

## **Perception of teacher Educators regarding the variety of assessments in ADE curricula**

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### **Abstract**

*The teacher educators perception for the variety of assessment techniques in ADE curricula. The variations in assessment is chosen for research for finding the importance of formative type of assessment rather than having just one exam at the end of the term/ year as it is in the conventional system .The B.Ed ( Hons)/ ADE course was designed to encourage the pre-service teachers for their professional growth to build their potentials in the field of better teacher for the better future for the country specifically and fro the entire world generally. For this research the mix method research methodology was used. The questionnaire was designed for the quantitative research while the open ended interview was designed for the qualitative research. The researcher has taken the sample of 60 teacher educators and four head teachers of the institutions of the Quetta city. The researcher found that the opinion of the teacher educators and head teachers is in the favor of the variety of assessment techniques in B.Ed ( Hons)/ ADE curricula. The main findings in this regard were that the teachers are aware of the variety of assessment techniques and new approaches for the conduct of assessment for ADE students.*

**Key Words:** Perception, Teacher Educators, assessment, curricula, B.Ed ( Hons) , ADE

## **Introduction**

The conventional system of education for the professional education for the pre-Service teachers stresses specifically to build their capacity for the item format for the tests and methods of finding test reliability and validity. And just few methods to make connections between testing and instructions. The facts, rules and principles were set to do the statistical procedures for finding out the exact quantitative ratios to find out the value in quantitative terms but in real sense the prospective teachers are remaining unaware of the latest term, techniques, teaching strategies, assessment techniques, and the hand on experience for the conduct of / or application of latest techniques in the classroom. (Fleming & Chambers, 1983). In traditional system they ever complains for the knowledge and practice difference, while saying which theoretical aspects, knowledge given by our books and as well as taught to us are not applicable in the class when we have a large sized class where the students/ learners are coming from different mind sets, various tribes and back grounds on the basis of their previous knowledge.

Traditionally education reform has tended to focus on curriculum and instruction without equal emphasis on assessment practice. However, in recent decades substantial research on assessment practices has been conducted. This has led to a shift in theoretical perspectives and beliefs about assessment practices, from traditional teacher-centered summative exams to more learner-centered continuous forms of assessment (Plessis & Muzaffar, 2010). Research shows that such 'alternative' assessments are closely aligned with instructional strategies and learning objectives, privilege higher order thinking skills, combine formative and summative assessments and provide clear criteria or rubrics for assessment (Anderson, 1998; Plessis & Muzaffar, 2010). The new pre-service teacher education programs in Pakistan, ADE/ B.Ed. (Hons), aim to shift assessment practice in this direction.

The Associates Degree in Education (ADE) and Bachelors of Education Honors (B.Ed. Hons) programs are new degree programs launched across Pakistan by the provincial governments. They have been started in two Government Colleges of Education and Teaching (GCET) and one university since March, 2011 in Balochistan. The B.Ed. (Hons) program is a four-year program introduced at the university level only whereas the ADE

program is a two year program introduced at both university and college levels.

The degree requirement for B.Ed ( Hons) is the successful completion of eight semesters course along with university semester policy requirement of 2 CGPA , this course have the duration of 4 years. In which each semester would have the duration of 16-18 weeks as per HEC guidelines. Each semester has the load of credit hours per semester 15-18 credit hours along with the 5- 6 course of study for each semester.

The structure of the schemes of studies for the B.Ed ( Hons) comprises the compulsory courses of 19 credit hours , professional courses of 49 credit hours , Foundation course of 24 credit hours, content courses of 27 credit hours , and teaching courses of 15 credit hours having the total credit hours of 134 for the four years and eight (08) semesters. The magnificence and impressiveness for this program that makes it different from the already running majority of all other educational program in general aspect while more specifically for the programs of professional education and more broader spectrum for the teacher education programs is that the curriculum of this program is applied all over the country is same means having no discrimination for the advanced, developed or under developed areas.

Another visionary step taken for this program keeping in view the scenario of our country that where the student is leaving his / her studies due to financial problem s or wants to do job as early as possible to support his/ her family in financial terms for the maintenance of their livelihood for up keeping their status in the society. The step was the student can quit the program after four semesters this quit is not like the common drop out case where the student has lost his / her all efforts in case of any family problem or social aspect when he / she can be able to continue his / her program till the four years but he can get the degree of ADE after the completion the requirements of 68 credit hours course till fourth semesters . Having the the CGPA requirement same as for the B.Ed ( Hons) that is 2.00.

