Chapter - II

Review of the Related Literature
Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to the study proposed by a researcher. A careful review of the research journals, books, thesis, dissertations and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. Review of related literature, helps the research to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. The review of the related literature enables the researcher to delimit and define his problem. Ary et al. (1972) has given a following analogy in this direction. “The work of A, B and C has discovered this much about my question, the investigation of D has this much to our knowledge. I propose to go beyond D’s work in the following manner”. The knowledge of related literature bring the researcher upto date information on the work
which others have done and thus to state objectives clearly and consciously. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select that knowledge in a meaningful way. Through the review of the related literature, the researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established. The review of the related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted.

It assists the researcher to know about the tools and the instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical method through which validity of results is to be established. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researches listed in their studies for further research.

After making the comprehensive survey of the related literature, the next step for the researcher is to organize the pertinent information in a systematic manner. It should be done in such a way as to justify carrying out the study by showing what is known and what remains to be investigated in the topic on concern. According to Ary et al. (1972, p.67). The hypothesis provides a framework for organizing the related literature. Like an explorer proposing an expedition, one nabs out the known territory and points out the way to the known territory he proposes to explore. If the study has several aspects, or is investigating more than a single hypothesis. This is done separately for each facet of the study. One should avoid temptation to present the literature as a series of abstracts. Rather, it should be presented in such a way as to lay a systematic foundation for the study. The organization
of the related literature involves recording the essential reference material and arranging it according the proposed outline of the study.

The investigator made a comprehensive search of various related literature on continuous and comprehensive evaluation and this is reported in the forthcoming pages. The investigator located 46 studies (Foreign and Indian Studies). The studies have been classified as (a) Foreign, (b) Indian in the domain of Assessment, Achievement Testing, Feedback, Examination Reforms and Evaluation, which is the area of interest to the present investigator. The review has been arranged chronologically and overview has been organized with respect to various parameters of evaluation.

A) FOREIGN STUDIES


The study concerns the importance of clarity in thinking and talking about certain core concepts of educational assessment. It begins by identifying three quite distinct interpretations of the term 'assessment purpose'. It continues by challenging the supposed distinction between 'formative' and 'summative' – arguing that the latter only applies to a kind of assessment result while the former only applies to a kind of use of assessment results. It ends by illustrating the wide range of uses to which assessment results might be put and stresses the importance of not concealing important distinctions by locating multiple discrete purposes within a small number of misleading categories.


The study describes the background and findings of a research project on school effectiveness and evaluation in one regional education authority in
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China. The study was the outcome of a China/UK academic link aiming to improve research capacity and the evaluation of educational quality in China, funded by the British Council in Beijing, on behalf of the UK Department for International Development (DFID). With reference to the Chinese context, the study also provides an overview and critique of relevant school effectiveness and school evaluation research, as well as approaches to assessing pupils' educational outcomes in China. In line with previous research in other country contexts, the findings of the study showed that significant differences in 'value added' measures of school effectiveness appear to exist between senior secondary schools in China, and also that some schools are differentially effective (i.e., more effective in one academic subject than another).


The study describes the key features of the assessment and examination systems of Latvia. A brief overview of the country and its education system is followed by a description of how summative assessment is conducted using a pragmatic blend of traditional school based practices, standardized tests, and formal examinations which are centrally marked. The system of external examinations is afforded special attention since its evolution from a single subject in 1997 to the current scheme, which forms an integral part of the entrance procedures for higher education, is a potentially valuable model for other transition countries now planning reforms with similar objectives.


The study discusses some of the results of the CATCH (Classroom Assessment as a basis for Teacher Change) project. CATCH was meant to develop, apply and scale up a professional development programme
designed to change teachers’ instruction by helping them change their formative assessment practices. The investigators focus on the analysis of three consecutive rounds of structured interviews with CATCH teachers in two US school districts. Regarding teacher changes through participation in this programme, changes in attitude toward assessment as well as in their classroom practices were found for all participants from both research sites. Some striking attitude changes were related to the so-called assessment pyramid, a crucial element of the CATCH professional development programme. The interviews also revealed which sources of support teachers thought were important to help sustain these changes in their classrooms, schools and school districts. Evidence of scaling up and dissemination of presented ideas, ideas ‘travelling’ to other curriculum areas, larger groups of teachers and other grade levels was also found. Appropriate organizational structures have enabled ‘travel’ on a district level.

**Egelund, N.** (2005) *Educational assessment in Danish schools.*

The study describes the methods used for assessing pupils in Danish schools. The Danish school system is rooted in traditions going back almost 200 years. The per pupil expenditure is the highest of any country at the level of primary education and at the lower secondary level is only exceeded by three countries. Public satisfaction with the system has generally been high, but international comparisons have shown disappointing results. This may be a result of complacency and possibly also of a weak evaluation culture in a country without a national curriculum, without marking before grade eight, and without national tests of proficiency before the end of grade nine. However, there are changes underway in terms of strengthening the evaluation culture.

The aim of the research study was to investigate how pupils from Black Caribbean backgrounds, were helped to achieve high standards in British schools, and to identify a number of significant common themes for success in raising the achievement. It draws evidence of good practice from 13 case study schools in the local education authority (LEA). The main findings of the research showed that keystage (GCSE) results have improved significantly in the case study schools, in the last seven years, and all schools were performing above national average with Black Caribbean pupils. The study has also identified a number of good practices, in successful schools, to improve evaluation. Among the key features are introduction of continuous and comprehensive evaluation, giving feedback on weekly tests conducted and follow-up procedure.


The study sets out the findings from a large-scale analysis of the Northern Ireland Transfer Procedure Tests, used to select pupils for grammar schools. As it was not possible to get completed test scripts from government agencies, over 3000 practice scripts were completed in simulated conditions and were analysed to establish whether the tests present a valid means of selection. The analysis replicated the official processes using age adjustments, standardization and weightings. The results, which have been officially conceded, are startling. The highest and lowest grades (A and D) were separated by as few as 18 of the total of 150 available marks and the standard error of measurement was of the order of 4.75. The most serious implication of this finding is that the candidate ranking system has the potential to misclassify up to two thirds of the test taking cohort by as many as three grades. The study also highlights other major problems in the
tests’ design, for example, their ‘easiness’, which causes children with 70% of the answers correct to be awarded a D grade, and argues the need for compliance with international educational testing standards.

