

## The role of classroom tests in the assessment of students' learning: Intended objectives and potential defects

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### دور الاختبارات الصفية في تقييم تعلم الطلاب: الأهداف المقصودة والعيوب المحتملة

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#### Abstract:

The purpose of this study is to determine and explain the role of classroom tests in the assessment of students' learning, focusing on their intended objectives and the potential defects they may present. Classroom tests are commonly employed to evaluate students' understanding of course material, provide feedback to both learners and instructors, and inform instructional decisions. However, despite their widespread use, classroom tests may suffer from limitations such as bias, lack of alignment with learning objectives, and negative washback effects. This paper adopts a descriptive methodology and draws upon existing literature to examine how classroom tests function within the broader framework of educational assessment. The study highlights the importance of designing valid, reliable, and fair tests that genuinely reflect students' learning outcomes, while also recognizing and addressing the inherent flaws in traditional assessment practices.

The study concludes with recommendations for diversifying assessment formats, enhancing feedback practices, improving assessment literacy, and fostering more inclusive and meaningful testing environments. These insights aim to inform teachers and policymakers seeking to improve the validity and fairness of classroom-based assessment practices.

**Keywords:** Classroom Tests; Students' Learning Assessment; Intended Learning Objectives; Potential Defects.

#### الملخص:

الغرض من هذه الدراسة هو تحديد وتوضيح دور الاختبارات الصفية في تقييم تعلم الطلاب، مع التركيز على الأهداف المقصودة من هذه الاختبارات والعيوب المحتملة التي قد تصاحبها. تُستخدم الاختبارات الصفية على نطاق واسع لتقييم مدى فهم الطلاب لمحتوى المقررات الدراسية، وتوفير تغذية راجعة لكل من المتعلمين والمعلمين، بالإضافة إلى دعم اتخاذ القرارات التعليمية.

ومع ذلك، على الرغم من هذا الاستخدام الواسع، إلا أن هذه الاختبارات الصفية قد تعاني من عدد من القيود مثل التحيز، وعدم التوافق مع الأهداف التعليمية، وتأثيراتها السلبية غير المقصودة على عملية التعلم (ما يعرف بالأثر الرجعي السلبي). تعتمد هذه الدراسة على المنهج الوصفي، وتستند إلى المراجع والدراسات الأدبية التربوية المتوفرة لتحليل كيفية عمل الاختبارات الصفية ضمن الإطار الأوسع للتقويم التربوي.

وتبرز الدراسة أهمية تصميم اختبارات تنسم بالصدق والثبات والعدالة، وتعكس فعلياً نواتج تعلم الطلاب، مع التأكيد في الوقت ذاته على ضرورة إدراك ومعالجة أوجه القصور المتأصلة في ممارسات التقويم التقليدية. وتخلص الدراسة إلى توصيات لتنويع أشكال التقييم، وتعزيز ممارسات التغذية الراجعة، وتحسين المعرفة بالتقييم، وتعزيز بيانات اختبار أكثر شمولاً وذات مغزى. تهدف هذه الرؤية إلى إطلاع المعلمين وصانعي السياسات الذين يسعون إلى تحسين صحة وعدالة ممارسات التقييم في الصفوف الدراسية.

**الكلمات المفتاحية:** الاختبارات الصفية؛ تقييم تعلم الطلاب؛ أهداف التعلم المقصودة؛ العيوب المحتملة.

#### Introduction:

The role of classroom tests in the assessment of student learning has garnered significant attention in educational research, particularly in light of the complex interplay between their intended benefits and potential drawbacks. In the article "Assessments in Education," (Henrik Sievertsen, 2022) provides a critical examination of the dual nature of assessments, highlighting the trade-off between their contributions to school effectiveness and equity versus their potential negative impacts on students' mental health and well-being. This nuanced perspective underscores the necessity for comprehensive research that spans various social sciences, including educational sciences, to better understand the multifaceted consequences of assessments.

**Henrik Sievertsen, (2022)** contends that while assessments are designed to evaluate student learning and understanding, the increased reliance on these tools has sparked controversy. Critics argue that the current assessment practices may be detrimental to the learning process itself, raising important questions about the efficacy and appropriateness of classroom tests. The call for further investigation into the conditions under which assessments may yield more harm than benefit is particularly salient, as it emphasizes the need for a balanced approach to educational evaluation that considers both academic outcomes and the overall well-being of students.

