Chapter 2

LITERATURE SURVEY
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2.0 Introduction

This chapter surveys the literature available on assessment in English language pedagogy while furnishing an overview of the relevant literature that emerged as part of the research on testing and assessment over a period of time. The survey is spread over three sections: Testing, Evaluation and Assessment.

2.1 Testing

This section takes into account the resources on academic testing pertaining to testing ability, knowledge and skills of the learners for the purpose of grading. Testing has been less talked about and researched aspect of language teaching. Only in the decade of 1980s it became a topic of interest of the language experts and researchers. Following decades have witnessed researches and insights that are important to be discussed here. Many works have come up in these decades and some of the prominent ones are discussed here.

Among the seminal works on language testing, one is a collection of research papers, *Issues in Language Testing* (1981), edited by Alderson and Hughes. The book is divided into three main sections: first section for each of the area of communicative language testing, second section is on ESP testing, and the third section is on general language proficiency. Within each section there are three parts: the original articles, the reaction papers and an account of the discussion based upon tape recordings of the proceedings by the present writer. This book provides a holistic overview of the developments in the area of testing in ELT. Most significantly the book brings focus on testing and it has been only in the last few decades that testing has been researched into by language teaching experts and researchers.

*Language Testing in Practice: Designing and Developing Useful Language Tests* (1996) by Bachman and Palmer clears the misconceptions and unrealistic expectations and trains the teachers in the aspects of design, development, and use of language tests. The book is organized into three main parts. Part one presents a conceptual framework that provides the theoretical basis for designing, developing, and using language tests. Its primary purpose is to guide the design, development, and use of
language tests. Part two presents a detailed discussion, through extensive examples, of the test development process, from planning to pretesting and test administration to scoring. The tasks in the language use situation beyond the test itself, and the characteristics of the test takers, as well as for defining the abilities to be measured. The specific types of exercises are designed in various sections can also be used as the basis for self-reflective writing activities or individual homework assignment. Part three provides a number of illustrative test development projects also as genuine instances of test development which provide a rich source for teachers as examiners / assessors / evaluators.

The deliberations on testing have also been of contemplative nature. Paul J. Black’s Testing: Friend or Foe? (1998) is one such deliberation which takes stock of the theory and practice of assessment and testing. Paul introduces various modes of assessment and defines ‘testing’ and ‘assessment’ as two distinct terms which are otherwise used interchangeably in common parlance. The book comprises consideration on the issues which cannot be sorted out in the discussions that normally focus on the technicalities of curriculum and pedagogy. As the series editors, John Head and Ruth Merttens, observe, “It is an important factor that in writing this book Paul Black was not solely concerned in generating an accurate technical account but also in bringing out the underlying humanistic significance of testing. Education is a humanistic enterprise Assessment procedures can inhibit this essential quality”. (ix)

Similarly, W. J. Popham’s The Truth about Testing: An Educator’s Call to Action (2001), furnishes an example of educational testing in the context of the United States. Although its main focus is what people call high-stakes tests, much of the content also applies to the classroom assessments, teachers routinely generate for their students. The aim of this book is to resolve the problems which induced from assessment and inform the educators about the quality of schooling in this context. The author attempts to describe test-related problems and later exposed a serious of actions which educators could take to deal with the condition. The book is an experience-based appeal to the author’s educational colleagues to do something to fix the problems arising out of the wrong kinds of tests in the schools. The book also discusses the construction and application of classroom tests and describes various types of test items. It may benefit teachers and educators like a handbook who want to
know more about U.S and similar places that deal with multicultural and multilingual background like India.

Testing has often been found to be left out of teaching which makes it appear inconsequential to teaching. As a result testing is treated as process completely isolated from the actual teaching. This creates a gap between teaching and testing. But in recent decades this anomaly has been looked into by theorists and researchers. For example, in his book, *Test Better, Teach Better: The Instructional Role of Assessment* (2003), Popham reflects on the constructive role of testing in the process of improving the teaching. The book undertakes issues related to educational testing which want-to-be educators need to know. The author supplies tactics on how to measure related skills and understandings in order to help the teachers to master the testing. Popham particularly presents two sorts of educational tests, first one is related to the classroom test which is designed by the teacher to test students’ knowledge of the lesson and another test is the one which is imposed by external authorities to gauge learners in a set of objectives important for the experts. This is also a good source book for teacher-made classroom tests based on construction and use. Instructionally, this book provides testing tips which have the most important implication for teachers to make decision regarding these issues. Both the books by Popham predominantly focus on the educational testing to indicate the influence of traditional assessment on the U.S. education. Thus, Popham’s samples and discussions depicts essentials, for the future teachers, the need to revisit the present situation of testing to be aware of how to make testing a part of teaching.

In the spirits similar to Popham’s abovementioned book, Arthur Hughes’ *Testing for Language Teachers* (2003), too focuses on helping teachers write tests that are actually part and parcel of teaching. Hughes postulates that test construction is essentially a matter of problem solving, with every teaching situation setting a different testing problem. He believes that understanding the principles of testing and the way they can be applied in practice is also necessary. By introducing and explaining the desirable qualities of tests: validity, reliability, practicality, and beneficial backwash Hughes asserts that testing can have positive effect on teaching and learning.

Among other similar works, *Language Testing and Assessment: An Advanced Resource Book* (2007) by Glenn Fulcher and Fred Davidson is a prominent one. This
book includes three main sections and guides readers to explore and develop major themes within the discipline. The book

… provides an innovative and thorough review of a wide variety of issues from practical details of test development to matters of controversy and ethical practice; investigates the importance of the philosophy of pragmatism in assessment, and coins the term ‘effect-driven testing’; explores test development, data analysis, validity and their relation to test effects; illustrates its thematic breadth in a series of exercise and tasks, such analysis of test results, study of test revision and change, design of arguments for test validation and exploration of influence on test creation; presents influential and seminal readings in testing and assessment by names such as Michael Canale and Merill Swain, Michael Kane, Alan Davies, Lee Cronbach and Paul Meehl and Palmela Moss. (Book Cover)

*Language Testing and Assessment* is a resource book that dwells on designing a test, its principles and wash back effects to assessment task that involve learners.

Having gone through these major works on testing in the last few decades, it can be observed that testing has not remained a marginal aspect of teaching rather it is that component which is consequential in making the teaching better or worse. The aforementioned survey also highlights the need to look at testing as a present investment to better the future of language teaching.