To get the ADE degree after the completion of two years and four semesters program along with the requirements of completion of 17 credit hours course for each semester . The ADE course have Compulsory , foundation, professional , content and teaching courses. The overall is as compulsory courses of Sixteen (16) credit hours , Foundation courses of fifteen(15) credit hours, Content course s of Nine (09) credit hours , professional courses

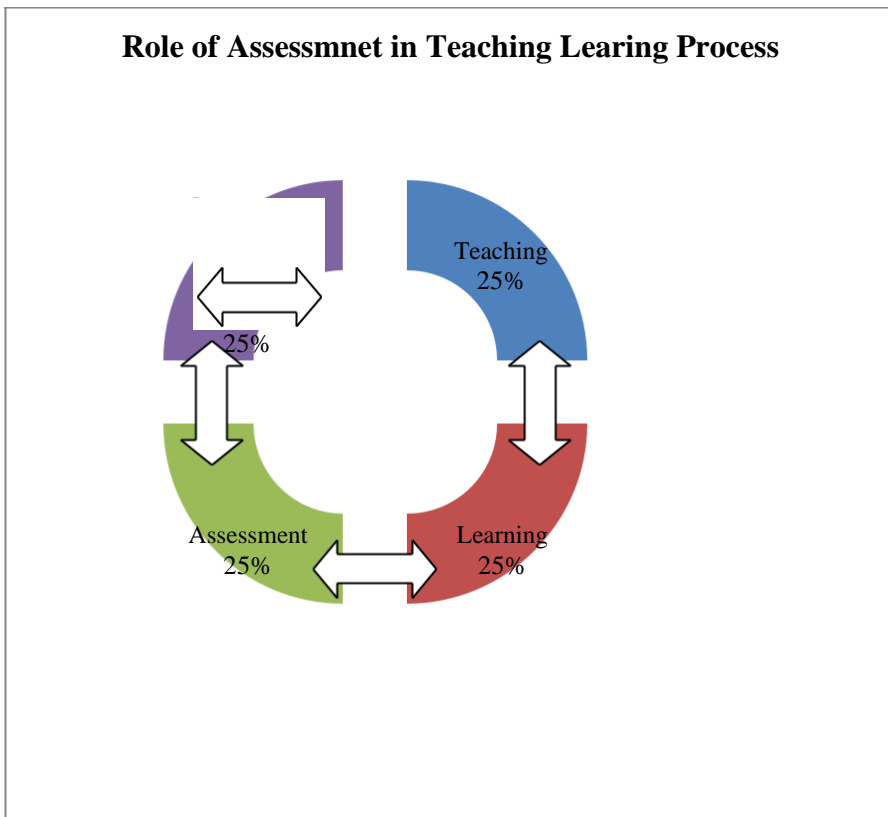
of twenty two (22) credit hours and teaching course for six ( credit hours ). The first semester completion requirement is compulsory course of Five (05) credit hours, foundation course of six (06) credit hour while content course of (6) credit hours. The second semester comprises of compulsory , foundation and professional courses, in which compulsory courses of eleven (11) credit hous , foundation course of three ( 03) credit hours and professional courses of three (03) credit hours. The third semester includes professional courses of eleven credit hours ( 11) content course of (03) credit hours and teaching courses of three (03) credit hours. The fourth semester requires to complete the foundation course of six (06) credit hours, professional courses of Eight credit hours and teaching course of three credit hours . ( Prospectus B.Ed ( Hons) IER, UOB, Quetta )

