UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.14 (2);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
July-December, 2022
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ASSESSMENT: IMPLICATION FOR NATIONAL DEVELOPMENT

Imasuen Kennedy
Institute of Education; University of Benin, Benin City, Nigeria
kennedy.imasuen@uniben.edu; Tel: +234 810 967 0163
&
Dr. K. Adeosun
Department of Educational Evaluation and Counselling Psychology
University of Benin, Benin City, Nigeria
praise.adeosun@uinben.edu; Tel: +234 806 048 1557

ABSTRACT
This paper discussed assessment as a panacea to national development. In the educational system, assessment is the major technique for the determination of the learners' performance. For the objective in any learning to be achieve, assessment should be carried out. For assessment to be meaningful and provide the needed information for the development of any nation, there is the need to judiciously utilize its tools. This paper noted that for learning to be meaningful, and right decision taken for the planning of instruction and learning in any nation, assessment becomes a necessity. Without using a variety of assessment tools and techniques, it will be very difficult for teachers or assessors to gather information about what those being assessed have learnt or able to do, and provide positive supportive feedback to students. The information from assessment are used to diagnose the individual needs of the students and also to improve instructional programmes thereby promoting national development.

Key words: Assessment, test, techniques, national development

Introduction

In any educational system, teaching, learning, and assessment are inseparable. For teaching and learning to be effective, assessment must be done. Assessment has been variously defined by several authors. Afemikhe, (2014), define assessment as the totality of the processes of collecting information for making decision about the child, school, educational policies and even school programme. Nitko, in Onuka & Akinyemi (2012), see assessment as the totality of the collection of information for the purpose of decision making. According to Nitko and Broadfoot in Afemikhe (2014), any procedure for obtaining information for making decision about students, curriculum, programme and policy is seen as assessment. On their part Assessment Reformed Group (2002), described assessment as the practice of collecting evidence of student's learning in terms of knowledge, skills, values and attitudes through observation of students behaviour when carrying out task, test, examination and so on.

Assessment determines the way teachers teach, gauge student's performance and school ratings. Information from assessment is also used for passing judgment about the quality of a school in terms of being good or bad. Alluding to this, Braun and Kanjee (2006), opined that assessment allows individuals, communities and countries to try the worth of the school and the educational system. It is the most significant motivation of learning. Assessment is also the core of all educational activities as the information collected through it is used to modify strategies for the overall development of the educational programs at all levels (Omo-Egbekuse, et al, 2012). Afemikhe (2005, 2007) opined that assessment is the *sine quo non* for the determination and attainment of the goals of learning through the use of feedback. At the classroom level, teachers gather information on students' understanding which are usually used to adjust their teaching to meet the identified learning need.

Assessment is very vital to the classroom teacher because it is used for decision making on the learning outcomes of students. Nitko and Brookhart (2007) posited that teachers make students-related decisions at the rate of 20 decisions in every class period. At the school level, information collected is used by the management to identify areas of strength and weakness and develop strategies for improvement. In the educational system, assessment is the major technique for the determination of the learners' performance. For the objective in any learning to be achieve, assessment should be carried out. The role of assessment according to Messis et al in Onuka & Akinyemi (2012) includes: to promote learning for understanding; to determine the progress made by students; to improve learning among others. According to Afemikhe (2014), educators makes decisions, and equally assist people (students, parents and so on) in making decision. He further reiterated that decision with respect to assessment information also affects the management of instruction, guidance and counselling and administrative and research. On the issue of decision making, the various instructional decision which includes instructional diagnosis and correction, feedback to students and teachers, and guidance decision focuses on assisting students to choose careers, educational programmes and solve their personal problems.

