



## Full Length Research Paper

# Examining primary school teachers' knowledge of learning and assessment methods and their practice of them

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The purpose of the study was to investigate and reveal the assessment methods using in teaching and learning in the primary school, and to examine the teachers' knowledge about these methods and if they are implementing and practice these methods in their teaching to increase the outcome of students learning and to keep the school in a high academic level, from the point of view of teachers. The study population was (14) teachers from year one to year six in the school targeted in the research. A total number of 10 questionnaires collected back, nearly 71% of the population. The research was applied in 2016/2017 academic year in United Kingdom. The findings of the study indicate that teachers have various levels of knowledge and practice of learning and assessment methods, some methods got a high level in both domains knowledge and practice for example (Open-Ended Questions, self – assessment, Discussion and observation), on the other hand some methods got a low level in both domains knowledge and practice, for example (Anticipation Guide, Exit slip and Anecdotal Note), however some methods got a high level in knowledge domain and medium level in practice domain for example (peer assessment got rank 5 in knowledge and rank 14 in practice, written test got rank 8 in knowledge and rank 23 in practice, but there are other methods got a medium level in knowledge and a high level in practice for example (exam) has rank 14 in knowledge which is medium and rank 7 in practice which is high.

**Keywords:** Assessment, methods, teachers' knowledge, primary school.

## INTRODUCTION

The school in United Kingdom should meet the requirements of the Early Years Foundation Stage as well as the Ofsted criteria's. The school where the researcher applied the study met all the criteria and the last inspection was carried out in February 2013 and the report was published on March 2013. This inspection of the school was carried out under section 5 of the Education Act 2005, and regarding to this inspection the school achieved an outstanding report by Ofsted.

The aim of the study is to investigate and reveal the assessment methods using in teaching and learning in the primary school, and to examine the teachers' knowledge about these methods and if they are

implementing and practice these methods in their teaching to increase the outcome of students learning and to keep the school in a high academic level, from the point of view of teachers. According to (Ofsted) an outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education. However using different assessment methods will be very sufficient to meet all students' level.

## Importance of the study

The importance of the study stems from the following points:

- The primary education is essential since children are the hope of the future and the vital resource that a nation can have.
- Assessment for Learning focuses on the opportunities to develop students' ability to evaluate their learning, to make judgements about their own performance and improve upon it.
- To detect and evaluate the strengths and weaknesses of teachers knowledge and practice of learning and assessment methods.

### Research problem and Questions

This study answered the main following question:

- What is the range of primary teacher's knowledge of learning assessment methods and their Implementation to them?

There are some sub-questions which are answered by the study:

- What is the range of primary teacher's knowledge of learning assessment methods?
- What is the range of primary teacher's practice of learning assessment methods?
- Is there any relation between primary teacher's knowledge of assessment methods and their practice of them?

### Definition of Terms

Primary teacher: is who teaches children from year one to year six regardless of his/her qualification.

Learning assessment methods: are three types of assessment: diagnostic, formative, and summative

Learning assessment methods knowledge: Is teacher's achievement cognitive knowledge of assessment methods regarding a minimum Bloom's taxonomy of learning (remembering, understanding and applying).

Learning assessment methods practice: is an implementation the assessment methods in educational situations

### Study limitation

- This study is limited for one primary school for the purpose of the research
- The study concentrated on just two aspect: the knowledge and implementation
- Countable words was an obstacle in the expansion of research and added more variables in the research questions

## LITERATURE REVIEW

### Theoretical Framework

"In the 1990's, educational reformers are seeking answers to two fundamental questions: (1) How well are

students learning? And (2) how effectively are teachers teaching? Classroom Research and Classroom Assessment respond directly to concerns about better learning and more effective teaching" (Angelo and Cross, 1993).

Promoting student's learning in the school is the main and principal object of the school, it is a process which consists of many steps to improve the students performances and educational structure to measure the learning outcome of the students educators using an assessment which is the heart of this process, it can provide a structure in which educational objectives may be set and students' progress monitored and expressed. It can help to establish a basis for planning to the next educational steps in response to student's needs (Ronan, A. (2016)).

