

Assessment in the schools of Kosovo

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Abstract

This research paper deals with assessment and the way students are being assessed in some schools in Kosovo. It analyses whether the English teachers are using summative assessment or formative assessment when it comes to assess students, or if they prefer to stick to their traditional ways of assessing, because formative and summative methods require more dedication than the traditional methods. The study was conducted on the assessment process of English teachers, who work and teach in different schools in Prizren.

The research includes twenty English teachers who differ on the basis of following criteria: their age, their teaching experience, education related to assessment, attended trainings related to the process of assessment, number of students in a class, opinions about the quality of the assessment process in their school and their attitudes towards modern methods, especially formative and summative assessment. Data has been collected qualitatively in the form of interviews and analyzed using content analyses (Silverman, 2005) and inferential statistics by comparing results.

The results have shown that there are significant differences in application and understanding of the importance of the formative and summative method of assessment.

The study has shown that, even though most of the teachers have claimed to give priority to formative assessment, it appears that summative assessment is still dominant and favored by the majority of the teachers.

Keywords: assessment, formative method, summative method, English teachers, student feedback.

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European Journal of Economics, Law and Social Sciences ISSN 2519-1284 (print) ISSN 2510-0429 (online)

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