

Factors influencing the design of Formative Assessment tests for students in Kosovo

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Abstract

The current system of education in Kosovo is in favor of academic certificates obtained from national standardized exams as indicators of scientific achievement and is a great tool in academic and professional mobility. Consequently, this has an effect on economic flow on what happens at school, and how students and teachers view their results in national tests. In this study we intend to investigate the factors that influence the design of studies formative assessment tests with a special focus on if tests given help learning or provide an opportunity to practice what is tested and finally succeeded course exams medium and high national education. The study samples included all teachers in the area of K. Istok. Deliberate techniques in sampling were selected in 11 elementary, two middle, and one high school that offer studies in the form of three levels, and the teacher in charge of studies at these schools were included in the study as well. The discussion has been the focus group guide that is used as a research tool to facilitate the collection of the desired data that were analyzed thematically.

Professional effectiveness of teachers is determined by the results of national standardized tests given to students, there is a shift in focus from testing to help them learn to practice on national standardized tests. Exams secondary education model, total needs for the excellent results, the language of the examination, mandatory educational areas, the benefits of excellent results and treat the affected results.

Keywords: Teaching Studies, examination, formative assessment, standardized tests.

Entry

Teachers being rational beings are usually distinguished between students using standardized tests results to improve the quality of learning using the results to justify their status as teachers in society. Formative assessment is a vital tool to assess the academic progress of students, and aid in teaching and learning because the results of the formative assessment tests enable teachers to determine the weaknesses and strengths of various teaching and learning techniques. However, the educational policies of a country in relation to the services and perceptions of national standardization results from examinations could jeopardize the basic and functional role of

formative assessment tests. In other words, excessive use of standardized national examinations as a basis for improvement and accountability in academic schools and teacher effectiveness can put new requirements on testing procedures of formative assessment. Students may begin to think that their future personal socio-economic status relies simply on class success achieved by national standardized examination, and they may thus focus more on techniques for the exam at the expense of acquiring knowledge and understanding the basic concepts of global learning. As a result, students, to their own detriment, can employ inappropriate techniques such as memorization. Similarly, teachers can specialize in different areas for students in relation to national standardized examination which professional mobility and efficiency is fixed. Furthermore, school directors may be tempted to change the programs. Making test or focus group discussions, the creation and pressure to generate excellent results of national standardized exams could affect virtually every aspect of teaching, including the design of the formative assessment tests in question. This influence can include developing formative assessment tests that provide an opportunity to practice what is tested at the end of course exams of secondary and national high education.

Those students who will have passed or failed standardized examinations will be out of the system, and therefore have no effect or impact on future employment as teachers, though school managers and the public are a permanent threat to the employment of said teachers. This arrangement of the school system creates the following problem: the student graduates possesses less demand for accountability for the teachers than the schools and public management. This situation tends to influence who the teacher has a priority for his/her works. The teacher should use the results to generate teaching strategies that promote meaningful learning regardless of whether the student will pass or fail standardized tests, and promote a learning routine that will ensure that the student reproduces content standardized examinations and therefore be responsible for the management of the school and the public.

Methodology - The research survey involved the collection of qualitative data from questionnaire surveys completed by teachers, secondary school and higher, working among schools in the Istok region of Kosovo. These teachers work on the factors affecting the design of studies, and their work is assessed through formative assessment for their respective schools. To improve the reliability and validity of the data, controlled by members (a) is performed. A research permit was obtained from the National Council of Science and Technology before visiting sample schools for data collection. After that, a focus group discussion included work from eight teachers and the data obtained was analyzed thematically. Representation of results is made by transmission of data. The factors identified were: frequency test question items resources, needs, education pattern, general need for excellent results, language of the examination, mandatory educational areas, benefits of excellent results, and treatment of poor results.

Testing – The frequency of formative evaluation testing depends largely on the individual school testing policy and is defined by the design of tests. Two of the participants reported weekly test data, while other participants reported monthly deadlines for tests. The frequency of testing depends on class, with four higher classes receiving more tests as compared to lower grades. Technically, all the participants agreed that schools need teachers to cover the course subject syllabus until the end

of June after testing and students to study continuously until the start of the following academic year.

Questioning - The findings of the study said that most school systems seek formative assessment tests to measure if they are meeting certain standards. They required standards in terms of the number of questions in the test; the time allowed to sit for the test; sections in a test; or the nature of the items submitted for questions.

The Need for Kosovo Majors - Model Exam member's focus group discussion agreed that schools are spending sizeable amounts of money embezzled Kosovo majors, model and optional secondary education, review and examination that had simple and straight-forward notes and stuff screening questions in each subject by the National Council of Kosovo. Information from participants showed that the titles of these books were all well crafted to attract the attention of students and teachers alike. A mention of these titles included: gold tips, well-designed tests while designing formative assessment tests. The motivation behind these examinations was that sometimes they contained articles, questions that are repeated and the subsequent accident.