Learning is a change in the cognitive structure of the learner to increase information and accumulate the experiences quantitatively and qualitatively continuous interaction between the components of the cognitive structure to gain a new meaning and knowledge. To assess the outcome of learning there are many educational methods to measure the learner progresses before, after and during the learning operation however to clarify and understand the meaning of learning and assessment there are some concepts that should be defined as follow:

### What is learning?

As it stated in Oxford Dictionary learning is "The acquisition of knowledge or skills through study, experience, or being taught." - (Oxford Dictionaries)

Learning is an internal activity and key personal development skills and cannot be directly observed in others but using assessment methods as a part of curriculum, teaching process and the results of academic assessment, essays, exams etc. are measure how much an individual student has learnt (SYN.2016).

### What is assessment for learning (AFL)?

"Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard." (Cambridge-community, 2016).

Assessment is described as the practice of collecting evidence of and making decision about students' needs, strengths, abilities, and attainment. Information gained through assessment provides feedback to students and teachers and is important to more active learner-centred programs and ultimately development in student teaching (Tran & Stoilescu, 2016).

Assessment for learning is a powerful a process used by teachers to adjust their teaching strategies and

learning programmes for individual students, groups of students, and the class as a whole, and by students to adjust their learning strategies, assessment, provides students with information and guidance so they can plan and manage the next steps in their learning(MOE, 2016).

### **What is the difference between assessment and evaluation?**

Some people can't find and distinguish the differences between assessment and evaluation, and they mix between each other, however the assessment relates and concentrates on learning, teaching and outcomes. It offers facts for improving learning and teaching. Assessment is a collaborative method between students and an educational institution to tell them about their student achievements and learning and what they are teaching.

"Evaluation focuses on grades and reflects classroom components other than course content and mastery level. These could include discussion, cooperation, attendance, and verbal ability" - (Angelo, 1993)

### **Assessments method (Types)**

"Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes" -(AM, 2016). The assessment is a part of the learning process; it is designed to determine the success or failure in achieving the general objectives included in the curriculum as well as the strengths and weaknesses of it, so that it can achieve the desired objectives with the best possible picture.

As written by Ramsden (1992) "It will be rare to find one assessment method which will satisfy the assessment of all the intended learning outcomes for a course, so it will be necessary to consider a range of assessment methods for our students".

All of the different assessment types work together to provide a complete, valid, reliable and fair picture of a student's abilities. As stated by Amanda Ronan the assessment methods are as follow:

#### **Diagnostic**

Given at the start of the school year, or the beginning of a new unit of study, an analytical test attempts to tell what students already know about a subject.

#### **Formative**

Given during the learning process, formative assessments find to determine how students are progressing through a firm learning goal. Black & Wiliam confirmed that students who learn in a formative way

attain significantly better than students getting a normal teaching.

#### **Summative**

Given at the end of the year or unit, summative assessments assess a student's mastery of a topic after teaching.

#### **Norm-referenced tests**

These tests measure students against a national "norm" or average in order to rank students against each other.

#### **Criterion-referenced tests**

These tests measure student performance against a standard or exact goal (Ronan, A. (2015).

In this study, the focus will be on three types of assessment methods, diagnostic, formative and summative methods.

#### **Previous studies**

Previous studies were reviewed regarding the learning and assessment methods, there are some direct and indirect studies related to the research subject were found, in research literature review just related and direct studies were presented.

As stated by Hargreaves, Eleanore (1999)"This thesis provides an analysis of the roles fulfilled by educational assessment in primary education. This analysis is called for, now that many policy-makers hold high hopes for the improvement potential of educational assessment". The study showed the *roles of assessment in primary education in Egypt (case study), and derived from Egypt as a political context*.

