Assessment in Math Teaching in secondary Schools in Afghanistan

Math Teachers’ Views and Practices in Bamyan province

Reza Ibrahimi
ABSTRACT

Assessment in education can have many purposes. It is claimed that in Afghanistan, most of the teachers do assessment of learning rather than assessment for learning. They pay more attention on grading to encourage the students to study their lesson to pass grades with higher scores, which in turn promote competitive not cooperative learning. Many teachers assess students for evaluation and put students in a situation that student should study not for learning but for marks. Such a views and practices of assessment do not promote active and productive learning in schools (Schunk, 2011).

In this study, it is tried to find out the teachers’ views on assessment practice and teachers’ understanding of assessment, an area where there were not much attention paid in Afghanistan. The study has been conducted in five districts of Bamyan province (Center of Bamyan, Shibar, Yakawlang, Panjab and Waras districts) where views of 85 schools teachers were collected through a questionnaire. Additionally, teaching of 15 teachers (among the 85 respondent) have been observed through a structured classroom observation.

The main finding is that all of the teachers stated that assessment is important in the classroom and assessment help both teachers and students. Almost half of the teachers provide feedback to their students. All teachers pointed out that teachers should ask question in the class. When the students did not understand the questions, majority of the teachers stated that the questions should be repeated. The way that teachers ask questions is said to be put randomly to student. When teaching was observed, it was found that, half of the teachers ask how and why questions from the students. Half of the teachers checked students’ homework instead of crossing or saying it is ok.

These finding indicates that teachers are aware of the importance of assessment for learning. These views of assessment have not been observed when they teach. The contradiction observed in teachers’ views and practices might mean that although they are aware of the importance but maybe they do not know how to put it in to practice. Half of the teachers provide feedback to their students which indicate that they understand the effectiveness of giving feedback to students. Asking question in the class by teachers means that they know that questions can help teachers and students whether teachers deliver the message of the lesson and students understand the lesson. The type of question which teachers asked show that which type of question is the best way to check students understanding of an issue or and math formula in an example. Finally, teachers check students’ homework means that teachers realize that checking homework is an effective assessment practice which it can really improve students’ performance in the class and it may be a good way of encourage students.

An overall a conclusion can be drawn that teachers even aware of the importance and processes of assessment in math teaching may have problem in how to materialize in practice of teaching and lack the knowledge and skills of the main features of assessment for learning. As such school teachers in this study apply assessment mainly of learning.
ACKNOWLEDGEMENT

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ABBREVIATION

MoE, Ministry of Education
TTC, Teacher Training College
INSET, in-service teacher training
Q, Question
HW, Homework
INTRODUCTION

It is obvious that education is important all around the world and Afghanistan cannot be the exception. The education of Afghanistan was affected by internal war in past three decades. Almost infrastructure of the education in Afghanistan has destroyed. After Taliban regime collapsed, the education system started to rebuild. The last decade the country has experienced a very rapid development in all, especially in the field of education. Aid organization as well as international community provided their generous support to education.

The vision of the MoE is “to develop human capital based on Islamic principles, national and international commitments and respect for human rights by providing equitable access to quality education for all” (MoE, 2010, p.5) In addition, MoE declared that the education can enable the people to increase the economy and sustainable development and have security. To have sustainable development, security and having strong economy, MoE promise to fund institutions to bring opportunities for all children without discrimination (ibid.). To achieve the aim of the MoE, quality of teaching in schools is addressed through different manures including in-service as well as pre-service teacher training programs. Assessment in teaching is seen as one of the important component of quality teaching and is believed to be integral part of instructions in schools.

In Afghanistan, MoE has not standard system for assessing of the students except mid-term and final exam (Ministry of education, 2010). In this case the needs of a system to assess and evaluate with the standard become necessary. So the MoE committed to revise and bring innovation existing examination test (ibid). However, teachers’ assessment practice in the classroom helps teachers to identify his/her mistakes and problems.

Problem Area

According to Black et al. (2003) assessment in education has different purposes. Assessment is important in evaluating students, to find about their strength and weakness. It also important that how successful is the teacher in the classroom. Assessment can supply many purpose in classroom (Black et al., 2003) and can be used with wide range of assessment methods. Classroom assessment can be referred to a process which it is performed by teacher to gain information about student’s activities (Alkharusi, 2011). On the other hand, Zhang (2003) stated that assessment is a mechanism of feedback for improving classroom learning.

Pecek et al. (2008) also stated that assessment should bring an opportunity not only the knowledge and skills of student but also show the development and understanding of attitudes and behaviour. On the contrary many teachers think that assessment is to evaluate students’ learning which is very common practice of assessment in the context of Afghanistan (Mansory, 2010).

Meanwhile, teachers should practice the assessment in the classroom. The assessment activity which teacher uses as feedback can help learning if it provides information (Black et al., 2003). It means by improving teacher’s assessment practices and skills, we improve classroom learning (Zhang, 2003). However, teachers’ assessment differs in assessment practice because the nature of the classroom differs by teaching level (ibid.).

The finding of a research by Postareff et al. (2012) shows that construction of students’ knowledge adopt more on assessment practice as well as variable teaching. We can understand that the assessment practice and variation of teaching in classroom are two important factors on students understanding. It is said that assessment requires professional training without adequate skills they are “not well prepared to meet the demand of classroom assessment due to inadequate training” (Zhang, 2003, p. 325).

As when I was at school I recognise that schools teacher use assessment of learning not for learning. Assessment of learning is mostly final exam, midterm exam in Afghanistan. The problem in Afghanistan as Karlsson (2006) and Mansory (2010) claimed Afghan schools
concentrate on lower level (getting general Knowledge) of learning taxonomy. A result of such teaching could be that more memorization then understanding is promoted in classrooms.

Having different teaching method are also very useful for students’ learning, the learning might be followed by argues, criticize or agree. We say someone learn something when we meant that his behaviour changed (Yilmaz, 2011). In Afghanistan, upper secondary level is important because in this grade (10, 11, and 12) math subject become more complicated and also much university entrance test’s in Kankur exam (university entrance exam) questions comes from these grades and has almost double marks in Kankur.

Mostly textbooks in Afghanistan consist issues of little applicable outside schools context and teachers views and attitudes towards assessment is as evaluating student (Mansory, 2010).

There is very little research based knowledge in hand about teachers’ understanding and teaching practices of the importance of assessment for learning. This study try to put some light on some aspects of the issues mentioned above.

The aim of this research is to explore teachers’ understanding and practices of assessment in classrooms of math teaching at grade ten of upper secondary schools. In order to find the teachers’ views and kind of assessment the following research questions prepared.

1. What are teacher’s views of assessment in teaching math?
2. What kinds of assessment do teachers use when teaching math?
LITERATURE REVIEW

In this section, concepts of assessment, teachers and students views on assessment, kinds of assessment and assessment practice will be discussed in relation the aim and research question of my study.

