

# Developing a Strategy for Using Assessment as a Tool for Learning

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## Article Info

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## Abstract

This study proposes a strategy for using assessment as a tool for learning. The strategy focuses on three processes: goal setting, multiple assessments and student reflection. The descriptive method is used in this study. SPSS is used to analyze the results of a questionnaire, which is applied on 23 pre-service teachers in the Teaching English as a Foreign Language (TEFL) Program. An analysis of the participants' written reflection in their journal writing, their portfolios and their responses to reflection questions helped answer the questions of the study. Findings indicate that this strategy enables EFL student teachers to perceive assessment as an effective tool for learning. Discussion of the findings highlights how the involvement of students in assessment for learning (AFL) helps them develop their evaluative skills. This study offers insights for teachers, teacher educators and developers of teacher preparation programs on the effectiveness of AFL. Areas for further research are suggested to investigate the impact of AFL on the learning process and stakeholders.

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## I. INTRODUCTION

Changes in assessment strategies often result in changes in the ways students perform, distribute their learning effort and orient their learning approach. In [1], Gibbs (2010) elaborated on the previous research on assessment such as the work of Synder, 1971 and Miller & Parlett, 1974 highlighting "What influenced students most was not the teaching but the assessment". Assessment is not an end in itself but it rather engages students in processes where they learn to take up and respond to the question of who they are becoming while seeking to be skillful for their designated professional practices. Most importantly, "Students need to be the authors of their own understanding and assessors of their own learning" as in [2]. Assessment should provide students with an understanding of their learning processes according to [3].

This study shows a case for assessment as a tool for learning rather than measurement. The implemented

assessment strategy had three core elements: goal setting, which makes learning directed and meaningful; multiple assessment tasks that are considered learning tasks that help learning to take place; and the engagement of students in the assessment process through the development of their evaluative skills and reflection skills. Such assessment strategy prepares pre-service teachers for their future career. Swaffield [4] emphasized that when student teachers see the value of using AFL to support their own learning, they are more likely to appreciate assessment as an effective pedagogical approach with their classroom students.

## II. LITERATURE REVIEW

Relevant literature shows that assessment for learning (AFL) helps teachers gather information to plan and modify the teaching and learning for students, identify students' learning needs in a clear and constructive way so they can be addressed; and involve parents in their children's learning. It provides students with information and guidance so

they can plan and manage the next steps in their learning. It helps using information to lead from what has been learnt to what needs to be learnt next as demonstrated in [5].

AFL is described as a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. While assessment was used to be looked upon as a set of routine tasks that students undertake to receive feedback on their learning, Sadler [6] identified it as an activity that engages both students and teachers in judgments about the quality of student achievement or performance, and inferences about the learning that took place.

Norton [7] advocated the integration of assessment criteria with intended learning outcomes to eliminate students' strategic approach to address the mechanics of the tasks. Integrating the assessment criteria with intended learning outcomes, and restructuring learning activities accordingly can direct students' focus to learning what is intended and scaffold their learning in that direction according to [8]. Assessment has a potential impact on student learning as indicated by [8], [10] in [9].

Examining the relevant literature helps understanding the underpinnings of this study. The work of Reference [10], Reference [11], and Reference [12] had an impact on identifying criteria for effective assessment. These criteria include ensuring the linkage between assessment and learning activities, the spread and frequency of assessment, engagement of students in the assessment processes, clarity of assessment, and quality of feedback to feed forward learning.

Summative assessment helps provide valid and reliable measurement of student learning as well as overall judgments, documents and reports on students' achievement for grading and certification purposes as shown by [6] and [11]. However, it has proved to have limited effects on learning enhancement as demonstrated by [12]. It does not

allow many opportunities to engage students in learning from feedback.

Biggs [8] proposed a combination of both summative assessment for its backwash and formative assessment for the benefits of immediate, meaningful and regular feedback on student learning at higher education programs. Swaffield [4] made a distinction between assessment for learning (AFL) and formative assessment as follows:

- AFL is a learning and teaching process, while formative assessment is a purpose;
- AFL is concerned with the immediate and near future, while formative assessment can have a very long time span;
- The doers and consumers of AFL are the particular pupils and teacher in the specific classroom (or learning environment), while formative assessment can involve and be of use to other teachers, pupils and other people in different settings;
- In AFL, pupils exercise agency and autonomy, while in formative assessment they can be passive recipients of teachers' decisions and actions;
- AFL is a learning process in itself, while formative assessment provides information to guide future learning; and
- AFL is concerned with learning how to learn as well as specific learning goals, while formative assessment concentrates on curriculum objectives.