**Hayward, L. and Nicki Hedge (2005)** Travelling towards change in assessment: policy, practice and research in education

Whilst there is evidence of significant investment in policy-led initiatives to raise attainment in schools, there is rather less evidence of the positive impact of such initiatives. The study explores stakeholder views of recent initiatives in assessment in Scotland in an attempt to discern the relationships between assessment policy, research and practice in schools. Against a background of major assessment initiatives and by drawing on data from two national consultations, the study illustrates the complexities inherent in following advice for policy developments to begin from where people are now. Finally, the study explores the possibility of a new assessment journey for researchers, teachers and policy-makers, one which acknowledges the complex process of community-based transformational change.

**Marchand, R. et al. (2005)** An analysis of the performance gap between American Indian and Anglo students in the New York State fourth and eighth grade mathematics assessment.

The study explores differences in mathematics assessment results between American Indian students in Western New York and their Anglo peers. The sample consisted of 2,256 fourth grade students (Native = 323 Anglo = 1933) and 2,475 eighth grade students (Native = 353 Anglo = 2122). Scores from New York State’s Fourth and Eighth grade Math Assessment were examined to identify areas of mathematics that contribute to the gap in performance. Analysis of scores indicated that 58% of Native
students and 75% of Anglo students were mathematically proficient on the Grade Four assessment. By eighth grade, 20% of Native students and 45% of Anglo students were mathematically proficient. In particular, 34% of Native students and 14% of Anglo students scored at the lowest level on the Grade eighth assessment and have little chance of passing the high school exam required for graduation. The greatest disparities between the two groups were in mathematical reasoning and uncertainty. Professional development for area math teachers and after school enrichment activities is recommended.


Based on a survey among 1274 secondary school teachers in Flanders (Belgium) the study describes the relationship between the assessment practices and forms of assessment policy (testing culture or assessment culture) and between forms of general school policy (student oriented, achievement oriented) and forms of assessment policy that teachers experience. Reviewing teachers attitude towards assessment policy, it is clear that the teachers are not convinced that most schools have a clear concept of an assessment policy. This is the case even though about 82% of the teachers claim to know that the vision of the school on assessment is the main characteristic of the assessment process lead us to conclude that the teachers still live in the testing culture. Although the testing culture, exists a very strong influence on schools, the school policy shows an opening towards an assessment culture. Indeed a *student oriented policy is more present than an achievement oriented policy. This distinction is important because a student oriented policy might bring teacher closer to an assessment culture. The data shows that teachers have a different opinion about this depending on the education sector in which they work and the subject they teach.
Smith, M. and Stephen Gorard (2005) They don’t give us our marks; the role of formative feedback in student progress.

The study presents the results of an experimental evaluation of a change in assessment practice in one comprehensive secondary school. The school divided 104, 7 year old pupils into four mixed ability teaching groups. One of these was given enhanced formative feedback on their work for one year, but no marks or grades. The other three groups were given marks and grades with minimal comments, which was the usual prior practice in this school (and many others) Using data derived from assessment, prior attainment pupil attitudes and background information, we conducted a contextualized analysis of progress in the four teaching groups of all subjects. This showed that progress in the treatment group (Formative feedback only) was substantially inferior to that of the other three groups. In this study, we also use data from observation of the process and from group interviews with the students involved, to help explain these results. Our findings are relevant to a consideration of the often lessened impact of research findings when ‘rolled’ out into wider practice, and what may be done about this.

Smith et al. (2005) Parental involvement and Educational Achievement.

Parental involvement is seen as an important strategy for the advancement of the quality of education. Data has been drawn from more than 12,000 pupils in the last year of Primary school and their parents. It has been found that, Parental involvement has a direct loading on the Academic achievement of school going children. Parental non involvement has been found to have a diminishing effort on Academic achievement. An important finding is that pre dominantly schools with numerous, minority pupils appear to provide a considerable amount of extra effort with respect to
parental involvement, but that a direct effect of such involvement cannot be demonstrated.


Marking reliability is purported to be produced by having an effective community of practice. No experimental research has been identified which attempts to verify empirically the aspects of a community of practice that have been observed to produce marking reliability. This research outlines what that community of practice might entail and presents two experimental studies on the effects of particular aspects of community of practice on examiners' marking reliability. In the first study, the impact of exemplar work is investigated: examiners were provided with mark schemes and some examiners were provided with exemplar scripts and given feedback about the marking of those scripts. In the second study, the effects of discussion of the mark scheme are explored: all examiners received mark schemes and exemplar scripts, but some examiners did not attend a coordination meeting. Neither procedure (use of exemplar scripts or discussion between examiners) demonstrated an improvement in marking reliability, which called into question the predictive utility of the theory of community of practice.


Teachers' conceptions of assessment can be understood in terms of their agreement or disagreement with four purposes to which assessment may be put, specifically, (a) improvement of teaching and learning, (b) school accountability, (c) student accountability, or (d) treating assessment as irrelevant. A 50-item Teachers' Conceptions of Assessment (COA-III) questionnaire was completed by New Zealand primary school teachers and
managers (n = 525). The COA-III, based on the four main purpose-defined conceptions of assessment, was analysed with structural equation modelling and showed a close fit of the data to a hierarchical, multi-dimensional model ($\chi^2 = 3217.68; df = 1162; \text{RMSEA} = .058; \text{TLI} = .967$). On average, participants agreed with the improvement conceptions and the school accountability conception, while rejecting the view that assessment was irrelevant. However, respondents disagreed that assessment was for student accountability. Improvement, school, and student accountability conceptions were positively correlated. The irrelevance conception was inversely related to the improvement conception and not related to the system accountability conception. Surprisingly, no statistically significant differences were found in mean scale scores for each conception regardless of teacher (age, gender, role, assessment training, or assessment practices) or school (size, location, or socio-economic status) variables.


While it is generally acknowledged that increased use of formative assessment (or assessment for learning) leads to higher quality learning, it is often claimed that the pressure in schools to improve the results achieved by students in externally-set tests and examinations precludes its use. This study reports on the achievement of secondary school students who worked in classrooms where teachers made time to develop formative assessment strategies. A total of 24 teachers (2 science and 2 mathematics teachers, in each of six schools in two LEAs) were supported over a six-month period in exploring and planning their approach to formative assessment, and then, beginning in September 1999, the teachers put these plans into action with selected classes. In order to compute effect sizes, a measure of prior attainment and at least one comparison group was established for each class (typically either an equivalent class taught in the previous year by the same
teacher, or a parallel class taught by another teacher). The mean effect size in favour of the intervention was 0.32.