Definitions of assessment
Assessment becomes one of the important areas of the interest of scholars and it is still at the top of the issues of education for the measure the performance of a teacher (McNair, 2003). Classroom assessment practices refer to, “a wide range of issues starting from teachers’ beliefs and the value they have regarding assessment of students, their perceptions about assessment training, their test planning, construction, to grading and use of assessment results” (Koloi-keaikitse, 2012 p. 11). Assessment helps teachers to get information about their students and also help to make their teaching according to the student needs. Condeman and Hedin (2012) stated that “assessment refers to the process of gathering data on student performance to inform instructional decision making” (p.20). Accordingly assessment should provide information for teachers on their strength and weaknesses as well. Generally, as Brown et al., (2009) argue, assessment has different conceptions to students and can improves learning.

One of the reason is that “students are sensitive about what will be assessed and how, since they want to proceed and succeed in their study” (Postareff et al., 2012). On the other hand, assessment can make students accountable. Accountability can be achieved through summative assessment measures such as mid-term and final grade examinations or formal examinations. In other place assessment means negative and irrelevant if it is not fair and if students are scared or too much for them. For instance, as Brown et al, (2009) argue “the attitudes towards assessment of 54 Australian students in their first year of high school became increasingly negative for two reasons. First there was much more assessment in secondary school and, second, the teachers’ assessment decisions appeared to be subjective to the student” (Moni, van Kraayenoord, & Baker, 2002 cited in Brown et al, 2009). Good assessment processes are those liked by students and even if the students are involved themselves in it or part of it.

Teachers and students’ views on assessment

Kinds and aims of different kinds of assessments
Basically, there are two terms of assessment, assessment for learning or formative assessment and assessment of learning or summative assessment (Black et al., 2003). Assessment can be performed with different purpose. Some may do assessment for getting information about the student and some may do it to evaluate the students’ knowledge and help the students to learn (Harlen, 2005).Using different kinds of assessment method may have desirable or undesirable consequence for students’ understanding (Postareff et al., 2012). Two most popular kinds of assessment are described below.

Summative and formative assessments are often parts of circle rather than being independent from each other (Buhagiar, 2012).

Formative assessment (Assessment for learning)
The research of Harlen (2005) resulted that when teacher is focusing on students’ examination and scoring there is little use of formative assessment to help students learning. The information from formative assessment can come from feedback and peer assessment (ibid.). The effectiveness of feedback comes through when it helps to find out the gap between learning goals of student and students’ performance. After that advice should be given on how
to improve it (Kaur & Yoong, 2011). An investigation by McMillan et al. (2010) reveals that 70% of teachers said that they use formative assessment in the class mostly in individualized feedback but only 23% and 32% stated that they use assessment because of finding student weaknesses.

There are many ways of implementing formative assessment. Four effective ways of implementing formative assessment from Black et al. (2003) points of view which help practice they are formative use of summative assessment, questioning, feedback and peer or self assessment. All the four ways should be for the purpose of bringing change in the classroom in order to help the students’ learning. Postareff et al. (2012) noted that self assessment and assess of the learning process encourage pupils to construct their knowledge and understand deeply. There is still more traditional form of test (exam) that direct student to memorize and focus more on grade rather than learning.

**Summative assessment (Assessment of learning)**

Summative assessment is other kinds of assessment. It is defined as an assessment that used to measure students; educational development after particular time (Looney, 2011). Traditionally, assessment has been summative. Summative assessment is to make judgment for student how they learned from teachers (Buhagiar, 2012). Scholars called it as formal assessment. Grading and evaluate students from what they write or say verbally is the characteristics of this summative assessment. In Afghanistan, assessment is a part of education. Assessment is translated to just grading and assessing the results of the student exam. Ministry of Education (MoE) planned two kings of summative assessment Mid-year and end of the year exam for schools.

“Students of grades 4 and above go through two comprehensive exams on all of their subjects – one mid-year and another at the end of the year. Each teacher develops his/her own questions and the new teacher guides include guidance on how to determine the number of students who have learned the knowledge and skills contained in the lesson objectives…” (MoE, 2010, p. 38).

In Afghanistan education system, if student have three chances in three subjects they go to the second chance. In second chance if the student pass two subject and fail in one they go to third chance otherwise they should repeat the same grade again for the next year (repetition). The final grade exam as a form of summative assessment is to decide about student’s grade promotions. The final exam often is very important factor for student’s grade promotion in school. It is believed that students learn more form example than for understanding, hence memorization is encourage by such a summative assessment.

It is claimed that summative assessment can also help students learning, as it help students to understand their level of understanding and how to improve their level of learning (Harlen, 2005).

**Assessment practices and results of assessments**

The main purpose of assessment is to help student in their learning, performing academically and to give best support to the students. A teacher, especially new teachers, need support in developing and using both (summative and formative) assessments as an integral part of their practices (Allen et al., 2009). However, the important factor that the teacher should consider for his/her assessment practice is his/her preparation. This factor can be the reason of his/her success (Burry-Stock & Zhang, 2003).

There are some significant issues that teachers should consider it in his/her minds. Burry-Stick & Zhang (2003) identified the term standardization of test and grading. In their point of views, teacher should not think teaching to test. Teacher should give extra time,
clarify the questions and give some hints while testing students. Providing feedback, using rubrics and setting questions are the core to a teachers’ classroom assessment practice (Mbelani, 2008). All these things should be in the shadow of Knowledge of assessment, grading and performance of assessment (Burry-Stock & Zhang, 2003).

There are many researches and studies about assessment practice in all around the world. Definitely the results of the assessment practice were important. In a study by Archer-Bradshaw & Ogunkola (2011) among teachers who were involved was interesting. They found that assessment practices in which teachers were involved received “the highest rating of importance” for teachers rather than assessment tools like portfolios, and student journals (p.5).
METHOD

For this research it was tried to use quantitative approach. The quantitative research was more appropriate to find the teachers’ views about assessment and its use as well as it made the analysis process easier (Bryman, 2012). On the other hand, by distributing questionnaire we can involve large number of participants within a short time (ibid.). Also Denscombe (2010) stated that questionnaire is appropriate for collecting data when that is in different sample. A structured questionnaire and structured observation form were used as data collection tools. It is better to mentioned I did not interview the participants for some reasons, first, I had not much time for the interview because interview is time consuming, second, in interview there are more open questions and it is very difficult to analysis the data as a inexperienced researcher. On the contrary questionnaire had more advantages than disadvantages.

To understand and collect information about teachers’ views regarding assessment, a questionnaire was designed and distributed to 85 grade ten math teachers out of 120 total grade ten math teachers in five districts of Bamyan province and an observation form was also designed to observe what kind of assessment and practiced teachers do while teaching. I tried to get the answers of all questionnaires’ question. Hopefully the entire participant who filled the questionnaires answered the questions and no one did not miss question. There were some questions that participants did not answered for the first steps. I describe and clarify those questions where they did not understand and answered. All participants (male/female, rural/urban) answered the questions without any challenges and problems. The data was collected on 25th of August within three weeks.

When I got the approved questionnaire, I copied and distributed to Waras district. I went to district Education department for the permission. When I got the permission letter, I myself went to schools and distribute the questionnaire and clarify any questions for the participants then I collected it when the participants finished it. I did the same to entire districts. Meanwhile, for those teachers whom I gave the questionnaire, I went to their class and observed his/her class first then I gave them the questionnaire. All the questionnaire distributed and collected by myself for having better and clear result of the finding.