### 2.2 Evaluation

Another term which is often interchangeably used with testing and assessment is ‘evaluation’. This also is a misconstrued usage. It is for this reason volume 6 of *Lancaster Practical Papers in English Language Education* (1985) on evaluation, acquires significance for the present context as this book defines and postulates ‘evaluation’ as a distinctive process and term than assessment and testing. This has been highlighted in the Preface of the book by Alderson as he explains that the book

...deals with evaluation in its widest sense: the establishing of the value of language teaching and language learning activities and programs. For some people, evaluation is synonymous with testing, but not in this volume: papers cover the whole range of EFL activities, from curriculum design to teaching materials to teacher training to language testing. Yet in all cases the papers
show an admirable concern with the practical everyday problems of language teachers, materials writers and the like … The volume continues the tradition of earlier issues of Lancaster Papers in Practical English Language education in being practical and directly relevant to language teachers and applied linguists. It contains reports in detail on techniques, procedures and case studies, and convincingly establishes the need for evaluation studies of learners, of materials and of teaching to be securely founded in and related to theory and capable of actual realization in programs and practice. It is a clear documentation of recent development in thinking about practice of evaluation in English Language Education. (v)

This book has a crucial presence on the literature map of language teaching and assessment while foregrounding that ‘evaluation’ is not merely the measurement of learners’ knowledge, but also a process to cater and environment of care towards the process of teaching and learning.

Another significant work in this field is Instruction that Measures Up: Successful Teaching in the Age of Accountability (2009) by Popham. This book is an important work since Popham seeks to situate the testing as a tool for teachers to fulfil the teaching objectives and goals rather than crumbling under the pressure of “test-pressure”. Popham focuses on the kinds of answers a teacher comes up with after taking time to carefully consider the instructional options, and it reflects the reality of making those decisions in this accountability-focused, test-pressured age. Quite a bit on assessment will follow in the pages to come, but this is indeed a book about instruction and the integral role that assessment plays within the instructional process. Popham has written this book for teachers and for other educators and school-site administrators who work to improve how teachers teach. To quote from the Preface

His fundamental message is that in today’s test-pressured educational environment, teachers can make better instructional decisions—the kinds of decisions that benefit students—by deliberately considering the potential relevance of educational testing at critical decision-making junctures during the instructional process. The reality is that the straightforward business of teaching is, in many ways, a test-governed game. The teachers must work to play that game successfully and well, and in a way that makes students come
out the winners. This means understanding how assessment can and should influence instruction. (vii)

Popham elaborated the testing aspect of education in his earlier books (2001 and 2003), here he explains how teachers can get results instructionally from “accountability-focused tests” and make decisions for their further teaching process. Thus, accountability as a guiding spirit makes evaluation more productive.

2.3 Assessment

Now let us take the term ‘assessment’ which is one of the key words of the topic of the present thesis. Assessment also is one of the interchangeable terms with testing and evaluation. Assessment needs to be comprehended differently since it has its own crucial perspective distinct from testing and evaluation. Researches insights to assessment in language teaching have come out in the form of publications in recent decades. Some of the major titles are discussed here.

Assessment and ESL: On the Yellow Big Road to the Withered of Oz (1995) by Barbara Law and Mary Eckes. Law and Eckes focus on the setting of the ESL learners because generally as a matter of practice and unknowingly the teachers try to use yardstick similar to the ones used for the native students of English, on ESL students without allowing them the special time, attention, and input which is needed to achieve on comparable level with mainstream/native students. The book concentrates attention on how alternative assessment can relate to non-English speakers, equip them with tools and knowledge, can document the progress of the second-language learners with confidence. As the authors say in the Preface

... the book is able to look through the errors to the meaning intended, and so it was natural that we choose a title that incorporates one of the many delightful miscues authors have encountered during their careers. Taken from one student’s story retelling of the Wizard of Oz, it seems to sum up the ideas that learning is a continuum, and that assessment must follow the same path in sake of observing students closely for signs of growth and mastery, and finding joy in that growth. (xii-10)

Likewise, Kathleen M. Bailey’s book Learning about Language Assessment: Dilemmas, Decisions, And Directions (1998), is about general subject matter of assessment and reflects upon language assessment through the eyes and experiences
of practitioners, thus firmly grounding authors’ examination in actual classrooms. In the preface, Freeman acknowledges “This book brings assessment back into the heart of language teaching, so that teachers can make sense of it and therefore direct it to support effective teaching and worthwhile learning in their classrooms” (viii). It offers several positive directions to practicing or pre-service teachers—directions leading to improvement in their ability to carry out their assessment responsibilities. The authors focus on those aspects of test development that are typically under a teacher’s control; for example, developing classroom or program-base tests rather than commercially developed standardized tests. The aim is to promote such insights of better teaching and better assessment. This book introduces many aspects of assessment in general and compares the advantages and disadvantages of different assessment techniques as how to utilize the information given in the book. But there is a need to provide optional activities how actually to assess language the students.

In Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education (1999), Catherine A. Palomba and Trudy W. Banta evaluate the present systems institutional assessment and provide offers and comments on how to design an assessment schedule, perform it, and employ its outcome to cater recommendations for academic developments. Palomba and Banta lay out following six essential strategies for implementing an assessment process:

a) Agree on goals and objectives
b) Design and implement a thoughtful assessment process
c) Involve individuals from on and off campus
d) Select or design and implement data collection approaches
e) Examine, share and act on assessment findings
f) Regularly reexamine the assessment process

This handbook establishes the fact that assessment is the focal point of language teaching whether its aim is to assess the outcome of faculty and staff or to become a tool for continuous learning of the learners’ improvement.

Practices for assessment entail constituting learning aims and objectives, boosting the contribution of both faculty and student in assessment, electing and planning tools, and samples of variety of approaches to assessment. This perspective of assessment continues from Palomba and Banta to F. Serafini. In Three Paradigms of Assessment:
Measurement, Procedure, and Inquiry (2000/2001) Serafini discusses the three aspects of assessment, i.e., as measurement, procedure, or inquiry and explains them through writing portfolio to determine the differences among them which are otherwise taken as same. He presents several factors to support teachers making a shift from assessment as measurement to assessment as inquiry and offers educational suggestions for them in such an evolution. The paper attempts to signify the role of student as well as teacher as an active participant during the assessment process.

Another important title in this discussion is H. Douglas Brown’s *Language Assessment: Principle and Classroom Practices* (2003) which provides a comprehensive survey of essential principles and tools for evaluating and designing practical, effective assessment techniques for second language classrooms. Brown discusses the features such as:

- Updated references and new information reflecting recent advances and current challenges in the field.
- Classification of assessment techniques ranging from controlled to open-ended item types on a specified continuum of micro- and macro-skills of language.
- Systematic treatment of assessment for all four language skills (reading, writing, speaking, and listening) as well as grammar and vocabulary.
- Discussion of large-scale standardized tests, the ethics of testing, letter grading, and overall evaluation of student performance.
- Comprehensive presentation of alternatives in assessment, such as portfolios, journals, conferences, observations, interviews, and self- or peer-assessment.
- A systematic discussion of letter grading and overall evaluation of student performance in a course. (Back Cover, 2003)

Brown’s book is a good resource material for teachers as it gathers and signifies all the essentials of assessing second language learning.