"In this thesis, purposes for assessment are defined as either stated or unstated; effects of assessment as either intended or unintended. It is suggested that policy makers' official purposes for assessment may be certification or selection; accountability or system improvement; or the improvement of the individual's learning. Government purposes for assessment in Egypt have focused more on selection than certification; more on accountability than system improvement; and more on all of these than on the processes of learning in the classroom. Longer-term purposes have also included political or economic improvement".

The study showed that assessment could improve the purposes of learning and teaching at the same time as fulfilling summative purposes such as certification and selection. And learning benefits when pupils are motivated by high quality tests and examinations material and when classroom assessment is skilled.

As written by Seeookumar (2002), a study about classroom assessment in the Mauritian primary Schools

conducted in 1998, it explored teachers' knowledge and practice about assessment methods throughout three terms of school and 35 teachers participated in it. The research addressed three main questions to describe a classroom assessment: why teachers conduct classroom assessment, how it is conducted and what is assessed. Data collected by observation to increase understanding of the reasons for differences between theory and real practice and interview (person to person) to obtain a special kind of information like how teachers applied assessment in their classroom practice, they asked about the sort of assessment practices they applied and how often they gave their own tests and for what purposes,. The analysis was a two - stage activity: analysis during data collection and analysis after data collection.

The findings of the study indicate that teachers assess their pupils for three reasons: providing feedback to the pupils and to themselves, reviewing the teaching methods and for diagnostic purposes and for communicating information to Parents. Questioning and observation are the two methods most common in the conduct of classroom assessment. Questioning techniques are mostly closed ones to seeking a specific answer from the pupils and all the pupils are treated the same and are given the same tasks. It is found that teachers do not have the relevant training in assessment and they assessed their pupils independently without any governmental support and their assessment practices are derived from their habit and ideology rather than from the official directives.

As stated by Schafer (1989), "this paper describes what in the area of assessment essential knowledge is for a prospective teacher. The listings of topics which would be relevant for a course in measurement for preservice teachers are presented as they might appear in a course syllabus. For each topic, the rationale for its inclusion is given, as well as the skills which would be developed and the specific subjects the topic would include. The eight content areas are: (1) basic concepts and terminology of assessment; (2) uses of assessment; (3) assessment planning and development; (4) interpretation of assessments; (5) description of assessment results; (6) evaluation and improvement of assessments; (7) feedback and grading; and (8) ethics of assessment".

As written by (Tran & Stoilescu, 2016), in their comparative educational study the purpose of the study is to explore and analyse the Content, Policies and Assessment of ICT Curricula in the Final Years of Secondary Schooling in Australia and Vietnam. It was found that while having a common core set of tendencies, the Australian ICT curricula, policies, and assessments differ markedly from the Vietnamese counterparts.

"These differences can be explained by economic and cultural factors, national-wide educational trends, ICT strategies, and their degrees of implementation in schools. We found that limited constructivist implementations are used in ICT curricula in both

countries, as Australian education has high expectations in national evaluations with an emphasis on standardized tests and Vietnamese education is still entrapped in prescriptive lessons of traditional pedagogy, emphasizing, transmission model of information. We found that lack of opportunities in teacher professional development in ICT training is common for both countries. While the Australian educational system still struggles, especially in providing opportunities for learning theoretical and programming aspects, multiple challenging aspects were found in the ICT content and policies of the Vietnamese educational system that call for immediate change and improvement. In this sense, Vietnamese administrators are recommended to extensively follow up their educational strategies and policies, in order to make sure that their reforms are adequately implemented in schools".

Depending on the study findings the researcher recommended extensive professional training in ICT teaching curricula for both Australian and Vietnamese teachers In order to bridge the gap and implement adequate ICT curricula.