### **Literature Review:**

Assessment is a key component of learning because it helps students learn when students are able to see how they are doing in a class, they are able to determine whether they are understanding the course motives. Assessment is the effort that is done for the measurement of learning and can be the base for the revolution in thinking skills. It is the process of collecting information and evaluating student performance according to learning outcomes. . Even though the first thing (and in some cases the only thing) they look at is the overall mark or grade, students, as a general rule, welcome feedback: ‘our students assume feedback from their instructors and generally feel that it benefits them’ (Guénette 2007, p.11). Transcribed remarks on and at the end of a section of work is a necessary portion of formative assessment. ‘Students should be left under no deception that an error is simply an object to be avoided, like an hindrance on the road; rather, it is a indication of a fault that has to be diagnosed and adjusted in the vehicle itself – in the learner’s inter language’ (Nott 2000, p.242). Simply indicating in the text or in the margin an error that arises from the student’s incomplete grasp of a point of grammar or usage is unlikely to make any difference to future performance. The course teachers or instructors can be able to adjust their teaching strategies by the help of assessment. In this case such adjustment is not only facilitating the instructors for making the learning material familiar, understandable and meaningful for the learners that are going through the process of learning in a class room scenarios. Assessment, it’s feed back the

process of teaching and learning are such interlinked aspects that each of them is supporting other and leading towards the sustainability of the learned material not only at the level of knowledge in the cognition of the learner or student but also the higher order thinking skills are being developed by the successful applications of all these portions exactly and in a better way.

Assessment is an influential procedure by which the optimizes assessment I s the appraisal by evaluation for the estimation of learning processed by the application of various methods of measurement by which the judgment can be done for the level of reliability and validity of the test as well as the test takers cognition level after this analysis the teacher have a chance to revisit the objectives, strategies or way of conduct of assessment as well.



As for the role of assessment is concerned in case of teaching learning procedure of the student/ any learner. The learners are taking the task of the learning seriously when they have the threat that they will be assessed after certain time , basically at higher level terms it is considered as the concept of

accountability, this concept leads them to be serious and work hard for the entire procedure that is on-going. In the scenario of human responsibility the teachers will be conscious about their teaching if from very first day of the start of the course / program/ session they know that any time their class can be observed although many times such observations are only for the purpose of research work but the teacher's consciousness brings the positive change in their class attitudes, teaching styles, class management techniques ( time management, punctuality, organization etc. ) so after this conscious effort for the sake of his/ her job, self-esteem , reputation and recognition as well. It covers the 25% percent from the above mentioned picture for the role.

The assessment must be organized in the classroom in different ways . so such type of assessment should be designed by which student's curiosity to learn more and more will be increased ( NRC, 2000) . the regular practice of the assessments can only be possible in case of formative type other wise in summative it is not possible. If such practices in formative assessments will be encouraged then such assessment can be able to create the incorporation in the teaching learning process through out the unit activities. The promotion of teaching learning process has the potential to enhance the students achievement level. (Black & Wiliam, 1998a; Crooks, 1988; Fuchs & Fuchs, 1986). It is possible only by making the assessment the essential part of every day classroom activites. (Black & Wiliam; 1998.) The teacher's approach to the variety of assessment techniques in classroom the learners can be capable of demonstrating their thinking in different ways and the student's reflection . In such a case the teacher has the greater responsibility to identify the authentic sources of getting data to prepare for such assignments that will be graded also. (Hein and Price ;1994). The teacher should revise their previously conducted assessments for the purpose of innovation in teaching style (Goldman; 1996 ) the innovation in assessment can bring every day a challenging situation for the students that be reason to promote their curiosity such curiosity can be the motivational base for the performance and achievement of the learners . ( Airasian; 1991).

The ADE Curricula has such potential by having the a lot of variety in assessments. It is encouraging the learner centered approaches by creating an active learning environment in the classroom. The course guides are guiding the instructors for all such type of assessments in which the learner skills are also developed and enhanced.

The overview for the entire course of ADE / B.Ed ( Hons) courses and it's relevant assignments, assessments and grading policy is indicator of the complexity of courses in its own structure and formation. No doubt about it that curricula is made after the extensive struggle but this superior tasks can have the complexity in its applications.

This research work will be the contribution in the literature in a sense that “ Yet no such research is reported in case of Balochistan in the field of assessment techniques and more specifically for ADE/ B.Ed ( Hons) curricula. This program is comparatively a new program for the society to understand its value for the future.

### **3. RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The researcher use the mix method approach for this research. Researcher adopted the descriptive methodology to determine the “Perception of Teacher Educators Regarding Assessment Techniques In ADE Curricula”. Qualitative & quantitative data was collected through Interview from HODs / Principals and questionnaire from the Teacher Educators of institutions that are running the ADE/ B.Ed( Hons) Elementary Program and awarding the ADE degree.