National development is conceived as the total transformation of any nation socially, educationally, and technologically. It is the sustainability and growth of any nation to a more desirable one. It is a people oriented and its successes is usually evaluated in terms of the impact it has on improving the lot of the masses. Onabanjo and M'Bayo in Eme (2014), opined that National Development should be man oriented and not institution oriented, because it encompasses other things that bring about the growth of any nation in terms of unity, education, economic wellbeing and mass participation in governance. National development is also seen as the provision of all that is needed that will guarantee that man in every society makes a living and essence of life.

For national development to be worthwhile, education becomes a reality.

Education is the vehicle for the realization of the development of any nation, hence the quality and quantity of education given to the citizen of that country matter a lot. Therefore, the quality of education can only be effective through assessment and reassessment of the educational system that is operational in that country.

This paper focused on assessment tools as a vehicle for national development. In this regard, therefore, the following sub-topics will be examined and discussed.
Types of assessment; the role of assessment in education; tools and techniques for assessment; qualities of assessment tools; national development; implication for national development; conclusion; and recommendations

Types of Assessment

Various types of assessment abound in the educational system. These assessments could be school based which are devised by the classroom teachers based on what they have exposed their students to (UNESCO, 2000). These are more of criterion-referenced which direct the teaching learning process. There is also the public examination such as the West African Examination Council (WAEC), National Examination Council (NECO), National and Technical Education Board (NATEB) among others, with the sole responsibility of serving as external assessors to students. The focus in most cases is mainly academic and are important in determining opportunities. This has made them to be classified as high stakes examinations. There is also the national assessment saddle with the responsibility of evaluating the educational system of a country. In Nigeria for example, we have the Universal Basic Education Commission (UBEC) which conducted assessment in the year 2001 and 2009. The results of these assessment is geared towards repositioning and gauging the educational system to ensure that it is highly focused.

Assessment takes different forms. These are: procedure for collecting information used to take decisions on approval of schools, procedure for children's ability, procedure for accreditation; procedure for programme implementation and examinations.

The Role of Assessment in Education

Assessment of students learning outcome is an important constituent to the realization of the objectives of education in any nation. Assessment is important in education and other fields as it provides information about learning that can be used to: diagnose the learners strength and needs; provide feedbacks on teaching and learning; provides basis for instructional placement; inform and guide instruction; communicate learning expectation; motivate and focus learners' ability and efforts; provides practice applying knowledge and skills; provide a basis for learners' evaluation and gauge programme effectiveness (MC Tighe & Ferrara in Akinsola, 2012).

Braun and Kajee (2006) outlined three main roles of assessment from the learners' perspective. These are; choose, learn and qualify. For assessment to be meaningful and provide the needed information for the development of any nation, there is the need to judiciously utilize its tools. For teaching to be successful,

assessment must be done. According to Durowoju et al (2010) assessment make a good teacher to ascertain if learners has actually mastered what they are taught or if learning has really taken place. This will enable the teachers to evaluate his teaching methods as well as to measure the amount of learning that has taken place. According to the Curriculum Development Council (2002), the aims of assessment for students, teachers and schools are: for students to understand their strengths and weakness in learning, understand what they should try to achieve next and how best they might do this and improve their learning based on feedback from teachers and other assessors; and for teachers and students to diagnose the strength and weakness in the learning of their students, provide quality feedback and specific advice to students so that they know how to improve their learning, review and improve their learning objectives. Without assessment, these aims will not be achieved.

Gronund in Akinsola (2012) stated that there are four identifiable purposes for the assessment of individual students' progress in school. They are: determination of pupils' performance at the beginning of instruction (placement evaluation). This focuses on the students' entry behaviour and tries to verify whether the child is ready for the lesson/curriculum in terms of prerequisite knowledge, skills, aptitude, attitude, interest and so on. Monitoring learning progress during instruction (formative evaluation) requires giving feedbacks to students and teachers on the students' progress in a unit; and locating possible errors in terms of the structure of the unit so that remedial/alternative instruction techniques can be prescribed. Diagnosing learning difficulties during instruction (Diagnostic evaluation). This is concerned with identifying persistent or recurring learning difficulties that are left unresolved by the standard corrective prescriptions of formative evaluation; and determining students' achievement at the end of instruction (summative evaluation). This is designed to determine the extent to which instructional objectives have been achieved; and is used primarily for assigning grades, certifying mastery of intended learning outcome and promotion/ graduation.