The reason that I choose districts of Bamyan is the accessibility of schools. It was tried to have more teachers than 85, but lack of enough math teachers in districts obliged me to be satisfied with 85 teachers. I chose Yakawlang, Shibar, Panjab, Waras and centre of Bamyan because of security and accessibility to schools and teachers.

The observation form helped to understand the different saying of teachers about assessment and their views with what they do in practice while teaching in their real classroom. The structured observation form was given to the teachers of math. As it was mentioned above paragraph, first I observe the math teachers then I gave the questionnaire. I asked them to fill all the questions of the questionnaire and thank them for answering the questions patiently.

Observation helped me to find out the facts of math teachers’ teaching in the classroom. The questionnaire included 42 questions and the observation form included 21 questions. In the first part of the questionnaire there were some questions about the teachers’ background such as gender, age, number of students in the class, teachers’ education, years of experience and participation in in-service teacher training or any training about assessment. Questions like, dichotomous questions, fact question. Likert scale and rating scale were also used in the questionnaires. All of the questions related to assessment in both questionnaire and observation form. When I observed the same teachers who filled the questionnaire, I
recorded the teachers’ teaching related to assessment. I entered to the class and sat at the back of the class and tried to be invisible as much as possible. I observed full period of each class.

From 85 math teachers, 18 people had BA degree mostly from math and science and majority had 14 grades passed from Teacher Training Colleges (TTCs) around 39 of them. And almost 17 people had 12 grade educations. 77 of the participants were between 20-30 years old age group which it is quite young teachers. Majority of the participants had 2-5 years of teaching experience. Among 85 participants, 49 teachers had participated in in-service teacher training programs (INSET) which it is a program behalf of MoE to increase knowledge and skills of teacher to have better teaching (mostly INSET one and two).

Before starting the data collection, the questionnaire was piloted first and it was given to some TTC teachers to check whether they understandable or not. As a result, in its Dari version, some questions were found to be difficult to understand to them. The mistakes were solved and prepared for printing correct version. The data was collected by me in all districts. Observation of classroom was conducted by me too. Every day almost four or five class were observed because most of the high schools (one boy’s and one girl’s high school) were near each other or they had little distance with each other’s building. So it became easier to observe several classes in one day.

During the distribution of the questionnaires, teachers were told, that the questionnaires were not for their evaluation. This helped me to find the better answer and teachers felt free to respond to questionnaires without any pressure from any authorities. To find better and realistic responses from participant (math teachers), a brief explanation was given at the top of the questionnaire. In observation form, I introduced myself and told them that it was not a report from their classes.

At the end, the data was compiled in Excel sheet and summary tables and simple statistics as relative frequencies were computed.

**Limitations**

Due to limitation of time, only 85 teachers’ received questionnaire and just 15 classrooms were observed which we could not rely and judge from 15 observations, and especially as these classes are in one district. However, as the teachers background and teaching experiences as well as the geographical location of the areas in Bamyan province are very similar, so the 15 teaching observation probably can reveal the main feature of teaching of all respondents.

I faced with some challenges. Some of the teachers seem to have misunderstood some of the questions. For instance in the first question the participant were allowed to choose two option, but some of them had two choices for the rest of the questions too. Also in observation some respondents did not want the researcher to observe their classes during their teaching. To overcome this problem I tried to do distribute questionnaire again and call some participant to reduce the misunderstanding. I talked and persuade those teachers who did not want to complete it. I also promise not to report to anyone and observation is just used in research not for any evaluation from them.
FINDINGS

Findings of the study are categorized in two parts as below:
Part One: Findings from questionnaire;
Part Two: Findings from observation form.
To start with, it would be helpful to have respondents’ background, i.e. those teachers who filled the questionnaire. Here, brief information about the participants is given.

The most important issue which is very visible and noticeable is that majority of the participants is at age 20-30 years old. Most of teachers were young. Out of 85 teachers, 75 were male and 10 female in questionnaire and out of 15, 9 were male and 6 female those who have been observed. Nearly half of the participants of 14th grade graduates had 2-5 years of teaching experience. Meanwhile, the class size ranged from 20 to 30 students, which is a small class size compared to average class size in the country (Karlsson & Mansory, 2007). Majority of teachers participated in In-service Teacher Training (INSET) program, which are mainly about basic teaching skills, but a quarter of teachers did not participate to any workshop.

Part One: Finding from Questionnaire

Teachers Views of Assessment
From teachers’ points of view, assessment is important for students’ learning. The following table (table one) gives more details, almost all of the participants (60% strongly agreed and 39% only agreed) agreed that students learn from assessment.

Table 1: Students learning from assessment

<table>
<thead>
<tr>
<th>Options</th>
<th>Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) strongly agree</td>
<td>60%</td>
</tr>
<tr>
<td>b) agree</td>
<td>39%</td>
</tr>
<tr>
<td>c) don't know</td>
<td>1%</td>
</tr>
<tr>
<td>d) strongly disagree</td>
<td>0%</td>
</tr>
<tr>
<td>e) Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

In response to question “are students interested in your assessment?”, majority of the teachers answered “Yes” and small percent (8%) said “No”. To answer the next question, how much students have interest in assessment (generally all teachers’ assessment), majority of the teachers said that their students have little interest in assessment. Figure 1 below shows detail information about how students interested in assessment from teachers’ point of view.

![Figure 10: Interest of students in assessment](image.png)

However, to find out teachers views on whom assessment help, it is found that 78% of the teachers responded that assessment helps both teachers and students. Only 3% of teachers believed that assessment help teachers only.
Grading and assessment
Grading (giving score so that students are graded based on it) was also important for the teachers. From teachers’ points of views, (65%) grading, gives confidence to students. On the other hand, more than half of the teachers strongly agreed on this issue while only 29% of them only agreed. The following figures (Figure 2) clarify it.

![Figure 11: Grading force students to study their lesson](image)

According to the teachers, the announcement of the marks was very essential. Almost all of the teachers (96%) stated that students’ examination marks should always be announced to them. Only 2% of teachers strongly disagreed and disagreed with it. In teachers point of views about preparations for assessment is essential. Most of the participants (80%) strongly agreed and 19% of the teachers agreed.

To answer the question: Do you think it is good that marks are given to students work?). Almost half of the teachers agreed that giving marks to students’ work is good; while only 2% strongly disagreed. Figure 3 gives a clearer illustration of it.

![Figure 12: Giving marks to students' work is good](image)

Providing Feedback
Giving feedback to student is another aspect where teachers expressed different views on its importance for students’ learning. The findings of this study show that nearly 88% of the teachers provided feedback to their students. To answer how teachers provide feedback to their students, teachers had different opinions. 24% of the teachers stated that give oral feedback to their students while the same percentage provided feedback to the class as a whole. Giving feedback in groups with 21% was another way of giving feedback. Teachers did not use mixed way of the providing feedback. The responses to this question are shown in figure 4.
How often teachers provide feedback was another issue, which was asked from the teachers. About 46% of the teachers stated that they provide feedback when needed and 6% of the teachers did not provide any feedback to their students. Figure 5 gives more information about it.

