An investigation about teachers' perception on Assessment Literacy and its Impact in Hindering the practice of effective Assessment in a Private School in Sharjah, UAE

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Abstract

Although assessment is said to be the core component for vital learning outcomes, there are many arguments about the efficiency of teachers planning effectively for it. Instead of using assessment primarily to improve learning, teachers are using it to only evaluate the students' achievements. Many researchers have shown that assessment should be used as a tool to enhance learning and its results to be analyzed for that sake. In fact, teachers are not well trained on how to approach assessment in classes. Several studies have marked that teachers' assessment skills are weak and need improvement either at the level of designing them or at the level of interpreting them. This study is an investigation of teachers' perception of assessment literacy and its impact on effective assessment implementation. The data was collected through a mixed design questionnaire among 56 teachers with various years of experience in a private school in Sharjah. The participants were selected using a random sampling technique, and data were interpreted using descriptive statistics. The findings indicated that teachers have high assessment literacy; they use various traditional assessment tools to evaluate their students accordingly. However, the majority of teachers utilize assessment for the sake of judging the students' achievements inside the classroom rather than improving the learning practices. In conclusion, one of the main reasons hindering practitioners in designing the appropriate assessment tool is the lack of training that the teachers should be equipped with.

Key concepts: assessment literacy, students' achievements, learning practices, teachers' perception.

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Introduction

Since the early 1990s, UAE has undergone drastic, accelerated, and widespread changes in all arenas where UAE used international standards to cater to the county's goals in architecture, economy, and tourism, accordingly the UAE's Ministry of Education has initiated various educational reforms. UAE educational vision of 2021 stresses equitable opportunities for all students to reach a "First-Rate education system," it permits learners to evolve their educational potentials and be readied with the necessary proficiency to achieve worldwide standards (Vision 2017). To reach the 2021 vision, eight pillars of education transformation were created, two of which are about standardized assessments. The vision indicates that UAE has to be among the first 20 countries in the Program of International Student Assessment (PIZA) and among the top 15 countries in Trends in International Mathematics and Science Study (TIMSS). More importantly, it is to guarantee that all UAE schools have qualified practitioners, be it private or public. This latter is emphasized since it is believed that quality teachers influence quality learning which consequently affects learning outcomes. Previous research has indicated that teachers' skills are essential in shaping the learning procedures (Rogler 2014; Willis 2010; Yamtim & Wongwanich 2014). Practitioners are accountable for evaluating the performance of the students' attainment and progress; they are also responsible for conveying quality instruction depending on the context, student, assessment tools (Yamtim & Wongwanich

2014), and planning adequate, purposeful assessment. Moreover, Yamtim & Wongwanich (2014), emphasized the significance of evaluation and argued that practitioners managing appropriately their class is solely related to three elements: curriculum design, assessment tools, and instructional strategies.

Research shows that up to half of the time slot in classrooms is dedicated to different tasks on assessment (Rogler 2014); through assessment, practitioners collect the other data-driven about learners' achievements, interpret their outcomes to develop learning (Al-Azani &AbdullH 2015, Jones & Saville 2016). According to Rogler (2014), literate teachers are easily able to link teaching and learning to assessment, evaluate the results for effective feedback and use the data to develop learning. Popham (2009) argued that teachers must learn about assessment literacy since it is the primary stone of an effective teacher and a better decision-maker. Moreover, Mertler & Campbell (2005) explored the relationship between classroom assessment and standardized tests and argued that their relationship is complementary; without practical classroom assessment, the student's performance in standardized tests won't be as expected.

Accordingly, classroom assessment literacy is pivotal for a successful learning outcome. For this reason, the UAE stressed the importance of assessment literacy in its educational reform. Thus, this study aims to investigate teachers' perceptions of assessment literacy and its impact on effective assessment implementation in a private school in Sharjah, UAE. It would focus on understanding teachers' perceptions about assessment culture in general

and obstacles the teachers are facing in particular. The pivot of the study will be on four aspects: First, teachers' perception of assessment literacy. Second, different assessment methods that are used by teachers in their classrooms. Third, the use of assessment to entail learning, and lastly, the hardships hindering teachers from planning for practical assessments in their classes.