Assessment enables the teacher to gather evidence and make judgment about students' achievement. The purpose of assessment can be classified into three; assessment for learning; assessment as learning and assessment of learning. Assessment for learning involves teachers using evidence about students' knowledge, understanding, and skills to inform their teaching. This is sometimes referred to as formative assessment. Assessment as learning occurs when students are their own assessors. They monitor their own learning, ask questions and use a wide range of strategies to decide what they know and can do, and how to use assessment information for new learning. Assessment of learning, assist teachers in using evidence of student learning to assess achievement against outcomes and standard. This sometimes referred to as summative assessment. It usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes

depend on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback. The primary difference between formative and summative assessment is the time period in which they are given.

Assessment enables the teacher to modify teaching methods to meet students' learning needs (Nsikak-Abasi & Akanaono, 2017). According to Antoniou and James (2014), although educational policy usually acknowledges the value and significance of formative assessment, student assessment prioritizes summative assessment which is politically more powerful and influential. Prasanthi and Vas (2019) stated that assessment help in analyzing understanding of the concepts in all subjects. They further averred that assessment significantly track the progress of those to be assessed and help in planning the next line of action. For students to achieve the desired learning outcomes, various methods are used. These methods are known as assessment tools or techniques.

Tools and Techniques for Assessment

The different tools and techniques used in assessment are classified as testing and non-testing techniques in this study.

Testing techniques

Test are forms of assessment which provides information for decision making. Test are classified usually using different criteria. A test is broadly classified as achievement test or psychological test. Achievement test are mainly designed to ascertain what a student has learnt to do as a result of teaching or instruction (Afemikhe, 2014; Omorogiuwa, 2019). Achievement test could be locally constructed by teachers. According to Kline (2000) the steps involved in the construction of an achievement test are: identification of purpose, statement of objectives, specification of content and construction of test blue print or table of specification. A test that determines what students can learn is called aptitude test. The test used to determine what a person like to do is called interest test. A test designed to investigate the presence of constructs is called psychology test. A test used to assess or for testing a group of people is known as a group test. There is also the individual test designed to assess individuals. Other classifications are; speed test and power test. A power test is designed to allow students enough time to attempt each questions. One major characteristics of this type of test is that the items are usually many and the difficulty level is high. But if the interest is on how fast students can attempt the questions then it becomes a speed test. In this type of test, the items are easy but with limited time. Test can also be classified based on the purpose of interpretation. This brings about the norm-referenced and criterion-referenced test.

Test are very important in making decisions by students and about students in and out of the school. Test score serves various purpose hence it is difficult for a single test to serve more one purpose. Test can be used to predict future performance of students. Test helps in the realization of the stated objectives and the mastery level. A test can also be used for the purpose of diagnosis. In constructing test certain guidelines should be followed. These depend on the types of

test item that is been constructed (Afemikhe, 2014). Various test items are used which includes the objective test items, which includes true-false, matching, multiple choice and short answer questions. True false items are used when a statement is actually true or false and is easy to write. Multiple choice item is made up of two parts: stem and options; the options are composed of key and distracters. A problem with the multiple choice item is that of verbal load. Matching items are composed of direction for matching, premise and options. Short answer questions are made up of questions, completions and association types. The other type of test items is the essay questions which require examinees to supply information; they can be restricted or extended. One major problem usually associated with the essay test item is subjectivity.

Non-testing techniques

In this study emphasis will be on observations, anecdotal records and checklist.