Students' own voices describe their perceptions of classroom assessments: the assignment's interest and importance, students' self-efficacy for accomplishing the tasks, and the goal orientations behind their efforts at learning. A multiple case study design looked at seven classroom assessment environments--seven teachers' classrooms--in four different schools, with interviews from 161 students. Student perceptions of assessments revolved around their personal connection with the assessments or their consequences. There were more similarities than differences in students' descriptions across classrooms and assessments.

Elliot, R. et al. (2003) *Assessing complex problem solving performances*

Computer-based simulations can give a more nuanced understanding of what students know and can do than traditional testing methods. These extended, integrated tasks, however, introduce particular problems, including producing an overwhelming amount of data, multidimensionality, and local dependence. The study describes an approach to understanding the data from complex performances based on Evidence-Centred Design (ECD), a methodology for devising assessments and for using the evidence observed in complex student performances to make inferences about proficiency. The National Assessment of Educational Progress (NAEP) Problem Solving in Technology-Rich Environments Study, which is being conducted to exemplify how non-traditional skills might be assessed in a sample-based national survey. The study focuses on the inferential uses of Evidence-Centred Design, especially how features are extracted from student...
performance, how these extractions are evaluated, and how the evaluations are accumulated to make evaluative judgements.

**John A. R. et al. (2002) Influences on Student Cognitions About Evaluation**

Interviews on two occasions with 71 Grade 2, 4 and 6 students in a multi-ethnic setting in Toronto, Canada, found that student cognitions about evaluation mediated the relationship between evaluation and achievement. Parents, peers and student characteristics influenced student cognitions about evaluation. Parents identified the evaluation dimensions their children should attend to, raised student aspirations, stated how well student work attained standards and recommended actions children should take in response to the evaluation. Peer interpretations influenced whether a given performance was viewed as superior or inferior. Older student peers focused attention, to a greater extent than parents, on specific aspects of student performance that could be ameliorated through self-remediation. Children became more sophisticated evaluation consumers as they grew older. Females processed evaluation data more productively than males. There were few cultural differences in response to evaluation. Students responded to traditional and alternate evaluation in very similar ways.

**Lubisi R. C and Murphy, R. J. L. (2002) Assessment in South African Schools**

The study reviews assessment policy and practice in South African schools in recent years. A historical perspective is used to throw some light on current policy and practice. The key argument offered in the study is that vestiges of the old have strong mediating powers in defining what ultimately counts as ‘transformed’ assessment practice in the new dispensation. The dominance of a high stakes summative discourse is argued to have slowed down, if not threatened, progress towards the country’s policy vision of more broadly-based and progressive assessment arrangements.

Previous research has revealed that lower grade elementary school pupils who differ in their ability to learn to read also differ with respect to the optimal time of day for reading achievement. The present study strove to determine the hours of optimal attention in older pupils who varied in their apparent aptitude for mathematics. A sample of 204 fifth graders and 202 tenth graders were divided into three groups (high, average and low ability) on the basis of their mean yearly mathematics achievement scores. The subjects were asked to report on their attention levels throughout the day. The findings showed that fifth graders' attention levels were especially high in the afternoon, whereas tenth graders reported increased concentration during the morning hours. Among tenth graders, but not among fifth graders, there was a significant interaction between mathematics achievement and attention levels at various times of day.


The study reports on a research study into the assessment of practical work at the upper high school level in Ireland. The principal aim of the study was to evaluate the effectiveness of a new assessment model for practical work, which involved the use of a visiting examiner. Data were gathered by three means: a comparative analysis of the marks obtained on the written questions and performance in the practical assessment of over 350 students in each of chemistry and physics in 30 schools; an analysis using Bloom's Taxonomy of both the existing and the new models for assessing practical abilities; and the use of questionnaires with teachers and examiners involved in the study. The main finding was that the new model provided a reliable and valid assessment of a range of practical abilities, which was also
economical of time and resources. Additionally, there was evidence of benefits to the examiners and teachers involved in terms of their own professional development.

Susan M. Brookhart (2001) Successful Students’ Formative and Summative Uses of Assessment Information

The purpose of this study was to document successful students’ perceptions about the formative and summative aspects of classroom assessments. Interviews with 50 students in high school English and Anatomy classes, about specific classroom assessment events, were coded according to students’ descriptions of the formative and summative aspects of the assessments. These successful students engaged in self-assessment as a regular, ongoing process and actively tried to fit new information about their learning into their careers as students. They did not make neat distinctions between formative and summative assessment, but used assessment in a variety of integrated ways. This is consistent with their outlook on learning, which they reported viewing as one of their important life processes.


Among the various alternative approaches to student evaluation, portfolio assessment has been shown to have considerable potential in terms of its use in the evaluation of higher-order, cross-curricular skills. Despite this favourable outlook, it may nevertheless remain a passing fad due to the lack of a conceptual content selection framework and difficulties surrounding its implementation within the classroom setting. The present study reports on the conceptual issues that arose when a generic content framework was used to guide the selection of entries for assessment.
purposes. The framework proposed the systematic collection of evidence of the cognitive, affective, behavioural, metacognitive and developmental dimensions of students' mastery of a specific competency. Data were drawn from 11 case-studies of portfolio applications by teachers from eastern Ontario, Canada. It was found that the effective integration of the portfolio into teaching and assessment practices depended largely on the flexibility of the framework and, to some extent, on the type of training or support provided to the teachers.

Glover, P. and Thomas, R. (1999) *Coming to Grips with Continuous Assessment*.

In the aftermath of the apartheid years the South African education system is being reformed and the curriculum transformed. One reason for doing so is that the old curriculum, apart from being the product of a universally discredited past, is also inappropriate for a developing economy in the 21st century. The new curriculum espouses outcomes based education. This shifts curricular emphasis from prescribed content knowledge to a learner centered, teacher facilitated, activity based style of education. Teachers must become adept at perceiving clues to a learner’s thinking by observing science activities closely. The method of ‘dynamic assessment’ is discussed. It involves teachers eliciting clues or observing and interpreting learners’ actions as a reflection of their concept development. By acting immediately, when the learner is judged to be at a ‘point of divergence’ the teacher can pre-empt a conceptually costly meander. Teaching in this way requires confidence as well as good subject knowledge.


