

Evaluating the Effectiveness of Student Assessment Practices in Higher Education: A Survey-Based Study

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ABSTRACT

Evaluating student assessment is a crucial component of effective teaching strategies. It helps inform, shape, and improve instructional decisions to enhance student learning outcomes. Because it aids in learning, assessment is an essential part of education. Students can assess their understanding of the course material when they can see how they are performing in a class. Students might be motivated by assessment as well. This paper intends to investigate the effectiveness, challenges, and impact of current student assessment practices to enhance their role in measuring learning outcomes, supporting inclusive teaching, and improving student engagement and academic performance. The survey method has been used here to get findings. This study reveals that teachers can play a vital role in evaluating students' assessment and in motivating students to enhance educational outcomes. It emphasizes the value of formative and summative evaluations and equitable considerations.

1. Introduction

Teaching methods and student assessment evaluation are closely related procedures that have a big impact on one another. A good evaluation gives teachers insightful information about how well their pupils are learning, which helps them improve their methods. Teachers might modify their teaching strategies to better suit students' needs when assessments show gaps in knowledge or skill development. To guarantee that the learning objectives are being precisely measured, well-designed teaching strategies should also be in line with assessment techniques. A responsive, student-centered learning environment where instruction is informed by research and concentrated on enhancing educational outcomes is fostered by ongoing evaluation of both teaching and assessment methods. Student assessment refers to the various methods teachers use to evaluate, measure, and document students' academic readiness, learning progress, skill acquisition, and educational needs. This includes both formative assessments (ongoing checks like quizzes, classroom questioning, or peer reviews) and summative assessments (final exams, standardized tests, major projects). Students learn in their minds, where others cannot see it. This implies that performance evaluations of learning must be based on what pupils can accomplish with what they have learned. Students' performance can be evaluated by formal or informal, high- or low-stakes, anonymous or public, individual or group examinations. Student evaluation is a critical component of the educational process, allowing educators to measure learning outcomes, identify strengths and shortcomings, and tailor instructional tactics.

Students' assessment is the process of evaluating, measuring, and documenting an individual's skills, knowledge, abilities, and learning progress, which occurs most commonly in an educational setting. Assessment gives teachers feedback that allows them to change their teaching approaches, hence enhancing teaching quality (Kahaleh et al., 2021). It is gathering information using a variety of approaches to determine a learner's strengths, areas for improvement, and overall progress toward meeting certain learning objectives or standards. According to Weimer (2006), teaching content and methods are intimately linked and interdependent; teaching material has a greater impact on student learning than the quantity of topics addressed in class. Assessment in education is critical for determining student learning, guiding instruction, and assuring accountability. With the change to learner-centered education,

there is a greater emphasis on assessments that foster critical thinking, problem-solving, and other 21st-century abilities. We would argue that assessments have a major impact on student learning. We believe that students' learning is inextricably linked to their approach to learning. The attitude a student takes to learning and studying influences how he conducts assignments and evaluation activities. The students' evaluation and assessment experiences impact their approach to future learning.

2. Literature Review

Evaluating students' assessment is an important aspect in students' learning strategies, both philosophically and experimentally. This study intends to investigate the correlation between perceived evaluation qualities and students' methods to learning and studying (Entwistle & Entwistle, 1991; Marton & Säljö, 1997; Ramsden, 1997). Effective evaluation can encourage self-directed learning (Darling-Hammond, 2006). Given their importance in decision-making, formal assessments should be held to higher requirements of reliability and validity than informal assessments (McAlpine 2002). Evaluation is the process of judging how valuable something is. In education, evaluation entails determining the worth of a procedure by comparing it to others or a standard (Weir and Roberts, 1994). According to Howard and Donaghue (2015), evaluation focuses on overall personality development and educational program goals. Marton (1976) conducted his first study by letting students in the experimental group to spontaneously ask questions while reading a topic, much like deep learners do. Rickards and Friedman (1978) found that students' reading notes for an essay examination differed qualitatively but not quantitatively from those for a multiple-choice test. Nolen and Haladyna (1990) discovered that people studying for essay examination emphasized information with higher structural relevance, such as major ideas and topic sentences, while those taking notes concentrated on facts and details. Brown (1990) describes assessment as a series of measurements used to determine complex features of individuals or groups. This comprises collecting and analyzing data on pupils' levels of achievement of learning objectives. Self-evaluation necessitates self-reflection and allows the instructor to track his or her progress over time in order to emphasize and acknowledge improvements (Hammer et al., 2010). Because university teachers must be skilled, the most effective ones provide concrete, explicit, and engaging instruction, use evidence-based classroom management and teaching strategies, and develop strong relationships with their students (Macsuga-Gage, Simonsen, & Briere, 2012; Flinders, 2013). According to research, students put in less effort in tough courses than in less rigorous courses, find them less important, and are less confident in their ability to perform well in class (Lynch, 2008). According to research, students are more likely to interact with instructors and academic achievement when their teachers are gregarious, clever, objective, and helpful (Furnham and Chamorro-Premuzik, 2005). This paper discusses assessment methodologies, problems, and suggestions for increasing their efficacy.