Observation

Nwogu in Omorogiuwa (2019), stated that observation involves watching people, events, situations or phenomena and obtaining first-hand information relating to particular aspect of such people, events, situations or phenomena. The purpose of observation is to see and describe how humans behave in their natural setting. It involves the observer waiting earnestly for the behaviour he/she is interested in to be exhibited. Observation according to Yoloye in Afemikhe (2014), involves paying attention, recording what is noticed and interpreting the information obtained.

Observation is an important assessment tool as it could be used appropriately to measure attributes such as love, honesty, fear, confidence and so on, which constitute the affective domain of learning. It can also measure the attribute of the psychomotor domain which includes instrument handling, taking readings from instrument and so on (Omorogiuwa, 2019). Observation has been classified into various types. If an observer is a member of the setting or group to be observed, it is called participant observation. However, if the observer is not directly a member of such group it becomes the non- participant. There are situations where the observees are aware that they are been observed, this is known as the obtrusive observation. On the contrary, if the observees are not aware that they are been observed, it becomes unobtrusive. Some of the characteristics of observation are: it is a mental and physical activities; it is scientific and systematic; it is objective; it is quantitative; the record of observation is immediate; it is verifiable; it avoids manipulation in the independent variable.

Summerhill and Talor (1992) opined that observation is a reliable tool for the assessment of the various facets of life which is carried out every day. Commenting on the weakness of observation, Afemikhe (2014), stated that observation has some methodological problem which are: defining the behaviour to be observed, and selecting observers. Others include; selecting those to be observed as well as when to observe and what inferences to be made from those observed. Observation could be structured, unstructured, participant and non-participant.

Among the observation tools are anecdotal, checklist and many more

Anecdotal records

The American Association of School Administrators in Bandale et al (2014), defined anecdotal record as a written record of a child's progress with respect to the child's social, economic, physical aesthetic and cognitive development. Anecdotal record provides a longitudinal qualitative view of the behavioural changes in the life of each student when it is carried out over a long period of time (Grounlund in Bandale, et al 2014) . These records can form the basis for decision making about the child. According to Okpala et al (1993), anecdotal record can be used in observing social adjustment of students, personal and other social development. It can also be used to identify unintended learning outcomes, identifying learning difficulties as well as identifying interest and work habits.

Anecdotal record possesses the quality of assessing not only the cognitive domain, but it can also be used in other areas where testing and examination cannot function effectively and accurately. It measures both proper and improper behaviour exhibited by students in the classroom. According to Ary et al (2002), the report from the anecdotal record is affected by 'halo effect' as teachers seems to rate the individual's behaviour base on their perception of the student to be assessed. Anecdotal record is useful for the following reason; it informs emergent curriculum planning; enhances communication with families; track development; and identify possible delays. Mcfarland (2008), stated that anecdotal records should address all areas of development; should be objective; and must include detailed information about the child.

Checklist

Check list is an observational assessment tool that do not require testing. A checklist consists of the listing of steps, activities, equipment, behaviour, traits to ascertain the occurrence or availability (Afemikhe,2014). Though they can be used to assess performance, but they are less informative as they only identify the criteria for completion but not the mastery level of achievement.

Qualities of Assessment Tools

Assessment tools are normally applied in the collection of information. For them to yield the need information, they must possess good qualities. An instrument is considered to be good and effective for assessment if it possesses three characteristics. These characteristics are validity, reliability and practicality (Afemikhe, 2014).

Validity

Thondike and Hagen in Afemikhe (2014), stated that in validity we intend to show that the assessment tool measures what we want to measure, all we want to measure and nothing else. In validity, we are interested on the defensibility of inferences made from assessment scores. It can also be seen as the dependability or soundness of the interpretations and use of assessment results. Therefore, for an assessment tool to be valid, there is the need to provide evidence that the interpretations and uses are appropriate (Afemikhe, 2014). According to Nitko (1996), there are four principles that should be considered in establishing validity. They

are: appropriateness of interpretations, use, values and consequences. In establishing the validity of assessment tools, validity should not be seen as a uniform entity but rather categories of evidence should be sought. These evidences are classified as: content-related evidence, criterion-related evidence and construct related evidence. Evidence from all should support the interpretations and use of the assessment scores. The validity of an assessment tool can be affected by a number of factor which includes: the relationship between predictor and criterion variables; the difficulty of the items; the length of a test; the nature of the group (homogeneous or heterogeneous); and administration of the assessment (Afemikhe, 2014).