The effect of providing middle school students with a video accommodation for a standardized mathematics test was examined. Two
hundred forty-seven students were asked to solve 60 word problems. One half of the questions were presented in standard form, while the other half were read by an actor on a video monitor. Students were grouped according to mathematics and reading ability a test accommodation effect was found for students possessing below-average mathematic skills. The problems were identified as having relatively high reading difficulty according to word count, number of verbs, and word familiarity. Students with above-average mathematics proficiency but low reading skill performed better when the questions were presented in video format. This accommodation may be useful on specific test items for students with certain reading deficiencies.

**Pinchas, T.** (1999)  
Self-assessment: the use of self-report knowledge and opportunity to learn inventories.

Self-assessment is offered as one direction in the current student assessment reform. The rationale, tools, practices and outcomes of self-assessment are described and are based on 15 years of experience in Hawaii and Israel. Two instruments, the Self-Report Knowledge Inventory (SRKI) and the Opportunity To Learn Inventory (OTLI) are described and selected results which provide evidence for validity and reliability are presented. Both instruments were found to be ‘friendly’, relatively easy to design, easy to respond easy to score, time-saving, non-threatening, valid and reliable for comparing and making decisions on groups of learners. They are especially useful as a pre-test, where they serve as a rough but quick indicator of students’ prior knowledge of concepts and skills, including preconceptions and misconceptions. In addition, the unique virtue of developing the habit of reflection and self-evaluation, which is in itself an extremely valuable educational aim.

The purpose of the study was to investigate whether gender of child would still have an influence on teacher’s judgment if a fuller context was provided for the stimulus and there was a more realistic rating task. The sample comprised 523 teachers in 79 primary schools in London, the home counties and the North-West of England. It was found that when the experimental task was contextualized in this way, the gender-of-child effect disappeared. Teacher characteristics such as gender did not influence the result.


Teachers use and evaluation of cooperative group learning were examined in this study, along with students’ reaction to working in groups and their verbal interactive behaviours during group activities. Teachers and students reported that cooperative learning to overall effectiveness of implementation. Observations showed that the majority of student interactions were directly related to teaching and learning. Behaviours such as listening to another student or watching a student demonstrate how to complete a task occurred most frequently during group activities.


For over 60 years the National Study of School Evaluation (NSSE) has developed, published, and distributed state-of-the-art evaluation materials useful for describing and assessing school programmes. when revising the evaluation materials for elementary schools, the NSSE Board of
Directors approved a new model for comprehensive school improvement planning that focused on desired learner outcomes. The new instrument, *Elementary school improvement: Focusing on Desired Learner Outcomes*, has been used by schools since 1992. The purpose of the study was to determine the efficacy of the instrument in assisting elementary school staffs in the successful execution of self-evaluation and school improvement planning efforts. Staff members who used the instrument responded to questionnaires as to the usefulness of the suggested procedures and the efficacy of the instrument completing the self-evaluation and school improvement planning. Major conclusions of the study were (1) the efficacy of the self-evaluation instrument was overwhelmingly high, (2) the suggested procedures were highly useful in completing the self-evaluation, (3) the instrument was highly effective in enabling staff members to richly describe and judge their educational programmes, (4) the instrument was highly effective on enhanced learning for student and (5) with minor appropriate revision and editing the instrument will be even more effective in helping elementary school staffs and communities to describe, judge, and improve their schools.

B) INDIAN STUDIES


The study on Continuous Comprehensive Evaluation Presents a theoretical framework for making evaluation joyful and more children friendly. The various tools of education-diagnostic test, criterion references test, students record observation, teacher observation, checklist and portfolio etc. were used to evaluate both the process and product of learning.
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The main findings were: (1) The criterion of 80% has been suggested for basic skills which are pre-requisites for higher objectives, (2) The observation record helps the students to find out the similarities and difficulties among various things, (3) Teachers direct observation provides ample opportunity to notice numerous, significant abilities and attitudes, (4) Checklists are helpful for evaluating the students when they are doing activities in classroom.


The purpose of the study was: (1) To identify the competencies/abilities that are to be fostered among children, (2) To transact the competencies through formulated activities and various learning modes, (3) To design and construct competency based test items for assessment of the abilities/competencies, (4) To study the effectiveness of competency based evaluation technique as a devise for qualitative improvement of primary education. The major findings were: (1) Attainment of the concepts and development of multiple abilities/mastery of competencies can be possible through competency based evaluation techniques at primary level, (2) Competency based performance tests and oral test provide maximum exposure to children and motivate them to concentrate on the required competencies which help them to reach the mastery level, (3) Competency based evaluation approach creates interest, attention and learning attitudes among students, (4) This competency based evaluation technique helps in the acquisition of different performance skills and enhance the level of listening, reading and comprehension abilities among children, (5) The findings also indicate that number of non-masters increased considerably by competency based evaluation process.

The purpose of the study was to find out the level of performance of the students in the skills of following instructions for carrying out practical work, reporting of the observation/measurements and interpreting and concluding and to find out the differences in the performance of boys and girls in different skills. A sample of 38 students (23 boys and 15 girls) of Class XII of Kandriya Vidyalaya located in Bhopal was selected for the present study. The task was to find out the morality of a given potassium permanganate solution by titrating against M/20 ferrous ammonium sulphate. Mean, SD and Percentage were used to analyse the data. The results reveal that: 1) The students have acquired appreciable mastery in the skills of following the instructions, interpretation of observations, draw conclusions and report the same. (2) The boys had performed better in case of interpretation and drawing conclusion while girls were good in following instructions and reporting.


The quality of a school is recognized by the standards of learning that the students achieve. Evaluation of student achievement thus plays an important role in making a school a quality school. Continuous and Comprehensive Evaluation can be the only effective scheme which can help tabs both on the levels of students' achievement in scholastic areas and their development in non-scholastic areas. It can help improve the quality of schools in a number of ways like using feedback of evaluation to improve the quality of not only learning but instruction and instructional material; improving the quality of tests; developing all round personality of students by taking into account the socio-personal, interests; and attitudes; employing
multiple techniques of evaluation including self and peer evaluation and maintaining meticulous records of different kinds of assessment. The present study focuses on the need for thorough training of teachers and also involvement of administrators for the implementation of Continuous and Comprehensive Evaluation.