Consequently, this research was carried out in one of the private schools in Sharjah, UAE. The research is conducted through a questionnaire that involves teachers from different stages (KG, primary, high school) and from various subjects (Science, English, Maths, ICT, Arabic, Islamic, and Humanities) to obtain valid and reliable data to conclude from.

Classroom assessment is a pivotal component of successful learning; it has been observed that there is a gap between knowing about assessment, its tools and applying it effectively to serve the purpose of raising the learning standards. By going through previous literature, it is clear that there is a gap between knowing about assessment methods and effectively applying them. This research is designed to investigate the practitioners' perspectives about different assessment strategies and explore the hardships that they face in their classes.

This study attempts to understand teachers' level of assessment literacy and gear them towards better understanding of the components of effective implementation of diverse assessment strategies in their classes. Without adequate skills and expertise, teachers would not be able to achieve the required outcomes; the expected outcomes would be: 1- More

training and professional development should take place for better use of assessment tools.

2- practitioners have to master the art of developing a variety of assessment types and use them effectively to raise the students' achievements.3- oblige the management and senior leadership to reflect upon the hardships hindering the teachers to perform as expected. Finally, 4- spread among teachers the appropriate awareness about the effective implementation of assessment.

Literature Review

Assessment is a milestone in learning; it is considered as well one of the essential responsibilities of a teacher since the quality of teaching affects learning and indicates the quality of the applied assessment. According to Berry (2008), assessment is an "end-of-learning activity" through which the teacher checks on students' achievement. Thus, assessment has two types "Assessment of Learning," which is related to Cumulative Evaluation, and "Assessment for Learning," which refers to Developmental Evaluation. Summative Assessment deals with students' performance at the end of a unit, aligned with benchmark standards.

However, Formative Assessment is a continuous process in which instructive feedback is provided to students about their class performance. Thus, the researcher agrees with Chappuis & Stiggins (2004) suggesting that students' exposure to the assessment process is crucial in developing their learning goals. In this respect, Brown (2005) claimed that practical assessment should be shifted from teacher-centered to student-centered for better

results in achieving the required outcomes.

Effective assessment is not about collecting and recording students' individual data; it is more than that. Practitioners should move from passive evaluators to active evaluators who interpret the data at hand and use it to inform learning (Scarino 2013). Accordingly, teachers should have a good background about "Assessment Literacy." Siggins (1991) was the first researcher who introduced the term "Assessment Literacy," which is approached as acquiring the essential components of accurate knowledge for quality assessment (Bayat & Rezaei 2015). Practitioners who are aware of assessment literacy are knowledgeable about the practical tools to measure learning; these teachers know how to design, conduct, and manage effective assessments by aligning the learning objectives to the appropriate assessment activities for effective learning (Siggins 2002). "Assessment Literacy" contains three pillars: knowledge, skill, and principles (Fulcher 2012). Taylor (2009) argued that literate educators should comprehend the guidelines of accurate assessment; obtain the knowledge of choosing the adequate assessment tool for any lesson; use the collected data to structure informative feedback; interpret and analyze the assessment practices and have the ability to embed assessment results in shaping their future plans. Furthermore, knowing about various assessment strategies permits the practitioner to choose the appropriate evaluation tool that best meets the learning outcomes.

"Assessment Literacy" in this research refers to the clear understanding of assessment methods and strategies and how to use them to enhance learning outcomes effectively.

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Practitioners should know the aim behind their assessment and the materials that they are assessing. Most importantly, they should analyze the data to entail their future plans.