Reliability

Kerlinger in Afemikhe (2014), stated that reliability mean dependability, stability, consistency, predictability and accuracy of assessment instrument. He further stated that reliability implies the accuracy or precision of an assessment tools. Kline (2000), opined that reliability with respect to test has two distinct meanings. The first one refers to stability overtime and the second internal consistency. He called the reliability overtime test-retest reliability. Reliability is very important in assessment because all measurement procedures involves errors. But the amount of error indicates the reliability of the measure. When the amount of error is low, the reliability of the measurement is high. Conversely, when the error is large, the reliability of measurement is low (Erford, 2013; Meyer, 2010). According to the American Educational Research Association (AERA) et al, (2014), a reliability coefficient of 0.8 means the variability is about 80% true ability and 20% error. Reliability can be estimated over time through test retest method. It can also be estimated on a single administration of the test using split half method and alternate forms. Other method of estimating reliability are Kuder-Richardson formulae 20 and 21 and Cronbach alpha. Inter-rater can be computed using correlation coefficient and percentage of agreement index. (Kline, 2000; Afemikhe, 2014). Erfold (2013) opined that an assessment tool can be reliable but not valid, but the converse is not possible.

The reliability of the assessment tools can be affected by the variation in conditions under which the test is administered, errors of sampling, item difficulty, range of the group, ability level of those who took the test, length of the test, operations for estimating the reliability and faulty marking procedure (Kline,2000; Afemikhe, 2014; Omorouiuwa, 2019). To avert these and other problems, Learnn and Ken (2012), advocated that samples from which the reliability coefficient are derived must be representative of the population for whom the test is designed and sufficiently large. More so, the sample should be heterogeneous in order to accommodate varieties of attributes since in the classical test theory, estimates are sample dependent.

Practicality

Practicality is referred to as employability or usability (Chase in Afemikhe, 2014). For an assessment tool to be employable, it must not be complex for the examinee and the test administrator. The test scores should be easily obtained and in a

useful form. Above all, the whole process for the production, scoring and interpretation of any assessment tool should be within the available budget. Any scientific investigation can become invalid as a result of poor measurement by laymen and even professionals. Hence, there is the need to determine effectively the validity and reliability of assessment tools.

National Development

The primary goal of any government is to attain a higher level of development that will meet the desired yearnings of its citizenry. For any nation to grow and attain sustainability, she need development. For effective and meaningful development, effective strategies should be evolved. One of such strategies is assessment. According to Gboyega in Adulojo, et al (2016), development is something that encompasses all attempts to improve the condition of external existences. Danner (2011), observed that national development is the overall development of a collective socio-economic, political as well as religious advancement of a country or nation. Adulojo et al (2016), averred that for educational goals to be achieved, there is need for the learner to be assess with quality and with the right assessment tools.

Implication for National Development

Assessment tools/techniques has the following implication for national development

Education is a veritable tool for national development, hence the learners' performance need to be assessed and quality techniques or tools need to be employed. The realization of the set objectives can only be achieved through quality assessment and techniques.

Assessment and its method will help to diagnose the need, strengths, weaknesses of the learners as well as provide feedback mechanism on learning and teaching; provide the basis for placement; motivate and help learners to be focus. These will eventually lead to effectiveness of programmes, and above all, enabling the attainment of educational goals for national development.

Assessment and tools bring about the development of capable youths that can hold the future of the country. The provision of reliable and valid data that will form the basis in determining the attainment of learners' cognitive, psychomotor and affective domain, which on the long run culminates in making the individual useful in the society.

