



The Use of Appropriate Student Assessment Instruments to Improve Learning and Raise the Quality of Teaching

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ABSTRACT: Assessment is undoubtedly the most sensitive and complicated part of teaching, for many teachers' assessment can be equivalent to other jobs and responsibilities in the profession they practice, but we are often wrong in this aspect. Assessment should help learning, motivate students and prepare them for the future, towards improving knowledge and finding the right path to success. Therefore, this research identifies the role of using assessment instruments that help students in learning and in a better performance in national and international tests, since primary school is the basis for their future education. The study was conducted in 10 elementary schools of Prizren and includes 160 participants: 40 teachers, 40 parents and 80 students. Data collection methods include structured questionnaires, analyzed through a combined approach (quantitative and qualitative) using the SPSS program and narrative interpretation of open questions.

The findings show that the use of diversified assessment instruments, especially formative assessment, has a positive impact on improving student performance in national and international tests. Teachers who integrate these tools have more opportunities to provide more personalized instruction and motivate students toward continuous improvement. Therefore, we recommend to use as many assessment instruments as possible, to get rid of traditional assessment and to take concrete steps to improve the state of education in Kosovo.

KEYWORDS: Instruments, teachers, students, school, assessment

I. INTRODUCTION

In the teaching process, the assessment of students occupies a key place and directly affects the improvement of learning as well as raising the general quality of education. The use of appropriate assessment instruments helps not only in identifying

students' achievements, but also in discovering their needs for additional support, thus creating a favorable environment for their development. An effective assessment is not only intended to measure results, but to contribute to the improvement of the learning process by motivating students and helping them to better understand their progress.

Primary schools, as the first base of children's education, should offer multiple opportunities for the development of students' knowledge through various assessments aimed at raising their general and academic skills. As a result, the implementation of different student assessment instruments affects their performance in national and international tests, better preparing them for future challenges. In a context where student performance on these tests is a key indicator of the quality of the education system, it is essential that teachers use different and effective strategies to measure and improve student progress.

In recent years, many studies have emphasized the importance of using different assessment instruments as a way to improve learning and ensure a higher quality education. According to a study by Black and Wiliam (2018), formative assessment can positively affect student progress if it is implemented consistently and well planned (Black & Wiliam, 2018). Furthermore, Shepard (2019) points out that the diversification of assessment instruments can help to more accurately identify the achievements and needs of students, thus leading to a more personalized learning experience (Shepard, 2019).

Formative assessment is one of the most important approaches in the process of student assessment, as it focuses on improving learning during the teaching process, instead of focusing only on final results. This type of assessment helps teachers and students better understand their progress, providing continuous feedback and creating opportunities for further improvement



before a final assessment is made. Through it, students benefit from the opportunity to reflect on their learning and take measures to improve performance

formative assessment instruments include a wide range of techniques that are used to gather information on student progress and to support their learning. Some of the most common instruments are: Homework; Quick tests (Quizzes); Reflexive questions; Observation of students; Assessment with self-assessment and assessment between students; Project and Portfolio, etc.

The use of a wide range of assessment instruments is essential to ensure that all students have the opportunity to benefit from the assessment process fairly and effectively. The diversification of assessment instruments enables the measurement of many aspects of student learning, including their knowledge, skills and attitudes. According to Brookhart (2020), the use of different assessment instruments helps to improve the quality of teaching by providing the teacher with more accurate data on how students are progressing and what other strategies can be used to help them in achieving the desired results (Brookhart, 2020).

Purpose of the research

The main purpose of this research is to examine the impact of using different assessment instruments on improving learning and raising the quality of teaching. This study aims to analyze how the use of formative and traditional assessment instruments affects the performance of students in national and international tests, with special emphasis on Prizren's primary schools. Through this research, best practices will be identified in the use of assessment instruments that help students improve their knowledge and better prepare for future challenges. This study also aims to provide recommendations to teachers and schools on the most effective ways of integrating assessment instruments into the daily teaching process, helping them to create a more personalized and tailored approach to the needs of each student.

In essence, the purpose of this research is to contribute to the improvement of educational practices and provide a broader framework for effective assessment of students, helping them to progress and achieve better results in academic tests and overall development. theirs.

Research questions

Does the use of different assessment instruments affect the improvement of students' performance in national and international tests?

What are teachers' and students' perceptions of the impact of assessment on improving learning?