Teachers' skills are crucial in delivering learning. Many pieces of research have indicated that teachers' aptitude and the traits of instructional feedback are crucial for effective learning to happen (Mertler & Campbell 2005; Rogler 2014; Willis 2010). Yamtim & Wongwanich (2014) identified that teachers' knowledge together with adequate evaluation tools will result in obtaining effective quality instruction. However, previously consulted literature suggested that the central gap is related to the inadequacy of teachers' skills and design of assessments (Alkharusi 2011) and the inefficiency of professional development in assessment. Birgin & Baki (2009) suggested that early childhood teachers are experiencing insufficient assessment knowledge awareness and skills to handle effectively learners' performance in a subject like (self-assessment, journals, and rubrics). In contrast, upper-graders are more inclined to be good at objective assessment (essay writing, written feedback, oral feedback, and critical thinking skills).

Practitioners are expected to appeal to the required skills that guarantee their efficiency in designing quality-based evaluations. For instance, the review must be aligned with learning goals for sound, a valid judgment that best measures the students' attainment and progress (James 2005), together with the students' awareness of the grading system and procedures. Chappuis & Stiggins (2002) added that teachers, on top of that, should be equipped with the skill of providing instructive, continuous constructive feedback. Accordingly, learners

are more inclined to perform as expected when they are well motivated and when they are active participants in their evaluation process. Falchikov (2013) added to what has been agreed upon in the previous studies, that assessment has to measure its aims rather than the materials taught.

The theory of self-efficacy is approached in this research since practitioners' efficacy is crucial for effectual teaching and learning (Zee & Koomen 2016). Bandura (1997) was the person who created the terminology "Self-efficacy" as teachers' belief about their own skills and abilities in achieving specific tasks. In this study, this term is essential since it highlights the teachers' perception of assessment literacy. In relation to the self-efficacy theory, people with solid self-efficacy are better able to face complex work and regard it as challenging, not threatening. Soodak & Podell (1996) categorized practitioners' self-confidence as a sub-category of an individual's self-assumption. They added that their convictions about themselves influence learning achievement precisely like the other components; skills, knowledge, and planning.

Research about practitioners' self-efficacy highlighted its crucial significance in enhancing students' performance and learning achievement. Previous studies suggested that teachers with high levels of self-efficiency come up with better learning outcomes since they are keen on trying different strategies and techniques (Zee & Koomen 2016). Other research added to that explaining the role of self-efficacy in motivating the learners and their academic performance in general (Mojavezi & Tamiz 2012).   Thus, Zee & Koomen

(2016) performed an experiment exploring the aftermath of teachers' self-efficacy and found that high self-esteem is positively connected to the teachers' psychological well-being in the sense that it is positively influencing their individual accomplishment, personal satisfaction and this directly impacts students' achievement, and classroom environment.

Shim (2009) has undergone an examination regarding teachers' perceptions about assessment methods and tools and came to the conclusion that practitioners are in fact assessment literate and have enough knowledge about assessment and evaluation but were not put into practice. Following the same logic, Qassim (2008) went into analyzing the reasons that influenced the practitioners' assessment practices and came to notice that teachers claim that they are assessment literate and they are aligning their knowledge with their planned assessment. However, other researchers had different results to their investigations; Muñoz et al. (2012) for instance, suggested that there was a clear gap between perception and enactment that needs to be bridged through a keen scheduled professional development. So does Susuwele-Banda (2005), who suggested that there exists a gap between the practitioners' perceptions and the actual assessment practices present inside the classes. Nevertheless, they have all agreed that the level of awareness varies from one institution to another and from one teacher to another, but the same obstacles are shared by the majority. Some of them are overcrowded classrooms, curriculum workload, class size, teaching load, and time.