Teachers and other stakeholders in the education sector, through proper assessment will be able to ascertain the need of the children and sharpen them in accordance with the need of the society. Students abilities can best be understood due to their assessment by their teachers.

Assessment help to offer professional development for teachers. This they will translate to other areas of the curriculum as they are the main actors in fostering education for national development process.

Conclusion

Education is the bed rock on which national development and growth hinges; hence the Federal Republic of Nigeria (2004) stated that 'Education in Nigeria' is an instrument 'for excellence' for bringing

about national development. For the realization of this objective, learners' performance must be assessed. Assessment of students' learning outcome is germane for the attainment of the objective of education in an economy. The information from assessment are used to diagnose learners' strength and weaknesses including their needs; provide feedback mechanism for teaching and learning, provision of instructional placement, to inform and guide instruction, motivate and focus learners' attention; to provide a basis for learners' evaluation; and to gauge programme effectiveness.

Recommendations

For learning to be meaningful, and right decision taken for the planning of instruction and learning in any nation, assessment becomes a necessity. Without using a variety of assessment tools and techniques, it will be very difficult for teachers or assessors to gather information about what those been assessed have learnt or able to do, and provide positive supportive feedback to students. Based on this, it is recommended that:

1. Assessment tools should be valid, reliable and employable so as to provide evidence that the interpretations and uses are appropriate
2. Teachers should be properly train on the proper ways as conducting assessment of their students so that the decision made will not be biased.
3. The stakeholders in education should provide all that is needed for an efficient assessment of the students, schools and even the communities so that the individual needs of the students and are met and also to improve instructional programmes.
4. As the teacher is planning the instruction, assessment should also form the basis. It should be a continuous activity and not what should be dealt with only at the end of a teaching situation.

References

Adulojo, M.O., Adukwu, O., & Agi, C.I (2016). School based assessment. Implication for national development: Open Accesss Library Journal. 3: e2392.http://dx.doi.org/10.4236/

Afemikhe, O.A. (2005). Reflection on quality of assessment in large classes in Nigeria. A paper presented at the 31st Annual Conference of International Association for Educational Assessment held at the Nicon Hilton Hotel Abuja, Nigeria (September 4 -9).

Afemikhe, O.A. (2007). Assessment and educational standard improvement: Reflections from Nigeria. A paper presented at the 31st Annual Conference of International Association for Educational Assessment Baku, Azerbaijan.

Afemikhe, O.A. (2014). *Educational measurement and evaluation*. Ibadan: AMFITOP Books

American Educational Research Association, American Psychological Association & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Akinsola, O.S. (2012). *Improving continuous assessment process in Nigerian primary and junior secondary schools*. In Abe, C.V., & Onuka, A.O.U (Eds). Revolutionizing assessment and evaluation procedures in education. Ibadan: Stirling-Hordan Publisher (Nig) Ltd. Pp 27-36.

Antoniou, P., & James, M. (2014). Exploring formative assessment in Primary School Classrooms: Developing a Framework of Actions and Strategies. *Educational Assessment Evaluation and Accountability*. 26(2): 153 – 176.

Assessment Reform Group (2002). *Assessment for learning: 10 principles*. *Research-based principles to guide classroom practices*. London: Cambridge School of Education

Ary, D., Jacob, L. C., & Razalvich, A (2002). Challenges of implementing universal basic education (UBE) in Nigeria especially as it affects teachers' preparation. *Multi-disciplinary Journal of Research development.* 17(1): 15 – 25.

Bandele, S.O., Omodara, M. F., & Oluwatayo, J.A (2014). Anecdotal records as tools for assessing learners' progress in the universal basic schools in Ekiti and Oyo States, Nigeria. *Educational Journal*.3(4): 122 -127.