As stated by Michael et al (2016), the Purpose of this study was to examine California middle school physical education teachers' (grades 6-8) use of assessments based on state standards to grade their students. An electronic survey used to collect data from 309 teachers surveyed they found that 74% based their assessments on the state physical education standards. Teachers who used standards-based assessments were more prone to assigning higher percentages of students' grades to achievement-based assessments like (skills, testing, fitness, standards competency) than teachers who did not use standards-based assessments like (dressing out appropriately). Most of the teachers (91.2%) who reported not using standards-based assessments had limited to no professional development pertaining to the standards and perceived this as the biggest challenge to using standards-based assessments. Finally this study shows that professional development may be an important factor in teachers' use of standards-based assessments and achievement-focused grading in middle school Physical education.

By reviewed the previous studies, we found that some of these studies were very related to the present research, the most recent study close to the current study is Seeookumar research that take place in Mauritania in (2002), both of the studies about classroom assessment in the primary schools to explore teachers' knowledge and practice about assessment methods. However the other studies are not far away from the current study, some of them tested one part of the current study like Schafer which took place in 1998 to examine and describe what in the area of assessment essential knowledge is for a prospective teacher so this study analysed the knowledge domain for teachers.

## RESEARCH METHOD

### Need for the Study

Educational assessment is a key component of all education systems, and plays a crucial role during the student's educational journey (Thurlow, 2016). By measuring student achievement and mastery of skill, assessment help the student to learn, and teachers to improve the educational process, and managers to make a decision about how to take advantage of the reality of education and policy-makers to evaluate the effectiveness of educational programs (Bunyan, A, 2015).

Assessment of student achievement plays a vital role in instruction and that the main goal of assessment is to improve learning, educators and policy makers always looking for different ways to improve student achievement, and assessment and education reform processes. However educators considered learning assessment as the main component for each education systems. Where it can be used for estimates in schools to monitor the education systems and help to improve the curriculum; and was able to assess the effectiveness of education and teaching practices and the degree of student achievement, and decide how skilled the student are.

### Study population

The study population were (14) teachers from year one to year six in the school targeted in the research. A total number of 10 questionnaires collected back, nearly 71% of the population. The research applied in 2016/2017 academic year in united kingdom.

### Method of data collection

This study is one of the quantitative studies, and according to the nature of research and quality of the questions, questionnaire was designed to collect data, using Likert three points scale (high level, moderate level and low level) to estimate the approval of population of the study about the questioner paragraphs.

The questionnaire consists of two parts as follow:

**Part one:** the covering letter that contained the aims of the study and its title, researcher name and address, place of the study, supervisor name and address and

finally asked the study sample to answer the questionnaire.

**Part two:** it consisted of the questionnaire paragraphs which contained 33 assessment methods, from number one to eleven related to the diagnostic method, from paragraph twelve to twenty two related to the formative method and from paragraph twenty three to thirty three related to a summative assessment.

The responders given enough time (two weeks) to answer the questionnaire, the researcher asked them to put (x) beside the situation that apply to them.

### Study tool validity

The validity of research's questionnaire was checked by presenting it to a group of university professors and educators. All their notes have been considered.

### Research procedures

After identifying the problem of the study, questions and variable the following steps were taken:

- A review of educational theoretical literature on the subject of the study which facilitated to design the study tool process
- Designed a study tool and presented to educators and academic staff in education for the purpose of development and to insure it is valid for the research
- Distribution of the questionnaire to the teachers and gave them two weeks to answer the questionnaire. The disruption process has been taken after obtaining the approval of the concerned authority
- Make the statistical analysis to gain access to the result

### Statistical Analysis and Finding

The study aimed to identify the level of primary teachers' knowledge and practice of learning and assessment methods.

To answer the research questions, the researcher applied the study tool (questionnaire) that contains (33) of learning and assessment methods on the study population, (14) questionnaires were distributed, (10) of them retrieved but (9) were valid to use for statistical analysis, statistical package for the social sciences (SPSS/PC) were used to answer the study questions.

We note from table (1) the distribution of teachers over the primary school classes, the total of them were (14) teachers.