The contemporary measurement and evaluation theory posits that teaching and evaluation constitute a unified process, with effective evaluation being crucial for educational efficacy. Thus, it is misguided to regard test preparation as a mere ancillary task or to assume that a teacher's expertise in content inherently qualifies them for test design and assessment. The distinction between these elements should be made clear and is fundamentally important.

### Objectives of the Study:

The research aims to construct educational tests and highlight the significance of classroom assessments as vital pedagogical methods. Classroom tests serve as measurement and diagnostic tools for learners. Despite differing characteristics, these tests focus on evaluating cognitive achievement. Examinations are instrumental in addressing learners' common errors, with teachers correcting identified mistakes. Furthermore, assessments aid in knowledge retention and serve as essential feedback mechanisms. Ultimately, examinations assist in diagnosing and analyzing errors to develop suitable interventions.

1. Classroom assessment aims to enhance student learning formatively during instruction and summatively document proficiency post-instruction.
2. Educational assessments serve dual purposes: enabling students to showcase their learning, offering feedback on errors, and creating opportunities for performance improvement.

**Summary of the Objectives of the Study:** This study aims to:

1. Investigate the primary objectives behind the use of classroom tests in educational settings.
2. Analyze the effectiveness of classroom tests in accurately assessing students' learning outcomes.
3. Identify common defects associated with classroom testing practices.
4. Propose recommendations for enhancing the validity and fairness of classroom assessments.

### Significance of the Study:

Classroom tests are widely used in educational systems worldwide, yet their design and implementation often lack the sophistication required to truly reflect students' learning. This study is significant because it highlights the dual nature of classroom assessments—both as tools for learning and as potential sources of educational inequity. By critically analyzing both the intended objectives and the common flaws in classroom testing, this research contributes to the ongoing discourse on improving assessment practices. The findings are particularly relevant for teachers, curriculum designers, and educational policymakers aiming to create more valid, inclusive, and supportive assessment environments.

### Research questions:

To guide the investigation, the following research questions have been formulated:

1. What are the primary instructional objectives of using classroom tests in assessing students' learning?
2. To what extent do classroom tests accurately reflect students' actual learning outcomes?
3. What are the common defects and limitations found in classroom testing practices?
4. How do flawed classroom assessments affect students' motivation, engagement, and learning strategies?
5. What strategies can be adopted to improve the design and implementation of classroom tests?

### Statement of the problem:

Despite the widespread use of classroom tests as tools for assessing student learning, questions remain about their actual effectiveness in measuring meaningful educational outcomes. Many tests are designed and administered without sufficient consideration of validity, reliability, or alignment with learning objectives. As a result, such assessments may fail to accurately reflect students' true knowledge and skills. Moreover, the overemphasis on test performance can lead to negative consequences such as test anxiety, surface learning strategies, and teaching practices that prioritize memorization over critical thinking and creativity.

This study addresses the problem of whether classroom tests truly serve their intended instructional purposes or whether they introduce defects that hinder the assessment process. Specifically, the research explores the dual nature of classroom testing: its potential to support effective learning and its shortcomings that may distort the learning environment. The need to investigate these issues is particularly pressing in educational contexts where classroom testing is a primary mode of assessment.

#### Methodology of the research:

In this study we use a descriptive methodology to investigate the function of classroom testing in evaluating students' learning. The descriptive approach is deemed suitable for this study, as it facilitates the systematic collection, examination, and interpretation of data derived from scholarly articles, educational theories, and previous research concerning classroom-based assessment. Instead of engaging in empirical methods such as field studies or experiments, this study relies on the synthesis and critical analysis of existing literature to address the research questions.

The data sources comprise peer-reviewed journals, academic books, official education policy documents, and earlier empirical investigations into classroom assessment practices. The primary objective is to discern recurring patterns, assess both the strengths and limitations of current testing strategies, and offer constructive recommendations for enhancement. This theoretical framework supports a thorough and academically sound exploration of the topic.

#### Literature Review:

Numerous scholarly investigations have examined the function, influence, and efficacy of classroom examinations in evaluating student learning outcomes. The subsequent section provides a comprehensive analysis of selected academic literature pertinent to this subject matter:

The function of classroom examinations in the evaluation of student learning encompasses a diverse array of perspectives and methodologies, thereby reflecting the intricate nature of educational assessment practices. The inquiry commences with Popham, (2017), who underscores the importance of educators' perceptions concerning reading assessments. The investigation illustrates that seasoned teachers regard critical thinking and essay evaluations as exceptionally effective, whereas standardized assessments are considered to be of moderate effectiveness. This observation underscores the necessity for a sophisticated comprehension of assessment modalities, positing that educator judgment is instrumental in the appraisal of student learning outcomes.