#### **3.2 Population**

The population for this research was the institutions of Quetta City in which universities and colleges that are running the ADE/ B.Ed. (Hons) Elementary Program and awarding the ADE degree.

#### **3.4. Sampling**

Researcher selected two main institution that are affiliating the other institutions to work under the policy guidelines of that institution. First one is SBK (SardarBhadur Khan Women's University) and other is UoB (University of Balochistan). The institutions/ Department that are affiliated to SBK are selected Govt Girls Elementary College Jinnah Town, Quetta and the Department of Education in SBK. While the affiliated institutions with

University of Balochistan are Govt Boys Elementary College Arbab Karm Khan Road, Quetta and the College of Education Satellite Town Quetta. These were selected for collecting the data, which is almost covers the 100% population. Only those have not responded that were not teaching the ADE Curricula in case of colleges and in case of SBK that were on leave/ study leave at the time of data collection.

Table: 1: The quantitative data collected in this pattern:

S.No	Institutions	Affiliated to	Gender wise Status of Respondents	Number of Teacher Educators
1	Govt. Girls Jinnah Town Elementary College, Quetta.	SBK, Women University	Female	21
2	Govt. Boys Elementary College ArbabKarm Khan Road Quetta	University of Balochistan, Quetta	Males	20
3	Dept. of Education, SardarBhadur Khan Womens University, Quetta.	SBK, Women University	Female	9
4	College of Education Satellite Town Quetta	University of Balochistan, Quetta.	50% male & Female Ratio (05 Male & 05 Female)	10
	Total		35 Females & 25 Male	60

### 3.3 Research Instruments

#### 3.3.1: Questionnaire

The tool of close ended questionnaire was used by the researcher for the quantitative data collection. In the questionnaire there were total 31 questions distributed in five sections. The quantitative data was collected by questionnaire from the teacher educators of the institutions that are teaching the ADE/ B.Ed( Hons) Courses.

#### 3.3.2. Interview

The researcher use the tool of interview for the qualitative data as well, to improve the reliability of the data collected by the questionnaire from the



teacher educators. For this purpose the researcher conducted interviews with the HOD and Principals of Colleges.

### **3.4 Pilot testing of Questionnaire**

The pilot testing for this research was done as an initial part of the research to improve the quality of the research instrument used ( Interview & Questionnaire) as well as to lessen the mistakes at the time of data collection for this research. The pilot testing for the instruments was conducted at university of Balochistan in the Institute of Education & Research. For the pilot testing the questionnaire was distributed to teacher Educators in the institute while the interview was taken from the Director of institute. There were little errors found in the questionnaire. After modification the researcher re-phrased the questions for the facilitation in understanding of the respondents for the questionnaire and interview both.

### **3.5 Data Collection Procedure**

The researcher has visited the institutions for the collection of data. The sample was selected on the base of purposive sampling method. The specified institutions for the research were the institutions of Quetta City. The quantitative data was collected from the teacher educators by questionnaire while the qualitative data was collected by the conduct of interview from the HOD/ Principals of the institutions.

### **3.6 Data Analysis:**

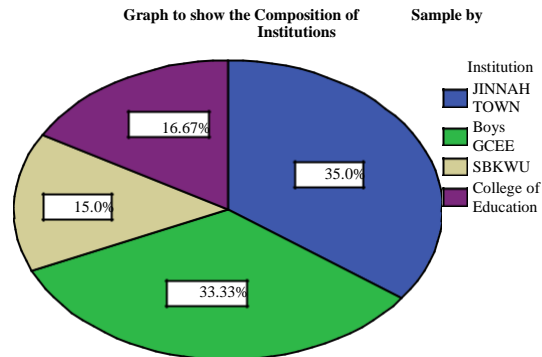
The researcher use the descriptive method for the analysis of data of questionnaire. The researcher presented the data in tables and graph and analyzed by the percentage and applied chi test for the hypothesis testing by using SPSS.