**Table 1:** Teacher Distribution to the Grades

Grade level	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Total
Number of teacher	3	2	2	2	2	3	14

**Table 2:** Mean, Std. Deviation for each items for domains "I know each method of assessment"

No	Rank	Methods	Mean	Std. Deviation	Degree of knowledge
9	1	Open-Ended Questions	4.78	0.67	High
20	2	Self-Assessment	4.56	0.73	High
5	3	Observation	4.44	0.53	High
7	4	Discussion	4.33	0.71	High
22	5	Peer Assessment	4.33	0.71	High
12	6	Feed Back	4.22	0.67	High
28	7	Problem Solving Tasks	4.11	0.60	High
32	8	Written Test	4.11	0.60	High
33	9	Demonstration	4.11	0.60	High
21	10	Work Samples	3.89	1.05	High
31	11	Oral Presentation	3.89	0.78	High
13	12	Short Quizzes	3.78	0.44	High
24	13	Final Performances	3.67	1.22	Medium
30	14	Exam	3.67	1.12	Medium
2	15	Pre Test	3.56	1.01	Medium
1	16	Screening	3.44	0.73	Medium
8	17	Concept Map	3.44	0.73	Medium
11	18	Record Of Discussion	3.44	0.53	Medium
23	19	Written Report	3.44	1.01	Medium
29	20	Assignment	3.33	1.12	Medium
10	21	Diaries	3.22	0.67	Medium
14	22	Portfolio	3.11	1.05	Medium
18	23	Journal Reflections	3.11	1.05	Medium
15	24	Essay	3.00	1.22	Medium
25	25	Coursework	2.89	1.27	Medium
3	26	Diagnostic test	2.78	1.09	Medium
19	27	One Question Quiz	2.67	0.87	Medium
27	28	Composition	2.67	0.87	Medium
4	29	Inventories	2.33	0.87	Medium
26	30	Portfolio Review	2.33	1.12	Medium
16	31	Anecdotal Note	2.11	0.93	Lower
17	32	Exit Slip	1.78	0.67	Lower
6	33	Anticipation Guide	1.56	0.53	Lower
<b>degree of knowledge</b>			3.40	0.45	Medium

To answer the first question (What is the range of primary teacher's knowledge of learning assessment methods? descriptive statistics was applied Mean, Std. Deviation for questionnaire items.

Table (2) shows that the mean range between (1.56 – 4.78), being the highest mean for Open-Ended Questions",it came in the first rank within the questionnaire items and got a high degree in knowledge, and this item related to a diagnostic assessment domain. In the second rank "self-assessment" attained the second rank with mean (4.56) and high level of knowledge in a formative assessment domain. We note that from rank 1 to 6 all of these items related to both of

diagnostic and formative domains, this means that the teachers have high skills and knowledge in these domains. On the other hand item "problem solving task" from a summative domain achieved the seventh rank with mean (4.11) within the questionnaire items and a high level of knowledge, however the lowest mean was for "Anticipation Guide"(1.56) from the diagnostic domain and got a lower degree of knowledge, the second lowest item in the questionnaire is "Exit Slip" from a formative domain and got (1.78) mean with low level of knowledge. The overall mean for a "level of knowledge" is (3.40) these results indicate that the level of knowledge for the study sample is medium from their perspective.