3. Statement of the Problem

Evaluating students' assessment plays a critical role in informing instruction, measuring learning outcomes, and guiding educational decisions. However, many current assessment practices are often limited in their ability to accurately reflect students' true understanding, skills, and progress. Traditional assessments tend to emphasize rote memorization over critical thinking and problem-solving abilities, which may not align with 21st-century learning goals. Furthermore, inconsistencies in assessment design, implementation, and feedback can lead to misinterpretation of student performance and hinder both teaching effectiveness and learner development. In many educational settings, teachers face challenges in selecting and applying assessment methods that are fair, inclusive, and supportive of diverse learning styles. There is also a growing concern about the extent to which assessments contribute to student anxiety and disengagement, particularly when high-stakes testing dominates the educational landscape. Given these challenges, it is essential to evaluate current student assessment practices and explore more effective, learner-centered approaches. This study seeks to investigate the limitations of existing assessment strategies and identify ways to enhance their validity, reliability, and educational value, ultimately aiming to improve teaching effectiveness and student outcomes.

4. Research Objectives

The objectives of this research are:

- To examine the effectiveness of current student assessment practices in accurately measuring learning outcomes across different subjects and grade levels.
- To identify challenges teachers face in implementing valid, reliable, and inclusive assessment strategies.
- To explore the impact of various assessment methods (e.g., formative, summative) on student engagement, motivation, and academic performance.

5. Research Methodology

5.1 Initial Research

The quantitative research method was used in this investigation. A questionnaire was used to collect the primary data, and the researcher had simple access to the data; this approach was judged suitable for the study.

5.2 Sampling Technique

In this study, a stratified sampling technique was applied. Using the sampling approach, the researchers randomly selected a number of graduate-level universities in Bangladesh, and samples were easily chosen from a larger population. Since the study's objective is to examine how evaluating students' assessment is evolving, it compares and contrasts traditional and current methods, evaluates their efficacy, and takes technology's impact into account.

5.3 Participants of the Study

This study aims to explore how evaluating students' assessment is evolving by contrasting conventional and contemporary methods, evaluating their efficacy, and taking technology's impact into account. Male and female graduate students, as well as a few instructors from different universities, participated in this study. The study involved 20 teachers and 50 pupils in total. All participants were given access to the English-language questionnaire.

5.4 Data Collection Procedure

Primary data was gathered from two university instructors and graduate students using a series of questionnaires. To gather information, the researchers traveled to two separate Bangladeshi universities. The researchers used closed-ended questions and asked individuals to converse with others in the new language (s) to confirm the validity of their language proficiency. Additionally, researchers quickly helped anyone who was having trouble comprehending the questionnaire to fix the problem. Following data collection, the results were recorded in tabular form after being carefully hand-tallied to guarantee correctness. Methods and procedures are used in this investigation. This approach is suitable for this study because it stresses the intentionality of consciousness (Creswell, 1998), focuses on the essence of the students' "lived experiences" (Rossman and Rallis, 1998), and describes what students experience and "how it is that they experience what they experience" (Patton, 1990). It also looks for essentials, invariant structure (or essence), or the central underlying meaning of the experience. The focus of this study was on the students' real-life experiences, responses, perceptions, and insights regarding the strategies employed by the professors.

6. Findings and Discussion

6.1 Formative Assessment

Formative assessments are ongoing and provide timely feedback to students and teachers. Quizzes, class discussions, and self-assessments are all techniques for identifying learning gaps and informing instructional improvements. Using formative assessment approaches like quizzes, peer assessments, and class discussions, educators can actively engage students in the learning process and promote continual development. Summative evaluation, on the other hand, aims to evaluate student learning outcomes at the end of a given teaching period (Liu, O. L., Bridgeman, B., & Adler, R. M. (2012).