### **Composition of the Sample**

FROM INSTITUTIONS IN QUETTA CITY TEACHING ADE COURSES

Table: 01      Composition of the Sample by Institutions

Institutions	Frequency	Percent	Valid Percent	Cumulative Percent
JINNAH TOWN	21	35.0	35.0	35.0
Boys GCEE	20	33.3	33.3	68.3
SBKWU	9	15.0	15.0	83.3
College of Education	10	16.7	16.7	100.0
Total	60	100.0	100.0	

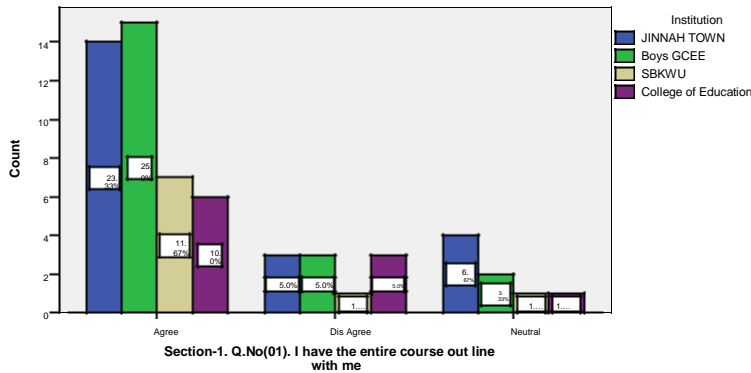


**Result:** The total respondents as per Institutions were 35% from the Jinnah Town College, 33.33% were from Boys GCEE, 16.67% were from College of Education and 15% were from SBKWU.

#### DATA AS PER INSTITUTIONS

**Q.No(01). I have the entire course out line with me \* Institution Crosstabulation**

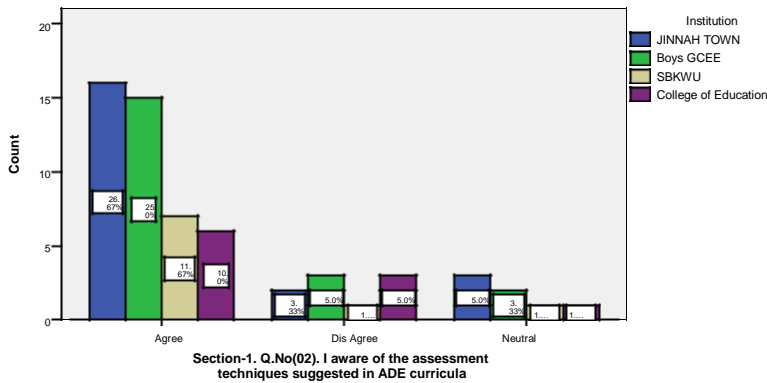
		Institution				Total	
		JINNAH TOWN	Boys GCEE	SBKWU	College of Education		
Section-1. Q.No(01). I have the entire course out line with me	Agree	Count	14	15	7	6	42
	% of Total		23.3%	25.0%	11.7%	10.0%	70.0%
	Dis Agree	Count	3	3	1	3	10
	% of Total		5.0%	5.0%	1.7%	5.0%	16.7%
	Neutral	Count	4	2	1	1	8
	% of Total		6.7%	3.3%	1.7%	1.7%	13.3%
Total	Count		21	20	9	10	60
	% of Total		35.0%	33.3%	15.0%	16.7%	100.0%



Result: It is clear from the table that 23.3% of Jinnah Town College, 25.0% of Boys GCEE , 11.7% of SBK and 10.0% respondents were from College of Education. So overall 70.0% respondents showed positive attitude to-wards the statement No (01) that “ I have the entire course out line with me ”

**Q.No(02). I aware of the assessment techniques suggested in ADE curricula \* Institution Crosstabulation**

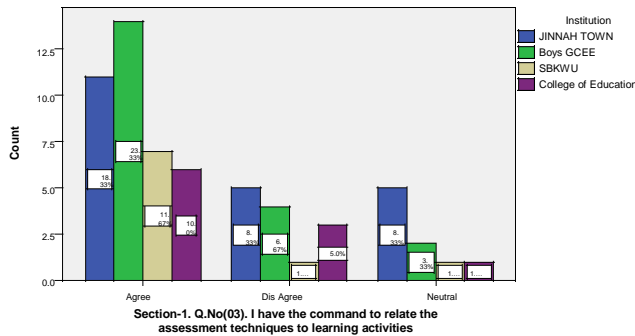
	Institution				Total	
	JINNAH TOWN	Boys GCEE	SBKWU	College of Education		
Section-1. Q.No(02). I agree	Count	16	15	7	6	44
aware of the assessment techniques suggested in ADE curricula	% of Total	26.7%	25.0%	11.7%	10.0%	73.3%
Disagree	Count	2	3	1	3	9
	% of Total	3.3%	5.0%	1.7%	5.0%	15.0%
	Neutral	Count	3	2	1	1
Total	% of Total	5.0%	3.3%	1.7%	1.7%	11.7%
	Count	21	20	9	10	60
	% of Total	35.0%	33.3%	15.0%	16.7%	100.0%



