**CHAPTER-2**

**INTRODUCTION**

The educational research literature shows that students who make use of every learning opportunity approach the final assessment tasks with a greater likelihood of high performance outcomes Recent studies are also indicating that current students in the Australian context need more support than their predecessors, in part due to the increasing heterogeneity of the student cohort In addition students have higher expectations of support including more early and relevant feedback from assessment tasks . Fowell, Southgate & Bligh (1999) suggest that students are best served by the provision of a diverse range of assessment methods as individual methods may disadvantage some students. They also suggest that from the teacher perspective, using a selection of methods allows performance from different sources to be related. Seale, Chapman & Davey (2000), who investigated which types of assessment students found most motivating for their learning, found that having a range of assessment opportunities was most motivating. They also found that the relevance and content of the assessment appeared to influence student motivation as well as the enthusiasm of the teachers. Feedback on performance, especially that of a formative nature, has been shown to be a valuable tool in the learning process enabling students to assess their own progress and understanding and remedy any weakness exposed by the assessment Macdonald, However, for this feedback to be effective it needs to be provided early in the learning process and have some degree of prescription about how to improve performance Fowell, argue that the presentation of results also require the provision of effective feedback to students, in both summative and formative assessment tasks, enabling students to identify their strengths and weaknesses in order to improve future performance.

**LITERATURE SURVEY**

# 1. Title: EFL Teachers’ Online Assessment Practices During the COVID-19 Pandemic: Changes and Mediating Factors

**Author**: [Cong Zhang](https://link.springer.com/article/10.1007/s40299-021-00589-3#auth-Cong-Zhang),

**ABSTRACT**: While most studies focus on assessment practices in face-to-face classrooms, few studies have examined teachers’ assessment practices online. The outbreak of COVID-19 pandemic has led to a shift in teaching and assessment from the face-to-face mode to the online mode. This shift can have a long-lasting impact on classroom-based assessment even after the pandemic. Thus, understanding teachers’ online assessment practices and what factors influence their practices is important for not only assessment trainers, but also language educators and policy makers in TESOL and Applied Linguistics. Situated in China’s mainland, this study investigates the online assessment practices during the pandemic of six English as a Foreign Language (EFL) teachers in a Chinese university.

### 2.Title: ELT Teachers’ Language Assessment Literacy: Perceptions and Practices

**Author**: **Seyran Jannati**

**ABSTRACT**

# A critical understanding and implementation of assessment is an essential aspect of any language program. There has been growing interest in examining teachers’ mastery and application of assessment literacy which addresses the knowledge and skills teachers need in order to use assessment effectively to evaluate and improve student learning. The present study was carried out with the aim of examining assessment-related perceptions and practices of Iranian ELT teachers. Eighteen male (4) and female (14) EFL instructors enjoying various educational status and levels of experience from different English language institutes in Iran participated in this study. They were divided into three groups based on their teaching experience (low, mid, high). Semi-structured interviews were conducted with all the participants on an individual basis. All the interviews were recorded by voice recorder and saved in audio files in MP3 format. Then, they were transcribed and analyzed through content analysis to discern recurring themes. Analysis of the responses revealed that teachers across the three groups were familiar with the basic concepts and terminologies in assessment. Another noteworthy finding is that teaching experience appears to make no significant difference in the way teachers perceive assessment. Moreover, although the participants in this study were assessment literate, this literacy was not reflected in their practices. The findings have implications for language testing profession and also provide suggestions for further research.

# 3.Title: Classroom Assessment Practices of Ohio Teachers.

**Author:** Mertler

**ABSTRACT:**

# A descriptive study was conducted to examine the current assessment practices of teachers in Ohio. The specific aim of the study was to gain an understanding of the extent to which teachers use traditional versus alternative forms of assessment techniques in their classrooms. Participants were 625 teachers from kindergarten through grade 12. The study resulted in a moderately thorough description of these teachers' assessment practices. It builds on previous research by incorporating descriptions of alternative assessment practices. As previous research found, teachers did not spend much time conducting statistical analyses of their assessment data. In addition, there are significant differences among teachers at different school levels and at differing levels of teaching experience with respect to their assessment practices, specifically in the use of traditional and alternative strategies and the frequency of use of specific item types. Recommendations include tailoring measurement courses to fit the needs of future classroom teachers.

### 4.Title: Turkish EFL instructors’ in-class language assessment literacy: perceptions and practices

# Author: Derin

# ABSTRACT:

# The current study was conducted with the aim of understanding Turkish EFL instructors’ perceptions towards in-class language assessment and its reflection in their classroom practice. The purposes of this research are: to find out Turkish EFLinstructors’ perceptions of the term ‘in-class language assessment’, to reveal their reflections of their in-class assessment knowledge to their own practice and to find a relationship between experience and perception of in-class assessment. In this study, data was collected from twelve instructors, 8(female) and 4 (male) prep school teachers, varying in experience between 1-15 years, working in English Preparatory Program of a Turkish university. For the study, semi-structured interview was applied in order to collect data. The interviews were recorded and transcribed through reoccurring content and themes. The findings of the study show that, although most of the teachers were familiar with basic classroom assessment, when it comes to classroom practice, there is an imbalance between assessment literacy and classroom reflection. It also revealed that there is not much relationship between the experience and assessment perception. The findings have some implications for the teachers, continuous professional units, school principals and teacher educators in the area of testing and have some recommendations for the future studies.

# 5.Title: Grading, Feedback, and Reporting in ESL/EFL Classrooms

**Author**: [Xiaoying Wang](https://www.tandfonline.com/author/Wang%2C+Xiaoying)

**ABSTRACT:**

Grading, feedback, and reporting of student achievement are key elements that support learning. This article reports an interview study on a range of English as a Second or Foreign Language (ESL/EFL) teachers' classroom assessment practices at the tertiary level in Canada, Hong Kong, and China. The interviews focused on teachers' use of marking criteria, student involvement in classroom assessment decisions and activities, and reporting procedures. The results demonstrate how these teachers make day-to-day decisions in these three contexts, thus adding to our understanding of ESL/EFL classroom assessment practices.