**ILIYA, (2014)** elaborates on this foundational premise by differentiating between formative and summative assessments, positing their critical significance within educational frameworks. He emphasizes the necessity of validity, reliability, and the interrelationship among various assessment modalities, proposing that both assessment types are indispensable for facilitating informed administrative decision-making. This article delineates a conceptual framework for comprehending how assessments conducted within the classroom contribute to overarching educational aims.

**Tirtaningrum and Ngadiman, (2015)** further investigate the impact of classroom tests, specifically focusing on their washback effect. They argue that tests designed according to teachers' lesson plans can significantly influence teaching practices and student motivation. The authors caution that an overemphasis on test scores can lead to detrimental outcomes, such as a focus on performance goals over genuine learning, which may compromise the validity of assessments.

**Huisman, (2018)** builds on the importance of formative assessment, advocating for its role in identifying and addressing barriers to student learning. By detailing effective formative assessment strategies, the article reinforces the notion that regular feedback and adjustments based on student performance can lead to improved educational outcomes.

**(Dayal et al., 2018)** explore the broader implications of assessment practices in Fijian primary schools, emphasizing the holistic nature of assessment that encompasses both academic and non-academic skills. Their findings advocate for continuous assessment methods over high-stakes national exams, suggesting that the latter may demotivate students and fail to account for diverse learning capabilities.

**Ngene et al., (2018)** contribute to this discourse by investigating the environmental factors that affect student success in academic assessments. They posit that a conducive classroom atmosphere is essential for optimal testing and learning, underscoring the pivotal role of the educator in promoting student engagement and academic achievement.

**Boston, (2019)** further underscores the imperative for professional development in formative assessment methodologies, contending that educators must be adequately prepared to critically evaluate and enhance their

assessment practices. This viewpoint is congruent with the ongoing dialogue regarding the differentiation between formative and summative assessments and their respective influences on student learning outcomes.

**York (2019)** examines the evaluative methodologies employed by novice educators, emphasizing the significance of formative assessments in informing pedagogical choices. The publication delineates essential strategies that augment the efficacy of formative assessments, accentuating their contribution to promoting student agency in the learning process..

**Dunn and Mulvenon (2019)** conducted a comprehensive critique of the prevailing literature concerning formative assessments, advocating for a rigorous framework to guarantee their efficacious application within educational contexts. This critical review underscores the necessity for practices grounded in empirical evidence that optimize the advantages of formative assessment for all parties engaged in the educational process..

**Henrik Sievertsen (2022)** presents a nuanced view of the trade-offs associated with assessment practices, advocating for further research to understand the conditions under which assessments can be more beneficial than harmful.

**Black and Wiliam (1998)** emphasized the critical role of formative assessment in the classroom. The researchers found that formative classroom assessments significantly enhance student achievement when effectively implemented. The study concluded that feedback and teacher-student interactions around tests are more influential than the test scores themselves.

**Brookhart(2001)** explored how students use test results for learning purposes. The findings showed that successful students interpret test results as feedback for learning and adjust their study strategies accordingly. The study advocated for assessments that help students become active learners.

**Stiggins (2002)** underscored a significant predicament in the realm of educational assessment, asserting that the majority of classroom evaluations disproportionately prioritize grading over the facilitation of learning. He advocated for a transformation towards assessments that foster developmental progress, proposing that evaluations ought to provide informative feedback to both educators and learners regarding their advancement.

**Shepard (2000)** conducted an examination of the ways in which conventional testing methodologies frequently stand in opposition to the objectives of fostering a supportive educational atmosphere. Shepard advocated for the incorporation of assessment within the educational process and discovered that students exhibited enhanced performance when the assessment was both formative in nature and collaborative in practice.

**Harlen and Deakin Crick (2003)** investigated the detrimental motivational consequences associated with an overabundance of testing. The researchers concluded that the prevalence of summative assessments may contribute to heightened levels of anxiety, diminished self-efficacy, and superficial learning, especially among students with lower academic performance.

**Harlen and Deakin Crick (2003)** undertook a comprehensive examination of the adverse motivational ramifications linked to an excessive frequency of assessments. The investigators determined that the widespread implementation of summative evaluations may lead to increased anxiety, reduced self-efficacy, and shallow learning, particularly among learners exhibiting lower academic achievement.

**McMillan (2003)** conducted a study examining the decision-making processes of educators regarding assessment methodologies. His findings indicated that a significant number of educators predominantly depend on informal judgment as opposed to systematic approaches, potentially resulting in inconsistencies and biases within classroom evaluations.