Result: It is clear from the table that 26.7% of Jinnah Town College, 25.0% of Boys GCEE, 11.7% of SBK and 10.0% respondents were from College of Education. So overall 73.3% respondents showed positive attitude towards the statement No (02) that “ I aware of the assessment techniques suggested in ADE Curricula.”

**Q.No(03). I have the command to relate the assessment techniques to learning activities \* Institution Crosstabulation**

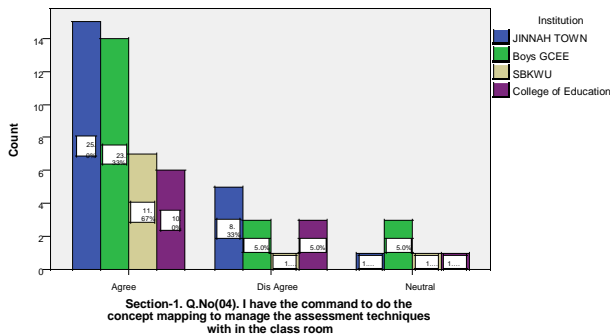
			Institution				
			JINNAH TOWN	Boys GCEE	College of Education		
					SBKWU		Total
Section-1.	Agree	Count	11	14	7	6	38
Q.No(03). I have the command to relate the assessment techniques to learning activities	% of Total		18.3%	23.3%	11.7%	10.0%	63.3%
	Dis Agree	Count	5	4	1	3	13
	% of Total		8.3%	6.7%	1.7%	5.0%	21.7%
	Neutral	Count	5	2	1	1	9
	% of Total		8.3%	3.3%	1.7%	1.7%	15.0%
Total	Count		21	20	9	10	60
	% of Total		35.0%	33.3%	15.0%	16.7%	100.0%



Result: It is clear from the table that 18.3% of Jinnah Town College, 23.3 % of Boys GCEE, 11.7% of SBK and 10.0% respondents were from College of Education. So overall 63.3% respondents showed positive attitude to-wards the statement No (03) that “I have the command to relate the assessment techniques to learning activities.”

**Q.No(04). I have the command to do the concept mapping to manage the assessment techniques with in the class room \* Institution Crosstabulation**

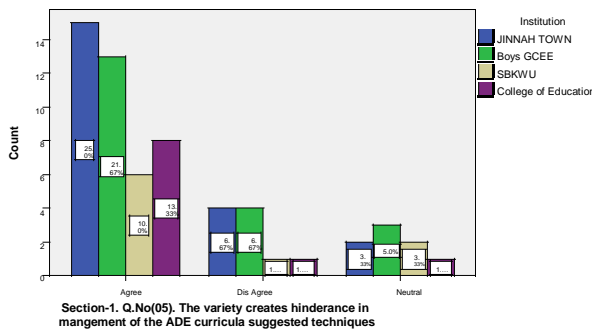
	Institution				Total	
	JINNAH TOWN	Boys GCEE	SBKWU	College of Education		
Section-1. Q.No(04). I have the command to do the concept mapping to manage the assessment techniques with in the class room	Count	15	14	7	6	42
	% of Total	25.0%	23.3%	11.7%	10.0%	70.0%
Disagree	Count	5	3	1	3	12
	% of Total	8.3%	5.0%	1.7%	5.0%	20.0%
Neutral	Count	1	3	1	1	6
	% of Total	1.7%	5.0%	1.7%	1.7%	10.0%
<b>Total</b>	<b>Count</b>	<b>21</b>	<b>20</b>	<b>9</b>	<b>10</b>	<b>60</b>
	<b>% of Total</b>	<b>35.0%</b>	<b>33.3%</b>	<b>15.0%</b>	<b>16.7%</b>	<b>100.0%</b>



Result: It is clear from the table that 25.0% of Jinnah Town College, 23.3 % of Boys GCEE, 11.7% of SBK and 10.0% respondents were from College of Education. So overall 70.0% respondents showed positive attitude to-towards the statement No (04) that “I have the command to do the concept mapping to manage the assessment techniques with in the classroom.”