Reflecting upon the literature review, it can be deduced that practitioners' literacy is

essential in enhancing learning outcomes. Teachers have to be equipped with such literacy to design practical assessments in their classes. Such as - Planning and developing evaluative tools aligned with the course objectives, analyzing assessment data to produce learning outcomes, selecting the adequate assessment method to measure a particular aim, providing constructive, quality feedback, and involving students in their learning process. This study will shed light on these assessment skills through a mixed approach survey. This survey aims to investigate the extent to which teachers are aware of assessment literacy and aims at looking into ways of bridging the gap between knowing about assessment and applying it effectively. The interpretive approach is used to analyze the written texts focusing on the abstract nature of reality to comprehend the issue (Rowlands 2005). Furthermore, a positivist approach to interpreting the empirical numbers focuses on the concrete fact using quantifiable features (Myers 1997).

Methodology

For a research project to be well structured, options about how to collect and analyze data are vital, and justifying the motives behind that option is crucial. Significantly, research has to be valid, reliable, and credible. Most researchers use research design to congeal their investigations using factual and methodological studies. It requires any researcher to keep to an existing pre-arranged method that is aligned with the type of research administered to come to genuine conclusions. A quantitative approached is used in this study; using descriptive statistics to analyse the data. Fifty-six participants were sampled from a

population of 70 teachers for the survey.

The study used a Concurrent research design, a mixed data collection method in which a scheme is validated with another scheme for the sake of comparison or to tackle different types of questions (Creswell & Plano Clark 2007). In this case, the same individuals use both qualitative and quantitative questions to be easily compared.

Figure 1: Concurrent Design
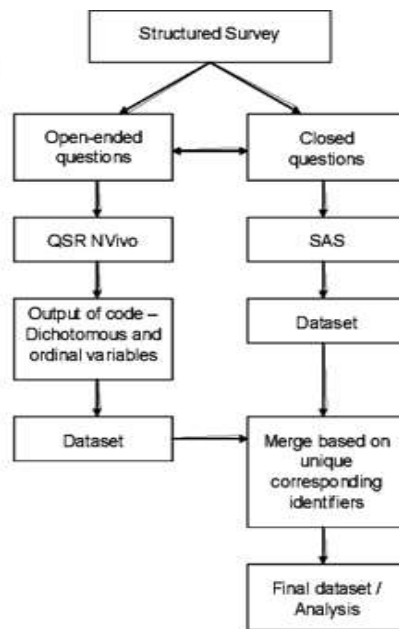
In this kind of study, participants are used to creating a web-based instrument to collect data to use a structured survey in which both forms of questions are used, open-ended and close-ended. The former is easy to comprehend, and the latter is unlimited, where individuals use extensive responses. This method is preferred as it facilitates the connection between individuals during the collection of data and the researcher to link open to close-ended questions

This study is undertaken using a questionnaire that is well structured after going through

literature reviews; most importantly, it reflects some of 67 forms of Zang & Burry-Stock (2003) Assessment Practices Inventory (API). The questions are aligned solely with the research aim, sub-objectives, and research questions. The questionnaire has a total of 27 questions; thirteen questions follow the Likert-style scale from (1 to 5); four questions are open questions, four questions are yes/no, and six multiple choices questions. The survey consists of five parts: - General information – Teachers' knowledge about Assessment Literacy – the various Assessment strategies and tools to measure learning – the obstacles hindering practitioners to perform the practical assessment. It also provided an opportunity for participants to provide qualitative data. The teachers were given a short guide on answering the questionnaire correctly, especially how to use the scale from 1 to 5 (enormously skilled to strongly unskilled).

The questionnaire is created through Google forms. The aim behind using that is to make it easier and handy to be sent as a link, opened in mobiles, and answered. Moreover, some fundamental analyses and graphs are provided instantly that might be useful. The data was already ready and digitalized as an excel sheet. To certify the survey, two of my colleagues were asked to verify and monitor it; some changes were made for clarity and correctness purposes before being sent.   All teachers who participated in the survey were notified that doing the questionnaire is optional and that they have the right not to do it if they want to. It was also explained that the answers are confidential and won't be shared with any admin in the school; no names were asked for in the survey for anonymity and validity of

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responses. As the study deals with a Teachers' Perceptions about assessment, the investigation will not result in any personal or professional inconvenience to teachers. The aim of the study was explained through our group network; participants were sent a link to complete the questionnaire. Accordingly, the answers were automatically registered in an excel sheet. A reminder was sent two times for maximum participation.