**Cheng and Hu (2004)** explored the assessment practices employed by language instructors. They identified that many educators often lacked adequate training in the design of assessments, which contributed to a misalignment between evaluative measures and educational outcomes. The research highlighted the critical necessity for professional development focused on assessment competencies.

**Andrade and Heritage (2018)** elucidated that the implementation of classroom assessments structured with a formative paradigm significantly aids students in evolving into more self-regulated learners. Furthermore, their findings indicated that the inclusion of students in the assessment process fosters metacognitive awareness and contributes to academic achievement.

**Gielen et al. (2003)** investigated novel assessment methodologies and discovered that the engagement of students in self- and peer-assessment facilitates a deeper level of learning. The outcomes revealed enhanced critical thinking and increased engagement, suggesting that student-centered assessment strategies are profoundly advantageous.

**Elkhoully et al (2021)** concluded that, Higher education constitutes an exceedingly crucial and quintessential sector within the broader educational framework of any nation. In order to successfully attain and maintain a superior standard of the educational system in Libya, it is imperative that a multitude of challenges and problems currently plaguing the system be systematically addressed, alongside the implementation of innovative and creative

solutions, which may include the integration of new technologies, the development and refinement of an updated syllabus, and the establishment of rigorous quality assurance mechanisms in education. Conversely, it is equally essential that advanced legislative measures and effective financing strategies are put into action, alongside the formulation of comprehensive plans that incorporate clear and measurable targets, as well as the establishment of a robust post-graduation system that ensures the continued development and support of graduates in their respective fields. Moreover, it is of paramount importance that the indiscriminate and random expansion of private universities, which currently occurs without the guidance of well-defined targets and strategies, be effectively halted to ensure the integrity and coherence of the educational landscape.

Alkhafeel and Elkholy, (2022) concluded that, English teachers struggle to rely solely on the English language when instructing Arab students. This challenge arises from students' limited comprehension of English. Furthermore, educators of English as a foreign language face obstacles when teaching without referencing the native language in certain contexts. They report that students experience significant difficulties in understanding English as a foreign language when their teachers incorporate the mother tongue in classroom instruction. This observation suggests that the acquisition of English as a foreign language is impeded for both learners and instructors without the inclusion of the mother tongue in educational settings. Conversely, notable disparities exist between Arabic and English languages due to their distinct origins and grammatical structures. Thus, this research seeks to examine the impact of utilizing the Arabic language in the instruction of English as a foreign language.

Finally, (Pogaku, 2023) investigates the efficacy of online assessments in higher education, comparing them to traditional methods. This study reflects the ongoing evolution of assessment practices in response to technological advancements, emphasizing the need for adaptable approaches that enhance student learning outcomes.

In general, this literature review reveals a rich tapestry of insights into the diverse roles that classroom tests play in assessing student learning, highlighting the importance of context, teacher perceptions, and the interplay between different assessment types.

#### **The theoretical study:**

Classroom testing is grounded in various educational theories that emphasize the importance of assessment as both a measurement tool and a catalyst for learning. Understanding the theoretical framework behind testing requires examining the types, functions, advantages, and limitations of classroom tests, as well as strategies for their improvement. We divide the theoretical study of our research in to two parts:

##### **The First part:**

##### **What do we mean by (Testing, Assessment, and Evaluation)?**

When defined within an educational setting, assessment, evaluation, and testing are all used to measure how much of the assigned materials students are mastering, how well students are learning the materials, and how well students are meeting the stated goals and objectives. Although you may believe that assessments only provide instructors with information on which to base a score or grade, assessments also help you to assess your own learning.

Education professionals make distinctions between assessment, evaluation, and testing. However, for the purposes of this tutorial, all you really need to understand is that these are three different terms for referring to the process of figuring out how much you know about a given topic and that each term has a different meaning. To simplify things, we will use the term "assessment" throughout this tutorial to refer to this process of measuring what you know and have learned.

##### **Here are some definitions:**

- A test or quiz is used to examine someone's knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached.
- Evaluation is the process of making judgments based on criteria and evidence.
- Assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. The goal of assessment is to make improvements, as opposed to simply being judged. In an educational context, assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning.

What is the role of classroom assessment in teaching and learning?

Classroom Assessment is a systematic approach to formative evaluation, used by instructors to determine how much and how well students are learning. (CATs) and other informal assessment tools provide key information during the semester regarding teaching and learning so that changes can be made as necessary.



\*CATs = Classroom Assessment Tests.

What is the most important reason for using classroom assessments?