Braun, H. & Kanjee, A. (2006). *Using assessment to improve education in developing nation*. In Braun, H., Kanjee, A., Bettinger, E., & Kremer, M (Eds). Improving education through assessment, innovation and evaluation. Cambridge: The American Academy of Arts and Sciences. 1-46

Curriculum Development Council (2002). *Learning to learn*: *The way forward in curriculum.* Hong Kong: (The Printing Department). Retrieve on 25th September 2020

Dannar, R. B (2011). *Authentic assessment in English language testing*. In Adeyemi, K and Awe, B. (Eds)., Rebranding Nigerian Educational System, school of Education, National Open University of Nigeria, Lagos, 237- 253.

Duruwoju, E.O., Onuka, A.O.U., & Onabaniro, A.T. (2010). Determining psychometric properties of Achievement test in DLC business management. *International Journal of Distance Education (IJODE).* 5: 38 – 59.

Eme, O, (2014). Role of youths in national development. *Singaporean Journal of Business Economics and Management Studies*, 3(2): 162 – 181.

Erford, B. T. (2013). *Assessment for counselors (2nd.ed).* Belmont CA: Cengage Wadsworth

Federal Republic of Nigeria (2004). National policy on education (revised) Lagos: Federal Ministry of Education.

Kline, P. (2000). *A handbook of test construction (2nd.ed). Introduction to psychometric design.* New York: Methune & Company.

Leann, T., & Ken, K. (2012). Sample size planning for composite reliability coefficient: Accuracy in parameter estimation via narrow confidence intervals. *British Journal of Mathematical and Statistical Psychology*. 65: 371 – 401.

McFarland, L. (2008). Anecdotal records: Valuables tools for assessing young children's development. *Dimension of Early Childhood.* 36(1): 31-36

Meyer, P. (2010). *Reliability: Understanding statistics measurement*. New York, NY: Oxford University Press.

Nitko, A.J. (1996). *Educational assessment of students (2nd. ed)* Englewood cliffs, New Jersey: Prentice-Hall, Inc.

Nitko, A. J., & Brookhart, S. (2007). *Educational assessment of students of students (5th.ed)*. Upper saddle River, New Jersey: Pearson Inc.

Nsikak-Abasi, U., & Akanaono, A. M. (2017). Impact of classroom assessment, management and control on the academic performance of secondary school students in Akwa Ibom State. *Journal of Education and Practice.* 8(18): 30 - 36

Okpala, P.N., Onocha, C.O., & Oyedeji, O. A (1993) *Measurement and evaluation in education.* Ibadan: Stirling-Hordan Publisher (Nig) Ltd. Pp 103 -129

Omo-Egbekuse, J. Afemikhe, O. A., & Imobekhai, S. (2012). Nigerian teachers' ratings of competence in standard for educational assessment of students. *Benin Journal of Educational Studies*. 21(1&2): 1 - 14.

Omorogiuwa, O. K. (2019). *An introduction to educational measurement and evaluation (2nd.ed)*. Mase-Perfect Printing Press: Benin City

Onuka, A.O.U., & Akinyemi, T.F.(2012). *Assessment as a tool for learning improvement at the senior secondary education level*. In Abe, C.V., & Onuka, A.O.U (Eds). Revolutionizing assessment and evaluation procedures in education. Ibadan: Stirling-Hordan Publisher (Nig) Ltd. Pp 37-49.

Prasanthi, B . V. & Vas, V. (2019). Classroom assessment methods and tools: A Review *International Journal of Research and Analytical Reviews.* 6(2): 92 – 97

Summerhill, W.R., & Taylor, C. L. (1992). *Usage and usability of assessment: Library practices and concerns*. Florida: Evaluation and Organization Department.

UNESCO (2000). Status and trends 2000: Assessing learning achievement. Paris: UNESCO

Universal Basic Education Commission (2001). Report of national assessment 2001 of the Universal Basic Education (UBE) Programme. Abuja: The Author

Universal Basic Education Commission (2009). Report of 2009 National Assessment of Universal Basic Education (NAUBEP) Programme. Abuja: The Author