Is there a relationship between diversification of assessment instruments and students' motivation to improve their performance?

Research hypotheses

Hypothesis 1: The use of assessment instruments has a positive effect on the improvement of students' performance in national and international tests.

Hypothesis 2: Teachers who use different assessment instruments are more successful in creating a learning environment that motivates students towards continuous improvement.

Hypothesis 3: Diversification of evaluation instruments affects the increase of students' motivation to take greater responsibility for their academic progress.

II. LITERATURE REVIEW

Student assessment is one of the most important aspects of the teaching process, as it helps measure student progress and identify learning gaps. In particular, formative assessment has received increasing attention over the past few decades because of its potential to help students improve learning and promote long-term progress.

In recent years, the role of formative assessment in improving learning has been widely discussed by various researchers. According to Hattie and Timperley (2019), effective feedback, an essential component of formative assessment, is one of the most powerful factors to improve student learning. Their study highlights that the way teachers provide feedback directly affects student motivation and engagement. When this feedback is specific and oriented towards improvement, it helps develop students' abilities to reflect on their performance and take steps to improve (Hattie & Timperley, 2019). Also, Black and Williams (1998), point out that formative assessment is necessary to promote effective learning and to create an environment in which students receive useful and immediate feedback that helps them understand what have learned and what they need to improve. Formative assessment serves as a guide for teachers, providing them with information on students' strengths and weaknesses, enabling them to personalize instruction to fit each student's needs (Black & Wiliam, 1998). A study by Andrade and Heritage (2021) argues that formative assessment improves students' ability to reflect on the learning process, thus developing metacognitive skills. This



process increases their capacity to identify what they need to improve and how to act to achieve higher results in national and international tests (Andrade & Heritage, 2021). Wiliam (2014) points out that the greatest benefit of formative assessment is the improvement of the learning process through the engagement of students in self-evaluation and reflection on their achievements (Wiliam, 2014).

According to Bennett (2020), formative assessment is an ongoing process that enables students to better understand their learning objectives and identify gaps in knowledge. Bennett points out that this type of assessment creates a more flexible and personalized approach to learning, where teachers can adapt their strategies based on the data collected on student progress (Bennett, 2020). However, Clark (2012) identifies a variety of instruments used for formative assessment, including rapid tests, student observation, and self-assessment. It emphasizes the importance of diversifying instruments to have a complete picture of students' progress, including their analytical, critical and creative skills. This helps build a balanced and integrated approach to measuring learning at different levels (Clark, 2012).

Other studies have shown that formative assessment instruments have a significant impact on improving student performance in national and international tests. For example, Ruiz-Primo and Furtak 's (2019) study found that students who participate in continuous formative assessments are more successful in exams, as these assessments help them identify and address their knowledge gaps before final tests. (Ruiz-Primo & Furtak, 2019).

Another study by Shute (2018) suggests that adaptive assessment is a powerful tool that can personalize instruction and help students improve their academic progress. In this study, formative assessment is described as a process that helps develop a closer relationship between teacher and student, focusing on the individual needs and personal progress of each student (Shute, 2018). Also, from the study Orhani et al., (2024) it is emphasized that the analysis of influencing factors also takes into account the pedagogical, socio-economic, psychological and environmental factors that play a key role in the academic performance of students (Orhani et al., 2024).

III. METHODOLOGY

This study used a combined approach, where quantitative and qualitative methods were integrated to gather detailed and comprehensive data on the use of assessment instruments and their impact on improving learning and teaching quality.

This mixed-method approach was used to provide a more complete overview and to address both aspects of statistical measurement of data and assessment of participants' perceptions and experiences. This combination helps achieve the research goals by providing results that are general and applicable to the educational context.

The quantitative method was used to measure the impact of using different assessment instruments on improving student performance in national and international tests. For this purpose, structured questionnaires were created and distributed to teachers, students and parents. Questionnaires were designed with closed questions for this analysis to enable the collection of numerical data, which were then analyzed using the SPSS statistical program to identify links and correlations between the use of assessment instruments and improved student performance.

Qualitative method: This method was used to gather more in-depth data on the experiences, perceptions and attitudes of teachers and students regarding the use of assessment instruments. Open-ended questionnaires were developed with teachers and students to provide a fuller understanding of the challenges and opportunities they experience when implementing formative assessment and other assessment methods.