Findings

A total of 56 participants were involved in the study representing 23% males, and 77% female. Although all of the survey's participants are from a private school in Sharjah, they do teach different subjects in different grade levels and have varied years of experience in the field.
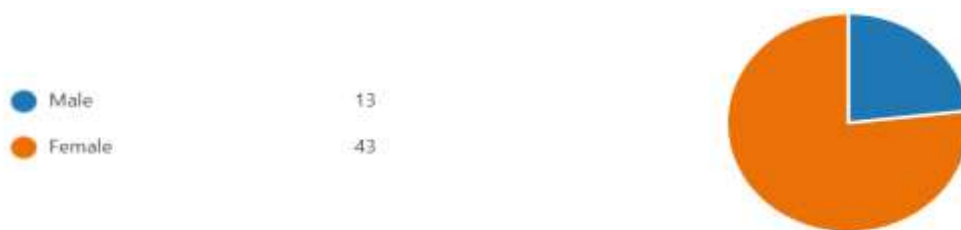

Figure 2. Teachers Gender

Overall, out of 70 teachers in the whole school, 56 of them participated in the survey, a total of 80%. 39% are high school teachers, 14% are middle school teachers, 32 % from

primary school teachers, and 14 % are KG school teachers.

🔵 KG school	8
🟠 Primary school	18
🟢 Middle school	8
🔴 High school	22

Figure 3. Teachers' stages of school education

Around 46% of practitioners demonstrated that they have over ten years of experience in teaching. On the other hand, 27% indicated that they have between 6 and 9 years of experience, 16% stated that their experience ranges between 3 to 5 years, and 11% are new to the field of education. Their experience is between 0 to 2 years.

🔵 0-2 years	6
🟠 3-5 years	9
🟢 6-9 years	15
🔴 10+ years	26

Figure 4. Teachers' years of experience

In fact, participants teach different subjects. 30 % are English teachers. 14 % do teach Math, 21 % teach Sciences (Biology, Physics, and Chemistry), 7 % teach humanities (Business, Economy and Social studies), 14% are class teachers, and 5 % teach ICT, whereas 7% do teach Arabic subjects (Arabic, Islamic).
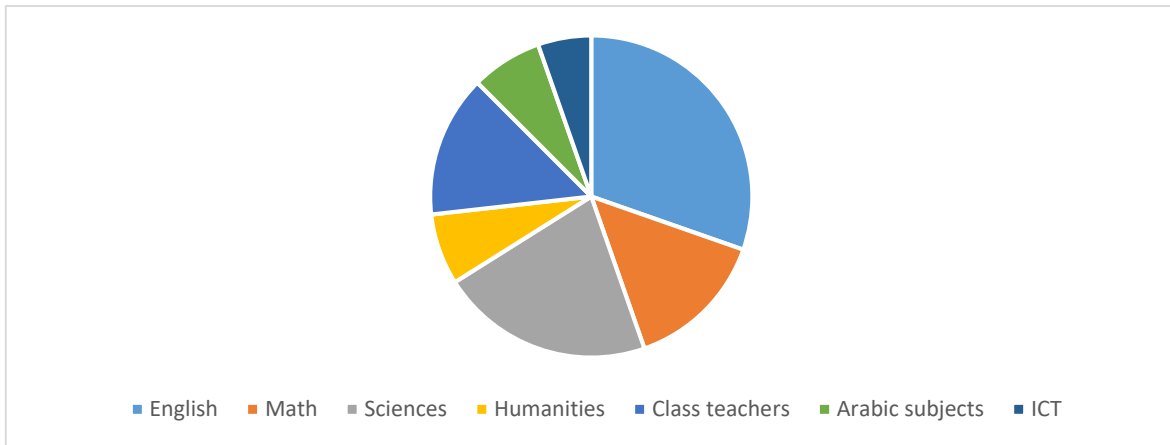
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Figure 5. Teachers' percentage per subject

The below table indicates the percentages of teachers' perceptions about assessment literacy. The overall awareness is 75%, the details of that are summarized in the table.