Effective feedback from teachers’ perspectives is teachers’ give it to students rather than peers’ feedback. Majority of the teachers (81%) believed in it.

Questioning and Type of Questions
From teachers’ points of views, asking question was an essential part of assessment. But in what level teachers ask question is remarkable. Almost 3/4 of the teachers (75%) asked questions that students were able to answer them. On the other hand, most of the teachers (93%) asked questions to check students’ understanding. According to the questionnaire teachers expressed that question should be for understanding rather than applications (1%).

When the question (what can be the best assessment types?) was asked from teachers, checking homework with 29% was the best assessment type. 15% told that class exam is the second best assessment type and just (11%) said that every day classroom test is the best type of assessment. 15% of the teachers said that class exam; mid-term exam. 15% of the teachers give group task and 16% gives individual task to students.

Almost all of the participants (98%) pointed out that they assess their student not just in mid-term, but also in final exam. Majority of the teachers thought that the purpose of assessment is to help students to find their strong and weak points (71%). A few of the teachers (8%) said that assessment helps to find their strong points. Involvements of students
in assessment tasks become important because almost 40% of teachers always involved their students in preparing assessment tasks. The noticeable point is that nearly 30% of the teachers declared that they involve their students when needed and teachers who never involved students were only 6%. To answer to question (to what extent do you agree or disagree that teacher should ask question in the class?) Majority of the teachers strongly agreed with the question and 33% of the teachers agreed with it.

The reason teachers ask question before the lesson is different. Majority of the teachers asked questions for multiple purposes such as assessment, find students’ weaknesses, to check students’ understanding. The second major response was checking students’ understanding with almost 14%. However, almost 40% of the teachers asked how and why question during their lesson. Minority of the teachers just asked why question. 28% of the teachers ask yes/no and how questions. The below figure 6 compare the teachers’ kinds of question.

![Figure 15: Kinds of question that teacher should ask in the class](image)

More than half of the teachers (62%) strongly agreed with the necessities of asking questions in class and no one disagreed. Meanwhile 33% agreed to the statement. The following graph shows more detail.

**Table 2: level of agreement/disagreement teacher’s asking question in the class**

<table>
<thead>
<tr>
<th>Question</th>
<th>Option</th>
<th>Responses %</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do you agree or disagree that teacher should ask question in class</td>
<td>Strongly Agree</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>0%</td>
</tr>
</tbody>
</table>

When teachers’ were asked from whom they ask questions, they provided different responses. 66% of the teachers claimed that they asked question from randomly selected students in their class. Moreover, 22 % of the teachers stated that they ask question from passive students. None of the teachers ask from active students. Table 3 demonstrates it more clearly.

**Table 3: From whom teacher ask question**

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>responses %</th>
</tr>
</thead>
<tbody>
<tr>
<td>From whom should teacher ask question?</td>
<td>active student</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Not active student</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Front seated student</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Back seated student</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Randomly</td>
<td>66%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Part Two: Finding from Observation Form

The data from classroom observation was analyzed in Yakawlang areas which have been covered by questionnaire and were compared with the responses of the teachers in the questionnaires. Observation was performed from those who completed the questionnaire. Almost all of the teachers checked students’ homework in their classroom. Among teachers who were observed, 38% of teachers checked talented students’ homework, 39% of teachers checked all of the student’s homework. Only 8% of the teachers checked lazy students’ homework (figure 7).

The ways of checking student’s homework is mostly verbal (67%). 27% of the teachers claimed that they provide verbal correction/comment to their students’ homework. Just few of the teachers (less than 10%) write in students’ notebook to check students’ homework. On the other hand, the way teachers checked students’ homework differed. Half of the teachers checked students’ homework while 20% of the teachers just crossed students’ homework without any comments. Similarly, 20% of the teachers asked clever students to check their classmates’ homework. 7% of the teachers just said Ok when teachers checked students’ homework. Among 15 classroom observation 73% of the teachers gave feedback, but only to a few students, almost 20% gave feedback to half of the students and none of teachers give feedback to all of their students.

In observation 80% of the teacher asked question from previous lesson. 67% the observed teachers asked few questions, only 20% of teachers asked many question and 13% ask some questions. About half of the teacher asked question individually and 40% of the teacher asked question from whole class. The following figure 10 illustrates more.
When the students could not answer the questions, about 60% of teachers asked other students to answer the question and 33% of the teachers said the correct answer themselves and 7% of the teachers ignored it. Nearly half of the teachers encouraged students when they answered the questions correctly like saying Afarin (good) to students, 27% used the word excellent and only 7% nodded their heads as confirmation sign. The kinds of the question which teachers asked in the class are clarified in table 3 below.

### Table 4: Kinds of question asked by teachers

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Responses %</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kinds of question did teacher ask?</td>
<td>Yes/ No question</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Why question</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>How question</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Fact question</td>
<td>27%</td>
</tr>
</tbody>
</table>

In case students did not understand the question, almost 67% of the teachers repeated the questions again and 20% of the teachers ignored it. The figure 9 gives a clearer picture.

![Figure 18: Teachers' reaction when students did not understand question](image)

**Comparison of the Findings of Observation and Questionnaire**

In this part it is tried to compare the findings of questionnaires of those teachers whose classes were observed. To start with, almost 78% (13 out of 15 teachers) did not receive any workshop or teacher training course. To refer to question (do you think students interest in your assessment?) all of the observed teachers stated yes. Similarly, whole teachers who filled the questionnaire, the observed teachers 78% stated that students have little interest to assessment. 93% of teachers strongly agreed that preparation for assessment is important. Meanwhile, similarly 93% of teachers declared that they prepare before having class on how to assess students.

All of the observed teachers provide feedback to their students. 93% of the teachers had assessment except from mid-term and final exam.

In questioning of the teachers, 93% of the teachers asked question from students and the question should be at students’ level. 73% of the teachers strongly agreed that teacher should have evaluation before they start the new lesson by asking questions. Majority of teachers (93%) asked both oral and written questions.

In observation form I have observed that the teachers have lesson plan but I did not mentioned it in this chapter. This might be somehow irrelevant to assessment. After I prepared the observation form I realize it so I did not mention it in the findings.
DISCUSSION

Assessment is the best way for student’s learning achievement as Black at al. (2003) stated. Assessment is important as all the teachers stated that teachers realize the effects of assessment in students understanding which it is an important and promising finding of this study. As it is reported in table one, majority of the teachers responded that students learn from assessment. This means that the respondents understand the importance of assessment for learning. Similarly, as it is cleared in figure 1, most of the teachers were of the opinion that their students are interested in their assessments while they stated students do not show interest in assessment as whole and probably are scared as stated by Brown et al, (2009). The assessment is an interest of teachers but students do not interested in assessment. This is on contradictory of what they say and what they do.