Participants

A total of 160 participants participated in this research, which included 40 teachers, 40 parents and 80 students from ten primary schools in the city of Prizren. Participants were randomly selected to represent a diverse range of experiences and perceptions regarding the use of assessment instruments in schools. Teachers and parents were primarily engaged in the daily process of teaching and educating children, while the students involved were from different elementary grades, thus providing a broad perspective on the effects of assessment on learning and academic development. This selection of participants provided valuable and diverse data that help achieve the research goals.

Instruments for data collection

The data collected for this study was obtained through questionnaires distributed through the Google platform Forms. The questionnaires contained questions divided into several categories, which covered topics such as the use of assessment instruments by teachers, the types of assessment instruments used, the impact of these instruments on improving student performance, etc. The questions in the questionnaire were closed questions, but there



were also open questions oriented towards the experience of the participants with the different evaluation instruments and their role in the academic development of the students.

Data analysis

Quantitative data were analyzed using the SPSS program, which enables statistical analysis of the relationships between the use of assessment instruments and student performance. Correlation analysis and statistical tests were used to identify any significant relationship between variation in the use of assessment instruments and results in national and international tests.

Qualitative data were analyzed through the analysis of key themes that emerged from the open-ended questions. This analysis involved identifying common patterns in participants' perceptions and experiences and explaining the impact of these experiences on student development and teaching quality.

IV. RESULTS

In this chapter, the results collected from the questionnaires distributed to parents, students and teachers in the primary schools included in the study will be presented and analyzed. The results are divided into two main parts: quantitative analysis and qualitative analysis. Quantitative analysis focuses on presenting summary statistics for each key questionnaire question, using frequencies, percentages and correlation analyses. On the other hand, the qualitative analysis focuses on the main themes that emerged from the open-ended questions and the participants' perceptions of the role of assessment instruments in improving academic learning and performance. These results helped us answer the main research questions on the impact of using diversified assessment instruments, the role of teachers and schools in student motivation, and parents' perception of assessment fairness.

Results from the teacher questionnaire

The demographic data collected from the teacher questionnaire provide a detailed view of the participants' profiles regarding characteristics such as gender, age, residence, and educational level. This information is important to better understand the background of the teachers who participated in the research and to analyze more precisely the factors that may influence their perceptions of the

assessment and the teaching process. From the collected data, it appears that there are more women (24) than men (16) among the teachers who participated in the questionnaire. This fact may reflect the gender distribution of teachers in Prizren's primary schools, given that women often represent a large part of the educational staff in primary schools. Most of the teachers who participated in the questionnaire are in the age group 31-40 years old, with 25 participants. This indicates that the teachers involved in the study are mostly experienced individuals in their educational careers who have probably benefited from a good combination of practical experience and formal education. The younger (20-30 years) and older (51-65 years) age groups are represented in smaller numbers. Most of the participants in this research live in the city (30 teachers), while only a small part (10 teachers) lives in rural areas. This fact may affect teachers' perceptions of assessment methods and practices, given that teachers in rural and urban areas may face different educational challenges and have different student needs. Most of the teachers involved in this study have completed their education at the bachelor's level (27 teachers), while a smaller number have completed their master's level studies (9 teachers). This suggests that the majority of teachers have good academic preparation, while another part is engaged in further improving their training through master's level studies.

Based on the data of our research, we can draw conclusions and present summary statistics with the help of graphs and tables that represent teachers' answers to the key questions of the questionnaire. Diagrams such as the ones below show the distribution of responses on the importance of assessment, its fair assessment, and the role of teachers and the school in motivating students.

In order to analyze more deeply the results of the questionnaire distributed to teachers and to interpret in detail the answers given, we will elaborate further on each of the main points mentioned above.

The importance of assessment in teaching, in the distributed questionnaire, teachers were asked about their opinions on the importance of assessment in the teaching process. As seen in the diagram below, the vast majority of participants agree that assessment is an extremely important component of teaching.