6.2 Summative Assessment

Summative tests are used to evaluate students' learning at the conclusion of academic session. Standardized tests and final examination are two examples. They are crucial for gauging overall examination performance, but they frequently fall short in capturing the process of learning. Summative evaluation is frequently characterized as mediating students' learning approaches, directing learning (Joughin 2010), primarily in terms of conveying what students need to learn (Boud 2000), and even as a motivational tool required to encourage students to participate in particular tasks (Rust 2002). Because task design can encourage students to participate in activities that support the course or unit's intended results, summative assessment may also have a formative function. Concepts such as constructive alignment highlight how important it is to match various curriculum components in order to maximize the likelihood that students will complete tasks that support the desired learning (Biggs 1999). For instance, Cilliers et al. (2012) demonstrated how certain task specifications and overall curriculum design impact students' pre-task preparation and behavior. At the institutional level, concurrent courses may vie for students' attention, creating an unsustainable evaluation "arms race," as demonstrated by Harland et al. (2015). From the survey, the findings are given below and discussed here as well.

Figure 1: Academic performance of the students

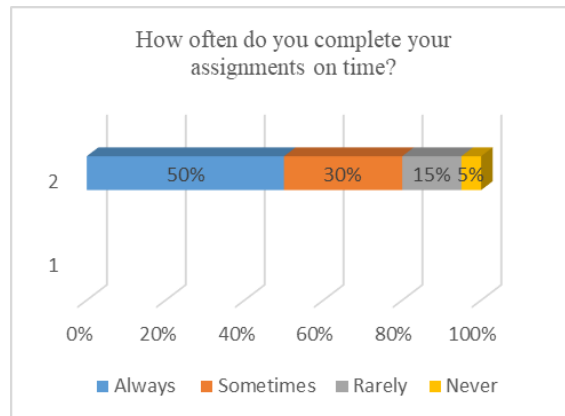


Figure 2: How often do you complete your assignments on time?

Here figure 1 shows that the academic performance of the students is not more than 40% among the respondents. The average performance of the students is 40%, the good performance of the students is 30%, and the excellent, below average, and poor performance are 10%. Figure 2 shows that 50% of the students always complete their assignments on time, 30% of the students sometimes complete their assignments on time, 15% of the students rarely complete their assignments on time, and 5% of the students complete their assignments on time.

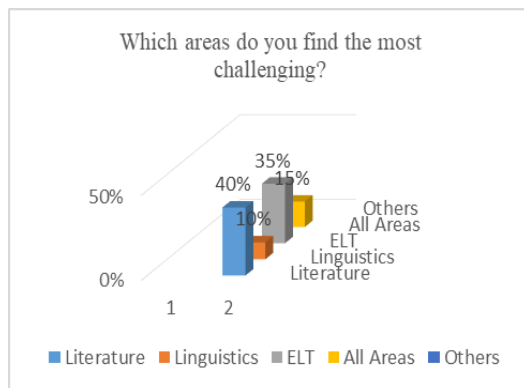


Figure 3: Which areas do you find the most challenging?

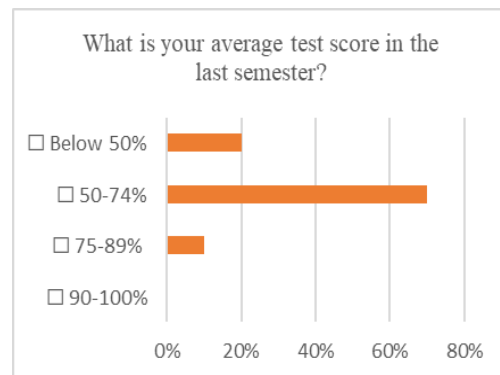


Figure 4: What is your average test score in the last semester?

Here figure 3 shows that 40% of the students find literature challenging, 10% of the students find linguistics as challenging, 35% of the students find ELT as challenging, and 15% of the students find other GED courses as challenging. Figure 4 also shows that 70% of the students get 50-74% marks in the last semester, and 20% of the students get below 50% marks in the last semester and only 10% of the students get 75-89% marks in the last semester and nobody gets 90-100% marks in the last semester.

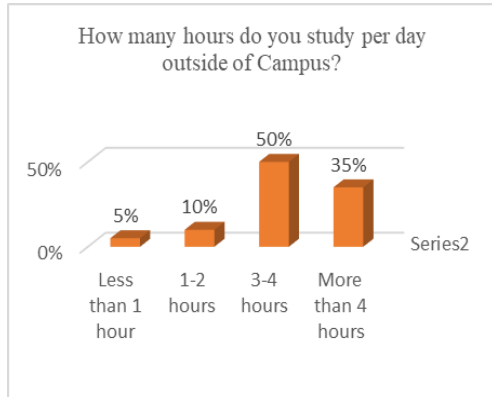


Figure 5: How many hours do you study per day outside of Campus?