This study resonates with John Cowan's (2007) proposal of the integration of assessment with teaching and learning by using assessment tasks as learning tasks. As in [13], Dall'Alba and Barnacle highlighted how teaching is regarded as "engaging the whole person, what they know, how they act and who they are". Assessment is looked upon as moving students from simply demonstrating their learning through the assessment task to creating more opportunities for them to learn from the task according to [7], [10], and [12]. It is regarded as a

process that can either enhance or inhibit student learning depending on how it is conceptualized, how it is applied and how it is linked to teaching and learning. As specified by Vu [13], students benefit from assessment in that “By making the learning evident to them and directing their focus to that learning through integration of assessment with learning, assessment is likely to promote learning in an effective way”.

### III. PROBLEM OF THE STUDY

Despite the richness of the relevant literature on assessment, there is a scarcity of the studies on the use of AFL in the context of teacher preparation. This study focuses on how the developed assessment strategy has been implemented in a higher education setting and how pre-service teachers in Teaching English as a Foreign Language Program (TEFL) have experienced the assessment in the courses under investigation. Relevant research shows that “Despite these widespread calls for assessment-capable teachers, research indicates that teachers generally maintain low levels of assessment knowledge and skills, with beginning teachers particularly unprepared for assessment in schools” as in [14].

In the current study, the researcher assumes that when preservice teachers experience AFL, they are more likely to use it in their own future career. This assumption corresponds with DeLuca’s study on integrating AFL in teacher education programs; DeLuca and Bellara (2013) commented that educational assessment changes to include student-centered pedagogies and student-directed assessments as ‘there is a continued need to shift preservice assessment education experiences that prepare teachers to embrace multiple purposes and practices of assessment in schools as in [15].

### IV. QUESTIONS OF THE STUDY

Based on the review of the related literature, the current research is guided by the following questions:

1. How is the strategy of assessment for learning implemented across lectures in a teacher preparation program?
2. How do student teachers perceive the effectiveness of the AFL strategy?
3. To what extent do they think AFL strategy affects change in their learning?
4. How do they develop evaluative skills to be used in their future teaching career?

### V. SIGNIFICANCE OF THE STUDY

This study gets student teachers to practice using an assessment strategy based on goal setting, multiple assessments and learner reflection. Involving learners in assessment helps prevent the problems that arise from the linkage between scores and assessment. Reference [16] refers to the benefits of assessment for both teachers and students as they use evidence of learning to students’ immediate learning needs through everyday practice.

To encourage teachers to adopt AFL into their teaching practice, they need to be given opportunities to learn about assessment within teacher education program. The current study helps teacher educators use AFL within their coursework. Previous studies on AFL at preservice teachers’ education focused on assessment literacy and getting preservice teachers construct a deeper understanding of the utility of different assessment approaches as in [15]. Compared to some previous studies that provide the theoretical rationale for AFL, this study highlights the benefits of the experiential approach in practicing AFL.

### VI. AIMS OF THE STUDY

This study aims to help both teacher educators and pre-service teachers use assessment as an integral part of learning. It aims at encouraging preservice teachers to cultivate their understandings of assessment by sharing learning criteria, practicing self-assessment and peer assessment as well as using critical reflective practices rooted in AFL principles

to support their own development as in [14]. It offers suggestions and recommendations on engaging student teachers in the learning/assessment tasks to become more inclined to integrate assessment with learning in their future teaching career.

## VII. STUDY METHOD

The research design employed in this study is the descriptive method. This method focuses on visualizing AFL procedures through diagrams, analyzing participants' written reflections as well as getting quantitative data through a questionnaire. Descriptive statistics such as means, frequencies and standard deviations were used for data analysis of the participants' responses to the instrument of the study to help answer the questions of the study. A review of the participants' written reflection in their journal writing, their portfolios and their responses to the reflection questions helped answer the questions of the study. This method suits the aims of this study and helps ensure that study findings are grounded in the participants' experience.

### A. Instrument of the Study

The researcher designed a questionnaire to elicit participants' responses based on their experience with the assessment strategy. A five-point Likert scale was used to collect the participants' responses related to their perception of the applied assessment strategy. Based on the exposure of the instrument to three experts in the field, examples were used to specify and describe the assessment technique some of the questionnaire items refer to such as "new assessment techniques were applied e.g. Microteaching". According to the level of agreement among the jurors' comments on the relevance of the items of the questionnaire to measure pre-service teachers' perception of the used assessment strategy, the questionnaire items were lessened to 32 items (See Appendix B). A scale reliability analysis found strong evidence for the 32 items of the questionnaire ( $\alpha = 0.964$ ) with all items contributing to the reliability of the tool. The items of the questionnaire

were classified into four sections. The first section asked the participants to rate the effectiveness of the implementation of AFL strategy they experienced in their study of the methodology courses on a scale from 5 (Highly effective) to 1 (Not effective at all). The second section elicited participants' perception of the features of the assessment used in these courses. They indicated the level of their agreement/disagreement on a scale from 5 (Strongly Agree) to 1 (Strongly Disagree). The third section elicited participants' perception of the extent to which changes in their learning result from the use of AFL on a scale from 5 (To a great extent) to 1 (Not related at All). The fourth section targeted the participants' perception of the use of evaluative skills in their future teaching career. They indicated the level of their agreement/disagreement on a scale from 5 (Strongly Agree) to 1 (Strongly Disagree).