Questions	percentage
Design assessments that are based on the course objectives and related to the curriculum plan	82%
Choose the appropriate assessment methods to measure the lesson's learning outcomes	79%
Design differentiated assessment tasks that cater to all students' needs	79%
Align assessment tasks with instruction; students are tested on the materials taught	81%
Analyze the data gathered out the assessments and shape the coming	70%

lessons accordingly	
Develop announced/ unannounced quizzes	71%
Include non-academic achievements in the calculation of the grade (e.g.: attendance, behavior.)	77%
Collect and analyze diagnostic data from standardized tests	70%
Apply assessment performance to entail decisions about teaching	74%
Apply evaluation results to inform the learning results	63%
Transmit assessment results to the concerned stakeholder	83%
Overall	75%

Table 1. Teachers' Perception on Assessment Literacy

Overall, in reflection on the results obtained in the table, teachers in the case school have a high perception level regarding 'Assessment Literacy'. The highest percentage is related to communicating results with the concerned party as 83% and have rated their ability to design assessments that are aligned with the course objectives and related to the curriculum as 82 %, so the process of planning the activity and delivering the results to students is well established for the majority of teachers. They found themselves skilful in aligning the assessment tasks with instruction and materials taught as 81 %, in using differentiated assessment tasks catering to the different needs of students as 79 %, and choosing the

proper assessment methods to measure the students' attainment and progress as 79 %. The lowest percentage is shown in using the assessment results to determine the learning outcomes as 63 %. Teachers are finding it difficult to reshape their lessons outcomes after analyzing the students' results. Here lays the gap; if the teachers are not using results to design their coming lessons, optimizing learning, in this case, won't be effective.79 % of teachers suggested that the students are informed about the aim of the assessment done each time, 80% claimed that students/parents are aware of the grading scheme and the large majority of 91 % confirmed that they do evaluate the students' performance throughout the year. Finally, 16% of teachers avoid teaching students for the sake of formative and summative exams but instead focus on teaching them skills.

Data obtained from open-ended questions were analyzed and categorized into "recurring themes" (Creswell 2018), the results are expressively interpreted for in-depth analysis. First, regarding the aim behind using assessment; there is an agreement about its importance and the teachers suggested that it is "to provide feedback about students' attainment and progress, inform instruction and help redesign curriculum implementation", "to determine whether or not the goals of education are being met", "to improve the learning process" or as a mere tool to "to improve learning process". Moreover, in regard to the obstacles hindering the effective implementation of assessment inside the classes, the practitioners claimed that some of them are related to "lack of needed technology", "time and resources", "catering to all students' needs", and "reading skills of students", "Class size" and "having

differentiated levels of students' needs". Moreover, in regard to the recommendation for being a better assessor, the answers vary between "needing more of professional development workshops" and "providing enough resources for a better enactment". The coded topics are summarized as follow:

Coded themes from the open-ended questions

❖ Common strategies of assessments used by teachers

▪ Traditional assessment tools

-Paper-based assessment

-Oral/written feedback

-Individual activities

-Class-individual discussion

▪ Genuine assessment tools

-Students' Portfolio

-Self- peer assessments

❖ The aim behind using assessment in classes

▪ Assessment of learning

- evaluate learning outcomes

- Reflect upon attainment and progress

-Measure the student's assimilation of new concepts.

- Assessment for learning

-Entail teaching tools.

-Assess instruction to shape teaching and learning outcomes.

❖ Problems facing teachers in conducting effective assessment

- Limitation of a suitable environment

-The big number of students.

-Rigid time dedicated to different assessments.