Among other works which bring into the discussion various other aspects of assessment is *A Road Map for Improvement of Student Learning and Support Services through Assessment* (2005) by James O. Nichols and Karen W. Nichols provides a step by step lead to the planning and implementation of assessment procedures at various levels in colleges and university of graduate programs. This is a good guide
book for higher education with simple and clear explanations of plain and understandable examples for the assessment of both student-learning in multi levels as well as for the effectiveness of the academic program. By the beginning of the century one can see the emerging trend in concerns and researches in the assessment as evidently in the 1980s the issues in testing were being taken stock of while by the beginning of 21st century there are works that specifically talk of policy-making, planning and preparing roadmap for assessment. In this league, M. J. Allen’s *Assessing General Education Programs* (2006) too analyses the education programs in terms of various assessment techniques that are used. The book is a guide for developing, aligning, and assessing general education programs in meaningful, manageable and sustainable ways. A variety of approaches are provided to help readers understand what other campuses are doing to develop a repertoire of methods so they can make informed decisions about their own programs. Examples of direct and indirect assessments are also supplied.


... argues that a probabilistic interpretation of competence can provide the basis for a link between assessment, teaching and learning, curriculum resources, and policy development. Competence is regarded as a way of interpreting the quality of performance in a coherent series of hierarchical tasks. The work of Glaser is combined with that of Rasch and Vygotsky. When assessment performance is reported in terms of competence levels, the score is simply a code for a level of development and helps to indicate Vygotsky’s zone of proximal development in which the student is ready to learn. (1)

This article attempts to involve the competence of the students in policy and program shaping of assessment. Clearly one can observe that there is an influence of communicative language teaching paradigms on assessment theories and practices. C. A. Tomlinson’s article “Learning to Love Assessment” (2007/2008) signifies her understandings of assessment in order to explain each new critical insight. The author helps teachers understand how reflecting on their own practice can lead to more sophisticated understanding of the teacher-learning process and the vital role of “informative” assessment in that process. She emphasizes the value of accepting an
“assessment as learning” example that supports teacher learning as well as student learning. This is a motivational writing on classroom assessment which gives information about both teaching as well as learning to put the stress where it needed.

Popham’s Assessment Literacy for Teachers: Faddish or Fundamental? (2009) emphasizes on assessment literacy for teachers and/or administrator while recommending that it should be included in pre-service teacher education programs. The article upholds that assessment literacy is a commodity needed by teachers for their own long-term as well as for the educational well being of their students. This paper advocates the importance of assessment not only for teachers and test developers but also for policy makers because updating the training services of assessment is also valuable for the pedagogical process.

Chris Tovani’s book So What Do They Really Know? Assessment that Informs Teaching and Learning (2011) is an enriching reading which projects the issues of monitoring, assessing and grading students’ thinking and performance with fairness and fidelity. The book offers an in-depth study on the approaches with which she assesses the students in her classroom and what she has learned in the assessment process. She splits assessment into two parts: formative assessment designed to help her shape and adjust her teaching and summative assessment that is to determine what students have learned and where students are "ranked" on a particular skill. The special classroom examples and forms highlight the ways she gathers, organizes, reflects on and uses this important data in order to plan for her instruction. The focus of this book set on the real part of the assessment in which teachers deal with both classroom and outside assessment so that she provides tangible practices to answer the critical questions during the assessment process. Because she wisely knows how to manage her class while assessing, it makes trust among students then her ways of assessing become sustainable. The postulations by Tovani hold significance for the present thesis in that it explores the formative assessment.

Some brilliant research writing is important to be mentioned here since these are case studies in different contexts where formative assessments have been implemented and have been subject to scrutiny and insights similar to the present thesis which focuses on the context of Aligarh Muslim University as case study of formative assessment. First is Investigating perceptions of the assessment process for pupils with special educational needs within an Irish context (2013) by M. Shevlin et al., which takes the
investigation of assessment to altogether different level while considering a four-year research in Ireland that focused on recognizing the effects of policies and practices on the experiences and learning outcomes of students with special needs. In Ireland, assessments in special education have traditionally been employed for the purpose of diagnostic tests and placement tests. However, the focus has newly shifted to an emphasis on gathering assessment information to inform student needs for future planning, resource determination and teaching strategies. The study concludes that national goals for assessment contain determining the strengths and difficulties experienced by students to inform pedagogy and support strategies but there are not sufficient usable assessment tools available to adequately and timely identify students’ needs. This paper exemplifies the institutionalised effort in Ireland to identify the needs of students in special education. The article aims to offer some changes during assessment program to support learners to steer their wants in special education. Similarly, Assessment in Perspective: Focusing on the Readers behind the Numbers (2013) by Clare Landrigan and Tammy Mulligan discusses assessment at primary level. The authors present a perspective that teachers can focus on the authentic, daily basis assessments in order to improve instruction. However, the teachers are under the pressure of present mandates. The authors also report that grades solely do not indicate the story of learners’ knowledge and that enabling students to have a role in their assessment is critical. This book suggests techniques through which teachers can employ the learners to gather information on their wants and strengths. The significant issue is that the teachers have to individually take decisions in the assessment.

Continuing with the case studies, An Assessment Framework for Inclusive Education: Integrating Assessment Approaches (2014) by Roseanna Bourke & Mandia Mentis reports an assessment framework for inclusive education for students with high needs at the New Zealand context. The researchers advocate the use of narrative assessment as an approach that combines multiple types of assessments, which can be used to ‘narrate’ learning and to generate a good understanding of this learning. An earlier study (Bourke, Mentis and Todd, 2008) identified the types of assessments used by mainstream teachers for students with high and very high needs. The most frequently used varieties of assessments were observations, analysis of work samples, anecdotal records, portfolios, checklists and interviews. Some teachers also used self-
assessment, peer assessment, or professionally developed standardised or norm-referenced tests. The researchers propose an approach to assessment that integrates multiple assessment practices to contribute to a rich learning story for learners, that is comprehensive, meaningful and motivating for students. These learning stories need to be carefully considered in terms of what needs to be assessed, for what purpose and for whom. They should focus on understanding the learner in a particular context and social environment and provide directions for future learning.

The survey of major titles in evaluation and assessment, formative assessment and narrative assessment project that assessment has undergone redefinitions and modifications and it is imperative to assess all its aspects and types in order to proceed to a research based in case study.

