahim Yar Khan.

Overall greater number of population result shows that there is a strong relationship between classroom assessment practices and students academic performance. Students get motivated when teachers will encounter their problems and guide them how to do task in right way that will make learning interesting and easier.

According to our first research quest i.e. Does formative assessment/ evaluation and summative assessment affect the performance of students? Results show that there was a huge difference between per test marks and post-test marks so we can say that both types of assessments have a huge impact on student's performance. According to our second research quest i.e. does formative assessment and summative assessment make teaching easier? As students get their mistakes timely they get innovated to do the task as they succeed to achieve little objectives of their lesson so we can say that assessment helps a teacher to achieve his educational goals or objectives.

Recommendations:

Some recommendations based on study and conclusion is:-

- A teacher must have to perform both summative and formative assessment as needed
- As assessment plays a vital role, so the teacher should manage students record properly
- A teacher must have a keen eye on assessment results i.e. students mistakes and try to improve them
- Proper training sessions should be conducted on assessment on regular basis for teachers.
- Funds must be allocated for training purposes.
- Officials must have proper check and balance on the assessment of teachers
- Institutes heads must have to provide facilities like printing, composing, etc to teachers to make assessment instruments.

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