Chakrabarti, B. P. (2000) A Study of Performances of Students in Mathematics through the use of ‘Comprehension Type Test’ (CTT).

The purpose of the study was to examine the impact of Comprehension Type Test (CTT) in gradual improvement of mathematical performances of the students in different classes, and to examine whether the ‘CTT’ helps the students in answering the traditional questions. The sample consists of 800 students (400 rural and 400 urban) from Classes IV and V was selected for the study. The major findings were: (1) The comprehension ability increases with the age, (2) The students of both the genders and grades scored high in traditional test as compared to CTT, because of their acquaintance with the nature of traditional test, (3) The frequent use of CTT in mathematics could foster the ability of comprehension in mathematics.


The main objective of education is to bring out the best in students and to make them self-reliant. Evaluation helps in this by collecting the information, analyzing it and making value judgement regarding the quality of outcomes of learning. The students are required to be evaluated not only on the cognitive aspect but also on non-cognitive aspects. In fact the dimensions of evaluation are the identification, selection and preparation of tools, techniques and modes. The teaching-learning activities must synchronise with evaluation. Evaluation should be developed as an inbuilt system in day-to-day education programmes. Its outcome and prediction
must be reliable, valid and utilitarian. It should assess what is purported to be assessed. The present study deals with students’ evaluation, concerns and perspectives as well as the whole gamut of the procedure of evaluation


The purpose of the study was to construct and standardize an achievement test of science for class VI and to know the student’s achievement in science. Scope and geographical coverage: Jamnagar District Panchayat. The initial sample of the study comprised of 400 students, out of which half were pilot-tested (including 97 girls). The results reveal that: (1) Facility value of test items ranged between 0.41 and 0.85. (2) Reliability coefficient of the test was 0.97 (3) Cliffs consistency index ‘c’ for validity of the test was recorded at 0.3594. (4) The frequency distribution was leptokurtic and negative skewed. (5) Percentile rank (PR) of the test was 60.78=61


The purpose of the study was: (i) To identify the errors of students; (ii) to classify the errors for detecting pattern and relationship; (iii) to draw inference about possible causes; and (iv) to give recommendations for minimizing the errors. The sample consisted of 611 answer scripts and four sets of question papers of the M.P. Board Examination of Science at secondary level procured from M.P. Board office. The major findings were: (1) Faulty comprehension of test items, (2) Conceptual misunderstanding, (3) Inability to draw and label the parts, (4) Poor computation abilities, and (5) Spelling and sentence mistakes.
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The purpose of the study was to ascertain the effect of some of the classroom climate variables on pupil achievement. A sample of 1756 pupils of Class V, 508 teachers teaching Class V drawn from 188 schools from 18 blocks of Five DPEP district of Orissa using multi-stage stratified random sampling was selected. The main findings were: (1) The regularity in home assignment to children, was found significant for achievement in language and mathematics. (2) One or more pages homework, given everyday and their correction the next day helps continuity and regularity in learning. (3) Continuous evaluation followed by remedial measures, also enhances achievement in mathematics and (4) Some mathematics problems in the class with close supervision of the teachers develop confidence and sense of achievement among the students.


The purpose of the study was to find out whether the headmasters and teachers of the schools are aware of the concept of Continuous and Comprehensive Evaluation (CCE) and the extent to which they practice this Evaluation in their school. A sample of 25 primary schools of seven districts of Delhi (six schools from rural areas and rest of the schools from urban area), was selected out of which twenty schools were co-educational, four were boys and one school was exclusively for girls. The findings reveal that: (1) The Heads of Public Schools and Kendriya Vidyalayas were quite aware of CCE. In aided schools only one head out of four knew about it and in NDMC schools the heads of Navyug Schools, MCD schools and private unrecognized schools were totally unaware of CCE, (2) It was assessed that the Central Schools and public schools not only evaluate the students on their scholastic areas but give equal weightage to non-scholastic areas as well. They try to evaluate the social and personal qualities and interest of
children in various fields and reports them in their report cards, whereas
government and MCD schools evaluate their pupils for cleanliness only as
far as social and personal qualities are concerned. (3) Heads of all the
schools agreed that evaluation was a continuous process. They all have
regular class test, term test and half-yearly and annual examination. Some
public schools had no examination followed by continuous and meticulous
evaluation throughout the session through class test, assignments class work
and project work. One public school was preparing individual profiles of
each student. (4) The heads of government schools, MCD schools,
unrecognized private schools and most of the aided schools were unaware
with the purpose of evaluation in improving the learning achievement of the
children. They thought that the main purpose of the evaluation was only to
find out how much the children had learnt. (5) It was found that no
conscious effort was made by the teachers for diagnosing the learning gaps
and providing remediation in these schools and the only effort made by them
in solving children’s problem was to re-teach certain concepts in the class or
ask the weaker student to interact with their brighter peers. Only one public
school had separate teacher for remedial work and in one DTEA School,
which was one of the aided schools, special measures were given to weaker
children after the school hours. (6) All the schools were aware of various
techniques of testing. But the oral testing techniques used by few schools
was quite disorganized and was done on the spur of the moment and its
evaluation responses depended on the teachers’ impression of the child and
most of the schools were using short-answers and very short-answer type
questions and they did not make use of objective type questions. (7) Only
public schools and Kendriya Vidyalayas had given balanced weightage to all
the three objectives, i.e. Knowledge, Comprehension and expression as
compared to rest of the schools. (8) All private and one government aided
school gave attention to higher mental abilities whereas the other schools tested only the students' textual knowledge.


The study evaluates the effect of systematic activity-based teaching-cum-evaluation strategy on attainment of learning and the gains from this method as against the traditional method, and the effect of this strategy on retention of learning. The sample included all grade one students in 1993-94 and 1994-95 sessions. The tools included 5 criteria referenced Unit Tests. It was a post-test design study. The unit-wise testing was done with tests developed and remedial instruction was given. The results indicated that achievement of the experimental group with activity-based teaching was much higher, and more than 85 per cent children attained mastery. This strategy was better than traditional method and let to better retention.


The study examines the importance and significance of evaluation at the primary school stage as a device for quality improvement. The researchers attempted to find out the evaluation techniques and strategies in practice in 25 schools of various management categories of Delhi during 1994-95. Various instruments such as questionnaire, the diary maintained by the investigator, the question study of class III, and report cards were used by researchers for collecting the data. The findings show that (i) all the schools had a well designed system of evaluation, (ii) the weight age given to different tests and examinations were more or less same in all the schools except in Kendriya Vidyalaya, (iii) it was observed that more weight age is given to knowledge than to understanding and skill.