2.3.1 Authentic Assessment

In Authentic Assessment for English Language Learners: Practical Approaches for Teachers (1996) by J. Michael O’Malley and Lorraine Valdez Pierce emerges out of the need for informative assessment procedures that are sensitive to the needs of students and reflect current approaches to instruction. O’Malley and Pierce address the need the teachers identified and to provide, the teacher, with a broad range of interesting and useful assessment techniques. The book provides the use of authentic, multiple forms of assessment for English language students with varied opportunities to demonstrate what they know and can do. By offering an extended menu of authentic assessment techniques, the authors hope to enable students to become more effective in assessing and conveying their own knowledge, skills, and strategies. This should support self direct learning, increased motivation, and learner autonomy. This is a wonderful and instructional book for ESL learners because it covers many features both in practice and theory and provides many helpful examples for assessing students using authentic assessment.

2.3.2 Summative Assessment

Validity in Teachers’ Summative Assessments (2010) by Black et al. presents findings of a project aimed to probe and develop teachers’ perception and practices in their summative assessments. It was focused on those summative assessments which are applied to measure the progress of the learners on a regular basis in schools and for internal answerability. Both intervention and research elements involved the
project. The intervention planned both to determine how teachers might improve those practices in terms of their re-examination of their validity and to employ them in moderation rehearsals within and between schools to investigate examples of students’ work and to bring up their assessments of these examples. The findings indicate that teachers’ perception to validity issues had been eroded by the external test developers, but with the help of portfolio assessment, teachers could regard their values and engage themselves in such a shared advancement of assessments. This paper foregrounds the practice of portfolio assessment in the teaching environment which regarded as summative assessment also employed for a continuous assessment purpose.

2.3.3 Higher Education

Assessment in Higher Education: Issues of Access, Quality, Student Development and Public Policy (1999) edited by S. J. Messick highlights that higher education has been moving from an era dominated by selection of high levels of talent, with a consequent emphasis on admissions testing, to an era concerned with broadening the range of talent, with a consequent emphasis not just on selection but also on assessment for student growth and development. This change has brought with it a heightened attention to the diversity of the student population as a means of expanding the base of talent. This book emphasizes the intersection of equity and fairness with issues of access, quality, diversity and accountability in higher education. Another significant work is Innovative Assessment in Higher Education (2006) edited by Cordelia Bryan and Karen Clegg. The book is an inquiry into how and why we innovate in assessment and what practices ‘work’ in different contexts and cultures. It offers case studies illustrating the problems encountered with traditional assessment methods, and shows how change can be realistically managed without compromising standards. Rethinking Assessment in Higher Education (2007) edited by David Boud and Nancy Falchikov examines assessment from the point of view of what assessment does and can do, arguing that we need to think differently about assessment if it is to make a useful contribution to the educational purposes of higher education. Topics covered in the book include: the link between assessment, teaching and learning; the place of self- and peer assessment; the role of assessment for certification; and the operation of feedback in the assessment process. Barbara E. Walvoord’s Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education
(2010) offers a concise, step-by-step guide that helps make assessment simple, cost-efficient, and useful to an institution. It contains effective strategies for meeting the requirements of accreditation agencies, legislatures, review boards, and others, while emphasizing and showing how to move from data to actions that improve student learning.

2.3.4 Classroom Assessment

Assessment and classroom are important vectors of pedagogy that are in contact in desirable and undesirable fashion. It is important to address the ways in which the anomalies in this contact can be ironed out. Some major works that must be discussed in this context are surveyed here.

Thomas A. Angelo and K. Patricia Cross’s *Classroom Assessment Techniques* (1993) features fifty valuable classroom assessment techniques, each presented in a format that provides an estimate of the ease of use, a concise description, step-by-step procedures for adapting an administering the technique, practical advice on how to analyze the data, pros and cons, caveats, and other useful information. The techniques are cross-indexed so that faculty can easily locate the appropriate techniques for assessing their particular teaching goals in their academic discipline.

*Assessment and Classroom Learning* (1998a) by Paul Black and Dylan William presents an overview of the literature on formative assessment in the classroom. It concludes that formative assessment that includes providing feedback on student learning can lead to substantial learning gains when done well. Two studies in primary education focused specifically on students with learning difficulties. A study on oral reading by McCurdy and Shapiro (1992) identified the effectiveness of verbal and visual feedback from the teacher, peer-monitoring or self-monitoring on the learning outcomes of those students. Students in the self-monitoring group showed most progress. Another study by Sawyer and colleagues (1992) that focused on writing skills identified the effectiveness of formative assessment through teaching students with disability skills in self-regulation and goal setting. Students who were only taught self-regulation strategies without goal setting also performed better than students who did not engage in formative assessment practices. Black and Wiliam’s *Inside the Black Box: Raising Standards through Classroom Assessment* (1998b) comprises an overview of evidence on the effects of formative assessment on student
learning. They identify highly substantial effects across multiple subject areas, age groups and geographical contexts. Moreover, they identify formative assessments to be particularly beneficial for low-attaining students. Specifically, they claim that formative assessment has the potential to raise attainment for all students while reducing the distance between the performance of low-achieving students and their classmates. An earlier study by Fuchs and colleagues (1997) identified the potential of formative assessment to enhance the learning outcomes of low-attaining students and students with learning disabilities. For formative assessment to live up to its promises, teachers need to have high belief in the potential of all their students as is opined by Black and Wiliam, “The underlying belief is that all pupils can learn more effectively if one can clear away, by sensitive handling, the obstacles set up by previous difficulties, be they of cognitive failures never diagnosed, or damage to personal confidence, or a combination of the two.” (1998b, 14)

Comprehension Assessment: A Classroom Guide (2008) by J. S. Caldwell is based on three principles:

First, comprehension assessment in the classroom can and should improve. Few teachers would disagree with that statement. Students cannot learn unless they comprehend, and it is the role of the teacher to foster and assess their comprehension. How to best assess comprehension is a topic that spontaneously and often comes up in discussions with both elementary and secondary teachers. Second, comprehension assessment can improve only to the extent that teachers are able, within the confines of their professional and personal obligations, to make reasonable changes. A massive and instant transformation of classroom practice is not going to occur, but under the right conditions small steps can gradually lead to big ones. Change is difficult and occurs only if approached in small increments and with appropriate support. Third, the relative isolation of classroom teachers is not conducive to change of any kind. It needs to be broken, and teachers should have an opportunity to collaborate with their peers in improving classroom practice. It would be as a means of informing and enhancing classroom comprehension instruction and assessment. (Book Cover).

Transformative Assessment (2008) by Popham is a book about classroom assessment, but it’s not about giving tests. It is a book about instruction, because classroom
assessments can fundamentally transform the way a teacher teaches. This resource book about the transformative power of formative assessment is written not only for scholars but for educational practitioners, the teachers and administrators as well.

Serafini’s *Classroom Reading Assessments: More Efficient Ways to View and Evaluate your Readers* (2010) defines assessments as “windows” through which teachers observe their students, acknowledging that there are many windows to choose from and all of them are limited in terms of what they allow us to see and understand. The power of these assessment “windows,” in a context of inquiry, is that they help to make us better observers of students. The book is clearly organized with a wealth of practical examples and includes explanations of the research support for the practices he advocates. Throughout the book, Serafini highlights the central role of the classroom teacher in the assessment process.