**Table 3:** Mean, Std. Deviation for each items for domains "I practice each method of assessment"

No	Rank	Methods	Mean	Std. Deviation	Degree of practice
9	1	Open-Ended Questions	4.89	0.33	High
20	2	Self-Assessment	4.89	0.33	High
7	3	Discussion	4.67	0.50	High
5	4	Observation	4.44	0.53	High
12	5	Feed Back	4.44	0.53	High
21	6	Work Samples	4.33	0.50	High
30	7	Exam	4.00	1.32	High
24	8	Final Performances	3.78	0.83	High
29	9	Assignment	3.78	0.97	High
28	10	Problem Solving Tasks	3.67	0.87	High
8	11	Concept Map	3.44	0.73	Medium
27	12	Composition	3.44	1.01	Medium
11	13	Record Of Discussion	3.33	0.50	Medium
22	14	Peer Assessment	3.22	1.30	Medium
26	15	Portfolio Review	3.22	1.20	Medium
2	16	Pre Test	3.11	0.78	Medium
13	17	Short Quizzes	3.11	1.05	Medium
25	18	Coursework	3.11	1.45	Medium
31	19	Oral Presentation	3.00	1.00	Medium
10	20	Diaries	2.89	0.93	Medium
23	21	Written Report	2.78	1.30	Medium
1	22	Screening	2.67	1.22	Medium
32	23	Written Test	2.56	1.24	Medium
3	24	Diagnostic Test	2.44	1.24	Medium
4	25	Inventories	2.22	1.20	Medium
19	26	One Question Quiz	2.22	1.09	Medium
14	27	Portfolio	2.11	0.93	Lower
15	28	Essay	2.11	0.78	Lower
33	29	Demonstration	2.11	1.36	Lower
18	30	Journal Reflections	2.00	1.00	Lower
16	31	Anecdotal Note	1.78	0.83	Lower
17	32	Exit Slip	1.44	0.53	Lower
6	33	Anticipation Guide	1.22	0.44	Lower
		<b>Degree of Practice</b>	3.10	0.43	Medium

To answer the second question (What is the range of primary teacher's implementation of learning assessment methods?) descriptive statistics was applied Mean, Std. Deviation for questionnaire items.

Table (3) shows that mean range between (1.22 – 4.89), being the highest mean for "Open-Ended

Questions", it came in the first rank within the questionnaire items and got a high degree in practice, and this item related to a diagnostic assessment domain. In the second rank "self-assessment" attained the second rank with mean (4.89) and a high level of practice in a formative assessment domain. We note that from



rank 1 to 6 all of these items related to both of diagnostic and formative domains, this means that the teachers have high skills and practice in these domains. On the other hand item "Exam" from a summative domain achieved the seventh rank with mean (4.00) within the questionnaire items and a high level of practice, however the lowest mean was for "Anticipation Guide"(1.22) from

the diagnostic domain and got a lower degree of practice, the second lowest item in the questionnaire is "Exit Slip" from a formative domain and got (1.44) mean with low level of practice. The overall mean for a "level of practice" is (3.10),these results indicate that the level of practice for the study sample is medium from their perspective.

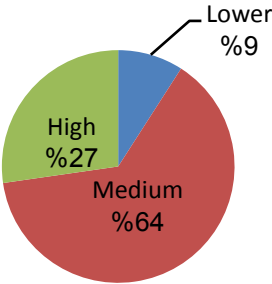
**Table 4:** Pearson Correlation between degree of knowledge and degree of practiced (n=9).

Pearson Correlation between degree of knowledge and degree of practiced	
Pearson Correlation	0.64
Sig. (2-tailed)	0.06

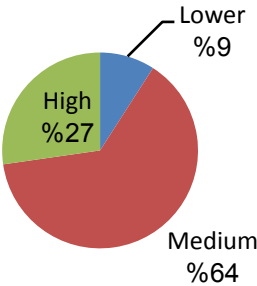
To answer the third question (is there any relation between primary teacher's knowledge of assessment methods and their practice of them?) a Pearson Correlation calculated between degree of knowledge and degree of practice.Table (4) show no relationship between degree of knowledge and degree of practice,

Pearson correlation reached (0.64), by Sig. (0.06). Correlation is an effect size however to describe the strength of the correlationthe guide for Evans (1996) used as he suggests for the absolute value of r as follow:.00-.19 "very weak " .20-.39 "weak" .40-.59 "moderate" .60-.79 "strong" .80-1.0 "very strong"