The purpose of the study was to find the adequacy of infrastructural facilities, method of teaching and nature of student-teaching interactions in good and poor result school. The study is based on the observation of instructional process in the classrooms of Standards I to V for 20 days in two selected primary schools, under the Baroda Municipal Corporation, one having consistently more than 80% retention rate and more than 90% student passing in Standard V, and the other having consistently less than 20% retention rate and less than 40% students passing in Standard V. Unstructured interviews were conducted with teachers, principal, students, etc, to gather data on student-teacher interaction and factors that contribute to differential results. The major findings were: (1) Factors contributed to good results included (a) mastery of teachers in the subject, (b) pre-teaching activities, (c) child-centered teaching, and (d) healthy student-teacher, student-student, and teacher-teacher interaction. (2) The good result school was located in an area inhabited by educated community. Besides the teachers ability, willingness and devotion to help children, availability of appropriate infrastructure, facilities in the school and dynamic leadership qualities of the head of the institution were major contributory facilities and certain other aspects that contributed the other school to become good results school.


The purpose of the study was to identify the effect of schooling process variables on learning outcome at primary stage and to determine the schooling process variables that promote equity in the school. The sample of the study comprised of 96 head teachers, 408 teachers and 1882 students of Grade V drawn from 100 schools of Hissar District of Haryana. The results
reveal that: (1) There were 29% and 20% variance across the school mathematics and language, respectively whereas for self-esteem and attribution process, it was 10 and 12 respectively. (2) Within the school, girls’ performance in mathematics and language was not different from boys. However, it was not consistent across the school in mathematics. (3) Students of BC category were performing lower in mathematics and language than general students within the school but varied significantly across the school in mathematics only. SC students’ performance was less than general students within the school but not consistent across the schools. Metacognitive awareness of students appeared as a significant determent of mathematics and language achievement and their self-esteem within the school. Family environment and general ability of students were also found as significant predictor studied outcomes at pupils level. (5) Family environment of students was found to have substantial effect on mathematics and language achievement as school as a contextual variable. (6) On an average, schools with better mathematics achievement also had better language achievement. (7) At the school level, attribution process was strongly related to mathematics achievement whereas self-esteem was with language achievement. (8) Pupil’s perception about their teachers, head-teacher’s cooperation to teacher in the management of academic matters, pupils’ inclination towards teacher had discernible effect on mathematics achievement of students whereas mathematics’ qualification of teachers had negative impact on the same outcome. (9) Percentage of female teachers pupil inclination towards teacher, instructional approach in classroom head-teachers concern for students significantly influence the language achievement.


This study explored the relationship between school quality and the degree of parent involvement. The measures of school quality consisted of
Chapter II: Review of the Related Literature

21 variables representing four categories-student achievement, learning environment, student characteristics, and school input. The measures of parent involvement consisted of five parent involvement categories-in-home parent-child interaction, parent-teacher interactions and communications, parent-school interactions and communications, and parent participation in school. Data consisted of parent involvement data gathered through surveys of teachers and parents of children involved in a longitudinal study, school quality data, and focus group data. Due to the exploratory nature of the study, the data was analyzed using canonical correlations analysis and multiple regression analysis. Eight school quality variables were selected (based on factor analysis) to represent the four categories-percentage of students above the median national percentile for reading scores on achievement tests, percentage of students who were expelled from the school, percentage of students who received out-of-school suspensions, percentage of students on free/reduced lunch status, percentage of teachers with 4-9 years of experience, percentage of teachers with 0-3 years of experience, expenditure per student, and percentage of teachers with advanced degrees. Results indicated that school-level reading achievement scores, school-level poverty, school-level discipline problems (out-of-school suspensions), and teacher experience were related to the parents' ratings of parent involvement. These relationships were positive for school-level reading and school-level poverty and negative for school-level discipline problems and teacher experience. Significant positive relationship between school-level reading achievement scores and teachers' ratings of parent involvement was also identified. In addition, teachers' education levels (advanced degrees) and school-level discipline problems (out-of-school suspensions) were positively associated with the teachers' ratings of parent involvement. This study implies causal relationship among parent involvement and school level reading achievement, school-level poverty and
school-level discipline problems (out-of-school suspensions), and expulsions. A direct positive relationship between the teachers specific parent involvement training and parent involvement is also suggested.

Dave, Meeta (1992) *An investigation into reading comprehension of the pupils of Grade VII by using the standardized tests in Gujarati.*

The purpose of the study was to find out the reading comprehension of pupils of Grade VII in relation to various effects and interaction of sex, socio-economic status, intelligence, reading speed, vocabulary, achievement motivation, study habits and scholastic achievement. The sample consisted of 1,000 pupils (500 boys and 500 girls) of age group 11 to 13 years, from 35 Gujarati-medium schools selected by incidental sampling method. The actual sample consisted of 995 pupils as five pupils did not appear in the annual examination. The major findings were: (1) The level of reading comprehension of the pupils was not very high since the majority (80%) of pupils obtained less than 70% scores. (2) There were seven main effects of each of the independent variables, 21 two-way interaction effects and 35 three-way interaction effects from the results obtained. (3) Sex, SES, intelligence, vocabulary, reading speed, achievement motivation and study habits produced significant influence on reading comprehension of pupils. (4) The interaction between Sex x SES, Sex x Intelligence, Sex x vocabulary, Sex x achievement motivation, and Sex x study habits did not produced significant influence on reading comprehension of the pupils while SES x intelligence, SES x vocabulary, SES x achievement motivation and SES x study habits produced significant influence on reading comprehension of pupils. (5) Intelligence x vocabulary, intelligence x reading speed, intelligence x achievement motivation, intelligence x study habits did not have any significant effect on the reading comprehension of pupils. (6) Reading speed x vocabulary, reading speed x achievement
motivation and reading speed x study habits did not have significant influence on the reading comprehension of pupils. (7) Also vocabulary x study habits did not produced significant influence on the reading comprehension of pupils. (8) Achievement motivation x study habits did not have significant influence on the reading comprehension of pupils. (9) Three-way interaction between Sex, SES intelligence, vocabulary, study habits, and achievement did not produced any significant influence on the reading comprehension of pupils, but interaction among reading speed, vocabulary, achievement motivation and study habits, produced significant effects on the reading comprehension of pupils. (10) Intelligence x vocabulary x study habits, intelligence x achievement motivation x study habits and vocabulary x achievement motivation x study habits produced significant influence on the reading comprehension of the pupils of Standard VII.