Distribution of answers: Assessment in the teaching process is important

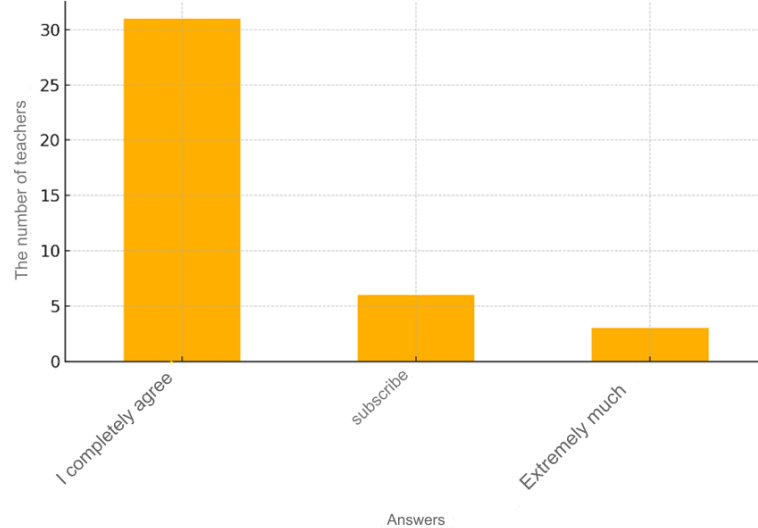


Figure 1. Evaluation as an important process

As we can see from the diagram, 31 teachers responded with "Strongly agree", which shows a clear positive and strong attitude towards the importance of assessment in the education of students. 6 teachers responded with "Agree", which suggests that they also appreciate the importance of assessment, but perhaps with a lower intensity. Only a small proportion gave less clear answers such as "Extremely much". This shows a clear recognition

by teachers of the importance of assessment as a tool for improving learning. This is consistent with the existing literature that formative assessment (the one that takes place during the teaching process) is one of the most important tools for developing students' skills and improving their results.

Fair evaluation is an important element in teachers' perceptions, as it reflects whether they feel fair and objective in evaluating their students.

Distribution of answers: The assessment I give to the students is correct

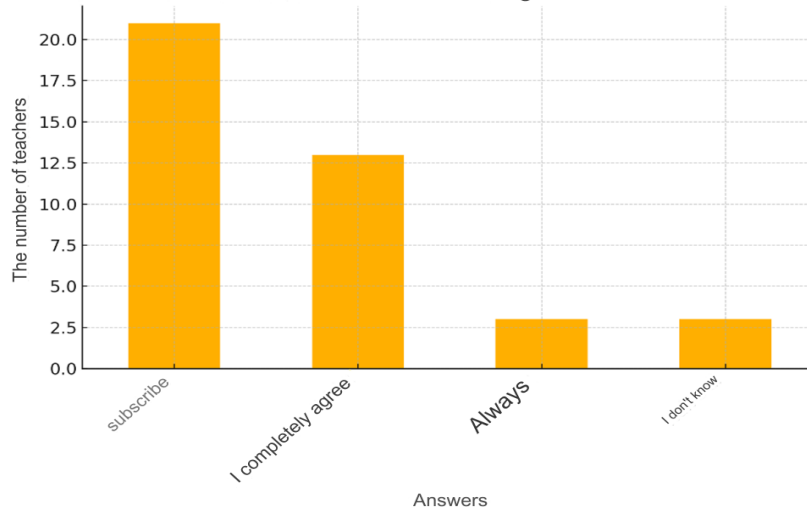


Figure 2. Fair assessment

As we can see from the diagram, 21 teachers responded with "I agree", and 13 with "I

completely agree". This shows that the vast majority of them consider themselves to be fair and objective



in the assessments they give to students. A small number had doubts, with some answering "Always" or "I don't know". The conclusion here is that teachers consider fairness as a fundamental principle in assessment. This is important as it helps maintain students' and parents' confidence in the assessment process, which in turn motivates students to try harder and improve their performance.

The next question related to the teacher's role in motivating students to learn shows that teachers accept their responsibility to inspire and motivate their students. Where 23 teachers responded with "Strongly agree", which shows a deep awareness of their role as a motivator and guide in the learning process. 14 teachers responded with "Agree", also indicating that they understand and accept their responsibility to encourage students to try harder and improve their performance. This reinforces the idea that teachers see themselves as a key factor in student success. According to studies, teachers who see students as partners in the learning process and who provide continuous motivation achieve better results in their students.

The school also plays an important role in motivating students to improve their knowledge and skills. Where 20 teachers responded with "I agree", and 15 teachers with "I completely agree", which shows a broad agreement that the school has a significant impact on student motivation. A small number, about 2-3 teachers, gave more restrained answers such as "Very much" or "Extremely much". These results suggest that teachers recognize the influence that the school and its environment have on students' motivation to learn. Creating a supportive and stable school environment is important for fostering positive outcomes in education and overall student development.