Classroom Assessment in Special Education (2013) by Yaoying Xu focuses on teacher-constructed classroom assessment, not testing, for students in special education. Conversely, the concept of classroom assessment is considered only within formative assessment purposes, not summative purposes. The author uses Queensland Royce Sadler’s 1989 conceptualisation of formative assessment — knowing learning goals, knowing the current state of the learner, and identifying how to close the gap — to frame classroom assessment. The focus overall is students in inclusive classrooms, as required under US legislation. Classroom assessment is categorised into a matrix of activities and purposes: screening; diagnosis; intervention planning; and progress monitoring. Functional behavioural assessment is discussed (FBA), noting its reliance on three assumptions: purposefulness of behaviour; change of behaviour; and context of behaviour. Teachers of students often note the issue of determining purposefulness and sustainability of student learning.

Thus the survey just concluded represents varied voices on classroom assessment. The diversity of opinions is evident in Popham, Serafini, Black and Wiliam, Caldwell, Angelo and Cross which signifies the fact that there is no one absolute classroom assessment method and there is a constant need of broadening the horizons of pedagogy and experimenting to create better situations.
2.3.5 Formative Assessment

The present thesis is centred on formative assessment so the works to be discussed in this section hold significance not only in the wider picture of surveying the literature but also for closely looking at the theoretical and practical paradigms that the works in formative assessment offer. Formative assessment is being taken up as an alternate to various types of assessments that exist and this makes formative assessment subject to varied experiments and experiences leading to a rich body of work that theorises, revisits and explores formative assessment.

In the opening chapter of *Formative Classroom Assessment* (2007) by James H. McMillan differentiates between formative assessments (which are always embedded in instruction in order to improve instruction and student engagement) and benchmark assessments (which, while often named as formative by the commercial testing market, do not provide the level of detail necessary to improve teaching and learning). Other authors in the collection are some prominent names in the arena of research and theorisation on assessment like Richard Stiggins, Dylan Wiliam, Gregory Cizek, among others who explore the research base of formative assessment, the implications for high-stakes testing and large-scale assessment, and specific strategies for classrooms.

“What do Teachers Need to Know and Do?” (2007) by Margaret Heritage defines formative assessment as often implemented in the classroom as part of a learning cycle: on-the-fly, planned-for, and curriculum-embedded. She suggests that formative assessment comprise four elements: 1) identifying the “gap”, 2) feedback, 3) student involvement, and 4) learning progressions and that the teachers need to have a clear understanding of them. She also suggests that teachers need specific knowledge and skills in order to use formative assessment successfully.

*Handbook of Formative Assessment* (2010) by Andrade & Cizek is a collection of essays by leading international assessment scholars that is divided into three major sections: (1) foundations of formative assessment, (2) formative assessment methods and practice, including concrete information on latest advances in techniques and technologies, and (3) challenges and future directions. The various essays offer a thorough review of research into formative assessment, lively discussion of
distinctions in that research and resulting definitions, and studies into practical applications.

*Enhancing Learning through Formative Assessment and Feedback* (2008) by Alastair Irons presents an important aspect of the teacher’s role in higher education to provide feedback to students, quality of feedback and timeliness of feedback are key features in the student learning process and in the teacher/student relationship. Feedback is a key aspect in assessment and is fundamental in enabling students to learn from assessment. It can be added that the aim of the book is to get teachers to think about what it is they are trying to achieve in providing formative assessment activities and providing formative feedback and how there serve to provide an enhanced learning environment for student.

Focus on Formative Feedback. Review of Educational Research (2008) by Valerie J. Shute defines formative feedback as "information communicated to the learner intended to modify his or her thinking or behaviour to improve learning." One hundred and forty-one publications that met the criteria for inclusion serve as the basis for this meta-analysis, which uncovers several guidelines for generating effective feedback. These guidelines include the following: (1) Feedback to the learner should focus on the specific features of his or her work in relation to the task and provide suggestions on how to improve. (2) Feedback should focus on the “what, how, and why” of a problem. (3) Elaborated feedback should be presented in manageable units, and feedback should present information to the extent that students can correct answers on their own. (4) Feedback is more effective when from a trusted source. And (5) immediate feedback is most helpful for procedural or conceptual learning or at the beginning of the learning process and if the task is new and difficult (difficult relative to the learner’s capability), and delayed feedback is best when tasks are simple (relative to the learner’s capability) or when transfer to other contexts is sought. The article is based on the corpus of research on feedback. The article holds importance since it analyses, revisits and signifies the role of feedback in formative assessment and feedback is one of the important components of continuous assessment.

C. W. Gallagher “Kairos” and Informative Assessment: Rethinking the Formative/Summative Distinction in Nebraska” (2008) explains Nebraska’s now-defunct approach to assessment, one that gave great autonomy to teachers and
honoured local, contextual assessments. “The author argues that educational policymaking, teaching, and assessment are most effective and ethical when they are carried out with attention to local contexts” (1). In the article he rethinks traditional distinctions between formative and summative assessments, suggesting that the distinction between the terms should be about how the information is used, rather than simply the form of the assessment.

As a part of theorisation of formative assessment Black and Wiliam’s article Developing the Theory of Formative Assessment (2009) offers a unifying framework for the diverse set of formative-assessment practices and aims to help practitioners implement the practices more fruitfully. The authors identify features if formative assessment that are present in a wide range of learning models. Critics observe that this article is an attempt to tackle the gaps in previous research.

Similar effort of improving upon the previous research in formative assessment is visible in “Connecting Formative Assessment Research to Practice: An Introductory Guide for Educators” (2009) by Nick Pinchok and W. Christopher Brandt which aims to increase the knowledge and “build the capacity” of local and state school staff and leaders to implement effective formative assessments. The authors define formative assessment, review commonly used school-based assessments and delineate the formative assessment process. The brief also provides suggestions for involving district- and state-level leaders in formative assessment practices. Such briefs present a sample writing for the kind of holistic and brief researches that take up case studies and bridge the gap between practice and research. Another thoughtful essay is An Introduction to Formative Assessment: History, Characteristics, and Challenges (2010) by Cizek introduces the reader to the formative assessment movement. Cizek summarizes roots of the movement, focusing on the work of Bloom and Scriven; identifies ten characteristics of formative assessment as distilled from a number of research studies; and suggests challenges for those who want to implement formative assessment. The essay is of immense help for those who seek to understand the history of research into the concept of formative assessment.

Dylan Wiliam in An Integrative Summary of the Research Literature and Implications for a New Theory of Formative Assessment (2010) offers meta-analyses of studies surrounding formative assessment as well as a meticulously researched discussion of various definitions of formative assessment. He then suggests new definitions and
directions for formative assessment that focus on “the extent to which evidence of learner achievement is used to inform decisions about teaching and learning.” This is the useful essay for those seeking exposure to scholarly studies on formative assessment.