The purpose of the study was to make a comparative analysis of the achievement of group of children by cloze test and multiple choice test. The sample for cloze test comprised 511 boys and girls of Class VIII from 12 districts of West Bengal. These schools were located in urban, rural and rural-urban co-educational setting. Out of 511 students, the number of boys and girls were 246 and 265, respectively. The major findings were: (1) The difference between the boys group and the total group and for that matter, for each of the other groups with the total confidence. (2) The coefficient of correlation between the two sets of data was found to be significant. (3) There was a significant relationship between the students’ achievement in the two types of tests used in the study.
Chapter II: Review of the Related Literature

OVERVIEW

Some studies were available on Evaluation (Peng, W. G., 2006; Marchand, 2005; Dekker, 2005; Mishra, S., 2003; Aggrawal, 2000; Panday, 2000; Rohani, 1996; Carry, 1995; Rath, 1996; John, 2002; Panda, 1997; Cline, 1997). Several studies were located in the domain of Assessment (Paul, E. Newton 2007; Bethel, 2005; Hayward, 2005; Sharma, 2004; William, 2004; Gavin, 2004; Elliot, 2003; Brookhart, 2003; Terry, 2002; R.Cassius, 2002; Susan, 2001; Pinchas, 1999; Sarla, 1998; Rajput, 1997; Marielle, 2000). Some studies were available in the domain of Achievement testing Joshi, 1999; Helwing, 1999; Mukherji, 1991; Chakarabarti, 2000; Judith, 2001; Baird, 2004; Pradhan, 1996; Sharon, 1997; Dave Meeta, 1992; Sindhu, 1999; Smith, 2005; Ostwald, 2005; M.C.Manus 1996; Padhi, 1998). Few studies were available on Feedback Feysil, 2005; Gorad, 2005). The studies available on Examination reforms were Bethell, G & Guntra, 2005; Gardner, 2005; Egelund, 2005).

Peng, W. G. (2006) conducted study on Effectiveness and Evaluation in one regional education authority in China. The results reveal that significant differences in ‘value added’ measures of school effectiveness appear to exist between senior secondary schools in China, and also that some schools are differentially effective (i.e., more effective in one academic subject than another). Recommendations are outlined in terms of how the results could be used to enhance school self-evaluation and the findings are also discussed in relation to the future quality in education research agenda in China. Marchand (2005) carried a study on the analysis of the performance gap between American, Indian and Anglo students in the New York state. The study revealed that 34% of native students and 14% of Anglo students, scored at the lowest level in the 8th grade assessment. The author recommended professional development of math teachers and after
school enrichment activities as a part of reformation. Dekker (2005) discussed in his study that some of the results from CATCH (classroom assessment as a bases for teacher change) Project. The project was meant to develop, apply and scale up a professional development programme, designed to change a teachers who were participants in the project. Some studies were related to Psychological aspect of evaluation. Mishra, S. (2003) conducted study on effects of competency based evaluation of students attainment at primary level. The results reveals: (1) Attainment of the concepts and development of multiple abilities/mastery of competencies can be possible through competency passed evaluation techniques at primary level. (2) Competency based performance tests and oral test provide maximum exposure to children and motivate them to concentrate on the required competencies which help them to reach the mastery level. (3) Competency based evaluation approach creates interest, attention and learning attitudes among students and this evaluation technique helps in the acquisition of different performance skills and enhance the level of listening, reading and comprehension abilities among children. Aggarwal (2000) studied the role of teachers and administrators for effective implementation of continuous and comprehensive evaluation scheme. Panday (2000) in his study discussed certain concerns and issues, in student evaluation with respect to identification, selection and preparation of tools, techniques & modes. Rohani (1996) explored the relationship between school quality and device of parent involvement and found a positive relationship between the two. Carry (1995) constructed a self evaluation efficiency instrument and found it highly effective in enabling staff members to richly describe and judge their educational programme. The instrument was highly effective on enhanced learning for student. With minor appropriate revision and editing the instrument will be even more effective in helping elementary school staff and communities to describe judge and improve their schools. Rath (1996)
studied the effect of schooling process on learning outcomes. The result reveals that within the school girls performance in mathematics and language was not different from boys. John. A.R (2002) found in his study that children became more sophisticated evaluation consumers as they grew older. Females processed evaluation data more productively than males, and found few cultural differences in responses to evaluation. Students responded to traditional and alternate evaluation in very similar ways. Panda, B.N (1997) have conducted study on the effect of systematic activity-based teaching-cum evaluation strategy on attainment of learning and the gains from the method as against the traditional method. The results indicated that achievement of the experimental group with activity based teaching was much higher, and more than 85 percent children attained mastery. This strategy was better than traditional method and let to better retention. Clin (1997) conducted study on the impact of gender on primary teachers, evaluation of children’s difficulties in school. The results reveals that when the experimental task was contextualized in the way the gender of child effect disappeared and the gender of teacher did not influence the result.