A good classroom assessment plan gathers evidence of student learning that informs teachers' instructional decisions. It provides teachers with information about what students know and can do. To plan effective instruction, teachers also need to know what the student misunderstands and where the misconceptions lie.

#### The tests:

##### The definition of the test in general:

An organized plan that follows a specific approach aimed at collecting information about the behavior that we intend to measure, with the aim of reaching a comparison of the individual with others, or comparing the individual with itself in the light of a certain rank, or specific metrics.

##### Definition of testing:

They are tools or means for collecting information and forming judgments for decision-making and can also be defined as a systematic procedure for measuring a sample of behavior.

##### Definition of the test in the field of achievement:

It is an organized means aimed at measuring the amount of student achievement, in a field of knowledge , and determining its concentration , with the aim of treating its weaknesses , or its delay , and providing appropriate conditions for its development in the subjects in which it shows its excellence .

##### The test is defined as:

Any test or process that can be used with the aim of determining certain facts or determining the criteria of correctness, accuracy or validity, whether in an issue under study, discussion or to impose a comment that has not yet been proven.

##### Tests can be defined as:

A measurement tool that leads to obtaining quantitative data to evaluate something.

**Kronbach defines tests as:** a structured way to compare the behavior of two or more people.

The test should measure something intended, such as a grade, value, or rank...In light of this definition, we do not consider a personal interview a test because it does not measure one type of behavior with all people, its purpose is to study the individual's condition and not compare it with others, except for a standardized personal interview that relies on standardized questions used with all examiners, so its results can be used to compare individuals.

**Thorndike** is considered the first to use standardized achievement tests at the beginning of the twentieth century. one of his students published General calligraphy tests in 1908, and then followed the achievement tests because of their direct impact on education and coupled with it, and tests in the familiar sense focus on measuring the amount of information that the student was able to memorize and understand, which he remembers when answering the tests (Al-arnoussi, 2012, p. 11).

#### Test characteristics:

- 1-honesty: it means the ability of the test to measure the thing that was actually set up to measure, so it does not measure something else than others .
- 2-objectivity: it means that the results of the evaluation are not affected by subjective factors , or the personality of the corrector , and therefore the Examiner's mark does not differ between the correctors .
- 3-constancy: it is intended that the test gives the same results by performing the same repeated application in measuring the same thing several times in a row, and in similar conditions .
- 4-ease of Use and comprehensiveness of the goals to be measured and evaluated .

#### Objectives of the tests :

- 1-aims to organize the work of the teacher by evaluating himself.
- 2-it aims to help students to master or acquire information that is useful to them in their lives .
3. aimed at judging the special qualities in pupils that may not appear in normal work within the classroom .
- 4-aims to identify the students ' difficulties in the subject .
5. aimed at identifying the strengths and weaknesses of pupils .
- 6-aims to determine the level of achievement of students .

#### Functions of tests:

- 1-Measuring achievement: That is, measuring the degree of learning of each learner.
- 2-Self-assessment of the teacher: The test not only measures the student's achievement, but also measures the extent to which the teacher succeeds in performing his task.
- 3-Educational experimentation: when using a teaching method and we want to know which is better, the method is applied to one group and the second method to another group, and the two are compared, which is more effective.
- 4-Upgrading tests: through which it is decided how successful the student is in order to upgrade him from one class to another and from one stage of study to another.
- 5-Level control: the tests maintain the educational level of students and the level of teachers and the educational institution.
- 6-Informing parents.
- 7-Diagnosis: the test identifies the strengths and weaknesses of students in a particular subject in order to help and re-educate them.
- 8-Aggregation: If a school wants to follow the policy of homogeneous aggregation policy, tests are the only way to measure achievement.
- 9-Motivation: The tests here play an active role in motivating students to study in order to get good marks.
- 10-Prediction: tests help a lot in guiding the student towards the specialty in which he is creative.
- 11-Admission: some educational institutions subject the student to tests for admission.