Need for Excellent Results - The results from the participants noted the need for excellent results on examinations as a motivating factor regarding plans for formative assessment tests by teachers. One participant explained that many teachers tried to question those items which were provided in the examination of secondary education when designing formative assessment tests. The reasoning is clearly described in the next excerpt, "The parents want to take their children to schools that are associated with the extraordinary results of the national exams." The Municipal Education Office is concerned with the good work of national examinations at any cost. Furthermore, test results are used as the only performance indicator for teachers and students. In support of this idea, another participant noted, "A teacher is required to obtain professional degree exam performance data when applying for an interview that will be promoted by the work group (A) of the working group (B). This is one of the reasons why high school teachers stagnate more in teamwork A professionally." Asked if further studies such as a Master's degree or a PhD degree granted the right to promotion, participants agreed.

Therefore, being the leader of the education system, teachers develop strategies to achieve expected results. Thus, the need for skills and competences related to teaching was replaced by the need for classes and professional degrees. As such, integrated teaching and testing to ensure that what was taught in comparison with what is tested on national exams and the level of detail of the national exam determines the level of detail of teaching and formative evaluation based tests.

Language Testing - The findings of this study that the language used in determining the examination by the Council for National exam is defined as teacher developed formative assessment tests. Conditions as to 'discuss', 'explain', 'to distinguish', 'illustrated' and many others that require students to attend failing safe rules for which points were lost. In an effort to ensure that students were familiar with the language, teachers use the keywords in question to flow similar to those used by the national board exam in the design of formative assessment tests. Most of the participants stated that it was not close enough to terminology used on the formative assessment tests. Most schools invited experts of different subjects to instruct students on how to deal with specific questions, and what was expected to reach the maximum score given for each question. For this

purpose, a participant who happened to be a pedagogue and thus considered as a subject expert explained, "A" are always invited other schools to talk with students on what is needed to respond to secondary certificate studies. The main areas of interest include: difficulty in point, question, test language, giving signs, examining the content, and examiner expectations. It is also reported that after the sessions with experts in the subject, the students underwent the process of the secondary education model. Most participants found some content areas of the curriculum continually tested on the exams to be of secondary education, and they influence the design of formative assessment tests. This means that graduate teachers include such content in formative assessment tests in order to enhance the competencies of students in preparation for excellent performance on standardized exams national summary.

Student benefits associated with excellent results in national exams emerged as a major factor that influenced the design of a teacher's formative assessment tests. Findings showed that in addition to the overall professional satisfaction teachers receive from having students achieve an excellent national exam; there were also teacher expectations of future promotions in terms of career advancement. This is primarily because in Kosovo a teacher's upward mobility is in direct connection with work habits linked to the achievement of students in their field of specialization.

"It made policy with most schools' teachers of the subject to get special prizes for all grades (A) and (B) made by individual students on the subject. School boards to sponsor teachers to tour abroad due to the excellent academic results." Consequently, teachers make every effort to ensure that students are exposed to formative assessment tests similar to those of future summary exams.

One participant noted that a particular teacher who posted a score means less than the previous achievement subject received letters to persuade the school board of school directors. Participants also noted that the inspectorate, the education arm of the ministry is more likely to visit the schools that are considered to be under-performing secondary school exams. In addition, parents who were dissatisfied with school achievement gradually remove students from under-performing schools in favor of schools performing better.

As a result, teachers lose hope of promotion in the future because of work usually related to students' academic performance. One participant who lamented, "A prominent politician once complained publicly during a ceremony in the school fund raising, though teachers and principals and school subjects which had stagnated or declining achievement were still working in these institutions. The teachers work tirelessly to improve grades, such remarks cause students to relax in school and join the politician, and unhappy parents blaming teachers for students' academic performance game." In general, such threats are alleged to motivate teachers in developing ways to ensure students are familiar with the content of the exams test summary, and in ways of including the development of formative assessment tests linked therein.

Discussion of results

A teacher looks in doubt about whom or what they have to pay allegiance to: the requirements of school management personal career advancement, the need for students to understand the concepts, high achievement on standardized national exams, or job promotions. Studies have been a technical subject with concepts essential for socio-economic development; more emphasis should be laid on the transfer of knowledge to the students about which tests generate formative assessment with teachers and students through feedback on the progress of the teaching and learning situation. Contrary to these observations, studies of teachers in the region prone to formative assessment tests designed said tests to aid in facilitating the achievement of excellent grades on standardized national examinations. This practice seems to be perpetuated by pressure from the manager of the school, promoting the work requirements, threats by parents and politicians, as well as contempt for further study as a basis for income support employers. This argument, maintains that the Kosovo government and accountability teachers, public demand for achievement results.

It is to the teacher's detriment to instill the right attitudes and behaviors for future work acumen that affect student learning with personality and mentality. Therefore, students may perceive learning only in terms of exam performance and not for future application in real life situations, the benefit of society, or for personal growth. It demeans the role that basic education should play in developing individuals who can utilize more environmental sources within the Ministry of Education.

Recommendations

School and higher-examination and summary must include teaching competencies such as character building, organizational skills, teamwork, skill and accuracy and performance of the project:

- This will allow students time to harness other potentials in academic competence only reached through increased learning time.
- Therefore rote learning and formative assessment tests cannot overemphasize the content in national standardized tests.
- Instead, more emphasis should be laid on character development as a strategy of solving socio-economic problems in society.
- Formative assessment based on national models summary of standardized test should not be allowed to dominate the curriculum at the expense of classroom activities, understanding of concepts, and co-curricular enterprises.

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