From all this, we are noticing that this study highlights that teachers are aware of the importance of assessment, its fair assessment, as well as their and the school's influence on student motivation. This is consistent with contemporary educational studies and theories that suggest that teachers and their environment have a powerful influence on student development. As a recommendation, it is important to continue using diversified assessment instruments and increase the role of technology to make the process more efficient and straightforward.

Based on the questionnaire data, some questions are directly related to the assessment instruments. These questions are designed to understand how teachers perceive different assessment instruments and the impact these

instruments have on teaching quality and student performance.

Question 7, which examines how many instruments teachers typically use to assess students, provides an interesting picture of their assessment practices. The answers are distributed in several categories: 23 teachers reported that they use between 5 and 10 instruments to assess students and 12 teachers use more than 10 instruments for assessment. Meanwhile, 5 teachers use from 3 to 5 instruments for assessment. These results suggest that most teachers use a wide range of student assessment instruments, with many using more than 5 instruments. This reflects a diversified and flexible approach to assessment, which is consistent with contemporary formative assessment practices, where the use of a range of different assessment techniques and tools helps create a wider framework to measure student progress and to provide continuous feedback.

From question 10: The proper use of assessment instruments increases the quality in teaching, the participants' answers to this question show that most teachers completely agree or strongly agree with the idea that the proper use of assessment instruments improves the quality of teaching. The majority of teachers (including those who answered "Strongly agree" or "Extremely much") show a positive attitude towards this concept. Only a small part of the teachers expressed uncertainty ("I don't know").

From the question, students should be prepared in advance with tests similar to the achievement test that this question is related to the practices of preparing students for the final tests, using similar assessment instruments as those that will be used in the national achievement tests. Most teachers agree or strongly agree that students should be prepared with achievement tests, which suggests a strong belief in the effectiveness of formal test preparation.

Achievement test scores examine the impact of assessment instruments on student scores. The majority of teachers (including those who answered "Extremely" and "A lot") suggest that the appropriate use of assessment instruments has a direct impact on improving student scores on national achievement tests.

Teachers generally have a very positive attitude towards assessment instruments. Most of them agree that the proper use of these instruments helps not only in improving the quality of teaching, but also in the performance of students in national tests. An important aspect that emerges from the data is that most teachers are of the opinion that



students should prepare in advance for important tests, using assessment instruments similar to those of the final test. This suggests that they see prior preparation as an important component of student success. In addition to improving the quality of teaching, the use of diversified assessment instruments has a clear and visible effect on the preparation of students for national tests. Teachers

believe that using these instruments helps students to be more successful in these tests.

The analysis of the correlation between the use of different assessment instruments and the impact of these instruments on the results of students in the achievement test is shown in the diagram below:

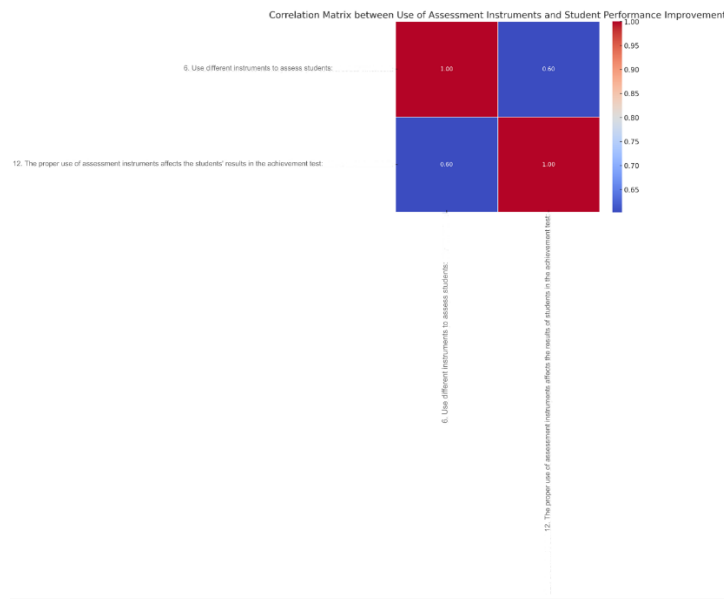


Figure 3. Correlation of the use of different assessment instruments and the improvement of students' performance in the achievement test

The diagram above shows the correlation between the use of different assessment instruments and the improvement of students' performance in the achievement test. The figures show the strength of the relationship between these two variables, with a correlation of 0.60, suggesting a moderate positive relationship. This indicates that teachers who use more different assessment instruments are more likely to see improvements in student performance on achievement tests.