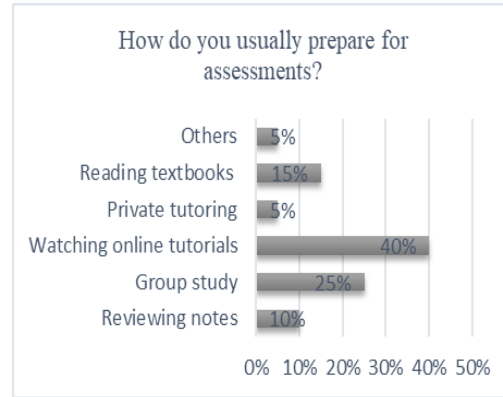


Figure 6: How do you usually prepare for assessments?

Figure 5 shows that 50% of the students study 3-4 hours per day outside of the campus, and 35% of the students study more than 4 hours per day outside of the campus, and 10% of the students study 1-2 hours per day outside of the campus, and only 5% of the students study less than 1 hours per day outside of the campus. Figure 6 shows that 40% of the students watch online tutorials for their assessment, 25% of the students do group study for their assessment, 15% of the students read textbook for their assessment, 10% of the students review notes for their assessment, 5% of the students take help from private tutorials for their assessment, and 5% of the students are indifferent to their assessment.

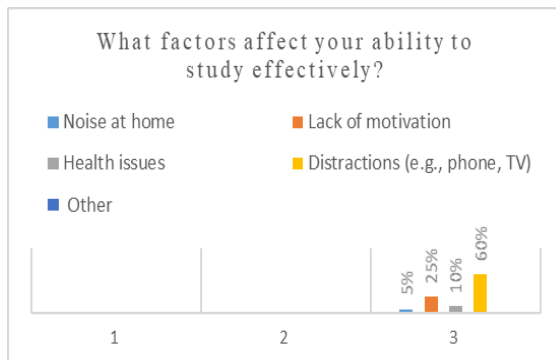


Figure 7: What factors affect your ability to study effectively?

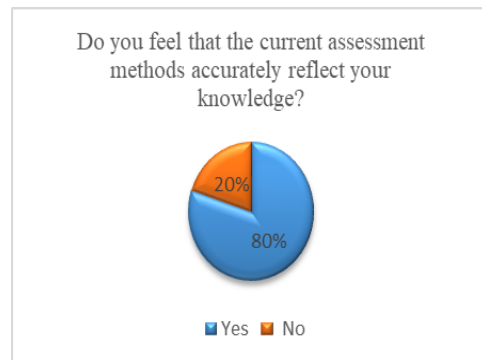


Figure 8: Do you feel that the current assessment methods accurately reflect your knowledge?

Figure 7 shows that some factors affect the students' ability to study effectively. 60% of the students face distraction (e.g., phone, TV), 25% of the students feel a lack of motivation, 10% of the students suffer health issues, and 5% of the students face noise at home to study effectively. Figure 8 shows that 80% of the students feel the current assessment methods accurately reflect their knowledge, and 20% of the students feel the current assessment methods do not reflect their knowledge accurately.

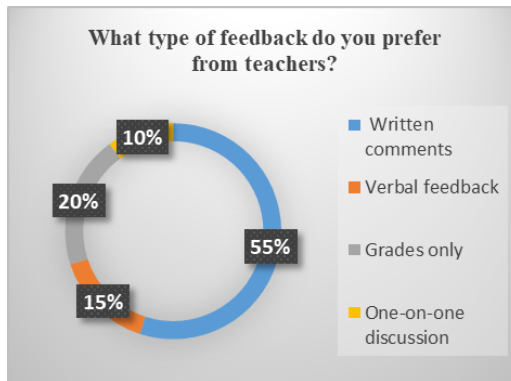


Figure 9: What type of feedback do you prefer from teachers?

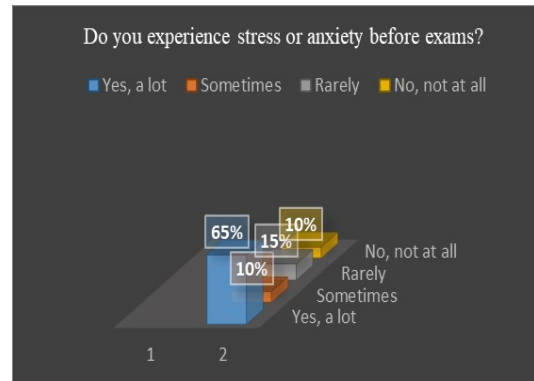


Figure 10: Do you experience stress or anxiety before exams?