### B. Participants

This study was conducted on 23 pre-service teachers enrolled in the bachelor program/ Teaching English as a Foreign Language Program. To ensure the confidentiality of participants, they were informed that they had the right to choose not to respond to the questionnaire. They were informed about the aims of the study and reminded that there was no connection between questionnaire completion and course grades. An approval was obtained from the institution ethical committee before applying the questionnaire.

### C. Procedures

The study started with surveying participants' familiarity with AFL through an informal interview, then implementing the AFL strategy using the three processes of goal setting, multiple assessments and reflection, and applying the questionnaire to collect data and answer the questions of the study. Afterwards, there was data analysis, data interpretation and discussion of the findings, which led to offering suggestions and recommendations.

To answer the first question of the study, the AFL

strategy was implemented at two compulsory methodology courses; Methodology I course in the fall semester, then Methodology II course in the spring semester. Classes were three hours per week over 15 weeks for each course. Fifty percent of class time was devoted to Microteaching and/or student presentations. At the first phase of implementing the strategy, student teachers were surveyed for their prior experience with the multiple assessment instruments that would be used. That procedure was done at the beginning of the participants' study of Methodology I course, their first time being taught by the researcher who was the instructor of methodology courses for the pre-service teachers at the Program. None of the student teachers had any familiarity with journal writing, KWL Charts, reflection questions, book review and Microteaching. 30.4% of them had experienced assembling portfolios at high school, 17.4% had open-book exams, 82.6% had peer assessment during their primary, middle and high school, all of them (100%) had standardized tests. Their perception of assessment was discussed in a lecture devoted to this purpose. The instructor asked them to respond to the statement "Assessment is an integral part of learning" in their journal. 82.6 % of them mentioned they saw assessment as dissociated from learning. They elaborated that their previous experience with assessment resulted in the belief that assessment was used to help assign grades. 8.7 % of them responded, "Assessment can lead to learning if its purpose is clearly related to achieving the course learning outcome". One student teacher (4.3%) thought it should be but she did not experience it as a part of learning.

At the second phase of implementing the strategy, student teachers were introduced to the assessment strategy. Institutional quality assurance guidelines make it necessary for instructors to disseminate information on assessment techniques and grade-related criteria at the beginning of the course. Informing students about the objectives, requirements and procedures of implementing the

new assessment strategy is also recommended by Reference [10] and Reference [11].

The participants were told from the beginning of the teaching of the courses Methodology I, then Methodology II that multiple assessment tools were going to be used and they were informed about the exact grade that would go for each assessment and its contribution to the total grade. The instructor discussed the purpose of using each assessment tool and its alignment with the course learning outcomes. Before implementing any assessment instrument, student teachers were assigned to read about the instrument and had a discussion on it in the classroom during the following lecture.

According to [17], "Articulating assessment frameworks in ways that students understand is critical in the development of communities of shared practice". Hence, assessment criteria as well as course learning outcomes were discussed with the student teachers from the very beginning of teaching the courses. To avoid getting students miss on the generation of their own assessment criteria as in [18], the instructor gave them the opportunity to discuss the assessment criteria, elaborate on them and provide their viewpoints.

Reference [10] elaborated on students' preference for coursework to be used for assessment rather than exams only. In [19], Starr (1970) reported that 90% of students from four departments preferred half or more of their marks to come from coursework and 56% preferred all their marks to come from coursework. Students consider coursework to be fairer than exams, to measure a greater range of abilities than exams and to allow students to organize their own work patterns to a greater extent."

Through integrating assessment with learning, the course learning outcomes along with the instructional strategies, teaching materials, assessment techniques and assessment materials/resources were modified. It was made clear to the students that a new strategy would be

implemented. An interaction between the instructor and students and among the students were established from the beginning of carrying out the study. This is in line with the idea of Reference [11] of the need for a clear and widely agreed view about the role and position of assessment in the whole learning experience of the learner to develop a consistent assessment strategy and a coherence between that strategy and implementation.