Most of the math teachers in the study expressed that formative assessment (like checking homework and giving individual task to student to do it in the class) is more effective, than summative assessment (final exam, midterm exam). This may mean that teachers of this study found formative assessment more helpful for teachers and student. Student had more support by receiving comments.

Majority of the teachers responded that assessment help both teachers and students. As they expressed teachers learn from assessment as well as students do, hence assessment is seen beneficial for both. Almost majority of the teachers believed that grading gives confidence to students. It shows teachers still think that assessment is “of learning” rather than “for learning” as it reported in figured 2. Moreover, as figure 3 shows, half of the teachers said that marks should be given to students’ work. This makes clear that teachers understand that assessment practice and giving marks are a good way to figure out the ability and activeness of the student. The announcement of the students’ examination marks is also important for teachers. This can be translated as strong and weak point of the teachers. Firstly strong point is that they may encourage those active students and other students tried to be active. Secondly the weak point is that the active students become more active and inactive students become more inactive. The preparation for assessment for assessment is also important for teachers. This clarifies that teachers know that without the preparation they would not have much benefit from assessment and would not be a successful teachers as Burry-Stock & Zhang, (2003) found the preparation as a factor of teachers’ success. However, as it stated that majority of the teachers provide feedback to their students. This means teachers understand the important role of the feedback as Kaur and Yoong (2011) find that the effectiveness of feedback comes through when it help to find out the gap between learning goals of student and students’ performance Teachers may find common problems and mistakes and because of the crowd classes they would prefer whole class feedback as reported in figure 4. Half of the teachers provide feedback when needed. Hence, teachers were with different views. The times of giving feedback diagnoses by teachers and teacher know when to give feedback. Majority of the teachers believed that teacher’s feedback is the better than peer’s feedback as McMillan et al. (2010) found that majority of teachers gives feedback to students individually in order to find out the students’ feedback. According to the finding teachers in Afghanistan believed that teachers is the only source of knowledge and teachers understand every things or they may think that students do not learn from each other.

Teachers’ views on assessment type were different. This can be translated that teachers understand that homework is a kind of assessment that can improve student understanding and learning as individual task or exams (mid-term and final exam). All of the teachers claimed that they would not assess their students in mid-term and final exam. This is expected that teachers are aware of assessment types and assessments are not limited just by exams. Majority of teachers said that assessment help students to find their weak and strong points.
This means that in assessment students find out not just their weak points (as usually do) but strong points too. Almost half of the teachers declared that they involve their student in preparing assessment task. It is expected to understand that teachers understand that student should be involved in assessment task. Students should be familiar with the way of assessment tasks. Involvement of students is according to teacher decision. More involvement of the teachers and students in learning has better learning and teaching process. This view of the respondents in this study is in line with what Black et. al, (2003) writes about assessments.

Asking question is another assessment practice. About all of the teachers said that asking question is necessary in the classroom. This can be realising that evaluation of both teachers and students reveals in questions in the class. Teachers ask question to know how well they taught the issues well or not and students understand the issues or not. The level of asking question is also interesting. Majority of the teachers ask question where students are able to answer it. This could means teachers tried to encourage students rather than frightening the students by asking difficult questions. Also all of the teachers ask questions to check students understanding. This can be interpreted that Afghan’s teachers are well clear about the purpose of asking questions. They know that understanding is the important point not evaluation. Still asking questions are not for the purpose of application. This means that teachers understanding is in the first line and application are less important than understanding.

Majority of teachers ask question for different purpose so, they interpret questioning not for evaluation but for finding students weak points and checking student understands. According to figure six, almost half of the teachers ask how and why questions and one third ask yes/no questions. Normally in math class teachers work on a formula and he/she prove it through example. How and why question is needed to check more completed comprehension. Yes/no questions give limited information and it is difficult to find the level of the student understands. Almost all of the teachers’ emphasis the necessity of asking question in the classroom. We can understand that questions become strong tools for teachers’ evaluation and assisting. More than half of the teachers stated that they should ask questions randomly in their class and some claimed that questions should be asked form passive students. This means that in order to make the passive students to active one teacher can ask questions from them to answer. Asking questions from active students was not in the answer of any teachers. This shows that teachers viewed that active students do not need much support of the teachers. The active students are always prepared for teachers’ questions.

Almost of the teachers checked students’ homework in the classroom. This clarify that almost all of the teachers are familiar with checking students understanding by checking homework. Teachers check student homework in different ways. Half of the teacher checks students’ homework which this means teachers realized that students learn from their homework if it is checked by teachers. However, One third of the teachers asked clever student to check classmates’ homework. This might means that in order to save time teachers use active students.

As observed during classroom observation, majority of the teachers gave feedback to the students. This interpreted what they say in questionnaire is similar to observation. But most of the teachers provide feedback for few of their students which this is on contradiction with what they say and what they do practically in classroom. This reveals that teachers’ saying is different in practice. Teachers know how providing feedback is important but they may have not understood how to arrange the time and in what skills give feedback. Moreover, providing feedback, using rubrics and setting questions are the core to a teachers’ classroom assessment practice (Mbelani, 2008).

Majority of the teachers (according to classroom observation) asked question from previous lesson. This means that teacher use assessment in the purpose of evaluating when he
ask question from previous lesson. From classroom observation of the teacher, more than half of the teachers asked few question. This might means that whether teacher faced with shortage of time or their lesson was difficult in the day of observation. As reported in figure 10, half of the teachers ask individually form their students and nearly other half of the teachers ask questions from whole class. This means that teacher pay attention equally to both students individually and whole the class. Asking individually from each student may be very difficult and time consuming as the average number of the class is 30 which is very common in Afghanistan (Karlsson & Mansory, 2007). The other half of the teachers who ask question from whole class might mean that teacher wants to be sure that whole class understand the lesson.

The teachers’ reaction to students who could not answer questions was almost the same. More than half of the teachers asked another student to say the correct answer. This means that teacher tried to find out the answer of the questions from themselves. About one fourth of the teachers say the correct answer themselves. This means that a quarter of the teachers do not bother himself to hear from student but to say it. Answering questions by teacher is easier for them. Only few of the teachers ignore the questions who their students did not answer the question. This shows that these groups of teachers are more careless because they do not give the correct answer and student learn the wrong answer or confused.

The reaction of teachers (as reported in table 3) to students that they said the correct answer is encouraging students. Half of the teachers say Afarin (good) as an encouragement. From this we can understand that teachers are more interested to encourage their students to answer the questions. Only one fourth of the observed teacher use more strong encouragement by saying excellent. This means that teachers with stronger encouragement want to encourage not only weak students but also intelligent students.

More than half of the teachers repeat the questions again for the student who did not understand the questions. This reveals that these teachers are aware of difficulty of problem and problem may be in formula of issues. One fourth of the teachers ignore it. It can be translated that teachers are more careless in their assessment practice. The action which takes place by Afghan teachers is good at theory but not in practice (Aziz, 2013).
CONCLUSION

In this study it is found that teachers are interested in assessment and they do assessment through different practice like giving feedback. In finding all of the teachers stated that they provide feedback to their student (in questionnaire). This can be the effect of the MoE programme like INSET programme. Many training, workshop and seminar conducted in Afghanistan. It is claimed that questions are also effective in students learning and understanding (Black et. al, 2003) as the finding shows in this study.