#### Factors affecting test reliability:

1. **Test length:** The number of test questions is a factor affecting the degree of test reliability. The greater the number of items, the higher the reliability coefficient.
2. **Test time:** Reliability increases with increasing time until it reaches the appropriate limit for the test, then it reaches its maximum, and then reliability decreases as the time exceeds that limit.
3. **Question formulation:** Ambiguous and long questions reduce reliability, while clear, objective, and short questions increase reliability.
4. **Test conditions:** Any change in the conditions specific to the measurement procedure from one test to another affects the results of the scale and is one of the factors that contribute to error and influence test reliability.
- 5- **Items difficulty and accuracy:** The presence of difficult or easy items in a test that most individuals cannot answer at all affects test reliability, as deleting them does not affect the degree of reliability. Therefore, difficult or easy questions should be deleted to increase test reliability.
- 6- **Individual's Condition:** Reliability is affected by the individual's psychological and health condition and the extent of their training in the test situation. Illness, fatigue, and emotional stress may lead to decreased reliability.
- 7- **Objectivity of correcting:** Among the factors affecting test reliability, especially those that rely on the examiner's judgment, such as achievement essay tests, creativity tests, etc., are the factors that influence test reliability, especially those that rely on the examiner's judgment, such as achievement essay tests, creativity tests, etc., as the variance of correcting increases the error variance and, consequently, leads to a decrease in the reliability coefficient.
- 8- **Guessing:** Some examinees resort to guessing when they are unsure of the correct answer, which leads to a decrease in the test's reliability. Increased guessing leads to decreased reliability.
- 9- **Sample variance and homogeneity:** Test variance is related to test reliability. Test reliability decreases when variance decreases, while reliability increases as variance increases.
- 10- **Statistical and experimental processes for determining and calculating the reliability coefficient lead to a decrease or increase in the degree of reliability.**

There are many types of tests that the teacher should know in order to use the appropriate type of them for the subject and students, and we will discuss some of these tests:

- \* Objective test: it is a test with a specific answer and designers do not differ in determining its degree, such as the test of right and wrong.
- \* Essay test: It is a test whose answer varies from one student to another, and designers differ in determining the degree of one answer, such as the creation test (written expression)
- \* Public test: It is a test of a central authority, such as the Ministry of Education Test, at the level of the whole country.
- \* School test: It is a test conducted by a teacher at the level of one class or at the level of several classes in one school.
- \* Class test: It is a test that is conducted in the classroom, and this is the case of most tests.

### Classroom tests:

Tests are one of the most popular assessment tools in educational and teaching institutions in the world. They are used to measure the student's achievement abilities, and we infer through it their cognitive and skill abilities and, based on them, we predict the student's ranking within the same grade and, through them, we classify students and determine their level of success and failure. Studies in the field of test construction and design indicate that the interpretation of test results enables us to identify the level of students in terms of their strengths and weaknesses and develop a treatment plan for them. Tests are important in the evaluation process, as they give us a clear idea of the ability and potential of students and the level of their activities, through which we can develop treatment plans for weak students and classify them, and through their results we can adjust the level of teaching methods and techniques, **Popham, (2017)**. It can be said that tests are a necessary factor in determining the potential and achievement abilities of students, and from here we can consider them the basis for measuring achievement, and from this point of view, let's define two types of tests:

\*Standardize, which are subject to bases and rules in its preparation.

\*Non- Standardize ones that are random and non-regular.

### Types of achievement tests (classroom):

There are several types of tests: (Oral-written-Performance tests)

#### First: Oral test

Oral tests are considered one of the oldest types of tests in the world, as they have been used since the earliest times, so without them, the teacher asks the student several questions to which the student is asked to answer.

Although this test has been introduced, it is still used nowadays, where it is used for reciting poetry, reciting the Holy Quran, discussing master's theses and PhD theses.

Some studies indicate that this type of test is used in several areas, including:

- 1-Selection of employees in educational institutions.
- 2-Discover the personality style through these tests.
- 3-Evaluation of the level of administrative personality and its impact on others.
- 4-Testing students in some subjects, such as reciting the Qur'an and reciting poetry.

#### Advantages of oral test:-

- 1-Do not allow cheating.
- 2-Provide an opportunity to learn through discussions between the Examiner and the student.
- 3-Providing an opportunity for confrontation between both the teacher and the student so that the teacher discovers the abilities and possibilities for students' knowledge and ability to solve the problems of some students who face academic difficulties.
- 4-Enables us to evaluate the intended objectives to be achieved.

#### Disadvantages of oral tests:

- 1-It needs a long time to achieve.
- 2-Does not provide justice in asking questions.
- 3-There is no lack of subjectivity between both the Examiner and the student.
- 4-It may not give time to the teacher to explain his questions adequately to the student because this behavior may consume additional time that the teacher does not have.

#### How to improve oral tests:

- 1-Sufficient training on how to perform it.
- 2-Increase the questions to cover the number of take testers.
- 3-Providing accuracy and good wording in the way of question.
- 4-Choosing the right place and time.
- 5-It is preferable for more than one teacher to administer the test, to ensure honesty and objectivity in grading.
- 6-The student's grade is determined over two attempts, not just one. If the student doesn't succeed the first time, they may be more successful the second time.

