

Teacher's Competencies in Classroom Assessment at Secondary level in District Quetta.

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Abstract

The aim of this study was to investigate secondary school teachers' knowledge in classroom assessment of district Quetta. A sample of 205 secondary school teachers in Quetta was selected randomly for this purpose. Data was collected using a survey-based questionnaire of self-assessed knowledge. In addition, an assessment knowledge test consisting of 20 multiple type questions was also used, which was created by the researcher to assess the participants' assessment competence in particular. Descriptive and inferential statistics was used to analyze the data. The findings revealed a general lack of assessment competence. However, the findings of self-assessed survey revealed some strengths (e.g., use of traditional methods of assessment, non-achievement-based grading, recognizing assessment ethics and sharing assessment results with stakeholders) and gaps (e.g., performance assessment, student involved assessment, constructing assessment for higher order cognitive skills and developing assessment standards and criteria). The results also identified certain domains of focus that could be used to guide the development of future assessment training. It was also hoped that the findings of the study would be valuable in informing all stakeholders (professional organizations, associations, school administration, scholars, educators, students, and parents) about the current teachers' knowledge in classroom assessment.

Key words:(classroom assessment, secondary school, classroom assessment practice)