Main findings that teachers in this study appreciate assessment and see it as part of learning process; at least it is expressed in their views. This is a promising finding and indicates the awareness of teachers on importance of assessment for learning. However, in many cases their views and practices differ is an issue. For instance, the level of interest which stated by teachers was high, almost all of the teachers stated that their students interested in their assessment but in other question the teachers stated that their students do not interested in others assessment. The difference in views and practice might be due to low level of understanding which may hamper the realization of assessment’s concepts in practice. It might also be due to less preparation or less time for preparation on teacher’s side as in this research found out that what teachers say and what teacher do. The preparation of teachers for assessment is similar in this research. Meanwhile, in observation, almost majority of the teachers ask a few questions.

The purpose of checking homework is interesting finding. Almost half of the teachers check homework in order to assist or give feedback to their students. This reveals that teachers in Afghanistan are becoming aware of the importance of feedback and its effects on students’ learning.

As the aim clear, it is about the exploring the teacher’s views on assessment and assessment kind, I satisfied with the result according to the aim of the study. The research was according to the existing knowledge of Afghanistan. The result of this study in Afghanistan expected to be much better rather than recent days. The reasons that billions of money spent and thousands seminar, workshop and conference held and many programme for the teachers have been conducted. Ministry of Education committed to build the capacity of the teachers (MoE, 2010).

The study was implemented by me, it can increase validity because the questionnaire and observation form collected and it is tried to have the complete responds from respondent. Most of the study which it has been study have the support of two or more persons.

Finally, as in this study is limited in one province. It is hoped that the further study would be appreciated to cover more or all province of Afghanistan.
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University of Cambridge School of Education.

ANNEXES

Teachers Questionnaire:
Please answer to the following question carefully.
This is not a report, evaluation and monitoring. And it will not submit or reported to any authority like Provincial Education Department.
All data will just use in a research.

Background
Teacher number: sex: Age: 
# of student in class: 
Name of School: # of Student if it is mixed of G/ B: Girls…..Boys….

Teacher Qualification:
Below 12 Grade…… Grade 12… Grade 14… Bachelor: …….. Islamic Education……
Years of Experience: ……. Years
In which one of the following In-service teacher training program did you participate?
Inset I Inset II Other (please specify):

Have you had a workshop/ training/ seminar about the assessment?
Yes….. No….

1-What can be the best assessment type in your point of view? (You can choose two)
a) Check homework b)every day classroom test c) class exam
   d) Mid-term exam e) Final exam f) individual
   task g)Group tasks h) other (specify):…………….

2-To what extent do you think students learn from assessment?
a) Strongly agree b) agree c) Don’t know d) disagree e) strongly disagree

3-Do you think assessment help students understanding?
   Yes……. No…….

4-Do you think student interested in your assessment?
   Yes…… No…….

5-How much do think students interested in assessment?
a) Very much b) little c) not interested d) hated

6-Assessment helps ……………
a) Teacher b) student c) both

7-Do you think grading gives confidence to student?
   Yes….. No…..

8-To what extent do you agree or disagree that grading (Give Marks) give confidence to student?
   a) Strongly agree b)agree c)Don’t know d) disagree e) strongly disagree

9-Grading has bad effect on student’s motivation.
a) Very much b) Little c) No effect d) Is good e) It is very good

10-Grading force students to study their lesson
11- Do you think it is good that marks are given to students work?
   a) Strongly agree  b) agree  c) Don’t know  d) disagree  e) strongly disagree

12- Student receive marks should be announced to them always:
   a) Strongly agree  b) agree  c) Don’t know  d) disagree  e) strongly disagree

13- Do you have preparation before class on how to assess student’s learning?
   Yes….  No….

14- Preparation of teacher for assessment is important.
   a) Strongly agree  b) agree  c) Don’t know  d) disagree  e) Strongly disagree

15- Level of questioning (easy, medium, and hard questions) for summative assessment is important.
   a) Strongly agree  b) agree  c) Don’t know  d) disagree  e) strongly disagree

16- What kind of the below assessments do you think is the most important in your classroom?
   Formal…..  Informal…..  Both…..

17- Do you provide feedback to your students?
   Yes…..  No…..

18- How do you provide feedback?
   a) Oral……  b) Written……  c) Individually……  d) In groups…….  e) Whole Class…….  f) None …….  g) Mixed …..

19- How often do you provide feedback to your students?
   a) Always  b) often  c) rarely……  d) never  e) when it needed

20- Which one of the feedback is useful?
   a) Feedback from teacher….  …  b) feedback from peer…….

21- Do you assess your student except mid-term and final exam?
   Yes…..  No…..
   If yes, how frequently assess students?
   a) Daily  b) weekly  c) monthly  d) when it needed

22- In point of your view, do summative in the form of mid-term and final grade exams, assessment important?
   Yes…..  No…..
   If Yes/ No why…………………………………………………………………..?

23- What do you do when the result of the students are below your expectation?
   a) Give more homework  b) Work more on the example for the student  c) Encourage student to study more on extra materials.

24- Test and examination with marks is not for learning, it is a formality.
   a) Strongly agree  b) agree  c) Don’t know  d) disagree  e) strongly disagree

25- Students should be asked only
   a) Easy question  b. only difficult questions……  c) questions that they can answer

26- When testing and assessing in classroom, I ask question to measure:
   a) Students memory  b) understanding  c) application
27- Which one of the following question do you think is better than other for assessing students’ learning?
   a) The diameter of the earth sphere is 6400 Km. How much is the length of the equator?
   b) The diameter of a circle is 6400 Km, how much the length of the Surrounding of the said circle?
28- What kind of learning can be assessed by the type of question as in b) above:
   a. Recalling information   b. Understanding   c. Both   d) No one
29- Assessment is to help children to learn better
   a) Strongly agree   b)agree   c)Don’t know d) disagree
   e)strongly disagree
30- Assessment helps students to find their…………………………
   a) Strengths only b. their weakness only   c. both   a and b
   d. no one – it is for the sake of teachers’
31- Teacher should assess students only to find what they know?
   a) Strongly agree b)agree c)Don’t know d) disagree
   e)strongly disagree
32- The best assessment during teaching is when students are involved in preparing assessment tasks.
   a) Strongly agree b)agree c)Don’t know d) disagree
   e)strongly disagree
33- How often do you involve your students in preparing assessment tasks?
   a)Always b) often c) rarely……d) never e) when it needed
34- Should teacher ask question from the lesson?
   Yes…… No……
35- How the level of question should be?
   a) Easy b) medium c) hard d) all three option
36- Why do you ask question from your students before the lesson?
   a) To check students understanding  
   b) To understand students’ weakness  
   c) To assess  
   d) All option
37- What kind of question teacher should ask from student?
   a) Yes/No question b) how question c) why question  
   d) B and C
38- How did you ask the question?
   a) Oral b) written c) both
39- Teacher should ask question in the class ........
   a) To check students comprehension  
   b) To assess students  
   c) To help students  
   d) To relate the previous lesson with new lesson  
   e) To remind previous lesson
40- To what extent do you agree or disagree that teacher should ask question in class
   a) Strongly agree b)agree c)Don’t know d) disagree
   e)strongly disagree
41- From whom should teacher ask question?
   a) Active students b) Not active students c) front seated student d) back seated students
42- To what extent do you agree or disagree teachers should evaluate their students before the lesson by asking questions.
   a) Strongly agree   b) agree   c) Don’t know   d) disagree  
   e) strongly disagree