### Second: Written tests

It is considered one of the important assessment tools in diagnosing student performance, especially as it achieves cognitive goals and reveals aspects of remembering, recalling and understanding. The aim of written tests is to associate between the questions and content to achieve the objectives, and this is confirmed by modern educational



theories in the development of the possibilities for learners to be able to achieve the goals in an integrated manner, so the written tests are the second type of achievement tests.

**Written testes are divided into two main types:**

- 1- Subjective testing (Essay test).
- 2- Objective testing.

**What is the difference between objective and essay tests?**

Objective questions focus on reality and known scientific facts. They are based on existing and generally accessible information. For example, "What tools are needed to make a cake?" This question simply asks for a list of the necessary tools. Essay questions, on the other hand, relate to the opinions, feelings, and personal experiences of individuals.

**Subjective testing (Essay test)**

An essay test is defined as a written test that requires the candidate to write an essay or a composition, the length of which is determined by what is required in the question, which may begin with the word: discuss, research, talk about, etc.

This type of test can be used to achieve the objectives of synthesis and analysis, as these tests are related to cognitive objectives as classified by Bloum. Through them, we measure the objectives that contain synthesis and analysis. Although they are easy to prepare, they require a great effort in answering and correcting, and their questions are divided into two types, (Open and closed tests).

**The second part:**

**Types of Classroom Tests:**

1. Formative Tests – These are low-stakes assessments administered during the learning process to monitor student progress and provide feedback. Examples include quizzes, in-class activities, and draft submissions. (Taras, 2005)
2. Summative Tests – High-stakes assessments given at the end of instructional periods to evaluate cumulative knowledge. These include final exams, standardized tests, and unit tests.
3. Diagnostic Tests – Administered before instruction begins to identify students' strengths and weaknesses (William, 2011).
4. Placement Tests – Used to determine the appropriate instructional level for students.

**Definitions and Importance:**

Classroom tests are tools used by educators to evaluate students' mastery of instructional content. According to Nitko and Brookhart (2011), a test is a systematic procedure for observing behavior and describing it with the aid of a numerical scale or a category system. The importance of testing lies in its ability to inform instruction, provide feedback, diagnose learning gaps, and hold both students and teachers accountable.

**Advantages of Classroom Tests:**

- Provide measurable evidence of learning outcomes.
- Help identify individual learning needs.
- Guide instructional planning and curriculum adjustments.
- Enhance student motivation when well-designed.

**Disadvantages of Classroom Tests:**

- May cause test anxiety and stress among students.
- Risk of focusing on rote memorization rather than critical thinking.
- Potential bias in test content and grading.
- Often misaligned with broader learning goals if poorly constructed.

**Functions of Classroom Tests:**

- Diagnostic: Identifying learning problems early.
- Instructional: Guiding and improving teaching methods.
- Evaluative: Measuring achievement for grading and accountability.
- Motivational: Encouraging effort and engagement through feedback.

### Improving Classroom Tests:

To maximize the effectiveness of classroom assessments, educators should:

- Ensure alignment between test items and learning objectives.
- Use a variety of item formats (e.g., multiple-choice, short answer, performance-based)
- Apply clear and consistent grading criteria.
- Involve students in the assessment process (e.g., through peer review)
- Provide timely and constructive feedback.
- Continuously revise tests based on student performance data and feedback.

By grounding classroom testing practices in sound theoretical principles and evidence-based strategies, educators can enhance the role of assessments in promoting deep and meaningful learning.

### *"The Role of Classroom Tests in Assessing Students, Learning: Intended Objectives and Potential Defects."*

Classroom tests are designed to fulfill several instructional and evaluative objectives. Ideally, they serve to measure students' comprehension of taught material, identify areas for remedial instruction, and provide both students and teachers with feedback that supports academic growth.

### Intended Objectives:

- To assess mastery of specific learning objectives and standards.
- To monitor progress over time and adapt instruction accordingly.
- To provide students with information about their strengths and areas for improvement.
- To motivate students by setting clear performance expectations.
- To inform grading and reporting processes.

### Potential Defects:

- Overemphasis on testing can lead to 'teaching to the test,' narrowing the curriculum.
- Tests may unintentionally disadvantage certain student populations due to cultural, linguistic, or learning style biases.
- Poorly constructed tests may lack validity and reliability, leading to inaccurate conclusions.
- High-stakes testing environments can foster anxiety, which negatively impacts performance.