Assessment in these courses focused on students' reflections on their practices. It helped them manage their own learning and recognize how the processes of teaching and learning worked. In this way, they were prepared to handle teaching practice. The variety of the learning/assessment tasks enabled them to experience learning and assessment in an innovative way. The implemented AFL strategy encouraged distributed practice where they made a good use of their learning/assessment time.

Allowing students to choose the learning/assessment task that they would like to work on from the course content helped accommodate their varied learning styles and align with their different interests, needs and preferences. These procedures were based on some important studies as that of Forbes and Spence (1991) in [10] who recommended, "What achieved the learning was the quality of student engagement in learning tasks, not teachers doing lots of marking. The trick when designing assessment regimes is to generate engagement with learning tasks without generating piles of marking".

Student teachers set their individual learning goals, get an immediate feedback on them from the instructor. The instructor implemented instructional strategies that focused on learners as partners in the teaching process. They worked on self- and peer assessment of student presentations and/or Microteaching. They get an elaborate, ongoing feedback on their journals from the instructor. They assess their portfolios using rubrics. They assess their group work using checklists. The following part shows how the AFL strategy with its three

processes was implemented:

For the implementation of the developed assessment strategy (Study question #1), the researcher adopted a four-phase process as shown in Figure A 1. The focus was on the ways in which pre-service teachers were able to articulate their learning goals, talk about the significance of tracking their progress and the actions they have taken to bridge the gap between learning and assessment with the guidance of the course instructor.

The instructor put guidelines for student teachers' goal setting as shown in Figure A 2. They were given an immediate, direct feedback on their goal cards. The instructor recommended their designing of attractive, colorful goal cards. They were given a chance to modify their goal cards based on instructor feedback for final submission. Their written reflection on goal setting showed that this assessment task helped their learning to be directed and purposeful. They added that through setting individual goals, they got ownership of their own learning. It was graded as an assessment task while being a useful learning task.

In this study, multiple assessment tools were used. They were classified into three categories self-assessment tools, instructor assessment and peer assessment. The self-assessment tools included goal setting, KWL charts, learner reflection, portfolios and/or journal writing (10% of the total grade). The instructor- and peer-assessment tools included Microteaching and/or student presentation (10% of the total grade).

At Microteaching students were able to create meaningful experiences within the classroom that were connected to their capabilities, level and interest. Outside classroom experience was another opportunity to work on self-assessment using technology such as preparing their Microteaching, designing teaching aids, using interactive applications as Kahoot, etc. For the Microteaching, each individual student taught a part of a lesson of their own choice with their peers acting as both

audience and assessors. Each microteaching session lasted for 15 minutes, with an additional 10 minutes to respond to feedback from the audience and the instructor. Students assessed their peers using assessment criteria and a marking rubric that were provided prior to the Microteaching sessions. The final mark for the Microteaching was averaged from all the marks awarded by their peers and instructor and accounted for 10% of the overall course grade. Following the Microteaching session, the student had to submit a folder including the lesson plan, the PowerPoint presentation, if any, and the teaching aids or worksheets along with the audience feedback, instructor feedback and self-assessment in the student portfolio. In the final assessment task, the portfolio, each student was required to record in- and out of classroom activities and their personal reflections throughout the semester. The portfolio weighted 10% in the overall course grade. A peer gave feedback on the portfolio before its final submission to the instructor at the end of the semester.

Notably, Microteaching contributed to student teachers' learning and the development of their transferrable skills. It was not included in the methodology course content at that teacher preparation program a few years prior to the current study. The instructor challenged the traditional assessment of courses relevant to prospective teachers' real-life practice and future career by implementing it in Methodology II course in addition to two more courses at the third and fourth year of study. Inclusion of such skills was advocated in the relevant research on promotion of life-long learning by [12], and on the incorporation of generic or employability skills by [20].

Student presentations were two-fold in that students acted as both performers and assessors. Firstly, they searched for information, used the textbook to summarize and take notes and made a use of technology to prepare the presentation [21]. Secondly, they presented either, individually or in pairs, the topic they had chosen among the curricular

topics. Each individual student or team member gave the presentation during the semester on either a selected topic from the course textbook based on the student choice or on an enrichment topic from a list of topics relevant to the course content and aligned with the course learning outcomes, with their peers acting as both audience and assessors. Each individual or group presentation lasted for twenty minutes, with an additional five minutes to respond to questions from the audience or the instructor. Students assessed their peers using assessment criteria and a marking rubric that were provided prior to the presentation sessions. The final mark for the presentation was averaged from all the marks awarded by their peers and the instructor and was accounted for 10% of the overall course grade. Following presentation sessions, the student included a copy of the presentation along with the audience feedback in the student portfolio. Contribution to the team for group presentation was assessed by peers and was embedded within the final mark each member received. In the final assessment task, the portfolio, each student was required to record the in- and out of classroom activities, team progress, their contributions to the team and their personal reflections throughout the semester. Peers' comments on it along with a parent or a relative comment were submitted for assessment by the instructor at the end of the semester and weighted 10% in the overall course grade.