**Classroom Observation Form**

1- Did teacher check student’s homework?
   Yes…….   No…….  
   If yes, he checked…….?  
   a) All student’s homework  
   b) some clever student’s homework  
   c) group of student’s homework  
   d) Some lazy student’s homework

2- How he checked the students’ homework?
   a) Just Verbally  
   b) verbally with correction/comments  
   c) Just Written  
   d) Written with comments/correction

3- How he checked the students’ homework?
   a) Carefully checked  
   b) just crossed students’ homework  
   c) ask some clever student to check his/her classmate homework  
   d) just said to student, that is Ok

4- What was the purpose of checking homework?
   a) Assessment  
   b) giving marks  
   c) feedback/ assisting  
   d) a & c option

5- Had the teacher lesson plan?
   Yes…….   No…….  

6- How he used his/her lesson plan?
   a) He goes every steps of his lesson plan.  
   b) He missed some part of the lesson plan.  
   c) He read the lesson plan.  
   d) He forgot his/her lesson plan.

7- Did teacher give feedback to student’s homework?
   a) Yes…..  
   b) No…….

8- How he give feedback?
   a) Individually  
   b) in groups  
   c) in written  
   d) verbal  
   e) collect and correct later on  
   f) To some  
   g) to all  
   h) the best one  
   i) Middle one  
   j) weak one

9- How many students received feedback in the classroom?
   a) All of the students  
   b) half of the students  
   c) majority of students  
   d) few students

10- Did teacher ask question about the previous lesson?
    Yes…….   No…….  

11- How teacher ask question in class?
    a) individually  
    b) pair  
    c) small group  
    d) whole class

12- How many questions did teacher ask from whole class?
    a) A few questions  
    b) some questions  
    c) many questions

13- What did teacher do when a student did not say the correct answer?
    a) Ask another student  
    b) teacher said the correct answer  
    c) Ignored it  
    d) remind/help his/her student to answer the question/s

14- What kinds of question did teacher ask?
a) Yes/No question  b) Why question  c) How question  d) fact question

15- What did teacher do when a student did not understand a question?
   a) Ignored the question  b) repeated again  c) reformulated in other words  d) offered two/three choice  e) ask other students

16- How teacher react when students say correct answer?
   a) Nodding  b) saying yes (as confirmation)  c) saying excellent  d) shabash (Afarin)

17- How teacher react when student say wrong answer?
   a) Said it is wrong  b) shake his head (as not confirmation)  c) give extra homework  d) it is not the correct answer  e) it is too poor  f) gets out the student from classroom

18- Did teacher give a question for student to do it in the class?
   Yes…….  No…….

19- How the questions are answered by students?
   a) Individually  b) peer work  c) in a group  d) whole class discussion

20- What kind of question does teacher ask?
   a) Yes/No  b) Information recalling  c) Reasoning  d) Analyzing  e) Application

21- Did teacher ask question at the end of lesson for checking students’ understanding?
   Yes…….  No…….

22- Did teacher give homework/assignment to students at the end of the lesson?
   Yes…….  No…….

23- How teacher assess new lesson?
   a) Ask few students  b) Give group work  c) Encourage all  d) Give individual work.

لطفا به سوالات ذیل به دقت جواب دهید.

آین پرسشنامه یک گزارش یا نظارت از شما نمی باشد و به مراجعی مانند وزارت یا ریاست معارف داده نخواهد شد. تمامی این مواد صرف در تحقیق استفاده میشود.

معلومات کلی استاد

تعداد شاگردان در صنف: 14
تحصیلات استاد:
- فارغ‌التحصیل 12
- پایین‌تر از لیسانس

شه-camera:
1. به نظر شما کدام یک از انواع ارزیابی های ذیل بهترین ارزیابی می باشد؟ (شما می توانید دو انتخاب داشته باشید)
الف) چک کردن کار خانگی
ب) امتحانات صنفی روزانه
ج) امتحانات وسط سال
د) امتحانات وسط سال ز) طرفین گروهی
(ج) نمی دانم
(د) مخالفم
(ژ) کاملا مخالفم

2. شما تا کجا حد فکر می کنید که شاگردان از ارزیابی نهایی انفرادی راضی هستند؟
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

3. آیا فکر می کنید که شاگردان در امتحانات به ارزیابی می آموزند؟
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

4. آیا شما تا کجا حد کمیکت که نهایی ارزیابی عاطفه دارند؟
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

5. شاگردان به ارزیابی عاطفه دارند؟
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

6. شاگردان به ارزیابی بهترین ارزیابی می باشند?
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

7. شاگردان به ارزیابی بهترین ارزیابی می آموزند؟
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

8. شاگردان به ارزیابی بهترین ارزیابی می آموزند؟
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

9. شاگردان به ارزیابی بهترین ارزیابی می آموزند?
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

10. شاگردان به ارزیابی بهترین ارزیابی می آموزند؟
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

11. شاگردان به ارزیابی بهترین ارزیابی می آموزند?
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

12. شاگردان به ارزیابی بهترین ارزیابی می آموزند?
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

13. شاگردان به ارزیابی بهترین ارزیابی می آموزند?
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

14. شاگردان به ارزیابی بهترین ارزیابی می آموزند?
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

15. سطح سوالات (سوالات آسان، متوسط، مشکل) برای ارزیابی امتحانات رسمی مهم است.
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم

16. شاگردان به ارزیابی بهترین ارزیابی می آموزند?
الف) کاملا موافقم
ب) موافقم
ج) نمی دانم
د) مخالفم
ذ) کاملا مخالفم
آیا شما به شاگردانتان فیدبک (بازخورد) میدهید؟

بلی

نخیر

چگونه فیدبک/ بازدهی می‌دهید؟

الف) شفاهی

ب) نوشتاری

ج) انفرادی

د) گروهی

ژ) تمام صنف

(۷) هرگز

(۶) به ندرت

(۵) گروپی

(۴) انفرادی

(۳) نوشته

(۲) شفاهی

(۱) اغلب

26. چه می‌کنید زمانی که نتایج شاگردان کمتر توقع و انتظارات شما باندازد?

الف) فیدبک از طرف استاد

ب) فیدبک از یک همتا

ج) فیدبک از طرف انجمن بین‌المللی شاگردان

ز) هیچکدام

31. اگر بلی/نخیر چرا؟

32. معلم باید شاگردان را برای آنچه که می‌دانند ارزیابی کند

الف) کاملا موافقم

ب) موافقم

ج) نمی‌دانم

د) مخالفم

ذ) کاملا مخالفم

33. ارزیابی به شاگردان کمک می‌کند که یادگیری بهتر اطفال است.