Recognizing both the intended objectives and the inherent flaws in classroom testing practices is essential for refining assessment methods. By addressing these challenges, educators can enhance the effectiveness of assessments as tools for learning rather than mere judgment.

### Discussion:

The findings from the reviewed literature and theoretical exploration highlight both the value and the limitations of classroom tests as tools for assessing student learning. While classroom assessments are essential for diagnosing student progress and guiding instruction, their effectiveness is highly dependent on design, implementation, and alignment with instructional goals.

One major insight from the research is the discrepancy between the intended purposes of classroom tests and their actual outcomes. Although tests are meant to enhance learning and provide feedback, they are often reduced to grading tools, which limits their educational potential. This is especially problematic when tests are not aligned with curriculum standards or when they emphasize memorization over higher-order thinking skills. Furthermore, the literature reveals that classroom tests can unintentionally discourage learning by fostering test anxiety and encouraging surface-level learning strategies. In high-stakes environments, students may prioritize performance over understanding, leading to short-term gains rather than lasting knowledge.

On the positive side, when designed and used effectively, classroom tests serve as powerful instruments for formative assessment. They provide timely feedback, encourage student reflection, and support differentiated instruction. Teachers who involve students in the assessment process—through peer evaluation, self-assessment, or revision opportunities—tend to foster greater student engagement and autonomy.

In general, the discussion underscores the need for a balanced and reflective approach to classroom testing. Educators must be equipped with assessment literacy to construct tests that are fair, valid, and instructionally useful. The key lies in viewing assessment not as a final judgment, but as an ongoing process that supports learning and development.

### Summary:

Based on the comprehensive review of literature and theoretical analysis, several key findings have emerged:

1. Classroom tests play a central role in evaluating student learning and guiding instructional decisions. When well-aligned with learning objectives, they provide meaningful feedback that enhances student achievement.
2. The intended instructional objectives of classroom testing often include monitoring progress, reinforcing learning, and identifying knowledge gaps. However, these objectives are not always achieved due to poor test design or misuse.
3. Formative assessments are more effective than summative tests in promoting deep learning. They foster a feedback loop between teacher and student, which supports personalized learning and continuous improvement.
4. Common defects in classroom tests include lack of alignment with curriculum standards, cultural or linguistic bias, emphasis on rote memorization, and failure to assess higher-order thinking skills.
5. Negative consequences of flawed testing include student anxiety, reduced motivation, and the narrowing of the curriculum to test-specific content.
6. Assessment literacy among teachers is often limited. Many educators lack the training needed to develop valid, reliable, and fair assessments, which can lead to inconsistent and inequitable outcomes.
7. Student involvement in the assessment process (e.g., through self-assessment and peer review) has been shown to improve metacognitive skills, motivation, and engagement.

These results point up the need for improved classroom assessment practices that are grounded in sound pedagogical theory and responsive to student diversity and needs.

### Recommendations:

In light of the findings, the following recommendations are proposed to enhance the effectiveness of classroom tests in assessing student learning:

1. Improve teacher assessment literacy through targeted professional development programs that focus on test construction, validity, reliability, and formative assessment strategies.
2. Align classroom tests with learning objectives to ensure they accurately measure the intended knowledge and skills.
3. Diversify assessment methods by incorporating a variety of question formats (e.g., open-ended, performance-based, project-based tasks) that evaluate higher-order thinking and real-world application.
4. Reduce test anxiety by fostering a supportive assessment environment, using low-stakes testing, and offering multiple opportunities for students to demonstrate learning.
5. Engage students in the assessment process through self-assessment, peer feedback, and reflection activities to promote metacognitive awareness and self-regulated learning.
6. Regularly review and revise assessments based on student performance data and feedback to ensure continuous improvement and relevance.
7. Avoid over-reliance on summative assessments by integrating ongoing formative assessments that provide timely feedback and support individualized learning.
8. Ensure fairness and inclusivity by considering cultural, linguistic, and learning diversity when designing and administering classroom tests.

Implementing these recommendations will help create a more effective, student-centered assessment system that not only evaluates learning but also fosters it.

### Conclusion:

Classroom assessments are essential for evaluating learning and guiding instruction. This study explores the dual functions of classroom assessments and their limitations. Well-designed tests can enhance learning and provide constructive feedback, while poorly executed ones may induce stress and perpetuate inequality. The results highlight the necessity of aligning assessments with educational objectives, varying formats, and involving students in the evaluation. Enhancing testing practices necessitates ongoing professional development, intentional design, and reflective practices. By integrating assessment within the learning process, educators can optimize the effectiveness of classroom tests in improving educational outcomes.

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