**Q.No(05). The variety creates hinderance in mangement of the ADE curricula suggested techniques \* Institution Crosstabulation**

			Institution				Total
			JINNAH TOWN	Boys GCEE	SBKWU	College of Education	
Section-1.	Agree	Count	15	13	6	8	42
Q.No(05). The	% of		25.0%	21.7%	10.0%	13.3%	70.0%
varietycreates	Total						
hindrance in	Dis	Count	4	4	1	1	10
management of the	Agree	% of	6.7%	6.7%	1.7%	1.7%	16.7%
ADE curricula	Total						
suggested	Neutral	Count	2	3	2	1	8
techniques	% of		3.3%	5.0%	3.3%	1.7%	13.3%
	Total						
Total	Count		21	20	9	10	60
	% of		35.0%	33.3%	15.0%	16.7%	100.0%
	Total						



Result: It is clear from the table that 25.0% of Jinnah Town College, 21.7 % of Boys GCEE, 10.0% of SBK and 13.3% respondents were from College of Education. So overall 70.0% respondents showed positive attitude to-wards the statement No (05) that “The variety creates hindrance in management of the ADE curricula suggested techniques.”

**Results and Discussion**

Hypo-1: ADE Courses have variety of Assessment Techniques.

**Chi-Square Test:  $\chi^2(df, N = \text{sample number}) = \text{result}, p (<, =) \text{number}$**

### Institution Cross tabulation

			Institution				Total
			JINNAH TOWN	Boys GCEE	SBKWU	College of Education	
Hypo-1. Ho =	Agree	Count	71	70	35	32	208
There is no difference in perception of teacher Educators for the variety of assessment techniques in ADE courses	Disagree	% of Total	23.7%	23.3%	11.7%	10.7%	69.3%
		Count	19	17	5	13	54
	Agree	% of Total	6.3%	5.7%	1.7%	4.3%	18.0%
		Count	15	13	5	5	38
Total		% of Total	5.0%	4.3%	1.7%	1.7%	12.7%
		Count	105	100	45	50	300
			35.0%	33.3%	15.0%	16.7%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.332(a)	6	.632
Likelihood Ratio	4.310	6	.635
Linear-by-Linear Association	.165	1	.685
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 1.70.

Results: There was no statistically significant difference in percentage institution for the perception about the ADE course has the variety of assessment techniques. Overall 69.3% respondents were agreed to this hypo so out of 69.3% agreed respondents 23.7% from Jinnah Town Girls



Elementary College , Boys Elementary College have 23.3 , SBKWU have 11.7 % and College of Education 10.7%,  $\chi^2 (6, N = 300) = 4.332$  ,  $p = .632$   
H<sub>0</sub> (Null Hypothesis)= **Accepted**

### **Conclusion:**

This research highlights the dramatic shift in teaching methods and assessing the learners in scenario of recent era challenges. To find out the teacher educators perception for the variety of assessment techniques in ADE / B.Ed ( Hons) curricula. For this purpose the sample of Quetta city was selected . It was found out that majority of teacher educators of ADE/ B.Ed ( Hons) are aware of the variety of assessments in curricula. Such assessment practices are considered ‘informal’ as they have no connection to the grades denoting a perspective that focuses on the learning product rather than the learning process (Anderson, 1998). It appears that faculty members do not necessarily think about the learning outcomes they want to assess with different assessments; their approach is still quite mechanical focusing on topic coverage and so on. They also do not appear to focus on higher order thinking skills in the assessments, sticking to remembering and understanding levels of thinking (Krathwohl, 2002). The researcher found out that the teacher educators have the perception regarding the variety of assessments that they have the entire course out line and are aware of the suggested assessments in ADE curricula. They also have the command to relate the assessments to the learning activities as well as they have the positive opinion for that the such a lot of variety can be the obstruction in management of ADE curricula suggested techniques.

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