الف) کاملا موافقم

ب) موافقم

ج) نمی‌دانم

د) مخالفم

ذ) کاملا مخالفم

34. به نظر شما بهترین ارزیابی در جریان تدریس زمانی است که شاگردان در حال آمادگی برای ارزیابی هستند.

الف) کاملا موافق

ب) موافق

ج) نامتناسب

د) مخالف

ذ) کاملا مخالف

35. سطح سوالات چگونه باید باشد؟
الف) آلان (ب) متوسط (ج) سخت (د) هر سه گزینه

36 - چرا از انواع سوالات را باید استاد بپرسد؟
الف) سوالات بلی و نخی
ب) گزینه‌های اینجا و ب
ج) شاگردان اینجا و ب
د) هر سه گزینه

37 - کدام یک از انواع سوالات را باید استاد پرسد؟
الف) سوالات بلی و نخی
ب) گزینه‌های اینجا و ب
ج) شاگردان اینجا و ب
د) هر سه گزینه

38 - کدام یک از انواع سوالات را باید استاد پرسد؟
الف) سوالات بلی و نخی
ب) گزینه‌های اینجا و ب
ج) شاگردان اینجا و ب
د) هر سه گزینه

39 - کدام یک از انواع سوالات را باید استاد پرسد؟
الف) سوالات بلی و نخی
ب) گزینه‌های اینجا و ب
ج) شاگردان اینجا و ب
د) هر سه گزینه

40 - از چه حد موافق و یا مخالف هستید که استاد باید در صف سوال پرسد؟
الف) کاملا موافق (ب) موافق
ب) نیمی دامن (د) مخالف

41 - از چه کسانی باید سوال شود؟
الف) شاگردان (ب) شاگردان غیرفعال
ب) شاگردان تیمار (د) چند دانش‌آموز

42 - از چه حد موافق و یا مخالف هستید که استاد باید شاگردان را قبل از شروع درس ارزیابی کند؟
الف) کاملا موافق (ب) موافق
ب) نیمی دامن (د) مخالف

فروم مشاهده از استادان ریاضی صنف دهم ولایت بامیان

هدایت:
من در صف ساکت و آرام خواهم نشست و با کسی صحبت نخواهم کرد. هر فعالیتی را که اstadt در صف انجام می‌دهد ثبت خواهند کرد و از رفت خود اداره را مطلع خواهند کرد.

1 - آیا استاد کار خانگی شاگردان را چک کرد؟
الف) بلی
ب) نخیر

2 - کار خانگی شاگردان را چک کرده‌اید؟
الف) کار خانگی شاگردان لایق (ب) کار خانگی کروهی از شاگردان
ب) کار خانگی شاگردان نتیجتاً شاگردان

3 - استاد کار خانگی شاگردان را چگونه چک کرد؟
الف) کار خانگی شاگردان لایق (ب) کار خانگی کروهی از شاگردان
ب) کار خانگی شاگردان نتیجتاً شاگردان

4 - هدف کار خانگی کار خانگی چیست؟
الف) کار خانگی (ب) کار خانگی
ب) فیدبک (کمک کردن به شاگرد) (ج) گزینه‌های

5 - آیا استاد بلان درسی داشت؟
الف) بلی
ب) نخیر

6 - استاد کار خانگی شاگردان را چک کرده‌اید؟
الف) بلی
ب) نخیر

c) قسمتی از بلان درسی خویش را از یاد برد
ج) پلان درسی خود را خواند.
(د) پلان درسی خود را کامل از یاد برد.
۷- آیا استاد به کار خانگی شاگردان اضافه / بازخورد داد؟
بلی
نخیر
۸- ایا استاد چگونه فیدبک / بازخورد دیگری داد؟
(الف) همه شاگردان
(ب) نصف شاگردان
(د) تعداد کمی از شاگردان
۹- آیا استاد از شاگردان در درس گذشته سوال کرد؟
بلی
نخیر
۱۰- آیا استاد به کار خانگی شاگردان اضافه داد؟
(الف) همه شاگردان
(ب) نصف شاگردان
(ج) اکثریت شاگردان
(د) تعداد کمی از شاگردان
۱۱- آیا استاد در صنف چگونه سوال کرد؟
(الف) انفرادی
(ب) جوره ای
(ج) گروه ای
(د) سوالات زیادی
۱۲- استاد چه نوع سوالاتی را از شاگردان پرسان کرد؟
(الف) سوالات چیزی
(ب) سوالات پیچیده
(ب) سوالات بزرگ
(د) سوالات کوچک
۱۳- استاد چه نوع سوالاتی را از شاگردان پرسان کرد؟
(الف) همه شاگردان
(ب) نصف شاگردان
(ج) اکثریت شاگردان
(د) تعداد کمی از شاگردان
۱۴- صنف چه نوع سوالاتی را از شاگردان پرسان کرد؟
(الف) سوالات چیزی
(ب) سوالات پیچیده
(ب) سوالات بزرگ
(د) سوالات کوچک
۱۵- زمانی که شاگردان سوال را راه اندازی کنند چه کاری انجام می‌دهد؟
(الف) از سوال صرف نظر می‌کند
(ب) می‌گوید که این جواب صحیح نیست
(ج) باید کار خانگی اضافه می‌کنند
(د) شاگرد از صنف بیرون می‌کند
۱۶- دو یا سه گزینه را به شاگردهای پیشکش می‌کند?
(الف) سوالات چیزی
(ب) سوالات پیچیده
(ب) سوالات بزرگ
(د) سوالات کوچک
۱۷- استاد چه نوع سوالاتی را از شاگردان پرسان کرد؟
(الف) سوالات چیزی
(ب) سوالات پیچیده
(ب) سوالات بزرگ
(د) سوالات کوچک
۱۸- آیا استاد در ختم درس به شاگردان کار خانگی داد؟
بلی
نخیر
۱۹- آیا استاد در ختم درس به شاگردان کار خانگی داد؟
بلی
نخیر
۲۰- آیا استاد در ختم درس به شاگردان اضافه داد؟
بلی
نخیر
۲۱- آیا استاد در ختم درس به شاگردان اضافه داد؟
بلی
نخیر
۲۲- آیا استاد در ختم درس به شاگردان اضافه داد؟
بلی
نخیر
۲۳- آیا استاد در ختم درس به شاگردان اضافه داد؟
بلی
نخیر
۲۴- آیا استاد در ختم درس به شاگردان اضافه داد؟
بلی
نخیر
۲۵- آیا استاد در ختم درس به شاگردان اضافه داد؟
بلی
نخیر
۲۶- آیا استاد در ختم درس به شاگردان اضافه داد؟
بلی
نخیر
۲۷- آیا استاد در ختم درس به شاگردان اضافه داد؟
بلی
نخیر
۲۸- آیا استاد در ختم درس به شاگردان اضافه داد؟
بلی
نخیر
۲۹- آیا استاد در ختم درس به شاگردان اضافه داد؟
بلی
نخیر
ب) کار گروپی داد
ج) همه را تشویق کرد.
د) کار خانگی به شخص داد.