Paul, E. Newton (2007) conducted study on importance of clarity in thinking and talking about certain core concepts of educational assessment. The study reveals that the wide range of uses to which assessment results might be put and stresses the importance of not concealing important distinctions by locating multiple discrete purposes within a small number of misleading categories. Bethell (2005) in his study has discussed the assessment and centralized examination in Lativa. In this study a brief overview of the Lativa country and its education system is followed by a description of how summative assessment is conducted using a pragmatic blend of traditional school based practices, standardized tests and formal examinations which are centrally marked. Hayward (2005) in his study
explores the possibility of a new assessment journey for researchers, teachers and policy makers. Sharma (2004) presents a study in which he has discussed a theoretical framework of conducting continuous and comprehensive evaluation scheme. Further various evaluation tools like diagnostic tests, anecdotal records, check lists and portfolio have been discussed at length in the study. William (2004) in his study reports the achievement of secondary school children who worked in classrooms where teachers made time to develop formative assessment strategies. Gavin (2004) conducted a study on teachers conception of assessment and found no statistical significant difference in the mean scale score for each conception regardless of teacher (age, gender, role, assessment) training or assessment practices) or school size location or socio-economic status) variables. Elliot (2003) in his study found that computer based simulations give more clear understanding of what students know & can do than traditional testing method. Brookhart (2003) studied the perception of students towards classroom assessment practices using multiple case design and found more similarities that differences in students description of classroom assessment practices. Terry (2002) in his study has discussed educational assessment practices in New Zealand schools, and also discussed at length several programmes. R, Cassius (2002) has discussed the assessment policies and practices in South African schools and focused on transformed assessment practices which will open a new era in the field of measurement and evaluation. Susan (2001) found that successful students tried and derive necessary feedback from formative and summative assessment practices, and did not make a distinction between formative and summative assessment, but used assessment in a variety of integrated ways. Pinchas (1999) developed two valid and valuable tools of self assessment. Two instruments the self Report Knowledge Inventory (SRKI) and the opportunity to learn inventory (ATLI) are presented in the study. Both
instruments were found to be friendly, relatively easy to design. Easy to respond, easy to score, time saving, non-threatening, valid and reliable for comparing and making decision on group of learners. Sarla (1998) tried to find the awareness of teachers about continuous evaluation. It was found that head of the institutions of public schools and Kendrya Vidyalays were aware about continuous and comprehensive evaluation scheme. It was assessed that the central school and public schools not only evaluate the students on their scholastic areas but give equal weight age to non-scholastic areas as well. They try to evaluate, the social and personal qualities and interests of children in various fields and report them in their report cards, whereas government schools evaluate their pupils for cleanness only as for as social and personal qualities are concerned. One public school was preparing individual profile, cumulative record card of students. Rajput (1997) found that more weight age is given to knowledge based questions than comprehension and application questions. Marielle, S. and Forgette, G. (2000) found that the effective integration of the portfolio into teaching and assessment practices depended largely on the flexibility of the framework and, to some extend, on the type of training as support provided to the teacher.

Joshi (1999) constructed and standardized an achievement test in science for class VI facility value of test items ranged between 0.41 and 0.85 reliability coefficient of the test was 0.97 Cliffs consistency index ‘C’ for validity of the test was recorded at 0.3594. The frequency distribution was leptokurtic and negative skewed. Percentile rank (PR) of the test was 68.78=61. Helwing (1999) conducted a study on reading as an access to Mathematics problem solving on Multiple Choice questions for sixth grade students and results reflect that students with above average mathematics proficiency but low reading skill performed better when the questions were presented in Video-format. Mukherji (19919) made a comprehensive
analysis of the achievement of group of children by cloze test and multiple choice test and found a significant relationship between the students achievement in two types of tests used in the study. Charkrabarti (2000) attempted to study the performance of students in Mathematics through the use of comprehensive type test (CTT) and it was found that the comprehensive ability increases with the age. The students of both the genders and grades scored high in traditional test as compared to comprehension type tests (CTT) because of their acquaintance with the nature of traditional test. It was further revealed that the frequent use of comprehension type test in mathematics could further revealed that the ability of comprehension in mathematics. Judith (2001) presented a new model of assessment for practical work at the upper high school level. The main finding was that the new model provide a valuable and valid assessment of a range of practical activities, which was also economical of time and resource. Baird (2004) made certain experiments with UK examinations, in connection with reliability. Pradhan (1996) studied the adequacy of infrastructural facilities, methods of teaching and nature of student-teacher interaction in good & poor result schools. The factors contributed to good results include (a) Mastery of teachers in the subject (b) pre teaching activities (c) Child centered teaching (d) healthy student teacher, student-student and teacher-teacher interaction (2) the good result school was located in an area inhabited by educated community, besides the teacher ability, willingness and devotion to help children, availability of appropriate infrastructure, facilities in the school and dynamic leadership qualities of the head of the institution were major contributory facilities for good results. Sharon (1997) conducted an assessment and grading in high school mathematics classrooms. Test items generally were low level, were stated without reference to a realistic context, involved very little reasoning and were almost never open ended. Most test items were either neutral or
inactive with respect to technology, written projects usually involved teachers knowledge and beliefs, as well as the content and text books of the course, influenced the characteristics of test items and other assessment instruments. Only in geometry classes did standardized tests appear to influence assessment. Dave Meeta (1992) made an investigation into reading comprehension of the pupils of grade VII by using the standardized tests in Gujarati. Intelligence x vocabulary x study habits x achievement motivation produced significant influence on the reading comprehension of the pupils of standard VII. Sindhu (1999) made an analysis of errors committed by the students in a public examination of secondary science in India. The common errors identified were (1) Faculty comprehension test items (2) conceptual misunderstanding (3) inability draw & label the parts (4) poor computation abilities (5) spelling and sentence mistakes. Smith et al. (2005) found that Parental Non Involvement has been found to have a diminishing effect on Academic achievement. Ostwald (2005) surveyed the opinion of 1274 secondary school Belgian teachers towards school assessment policies and after reviewing the teachers’ attitude towards assessment policy the study reflected that 82% teachers are not convinced that most schools have a clear concept of assessment policies. M.C. Manus (1996) teachers use an evaluation of cooperative group learning was examined in this study, along with students reaction. Behavior such as listening to another student or watching a student demonstrate how to complete a task occurred most frequently during group activities. Padhi, J.S. et al. (1998) conducted study on enhancing pupil achievement. And found that: (1) The regularity in home assignment to children, was found significant for achievement in language and mathematics. (2) That one or more pages home work given every day and their correction the next day helps continuity and regularity in learning. (3) It was also found that continuous evaluation followed by remedial measures, also enhances achievement in mathematics. (4) Some mathematics
problems in the class with close supervision of the teachers develop confidence and sense of achievement among the students.

Feysil (2005) has identified a number of good practices in successful school, to improve evaluation among the key features that were identified are introduction of continuous and comprehensive evaluation giving feedback on weekly tests, conducted and a follow up procedure. Gorad (2005) Studies the role of formative feedback in student progress and result reflect that advanced formative feedback coupled with awarding marks and grades had a positive impact on student progress.

Guntra (2005) found that summative evaluation can be made more refined and sharp by a blend of traditional school based practices, standardized tests and formal examinations. Gardner et al. (2005) in their study found some defects in the test design and argues the need for compliance with international educational testing standards. Egelund (2005) conducted an educational assessment in Danish schools, and found a weak evaluation culture in the country.