

## **ANALYZING THE METHODS OF ASSESSING STUDENTS' LEARNING AND ITS EFFECTS ON STUDENTS IN A UNIVERSITY**

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Classroom assessment practices are an integral part of teaching and learning. Without appropriate assessment practices, we may not know if students are progressing as planned. Further, we may not be able to plan for students' future learning opportunities effectively. Classroom assessments cover a range of purposes. The focus of classroom assessment practices whether summative or formative in nature, is to support student learning. As a result, precise use related to student learning enhances the effectiveness of an assessment process. Purposes for classroom assessment practices may range from obtaining diagnostic information at the start of instruction to determining grades to be reported at the end of a year. The major aim of this research was to analyze the methods of assessing students' learning and its effects on students in a university. In order to analyze methods of assessing students' learning and its impact on students, the data was collected by observing 2 teachers classrooms to see how they are applying assessment methods in classroom. Secondly, the same teachers and two of their students were interviewed. In total, two observations and four interviews were conducted from teachers and students of a university. The major findings were that most of the teachers use informal assessment methods like observations, portfolios, and reflection writing. Other than this, teachers also used formative assessment along with summative assessment methods. Another finding suggests that teachers give continuous feedback to students both verbally and orally. Furthermore, it was found that teachers were assessing students keeping in mind a higher level of thinking order and learning levels while assessing students. Moreover, the findings from students' interviews suggested that students were satisfied by these assessment techniques because they quoted that previously they had to memorize facts and figures and reproduce the same in paper-pencil tests but now they are given chance to analyze, critique or reflect on any topic rather just cramming. This study implies that higher education institutes should encourage modern assessment techniques and include assessment methods and techniques in the curriculum separately.

*Keywords:* Students' assessment, Higher education, informal assessment, feedback, formative assessment, higher-order learning levels