Results from the student questionnaire

In the students' questionnaire data, some questions are directly related to their perception of assessment instruments and the impact these instruments have on the learning process and the quality of teaching. We will analyze and interpret these questions to better understand the overall results.

The diagram below shows the distribution of responses to the question "How many instruments do they usually use to assess you?"



Distribution of responses to the question: How many instruments do they usually use to assess you?

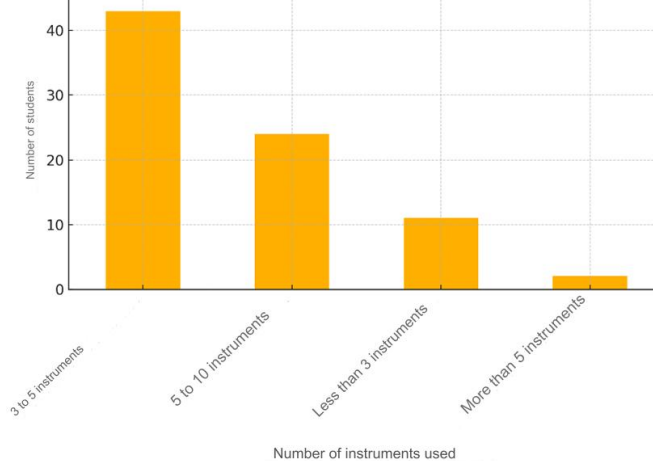


Figure 4. Number of assessment instruments

For the question of how many instruments they usually use to assess you, the results show that more than 5 instruments are used by a large number of students. Whereas, 3 to 5 instruments indicate a different group of students and some students report that less than 3 instruments are used. Therefore, most students report the use of a diverse range of assessment instruments by their teachers. This suggests that teachers use different methods to measure student progress, including different tests and other instruments.

In the question choose only the instruments with which the teachers evaluate you, the students state that the most used instruments include "oral expressions", "written expressions", "written reports for practical work", and "questionnaires". These results suggest that teachers use a wide range of instruments, including traditional and more modern forms of assessment, to cover different aspects of student learning.

In the question of whether the use of appropriate assessment instruments improves students' learning, the following results emerge: "Of course yes" with a large number of students gave this answer, emphasizing the positive impact of the use of assessment instruments on their improvement in learning. This shows that students clearly see the benefit of using different assessment instruments.

They feel that these tools help them improve their knowledge and prepare better for tests and for general learning.

In the question do you think that the use of appropriate assessment instruments increases the quality of teaching, the students express "I am completely convinced" where this is the most common answer given by the students. Students express full confidence that the use of appropriate assessment instruments helps to improve the quality of teaching. This shows that not only teachers, but also students clearly perceive the value of these instruments for a better-quality education.

From these results, it is clear that the use of different assessment instruments by teachers is a key factor for improving student performance and increasing the quality of teaching. Students perceive a direct link between the use of these instruments and their academic improvement, emphasizing the importance of a diverse approach to assessment.

The comparison table shows the relationship between the number of assessment instruments used for students and their perception of the impact of these instruments on improving learning. This table summarizes how many students reported a certain number of instruments and how they relate to the perception of learning improvement.



Comparison Table - Assessment Instruments Vs Learning Improvement

	8. How many instruments for I don't know	subscribe	I partially agree	I completely agree	After	Of course it does
1	3 to 5 instruments	1	20	0	20	0
2	5 to 10 instruments	1	8	1	14	0
3	Less than 3 instruments	0	4	0	6	1
4	More than 5 instruments	0	0	0	0	0

Figure 5. The relationship between the number of assessment instruments used for students and their perception

The comparison table shows the relationship between the number of assessment instruments used for students and their perception of the impact of these instruments on improving learning. This table summarizes how many students reported a certain number of instruments and how they relate to the perception of learning improvement. Here is the interpretation of the correlation results in Albanian: From this table we also examined the correlation that there is a strong positive correlation between the answers "I don't know" and "I completely agree" with a value of 0.92. This suggests that individuals who said "I don't know" also tended to strongly agree with the given statements. Also, "Agree" has a high correlation with "Strongly Agree" of 0.95, indicating that those who agree with the statements often tend to strongly agree. There is a negative correlation between Strongly Agree and Yes, suggesting that individuals who strongly agree are less likely to answer Yes. "Certainly yes" has a weak or no correlation with

most of the other responses, indicating that there is not a strong relationship between this response and the others. These correlations give an idea of how different levels of compatibility and understanding of assessment instruments relate to each other.