Randy E. Bennett’s *Formative Assessment: A Critical Review. Assessment in Education: Principles, Policy & Practice* (2011) takes a critical look at the research on formative assessment, raising concerns about the conclusions drawn from landmark studies such as Black & Wiliam (1998). Bennett argues that the term “formative assessment” is problematic since it is often used to capture a wide range of practices. Furthermore, formative assessment lacks a sufficient body of peer-reviewed, methodologically rigorous studies to support a thorough analysis of its effectiveness. He concludes by stating that additional research is needed.

Apart from the aforementioned works that explore research and practice there have been significant and interesting works that conduct research that compare the findings of major writers on formative assessment like Black and Wiliam, Kingston and Nash and Briggs.

*Formative Assessment: A Meta-analysis and a Call for Research* (2011) by N. Kingston and Nash reviews the research on formative assessment, re-examining Black and Wiliam’s (1998) claim that it has an effect size of 0.4-0.7 (moderate) on student learning. Kingston and Nash evaluated each study in Black and Wiliam’s meta-analysis and discovered many that had flawed research designs, reducing the number of valid studies from 300 to 13. Upon conducting their own meta-analysis, they found an effect size of 0.2 which is a small effect. “Meta-Analytic Methodology and Inferences about the Efficacy of Formative Assessment” (2012) by Briggs et al. is a commentary on the debate around formative assessment research, focusing on inconsistent results regarding its effectiveness. While Black and Wiliam (1998) found an effect size of 0.4 to 0.7 (moderate), Kingston and Nash (2011) found an effect size of 0.2 (small) in their own meta-analysis. Briggs et al. point out methodological concerns with Kingston and Nash’s analysis, and argue that additional research is needed.

This section extensively covers the literature that project defining, redefining, shaping, theorising and practicing of formative assessment. It is important to mention...
that formative assessment continues to develop and modify according to the emerging challenges and needs of the pedagogy.

2.3.6 Performance Assessment

Another variant of assessment is performance assessment which is comprehensively covered in Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning (2010) by Linda Darling-Hammond and Frank Adamson is a report of a Stanford University project aimed at summarizing research and lessons learned regarding the development, implementation, consequences, and costs of performance assessments. A set of seven papers was commissioned to examine experiences with and lessons from large-scale performance assessment in the United States and abroad, including technical advances, feasibility issues, policy implications, usage with English-language learners, and costs.

Another noteworthy work is Performance Assessment in an Era of Standards-Based Educational Accountability (2010) by Stecher is one of the eight articles under Stanford University project aimed at summarizing research and lessons learned regarding the development, implementation, consequences, and costs of performance assessments. The article defines performance assessment and different types of performance tasks; reviews the recent history of performance assessments in the United States; and summarizes research on the quality, impact, and burden of performance assessments used in large-scale K-12 achievement testing.

2.3.7 Assessment for Learning

This section takes up works focussed on assessment for learning. In providing a historical overview of assessment’s relationship to traditions of teaching and learning, the author, Lorie A. Shepard in her article The Role of Assessment in a Learning Culture (2000) argues for the need for assessment to change both form and function in order to “create a learning culture where students and teachers would have a shared expectation that finding out what makes sense and what doesn’t is a joint and worthwhile project, essential to taking the next steps in learning” (10). She offers components of such a culture: dynamic, ongoing assessment, investigation of prior knowledge, feedback, explicit criteria, and self-assessment.

Although the title of Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning (2013) by Katherine P. Boudett and Richard J.
Murnane may suggest that this is a book about using summative assessment data, but the process outlined by the authors is more about helping teachers develop assessment literacy by learning to observe closely the “learning-in-action” in their classrooms and to use thoughtful review of observations as well as student samples to inform practice and teacher learning. One of the most significant contributions of the book is the expanded definition of “data” beyond traditional use of standardized test data to include classroom assessments of learning as well as teacher assessments for learning. The companion text, *Data wise in action: Stories of Schools using Data to Improve Teaching and Learning* by Kathryn Parker Boudett and Jennifer Steele provides detailed examples of how teachers, schools, and districts have reorganized themselves to support more generative use of broader assessment information.

Position Paper on Assessment for Learning from the Third International Conference on Assessment for Learning (2013) developed by an international committee of assessment scholars, criticizes how recent developments in educational policy have led to “misunderstanding” and “distortion” of the original ideas behind formative assessment. In order to clarify, they talk about assessment for learning, which they define as “part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning” (264).

Finding and Using Evidence of Student Learning (2013) by L. Collier is a brief and teacher-accessible article which discusses several approaches and rationales for formative assessments being used by teachers in primary and secondary contexts. The first of these, "exit slips," allows teachers to gain "personalized, 'just in time'" information about student progress and allows teachers to identify select students to follow up with and to determine if whole class reinstruction is necessary. Similarly, writing samples and "literacy letters" allows teachers to "spot individual and group patterns" of learning within the classroom. Use of smart boards and quizzes, too, are highlighted as key ways of determining individual and class-wide progress. Finally, this article explains how teachers might collaborate across classes to look at student formative assessment data to make determinations about next steps.

L. Hayward’s *Assessment for Learning and the Journey Towards* (2014) focuses on the principles of formative assessment in general and assessment for learning in particular, and effective assessment for all learners. The author provides an overview
of assessment for learning and research on effective implementation with teachers. It discusses the important role of feedback and the type of feedback that is beneficial, for example feedback on the task rather than the child (‘good girl’). Students’ engagement in their own learning and assessment is identified as essential.

J. Hollenweger’s Beyond Categories and Labels: Knowledge to Support Assessment for Learning (2014) examines the impact of labelling on working with children with disabilities. “‘Disability’ should be understood as something to be known rather than as something already known; something helpful in understanding a problem rather than being the problem” (509). The author comments that while disability labels may offer a diagnosis of a state that is helpful to parents and teachers, the diagnosis in itself does not assist in understanding a child’s learning or needs. Teachers must still identify where a child is at, where they would like to go, and how they will get there. Assessment for learning creates a process for shared understanding of the problem and solution. The chapter is also framed within the International Classification of Functioning, Disability and Health by WHO, a bio-psycho-social understanding of human functioning. The critical need is enhanced understanding of knowledge, and for teachers to maintain focus on educational goals, not just the individuality of the child.

The aforementioned chapters and articles consolidate viewpoints on the role of assessment in learning. The noteworthy aspect is that leaning as part of teaching and instruction has also been directly linked to testing and evaluation as discussed in the previous sections. Therefore, it can be said that assessment becomes a component of learning language hence it needs to be researched in its assimilated form and not in isolation.