- Assessment criteria

-Rigid assessment criteria.

-Imposed assessment weighing.

❖ Recommendation for improvement

- Professional Development

-Informative training about assessment

-Peer-visits for improvement

- Flexible criteria for assessment

-Flexible plans for assessment

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                -Flexible assessment weighing to assess students according to their needs.

       ▪   Suitable learning environment

                -A smaller number of students in classes

                -Motivation to both students and teachers.

                -Plan for assessment to cater to all learners' needs.

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To reflect upon the results obtained, paper-based assessment, individual activities, oral / written feedback, and home works are the most used assessment tools among teachers, whereas portfolios and presentations are the lowest methods teachers use in assessments.

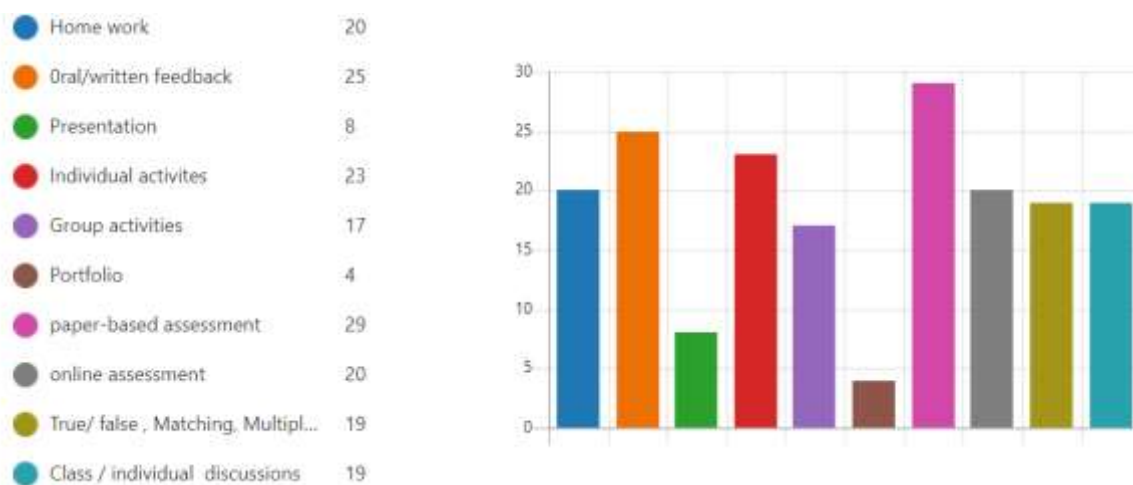|	
Home work	20
Oral/written feedback	25
Presentation	8
Individual activites	23
Group activities	17
Portfolio	4
paper-based assessment	29
online assessment	20
True/ false , Matching, Multipl...	19
Class / individual discussions	19

Figure 7. Teachers' Methods of Assessment

Teachers' perception about the aim of assessment varies; most of them agreed that they use evaluation to evaluate the students' performance and learning outcomes, whereas the others claimed that they conduct an assessment to assess the instructions to entail teaching methods, planning, and optimizing learning.

Teachers' concerns differ; some of them were having problems with a large number of students, others claimed that the obstacle is related to time as they have much to cover and less time to assess the students. Whereas, some teachers argued that the assessment weighing entailed by the school is already overwhelming.

Most teachers' recommendations were about getting more PDs (professional development) on assessment methods and strategies. In addition to having a smaller number of students inside the classes, teachers require agility in terms of assessment weighing to be able to conduct an assessment based on students' needs.