Instructor assessment tools were multiple assessment tools such as:

- Open-book/ open-notes exams or quizzes (15% of the total grade); standardized tests for the mid-test and final test (50% of the total grade);
- Classroom assignments such as note-taking, group work, out-of-class tasks such as unit preparation, summarization or book review (10 % of the total grade);
- Student teachers' participation in providing peer feedback in class and group discussions (5% of the total grade).

The questions for the exams were high order thinking questions aligned with course learning outcomes, which in turn are aligned to the Program learning outcomes. The pre-service teachers were given classroom situations/problems where they were asked to take decisions, solve problems and suggest actions. They were also asked to design/fill in diagrams to find relationships or associate elements of language learning/teaching.

The instructor worked with student teachers to help them track their progress through their showcased work, exam results and the development of their presentation skills and evaluation skills. The instructor held a portfolio conference where the sample of the study displayed their work/products such as posters, teaching aids, designing lesson plans and worksheets. They also talked about their learning experience.

In the third phase of implementing the strategy, the instructor focused on the ways in which pre-service teachers revisit their perception of assessment and reflect on their assessment/learning through answering reflection questions shown in Figure A 3 on the implemented assessment strategy. A lecture, by the end of the course, was devoted to discussing their responses to the statement "Assessment is an integral part of learning".

For the fourth phase of implementing the strategy, the instructor focused on whether pre-service teachers think they will use it in their future teaching. Their responses to the reflection questions and data collection from the participants' responses to the questionnaire was valuable at the third and fourth phases as elaborated upon in the results section. The following is an elaboration of each learning/ assessment technique used in this study:

#### **D. Data Analysis and Results of the Study**

An analysis of the participants' written reflection in their journal writing, their portfolios and their responses to the reflection questions helped answer the questions of the study. 91.3 % of student

teachers expressed finding the assessment strategy useful in helping them get immediate feedback from instructor and peers on their draft lesson planning at Microteaching sessions and their drafts of goal setting (Study question #2). 78.3 % of student teacher stated that the use of KWL charts for each new unit or main topic helped them find gaps in their knowledge, skills and attitudes while 30.4% mentioned "I will use these reflection questions to track my progress in other courses as well (Study question #3). Most student teachers mentioned that it also made the learning evident to them according to the reflection on that assessment technique; they returned to the chart to note down what they learnt and what they needed to learn more, which helped them direct their learning (Study question #3). Their written responses (87%) to the reflection question "What was my role (s) in the classroom?" showed that they were able to state their roles as learners, co teachers and assessors and develop their evaluative skills (Study question #4).

An analysis of the sample's responses to the reflection question "What will I do with what I learnt?" reflected that they looked positively at assessment and its purpose. It helped answer the study question #4. Their written reflection is classified as shown in the following excerpts that were taken from their responses:

- "I will use the assessment techniques I learnt to write clear assessment steps in my lesson planning." (95.6%; n=22);
- "I will use the skills of self-assessment to assess my teaching." (95.6%);
- "I will use more than one assessment technique to assess my students' learning." (91.3%);
- "I will discuss with the students how assessment is important." (87%);
- "I liked to be assessed on multiple tasks rather than a single assignment; I will try this strategy with my future students." (82.6%);

- “I will ask my students to set their own goals.” (82.6%);

As shown in table I, the study uses the descriptive analysis of the responses of the participants to the items/statements of the first section of the questionnaire related to their perception of the effectiveness of the AFL strategy, which helped answer the second question of this study. Their responses showed that they found the assessment technique of setting their own goals highly effective (Mean 4.93). The same applies to the technique of producing learner-generated material. Results showed that they “*had opportunities to play the role of an assessor*” (Mean 4.83). This result indicated that they felt the effectiveness of the implementation of self-assessment and peer assessment. The lowest mean (4.33) was for being adequately prepared for the assessment task that was mainly due to the different amount of time and effort needed for preparing the materials needed for each assessment task and individual differences among student teachers in this respect.