2.3.8 Questioning

Questioning is one of the significant modes of formative assessment and it is, therefore, relevant to mention it in the present discussion that a good number of titles are focussed on the aspects of questioning. Some of the major ones are taken up in this section.

M. B. Rowe’s Wait-Time and Rewards as Instructional Variables, Their Influence on Language, Logic, and Fate Control (1974) declaims the level of complexity in student responses rises as a teacher pauses after asking questions. Analysis of more than 300
tape recordings over six years of investigations showed mean wait time after teachers ask questions to be about one second. If students do not begin a response, teachers then repeat, rephrase, ask a different question, or call on another student. When mean wait times of three to five seconds are achieved through training, the length of student responses increases, the number of unsolicited but appropriate responses also increases, and failures to respond decrease. Similar to Rowe is Jackie A. Walsh and Beth D. Sattes’ *Quality Questioning: Research-Based Practice to Engage Every Learner*” (2005) provides an in-depth look at how quality questions can transform classrooms. The authors offer strategies that engage all students in the teacher’s questions and prompt students to generate their own questions. In turn, these superior questions will enrich students; their school’s learning community, and any instructor’s own professional development. This book includes a complete framework for preparing questions, presenting questions, prompting student responses, processing student responses, teaching students to generate questions, and reflecting on questioning practice; checklists for classroom applications; reproducible, rubrics, resources, evaluation tools, and more.

Douglas Fisher and Nancy Frey’s *Quality Questioning: Research-Based Practice to Engage Every Learner* (2007) explains how the strategy of checking for understanding can become part of every classroom. Fisher and Frey offer concrete and engaging classroom examples for using oral language, questions, writing, projects and performances, and tests to truly determine what students know and adjust instruction accordingly for all learners.

*Living the Questions: A Guide for Teacher-Researchers* (2012) by Ruth Shagoury and Brenda Miller Power is about learning to use observations and careful study of student artefacts of learning is critical to being able to use assessment to inform instruction. Shagoury and Power provide detailed examples of the ways teachers generate and collect information about their students. The focus is on learning to look closely at students engaged in the learning process and at the work they create, in order to build a more complex understanding of what students are learning and working at understanding. Although the primary purpose of the book is to support teacher-researchers, the stances and strategies are useful for teachers who do not see themselves as researchers, but who view assessment through an inquiry stance.
The survey exhibits the varied perspectives that questioning offers as a mode of assessment. It is also significant that questioning has been a traditional element of evaluation and testing but in the contemporary formative assessment too, questioning is a relevant, crucial and apt mode. The wide-ranging issues represented through the works discussed in this survey indicate the viability of questioning as a potential to be explored for performing formative assessment in the case of the present thesis as well. Therefore, in the forthcoming discussion questioning will remain an important point of pondering.

2.3.9 Discussion

Like questioning, discussion too holds immense significance as one of the modes of assessment. From various emerging platforms in and outside the classroom like social media, online chat room (in online teaching and language lab) to more traditional ones like group discussion, brainstorming, and discussion has always remained a core activity which engages the learners and teachers alike. This is reflected in some of this crucial study surveyed here.

A comprehensive meta-analysis of empirical study: Examining the Effects of Classroom Discussion on Students’ High-Level Comprehension of Text: A Meta-Analysis (2009) by Murphy et al. was conducted to examine evidence of the effects of classroom discussion on measures of teacher and student talk and on individual student comprehension and critical-thinking and reasoning outcomes. Results revealed that several discussion approaches produced remarkable increases in the amount of student talk and concomitant reductions in teacher talk, as well as substantial improvements in text comprehension. Few approaches to discussion were effective at increasing students’ literal or inferential comprehension and critical thinking and reasoning. While the range of ages of participants in the reviewed studies was large, a majority of studies were conducted with students in grades 4-6. This shows that discussion tends to create a strong option to be taken up for the formative assessment and therefore will be taken up in detail in the chapters to follow.

2.3.10 Self/Peer Assessment

Keeping in the same league, self/peer assessment too is much talked about mode of assessment in the formative assessment process. Heidi Andrade and Anna Valtcheva’s article Promoting Learning and Achievement through Self-Assessment (2009) is
centred on this premise. The article describes how to do criteria-referenced self-assessment, and it reviews research in which criteria-referenced self-assessment has been shown to promote achievement. Criteria-referenced self-assessment is a process during which students collect information about their own performance or progress; compare it to explicitly stated criteria, goals, or standards; and revise accordingly. The purpose of self-assessment is to identify areas of strength and weakness in one’s work in order to make improvement and promote learning.

Furthering Andrade and Valtcheva’s postulation “Improving the Effectiveness of Peer Feedback for Learning (2010) by Gielen et al deliberates on the ways through which the effectiveness of peer assessment can be improved. In the article, a quasi-experimental repeated-measures design examines the effectiveness of (a) peer feedback for learning, more specifically, certain characteristics of the content and style of the provided feedback, and (b) a particular instructional intervention to support the use of the feedback. Writing assignments of 43 students in grade seven in secondary education show that receiving “justified” comments in feedback improves performance, but this effect diminishes for students with better pre-test performance. Justification was superior to the accuracy of comments.

The concern of the present thesis is also to explore the effect of peer/self assessment by taking stock of the situation the teachers and students are in at AMU.

2.3.11 Feedback

Another significant variant of formative assessment is feedback which is often an ignored procedure in most of the ESL situations. Though the teachers know the significance of feedback but are often found wanting in the ways to give feedback effectively. Susan M. Brookhart in her book How to Give Effective Feedback to Your Students (2008) focuses on describing important elements of feedback content and strategy. She provides practical suggestions and classroom examples that demonstrate what to do and not do to have a positive impact on students. Readers will learn what kinds of feedback work best in various content areas and how to adjust feedback for different kinds of learners, including successful students, struggling students, and English language learners.
2.3.12 Project work

Project work, like discussion, is an extremely important mode of formative assessment but it has often been found to be less effective in usage in ESL situations. It is therefore aimed in this thesis to explore its reasons. Project Exploration: 10-Year Retrospective Program Evaluation Summative Report (2010) by Chi et al., describes the independent evaluation, conducted in 2010, by the Center for Research, Evaluation, and Assessment (REA) at the Lawrence Hall of Science, University of California, and Berkeley. The evaluators undertook a 10-year retrospective study of Project Exploration programming and participation by nearly 1,000 Chicago public school students. The survey and follow-up interviews attempted to surface factors that affected students’ decisions to get involved and stay involved with science. Key findings from the REA study include the following: increased science capacity; positive youth development; and engagement in a community of practice that nurtured relationships and helped students learn from one another, envision careers in science, and feel good about their futures. This study presents significant findings for the case study to be taken in the present thesis.