Discussion of the findings

Evidence from the data suggests that teachers' perception of assessment literacy is high. This result came against the assumption indicated at the beginning of the study. Though the literature used intensely highlights the supposition that practitioners have a low level of assessment knowledge, the findings from the descriptive analysis shows the contrary. The assessment literacy was questioned using four criteria: 1- Practitioners' knowledge about assessment literacy, 2- Assessment methods used by practitioners, 3- Problems that teachers are facing in conducting the assessment, 4- Recommendation teachers see

adequate to enhance their skills. The lowest percentage, 63 %, is shown in using the assessment results to determine the learning outcomes; this gap should be bridged by equipping the teachers with the proper training and tools to conduct an assessment for the sake of assessing the instructions to entail teaching methods, planning and optimizing learning.

The majority of teachers in the case study use paper-based assessment, individual activities, oral / written feedback, and home works to assess their students; it can be noticed that all methods used are objective and traditional, not differentiated to cater to all students' needs is in itself a weakness. This finding agrees with Raynak and Ramsay (2016), who suggested that teachers are objective-oriented when it comes to classroom assessments, not performance-oriented. More authentic assessment methods should be used like; self and peer evaluation, the use of rubrics, debates, research-based projects, and essay writing. The National Council for Curriculum and Assessment (NCCA 2008) suggested that teachers' planned assessments are teacher-centered activities administered by the practitioner, this way is favored and fashionable among the majority of teachers, there should be a shift towards student-centered tasks where other actions should be implemented like; portfolio, self-reflection, and concept-mapping.

Moreover, as practitioners, teachers should equip themselves with methods and strategies to assess the students to enhance their learning achievements. Therefore, they have to adapt the assessment to measure instruction that influences good planning instead of assessing

them for the formative and summative tests or for the sake of evaluation. Raynak and Ramsay (2016) came up with three steps into how to avert from the traditional way of assessment: plan for SMART objectives, accordingly assessment should be aligned with the quality of instruction, differentiated activities, and learning opportunities.

Furthermore, the qualitative data analysis showed that teachers lack professional development in assessment since most of them recommended having quality-based training about different assessment strategies and methods. In addition to that, teachers have a positive attitude about being equipped with more tools and techniques to develop their evaluation tools and skills. Thus, practitioners are willing to shift to a learner-centered model of teaching and assessing their students. This can be attained only by having fewer students inside the classes for quality assessment that caters to all students' needs.

Conclusion

Planning for effective assessment strategies is one of the most critical components of a successful lesson, and it is the teacher's responsibility to ensure that. Thus, without the right experience and skills, teachers won't be able to achieve their goals to be good assessors. The teachers' perception about assessment literacy was high though the hypothesis turned out to be not accurate in this investigation. Teachers are inclined to use the traditional way of assessment; instead, using authentic methods is necessary to align teaching and learning to assessment. The majority of teachers recommended being provided with adequate training to learn the required skills in designing successfully

different assessment tools and accurately analyzing the data to inform learning.

For a better investigation, more schools should be included for the validity and reliability of the findings. Though it reached 80 % of the schools' staff, the sample size is still small to make generalizations. There might be some biases about designing the questions and analyzing them. There is also a possibility that the teachers were not objective in rating themselves, making it hard to have a concise conclusion about the study. Moreover, the questionnaire used many technical words that are related to assessment and learning; some of the teachers might not know their exact meanings or understand English to rate the questions. It would be more accurate if another method of data collection was used hand in hand with the questionnaire, like observations, but this was overlooked due to the scope of time.

For a deep insight into the teachers' perception of assessment literacy and the obstacles hindering its implementation, further studies should complement this investigation; in other words, to study the relationship between teachers' perception of assessment literacy and students' performance. Moreover, this study might be done using a qualitative method to go for interviews to generate the required data to build up the investigation.

The data obtained both qualitatively and quantitatively help in shaping some of the recommendations for the practitioners to take them into consideration, to the school and future policy-makers, this includes:

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- Professional Development, as in informative training about assessment tools and procedures.

- Flexible criteria for assessment as in flexible plans for assessment and flexible assessment weighing to assess students according to their needs.

- Suitable learning environment that includes having a smaller number of students in classes, different ways of motivation to both students and teachers, and differentiated plans for assessment to cater to all learners' needs.

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