As shown in table II, an analysis of the responses of the participants to the items of the second section of the questionnaire that are related to their perception of the features of the AFL strategy helped answer the second question of this study. The highest mean (4.83) was for “*Assessment tasks were aligned with course learning outcomes*”. This result resonated with the results of the studies by Biggs (2003); Norton (2004); and Cowan (2007) on the integration of the assessment criteria with learning outcomes. It was followed by mean (4.73) for “*There were opportunities for immediate feedback*” followed by mean (4.67) for “*There were opportunities for ongoing feedback*”. This result resonated with the findings by Sadler [4] “it is important that assessment provides feedback on students’ performance” as in [22]. This result was also corresponding to [18] advocacy for giving feedback for students on drafts of their work. It also matched the work of [23] in that AFL requires both formal and informal feedback with opportunities to try out

and practice knowledge and skills. It assists students to develop independence and autonomy; and it has an appropriate balance between formative and summative assessment. The main feature of this assessment is being authentic and relevant. The lowest mean (4.10) was for “*Assessment tasks were challenging without (dis)stress*”. In their written reflections, some student teachers mentioned that they were usually stressed when asked to work on any assessment task whatsoever.

To answer the third question of this study related to the change in the preservice teachers’ learning that results from the use of the techniques of AFL strategy, their responses to the third section of the questionnaire were analyzed as shown in table III. The analysis showed that they agreed that *assessment tasks made learning possible* and *Assessment tasks helped integration of information among courses* (Highest mean 4.9). A high mean (4.83) was for “*Peer assessment tasks allowed me find my areas of strength*” followed by the mean (4.67) for “*Student presentation helped me feel responsible for my learning*”. This result showed the positive impact of the strategy of AFL on student teachers’ learning. The same applies to their perception of the impact of multiple assessment tasks on helping them show their best work (Mean 4.67). The lowest mean (4.17) was for “*Assessment helped me build on prior successes*”.

To answer the fourth question of this study, an analysis of the responses of the participants to the statements of the fourth section of the questionnaire was done. Related to whether they will use the acquired evaluative expertise in their future teaching career, their responses - as indicated in table IV - showed that they realized that they learnt AFL techniques to be used in their future teaching with highest mean (4.97). They developed an evaluative expertise to be used in their future teaching (Mean 4.80). They believed they would help their future students experience AFL (4.83).

### E. Limitations of the Study

This study is applied on 23 student teachers at the Department of Education whose major is Teaching English as a Foreign Language. The courses used for applying the strategy are two methodology courses.

### F. Conclusion of the Study

Related research indicates that teachers generally maintain low levels of assessment knowledge and skills, with beginning teachers particularly unprepared for assessment in schools as in [15]. The results of the study showed that the student teachers perceived assessment as a tool for their learning that enabled them to get an evaluative expertise to be used in their future teaching career. On the other hand, there were some challenges while applying the strategy implemented at this study. Reference [15] examined the challenges associated with promoting and modelling AFL within teacher education programs such as temporal, programmatic and institutional constraints. In the current study, challenges were due to the reluctance of some students to change their favoring of traditional assessment strategies. It is worth noting that the implementation of this strategy needs a genuine belief in the importance of assessment and its impact on stakeholders such as the institution, administration, parents, faculty, and students. It also needs time, effort and resources, which some students/faculty may not be ready to offer.

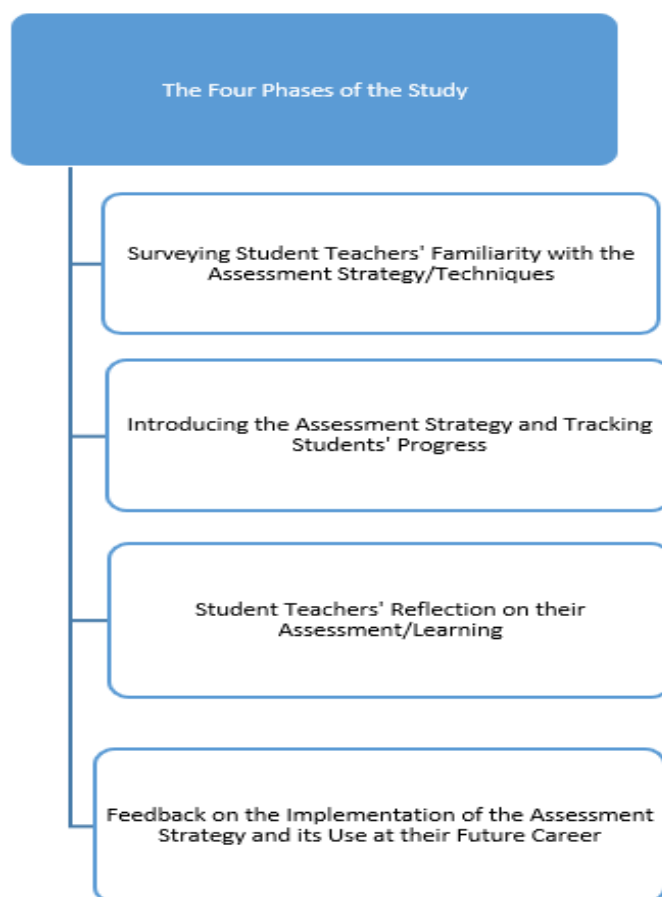
### G. Recommendations and Suggestions

It is recommended that further research be done on this issue with a special focus on teacher preparation programs. It is suggested that through engaging in assessment/learning tasks, pre-service teachers can develop a perception of assessment as an integral part of learning to enable them use assessment