2.3.13 Portfolio

A very reliable form of formative assessment / continuous assessment is portfolio. Apparently it is one of the least practised and there is a need to look into reasons in order to suggest ways to make the situation better. Since this assessment practice highly depends on the motivation of the students therefore C.C. Cheng’s “Self-Evaluated Effects of Web-Based Portfolio Assessment System for Various Student Motivation Levels” (2009), which explores the self-evaluated effects of a web-based portfolio assessment system on various categories of students’ motivation, is an important work for the present case. The subjects for this study were the students of two computer classes in a junior high school. The experimental group used the web-based portfolio assessment system whereas the control group used traditional assessment. The result reveals that the web-based portfolio assessment system was more effective or useful in terms of self-evaluated learning effects for low-motivation students.

Assessment Challenges in the Common Core Era (2013) by Sandra Murphy and Mary Smith argues for the value of a portfolio-based assessment system in providing
formative and summative assessment information about student writers/writing. The authors point to key features of portfolios as sites of formative assessment, namely their embedded nature in the teaching and learning context, their involvement of the student in meta-cognitive reflection on both product and process, and the wealth of information they generate that can guide instructional decision making.

These two significant books sum up the procedures and issues of portfolio and foreground the concerns and challenges.

2.4 Assessing: Teaching and Learning

Teaching and learning are closely inseparable processes and are successfully achieved only when there is a complete assimilation of both. The procedures like assessment also are equally important but generally assessment gets a secondary assessment and is not considered much consequential to teaching and learning. It is therefore significant to tackle this anomaly and signify assessment as important for teaching and learning. Some major works that take up this are surveyed here.

Reflective Teaching & Learning: A Guide to Professional Issues for Beginning Secondary Teachers (2006) by S. Dymoke and J. Harrison is totally about reflective practices as a dynamic development process and helps raise a beginning teacher’s awareness of the particular role of their teacher-mentor. In some cases the mentor may be the same person as the school ‘tutor’ and therefore have multiple roles in connection with your training and assessment. This book can be used to assist and inform critical reflection in preparation for assessed units of work. Meanwhile the book assigns one chapter on assessment because of the prominent role of assessment in the process of teaching and learning in this regards.

Barbara E. Walvoord and Virginia Johnson Anderson’s Effective Grading: A Tool for Learning and Assessment in College (2010) has become a classic in the field. The book provides a proven hands-on guide for evaluating student work and offers an in-depth examination of the link between teaching and grading. The authors explain that grades are not isolated artefacts but part of a process that, when integrated with course objectives, provides rich information about student learning, as well as being a tool for learning itself. The authors show how the grading process can be used for broader assessment objectives, such as curriculum and institutional assessment. This second edition is an improvement upon the first and includes a wealth of new material.
including: expanded integration of the use of technology and online teaching; a sample syllabus with goals, outcomes, and criteria for student work; New developments in assessment for grant-funded projects; additional information on grading group work, portfolios, and service-learning experiences; new strategies for aligning tests and assignments with learning goals; current thought on assessment in departments and general education, using classroom work for program assessments, and using assessment data systematically to "close the loop"; material on using the best of classroom assessment to foster institutional assessment; new case examples from colleges and universities, including community, colleges. It is a rich resource for the researchers as well as teachers.

Learning and Transfer (2000) by J. D. Bransford, A. L. Brown and R. R. Cocking explore key characteristics of learning and transfer that have important implications for education. The authors assert that all new learning involves transfer based on previous learning and that transfer from school to everyday environments is the ultimate purpose of school-based learning. Transfer is supported by abstract representations of knowledge and best viewed as an active, dynamic process rather than a passive end product of a particular set of learning experiences. Helping learners choose, adapt, and invent tools for solving problems is one way to facilitate transfer while also encouraging flexibility? Adaptive expertise, which involves the ability to monitor and regulate understanding in ways that promote, learning, is an important model for students to emulate.

Assessing Skills and Practice (2006) written by Ruth Pickford and Sally Brown explore how university staff can assess skills and practice fairly, effectively, efficiently, and imaginatively. International case studies and theoretical perspectives on topics such as inclusive assessment, assessing across the arts, humanities and sciences (from lab work to dance), the importance of involving all stakeholders in assessment, and how to formulate feedback to help students understand what is required of them. The book holds relevance to take cues to initiate comprehensive studies on case studies like AMU by engaging all stakeholders.

project-based learning, problem-based learning, and design-based instruction. The authors describe evidence-based approaches as follows to support inquiry-based teaching in the classroom: (1) clear goals and carefully designed guiding activities; (2) a variety of resources (e.g., museums, libraries, Internet, videos, lectures) and time for students to share, reflect, and apply knowledge while thinking through classroom dilemmas more productively; (3) participation structures and classroom norms that increase the use of discussion and a culture of collaboration (e.g., framing discussions to allow for addressing misconceptions mid project and using public performances); (4) formative assessments that provide opportunities for revision; and (5) assessments that are multidimensional. Ultimately, these practices will support students in evaluating their own work against predefined rubrics and promote assessment, knowledge development, and collaboration.

_Improving Teachers’ Assessment Literacy Through Professional Development_ (2011) by K. Koh is immensely relevant book that addresses the paucity of exposure and training in assessment of teachers. The author examines the effects of professional development on teachers’ assessment literacy between two groups of teachers: (1) teachers who were involved in ongoing and sustained professional development in designing authentic classroom assessment and rubrics and (2) teachers who were given only short-term, one-shot professional-development workshops in authentic assessment. The participating teachers taught fourth- and fifth-grade English, science, and mathematics. The teachers who were involved in ongoing, sustained professional development showed significantly increased understanding of authentic assessment.

The literature taken up here sufficiently indicates and asserts that there is an overall lack of knowledge towards assessment as a component to achieve goals of teaching and learning language. This argument is one of the bases that define the statement of intent of the present thesis. The overall situation of a gap between assessment and teaching and learning needs to be addressed in a context-based and individualistic paradigm rather than a generalised one.

### 2.5 Summing Up

This chapter presents diverse perspectives on language assessment from the earliest to the latest point in the field of language pedagogy. These views are organized in three phases such as testing, evaluation and assessment then their significances are
discussed and analyzed in various dimensions in order to determine that each term is different from each other in light of the definition, orientation and critical points. These terms will be elaborated in the next chapter. The survey has provided supplications to the research questions that have been raised in the previous chapter in that there are gaps and anomalies in the basic comprehension and perception about assessment. Somehow in ESL situations, the teachers and learners of language have been tackling the assessment as a procedure which is out of the teaching and learning and is only relevant to indicate the grades of learners to get promoted to next standard. The Holistic perception on assessment which may bring in the utility of assessment into the pedagogy is required to be mooted. The situation about formative assessment is still worse and this needs to be validated and addressed. Therefore the forthcoming chapters will focus on formative assessment and its contemporary situation in the context of AMU.
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