Teachers' Knowledge of Diagnostic Assessment Methods



Teachers' Practice of Diagnostic Assessment Methods

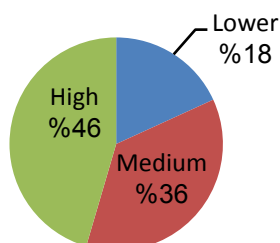




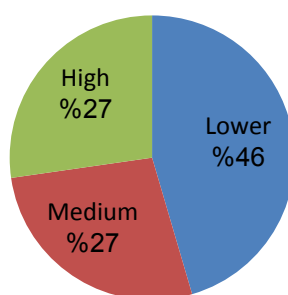
The two pie charts above represent both of the teachers' knowledge and practice of a diagnostic assessment method, the diagrams show that both of the teachers practice and knowledge got the same percentage for the

questionnaire items, this result mean that teachers' have a good knowledge and skills in this field, and they practice these assessment methods at the same level of their knowledge.

### Teachers' Knowledge of Formative Assessment Methods



### Teachers' Practice of Formative Assessment Methods

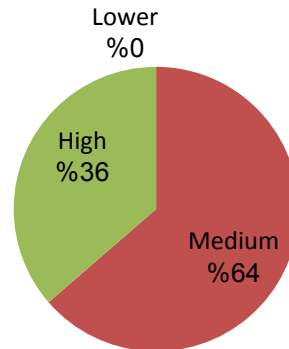


The two pie charts above represent both of the teachers' knowledge and practice of formative assessment method, the diagrams show that both of the teachers' practice and knowledge got a different percentage for the questionnaire items, as the chart pie shows that low level of teachers' knowledge got 18% and the level of practice got 46%, this means that teachers have low level in

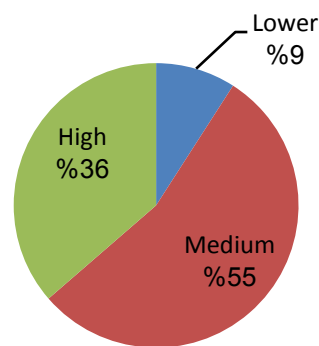
formative assessment knowledge and practice however the practice side was three times lower than knowledge.

On the opposite side we noticed that the high level of knowledge got nearly double the percentage practice, this means that teachers used the same methods every time to assess their student. However both of knowledge and practice assessment got nearly the same level in the medium side of questionnaire items.

## Teachers' Knowledge of Summative Assessment Methods



## Teacher Practice of Summative Assessment Methods



By looking at the pie charts above, clearly we notice that there is a consensus of teachers' knowledge and practice of assessment methods, so 36% for both of them in a high level of knowledge and practice, and close ratio in both of them in a medium level of knowledge and practice. This result means that teachers have the full knowledge of what they are doing to assess their student outcome.

### CONCLUSION

The findings of the study indicate that teachers have various levels in knowledge and practice of learning and assessment methods, some methods got a high level in both domains knowledge and practice for example (Open-Ended Questions, self –assessment, Discussion and observation), on the other hand some methods got a low level in both domains knowledge and practice, for

example (Anticipation Guide, Exit slip and Anecdotal Note), however some methods got a high level in knowledge domain and medium level in practice domain for example (peer assessment got rank 5 in knowledge and rank 14 in practice, written test got rank 8 in knowledge and rank 23 in practice, but there is other methods got a medium level in knowledge and a high level in practice for example (exam) has rank 14 in knowledge which is medium and rank 7 in practice which is high .

In general there is a consensus between the results of knowledge and practice domain as both of them got medium level, as the result showed the knowledge mean is (3.40), this represent the medium degree of knowledge, and the practice mean is (3.10) this represents the medium degree of practice. Almost half of methods got a high degree in practice and knowledge and the other half got a medium degree in both practice

and knowledge. Just 3 out of 33 methods got a low degree in both of practice and knowledge.

The findings confirmed that the teachers of primary stage in the research sample are qualified and they know what they are doing with student learning and evaluation.