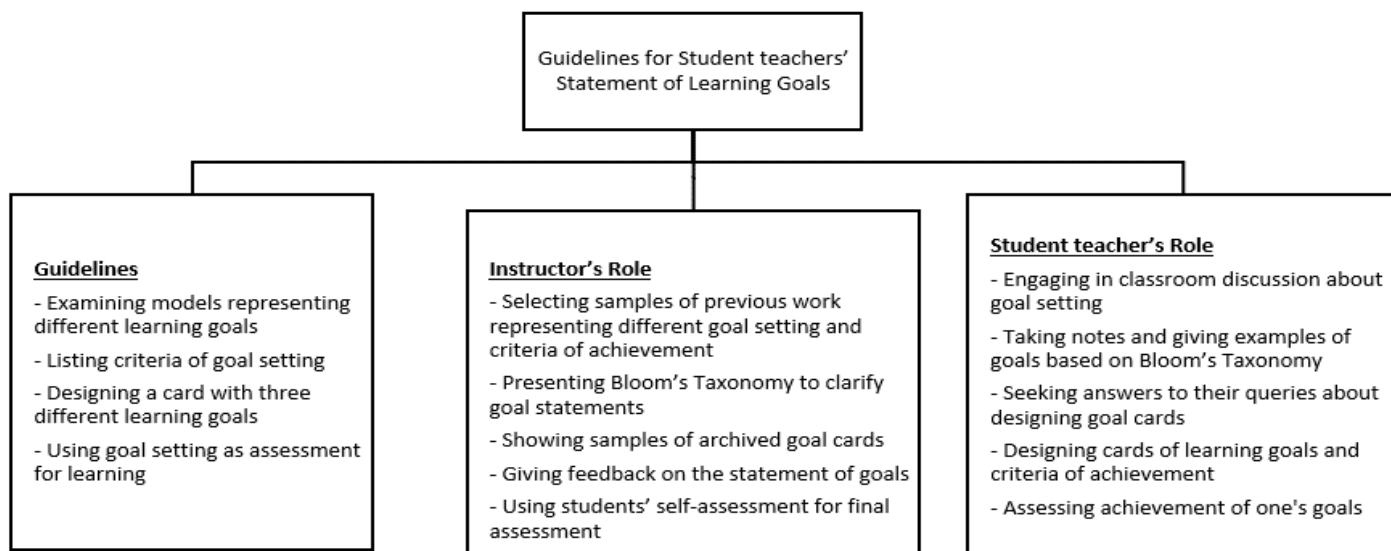
effectively in their classroom teaching when they become teachers. Despite the challenges and constraints on reforming assessment strategies at universities, there are possibilities if universities adopt new assessment practices rather than using assessment to fulfil the requirements of curriculum objectives. More researches need to be carried out on the impact of AFL on the learning process and on stakeholders.

## VIII. APPENDIX

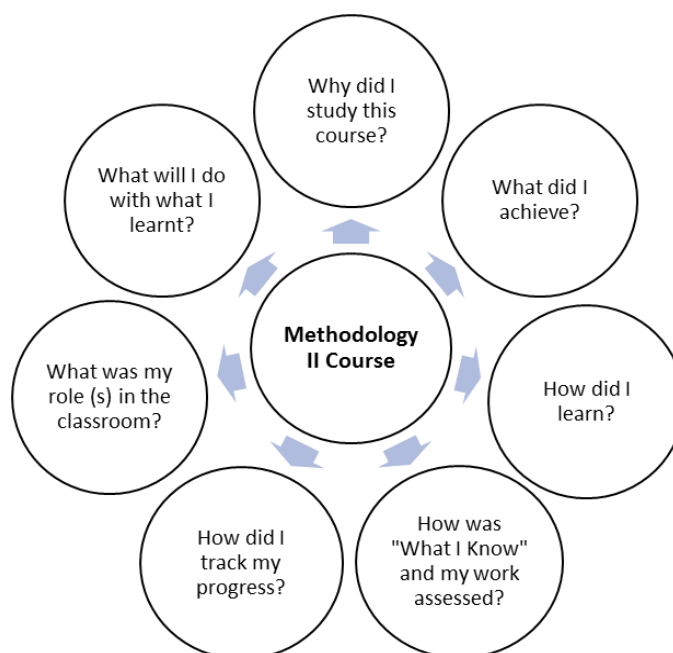
### A. Figures



**Figure A 1. Four Phases of the Study**



**Figure A 2. Guidelines for Goal Setting**



**Figure A 3. Sample Reflection Web**

your responses on a 5 -1 scale where 5 is highly effective and 1 is ineffective

## B. Assessment for Learning Questionnaire

1. Please, respond to the following statements showing how effective you found the implementation of the following techniques that include various elements of the assessment for learning strategy implemented in this course. Rate