Results from the parent questionnaire

Interpreting the results of this questionnaire for parents and their perceptions about student assessment and its impact on teaching, some key points stand out:

Most parents see assessment as an essential part of the teaching process, with a large number stating that it is "extremely very" important. This indicates a clear recognition by parents of the role that assessment plays in improving their children's performance. Also, a high percentage of parents believe that teachers always evaluate students correctly.

		Frequency	Percentage (%)
1	subscribe	11	27.500000000000004
2	Always	9	22.5
3	I partially agree	6	15.0
4	I completely agree	5	12.5
5	I don't know	5	12.5
6	In most cases	2	5.0
7	I don't agree	2	5.0

Figure 6. Statistics for fair evaluation



This shows a high level of confidence in the evaluation process implemented by the teachers. Most parents agree that teachers and schools play an

important role in motivating students to learn, with many parents stressing that the teacher always motivates their child.

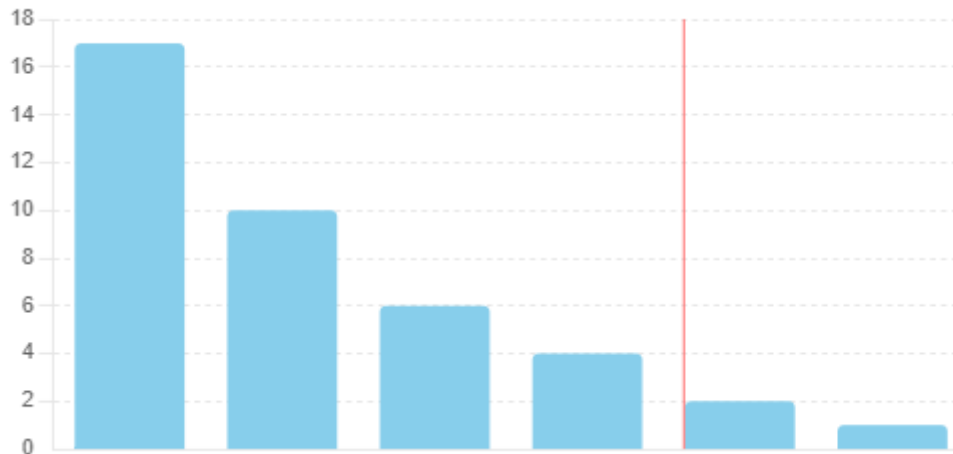


Figure 7. The influence of the school on the motivation of students to learn

This diagram shows the distribution of responses to the question "Does school affect students' motivation to learn." The majority of parents have expressed that the school has a significant influence on the motivation of students, with emphatic answers such as "Very much" and "Extremely much". This is consistent with the fact that the school, as an educational environment, is essential to promote the academic and social development of students, positively influencing their motivation and progress.

Also, there is a strong perception that teachers use a wide range of instruments to assess students, and the appropriate use of these instruments has been seen as an effective way to improve learning and the quality of teaching. On the other hand, most parents believe that students should be prepared with tests similar to achievement tests, emphasizing the importance of preliminary preparation for final tests.

In general, the results show a positive perception of parents about the role of assessment in the learning and teaching process, as well as the importance of a diversified and effective approach to assessment.

V. Discussion

The results of this research provide a clear insight into the impact of using assessment instruments on improving student performance and teaching quality. In accordance with the questions and hypotheses presented, the following discussion

aims to provide answers to these questions and verify the hypotheses based on the data collected.

1. Does the use of different assessment instruments affect the improvement of students' performance in national and international tests? The data collected clearly shows that teachers who use a diverse range of assessment instruments see improvements in their students' performance. Most of the teachers reported that the use of formative instruments, such as questionnaires, practical tasks and self-assessment, directly affects the improvement of students' achievements in the final tests. These results are consistent with previous studies that emphasize the importance of formative assessment in raising student outcomes (Hattie & Timperley, 2019).