Figure 9 shows that 55% of the students prefer to get written comments as their feedback, 20% of the students prefer to get a grade only as their feedback, 15% of the students prefer to get verbal feedback, and 10% of the students prefer to get one-on-one discussion as their feedback. Figure 10 shows that 65% of the students experience stress or anxiety a lot before exams, 15% of the students experience stress or anxiety rarely before exams, 10% of the students experience stress or anxiety sometimes before exams, and 10% of the students never experience stress or anxiety before exams.

The researchers collected data from the teachers through the same questionnaire but in a different part that includes two questions for the teachers. The findings are given below.

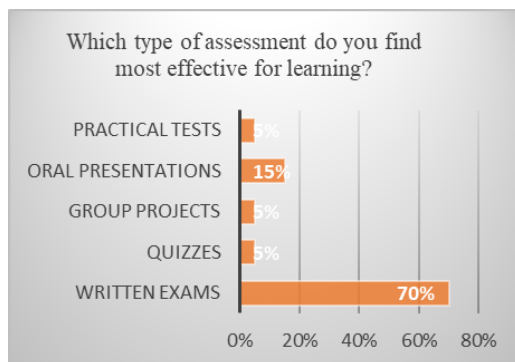


Figure 11: Which type of assessment do you find most effective for learning?

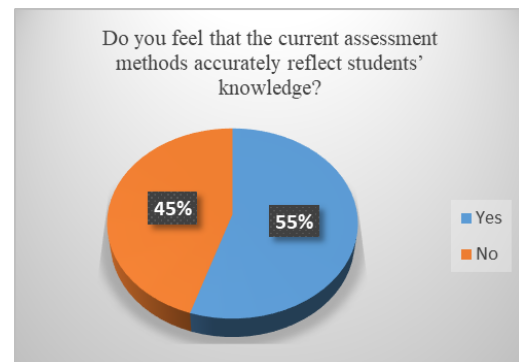


Figure 12: Do you feel that the current assessment methods accurately reflect students' knowledge?

Figure 11 shows that 70% of the teachers said that written exam can be the most effective assessment for learning, 15% of the teachers said that oral presentation can be the most effective assessment for learning, 5% of the teachers said that group project can be the most effective assessment for learning, 5% of the teachers said that quizzes can be the most effective assessment for learning, and also 5% of the teachers said that practical test can be the most effective assessment for learning. Figure 12 shows that 55% of the teachers feel that the current assessment methods accurately reflect students' knowledge and 45% of the teachers do not feel that the current assessment methods accurately reflect students' knowledge.

7. Recommendations

Redesigning student evaluation procedures in higher education to provide a more inclusive, learning-centered, and balanced approach is advised in light of the study's findings. In order to provide ongoing feedback and lessen the over-reliance on high-stakes tests, more focus should be made on combining formative assessment procedures with summative methods. A variety of

cognitive abilities, such as critical thinking, teamwork, and problem-solving, can be more accurately measured by expanding the scope of assessment formats beyond conventional written exams. Since insightful written remarks can direct students' academic development and boost motivation, feedback quality and timeliness should also be enhanced. Assessment systems should strive to establish supportive learning environments by using transparent grading standards and a clear alignment between learning objectives, instructional tactics, and evaluation techniques, especially in light of the high levels of exam-related stress that students report. Institutions should encourage procedures that guarantee validity, fairness, and uniformity across departments while also supporting faculty growth in assessment design and feedback techniques. Universities can enhance student academic performance and the efficacy of their instruction by implementing an assessment framework that is more student-centered and responsive.

8. Conclusion

Evaluating student assessment is not a separate task but a fundamental part of effective teaching. It creates a dynamic feedback loop where teaching is constantly shaped by the evidence of learning. When done consistently and thoughtfully, it leads to more responsive instruction, better learning experiences, and higher student achievement. Assessment methods must change when current ones are ineffective. Continuous improvement in teaching requires assessment strategies that are flexible, responsive, and aligned with diverse student needs and learning goals. Teachers can better support the learning and development of their students by implementing diverse, egalitarian, and technologically improved methods. Innovative assessment models and their effects on learning outcomes should be the main topics of future studies. Effective student evaluation has far-reaching effects that go well beyond grading. They provide students the confidence to take charge of their education, give teachers useful information to inform their lessons, and help students develop critical thinking abilities that are necessary for success in both the classroom and the workplace. Teachers can establish an atmosphere that encourages development, engagement, and success by utilizing a range of assessment techniques, providing prompt feedback, and matching assessments to learning goals. Students gain from a more individualized and purposeful educational experience that prepares them for obstacles in the future.

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