No.	Assessment for Learning Technique	5	4	3	2	1
1	Pre-assessment was given to determine my readiness for the learning task ( e.g. KWL Chart, Discussion Questions)					
2	Pre-assessment was used for enrichment					
3	I set my own learning goals					
4	Learning outcomes were discussed from the beginning of teaching the course					
5	I kept a journal for reflection					
6	I was told in advance when I was being assessed					
7	I was adequately prepared for the assessment task					
8	I was given a choice of assessment tasks (Posters, teaching aids design, etc.)					
9	I was encouraged to produce learner-generated materials					
10	I showed “what I know” in a variety of ways					
11	I had opportunities to play the role of an assessor (Self-assessment, Peer-assessment, etc.)					
12	New assessment techniques were used (e.g. Microteaching)					

2. Please, respond to the following statements using the scale 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), 1 (Strongly Disagree):  
showing your perception of the features of the assessment for learning implemented in this course.  
Indicate your level of agreement/ disagreement by

No.	Assessment for Learning Technique	5	4	3	2	1
13	There were opportunities for ongoing feedback					
14	There were opportunities for immediate feedback					
15	At least one assessment task was fun (e.g. Designing teaching/learning materials)					
16	Assessment tasks were challenging without (dis)stress					
17	Assessment tasks were meaningful					
18	Assessment tasks were relevant to what I was being taught					
19	Assessment tasks were aligned with course learning outcomes					

3. Please, respond to the following statements showing to what extent the below changes in your learning result from the use of the techniques of the assessment for learning strategy. Use the following scale 5 (To a great extent) to 1 (Not related at all):

No.	Assessment for Learning Technique	5	4	3	2	1
20	Peer assessment tasks allowed me find my areas of strength					
21	Student presentation helped me feel responsible for my learning					
22	Student presentation helped me feel responsible for information input and my classmates' learning					
23	Assessment helped me build on prior successes					
24	Assessment tasks allowed for independency					

No.	Assessment for Learning Technique	5	4	3	2	1
25	Assessment tasks allowed for collaboration					
26	Assessment tasks made learning possible					
27	Assessment tasks helped learning transfer (into new contexts, situations, etc.					
28	Assessment tasks helped integration of information among courses					
29	Multiple assessment tasks helped me show my best work/learning style					

4. Please, indicate your level of agreement/ implemented in this course help you develop disagreement by responding to the following evaluative skills. Use the following scale 5 (Totally statements showing how assessment for learning agree), 1 (Totally disagree):

No.	Assessment for Learning Technique	5	4	3	2	1
30	I learnt assessment for learning techniques to be used in my future teaching					
31	I developed my evaluative expertise to be used in my future career					
32	I think I will help my future students experience assessment for learning					

**Table I: Student Teachers' Responses to the First Section of the Questionnaire**

No.	Mean	Std. Deviation
1	4.7	0.47
2	4.6	0.5
3	4.93	0.25
4	4.83	0.38
5	4.9	0.31
6	4.9	0.31
7	4.33	0.48
8	4.6	0.5
9	4.93	0.25
10	4.6	0.5
11	4.83	0.46
12	4.87	0.35

**Table II: Student Teachers' Responses to the Second Section of the Questionnaire**

No.	Mean	Std. Deviation
13	4.67	0.76
14	4.73	0.45
15	4.27	0.45
16	4.1	0.92

17	4.5	0.51
18	4.27	0.45
19	4.83	0.38

**Table III: Student Teachers' Responses to the Third Section of the Questionnaire**

No.	Mean	Std. Deviation
20	4.83	0.38
21	4.67	0.76
22	4.6	0.77
23	4.17	0.91
24	4.5	0.51
25	4.67	0.76
26	4.9	0.4
27	4.6	0.5
28	4.9	0.31
29	4.67	0.76

**Table IV: Student Teachers' Responses to the Fourth Section of the Questionnaire**

No.	Mean	Std. Deviation
30	4.97	0.18
31	4.8	0.41
32	4.83	0.38

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## AUTHOR PROFILE



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