2. What are the perceptions of teachers and students about the impact of assessment on improving learning? The perceptions of teachers and students are mostly positive. Most teachers believe that diversified assessment instruments help students improve their skills and prepare better for tests. Students, too, have estimated that the use of assessment instruments improves the quality of their learning and helps them to be better prepared for academic challenges.

3. Is there a relationship between diversification of assessment instruments and students' motivation to improve their performance? The data show a strong relationship between the use of different assessment instruments and increased student motivation. Teachers who use more assessment tools have reported higher student



motivation to improve their performance. This finding is supported by studies that emphasize the importance of continuous and personalized feedback in increasing student motivation (Andrade & Heritage, 2021).

1. Hypothesis 1: The use of assessment instruments has a positive effect on improving student performance. The results fully support this hypothesis, showing that the use of formative instruments as part of teaching has a positive effect on students' test results. This finding is consistent with the findings of Bennett (2020), who suggests that the diversification of assessment instruments helps to better develop students' skills.

2. Hypothesis 2: Teachers who use different evaluation instruments are more successful in motivating students. This hypothesis is confirmed by the research results, which show that teachers who use a diverse approach to assessment are more likely to create an environment that motivates students to improve their performance.

3. Hypothesis 3: Diversification of evaluation instruments affects the increase of students' motivation. This hypothesis has also been verified, showing a positive relationship between the number of instruments used for assessment and students' motivation to improve their performance.

So, the results show a clear trend that the use of a diverse and formative approach to assessment contributes to improving student results and raising the quality of teaching. These findings are consistent with the existing literature, emphasizing the importance of regular feedback and different instruments to help students improve their skills and achieve the desired results (Brookhart, 2020). Overall, the findings show that the overall perception of the use of formative assessment is very positive, and both teachers and students see clear benefits from this process. Teachers who incorporate more assessment tools into their practice create a richer and more inclusive learning environment that helps students develop lasting skills and improve their achievement.

VI. Conclusion

This research provides an important contribution to understanding the impact of assessment instruments on improving learning and raising the quality of teaching. The findings show that the use of a diverse range of assessment instruments, especially formative assessment, has a positive impact on improving student performance in national and international tests. Furthermore, the results show that teachers who integrate different assessment techniques have the opportunity to

provide better teaching and help students better understand their progress and needs for improvement.

Formative assessment has been recognized as one of the most powerful tools to help students develop metacognitive skills and prepare for academic challenges. Instruments such as self-assessment, practice tasks, reflective questions and short tests have been shown to not only help measure students' knowledge, but also help them reflect on the learning process and improve their performance. Teachers using different assessment instruments reported significant improvements in preparing students for formal tests and developing their analytical skills. At the same time, the students perceived the use of these instruments as useful to better understand the learning materials and to better prepare for future tests.

In conclusion, this research suggests that a comprehensive approach to assessment is key to improving student achievement and raising the quality of teaching. The further implementation of these assessment instruments, together with the effective use of contemporary methodology, can contribute to the further improvement of the education system in Kosovo.

Research implications

This research offers several important implications for teaching and educational policy. First, the results show that the use of different assessment instruments, especially formative ones, improves the performance of students and their preparation for national and international tests. Teachers should be encouraged to use techniques such as self-assessment and peer assessment to help develop students' skills. Second, technology has an important role in assessment. Third, educational policies should support the use of continuous assessments and not just final tests. This helps students develop lifelong skills and improve their performance throughout the school year. Finally, involving parents in the assessment process is essential for improving learning. Collaboration between teachers, parents and students can create a more integrated and supportive approach to academic development.

Recommendations

Diversification of assessment instruments: Teachers should be encouraged to use a wide range of assessment instruments, including short tests, reflective questions, self-assessment and peer assessment.



Integrating formative assessment into the daily learning process: Formative assessment should become a daily part of teaching, providing continuous feedback to students.

Continuous training for teachers: Teachers should receive regular training on the effective use of assessment instruments, with special emphasis on formative assessment.

Cooperation between teachers, parents and students: Parents should be more involved in the assessment process through regular communication with teachers.

Improving educational policies on assessment: The Ministry of Education and relevant institutions should create policies that encourage and support the use of formative assessment and other different assessment methods at all educational levels.

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