## RECOMMENDATIONS

In light of the study finding, the following recommendations are suggested:

- Develop training programs for teachers in learning and assessment during their service
- Organising training courses and workshops for primary school teachers to provide them with theory and practice in learning and assessment methods
- Conduct studies to assess the primary school teachers' extent of knowledge and practice for learning and assessment methods by educational supervisors
- Conduct studies in England universities to evaluate the primary school teacher preparation programmes
- Encourage teachers to exchange the experiences and knowledge regarding the learning and assessment methods

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## Appendix A: Participant Information Sheet

### Title of Research Project

Examining Primary Teachers' Knowledge of Learning and Assessment Methods and their practice of them

You are invited to take part in a research study. Before you decide whether or not you are happy to take part, it is important that you understand what the project is about, why I am inviting you to take part, and exactly what is involved. Please take the time to read the following information carefully.

### What is the project about?

The aim of this research study is to investigate and examine the teacher's knowledge about assessment methods and if the teachers implement these methods in their teaching in primary schools in England.

### Why have I been chosen?

You have been chosen because I am already working as a volunteer teacher in your school and your school is one of the best schools in the area for my research to take place

### What does it involve?

Taking part would involve you in completing a written questionnaire. The questionnaire will take approximately 10 minutes to complete.

### Are there any risks or benefits?

There are no personal risks or disadvantage involved in taking part in the research. Although this research has nothing to do with your career progress.

There are no personal benefits for the people who take part, but any knowledge that is gained as a result of the research will be helpful to complete my studying module requirements and to draw a clear picture about teachers knowledge and practice regarding learning and assessment methods ..

Your participation is completely voluntary. If you change your mind at any point, you can withdraw at any time up to the point at which the data becomes aggregated for analysis purposes and you don't have to give a reason for doing so. If there are any questions in the questionnaire that you would prefer not to answer, you do not have to answer them.

### Will I be identified in the report?

No. None of the information that you provide will identify you, or be attributed directly to you in the final report. The anonymity of everyone who takes part will be protected in the final document.

Any personal information that you provide will be confidential and accessed only by the researcher.

### FOR FURTHER INFORMATION

This research is being undertaken for the purpose of completing a master in Education at Staffordshire University. If you have any queries or questions related to this research, please contact me on 07758337001 or by e mail at [hendawim@yahoo.com](mailto:hendawim@yahoo.com), Thank you for taking the time to read this information sheet.

## Appendix B: Research Questionnaire

Dear Sir / Madam,

The attached questionnaire is a part of my research .The objective of the study is to investigate and examine the teacher's knowledge about assessment methods and if the teachers implement and practice these methods in their teaching in primary schools in England. I would be very grateful if you could complete the questionnaire. I can assure you that all the information you provide will be treated in the strictest confidence and only the summarised data will be used for research purposes. Therefore the identity of the participating individuals and firms will not be revealed in any published work or to anyone who is not part of the research project.

Your cooperation in completing this survey is greatly appreciated. Thank you for your time and effort.

Yours faithfully,  
ManalHendawi

For each of the methods below, please indicate the extent of your knowledge and practice level of each method of assessment by placing a tick in the appropriate box.

	I know each method of assessment					Methods	I have practiced each method of assessment				
	excellent	Good	Fair	Poor	non		Always	often	Sometimes	Rarely	Never
1						Screening					
2						Pre Test					
3						Diagnostic Test					
4						Inventories					
5						Observation					
6						Anticipation Guide					
7						Discussion					
8						Concept Map					
9						Open –Ended Questions					
10						Diaries					
11						Record of Discussion					
12						Feed Back					
13						Short Quizzes					
14						Portfolio					
15						Essay					
16						Anecdotal Note					
17						Exit Slip					
18						Journal Reflections					
19						One Question Quiz					
20						Self-Assessment					
21						Work Samples					
22						Peer Assessment					
23						Written Report					
24						Final Performances					
25						Coursework					
26						Portfolio Review					
27						Composition					
28						Problem Solving Tasks					
29						Assignment					
30						Exam					
31						Oral Presentation					
32						Written Test					
33						Demonstration					