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Relationship between Educational Assessment Methods and Critical Thinking-based Educational Approach

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Abstract

Appropriate assessment and critical thinking-based educational approach play an important role in engagement and performance of learners in educational systems. The review of the current literature showed that assessment for learning has positive effects on learning in general and language learning in particular. This study aimed to investigate the three assessment approaches (assessment of learning, assessment as learning, and assessment for learning) and its relationship with critical thinking-based educational approach. The results indicated that assessment for learning is the best method for educational systems and using critical thinking-based educational approach has positive impact on appropriate assessment.

Keywords: Assessment of Learning, Assessment as Learning, Assessment for Learning, Critical Thinking, Summative and Formative Assessment

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1. Introduction

1.1. Educational Assessment Methods

Assessment as part of classroom activities is a fundamental process required to promote learning and achievement. Learners need to know and understand the following before learning can take place: What is the aim of the learning? Why do they need to learn it? Where are they in terms of achieving the aim? How can they achieve the aim? When learners know and understand these principles, the quality of learning will improve. Sharing this information with learners will promote ownership of the learning aims and a sense of shared responsibility between the teacher and learner to achieve those aims. Improving learners' confidence and self-esteem reflects positively in learners' work and their motivation is improved. To promote effective assessment, teachers need to: 1. Explain the learning aims to learners and check their understanding. 2. Demonstrate the standards learners must achieve and help them recognize when they have achieved that standard. 3. Give effective feedback on assessment decisions, so that learners know how to improve. 4. Demonstrate high expectations and make it obvious to learners that they believe they can improve on their past performance. 5. Provide regular opportunities for teachers and learners to reflect on the last performance and review learners' progress. 6. Develop learners' self-assessment skills, so that they can recognize what aspects of their own work need to improve.[1]

There are three widely recognized assessment approaches: assessment of learning (AOL), assessment for learning (AFL), and assessment as learning (AAL). AOL is mostly used for making summative judgments of students' performances. The other two approaches are more formative. During the learning process, information on students' performance is collected using various types of assessment. With the information collected, teachers will give feedback to students and adjust their teaching for the benefit of the students. To make assessment useful for helping student learning, more emphasis should be put on the formative aspects of the approaches. In this respect, AFL and AaL can and should more directly define the routine assessment functions in the classroom. However, AOL can be made more formative if the summative information obtained from students is used to inform curriculum development and to make teaching plans. If used appropriately, all three assessment approaches (AOL, AFL, AAL), can take on the purpose of helping students learn. Assessment can take many forms and there are a number of assessment types. Depending on how they are used, these assessment types can be in the service of the three different approaches. To make teaching more effective

teachers can integrate the element of AFL into their teaching plans. There are many ways to do this.[2]

1.2. Critical Thinking

Critical thinking is a mirror of our thinking. It teaches us what claims to believe and what claims not to, regardless of whether the claim belongs to others or ourselves. However, it should be a conscious, logical, and systematic process, rather than an unconscious, emotional, and disorganized one. Critical thinking is a necessary skill that requires learning. Perhaps by clarifying the levels of learning and thinking, we can better explain the concept of critical thinking. Generally, learning objectives in the cognitive domain are divided into six levels, and critical thinking is one of the higher levels, higher than what is common. Critical thinking is mainly the skill of analysis, evaluation, and inference, and that is why high-level thinking is essential because the introduction is a decision. [3] From the topics that scientists have mentioned about critical thinking, we can list common elements for critical thinking. These elements are: 1.Recognizing assumptions; 2.Evaluation; 3.Inference; 4.Deduction; 5.Judgement. [4]

It is enough to say that thinking is a way towards self-actualization in every human being. However, critical thinking has been widely neglected in the educational system (Kennedy, 1991; Paul, 1993; Nickerson, 1987). In other words, most educators, instead of teaching techniques for thinking in a way that individuals become independent learners, focus on transferring established or subject matter knowledge.[5]

There have been many criticisms of education, and of course, generally, critics are right. One of these criticisms (shortcomings) is the lack of teaching high-level thinking. If we refer to the level of thinking and learning, the lowest level of thinking is memorizing the material and reciting it like a parrot. The higher level of thinking is reciting the material in another language, and the third level of thinking is applying the learned material. Our education system raises the future generation to the maximum level of thinking and not beyond these levels. Studies show that our students (the highest ranked and probably the highest IQs) generally lack critical thinking skills (analysis and evaluation). That is, in recognizing arguments, evaluating them, and identifying fallacies, they are weak, and they also do not have an acceptable level of argumentation skills themselves. Matthew Lipman, a philosophy professor at Columbia University, found that even in the later years of university, students have a fundamental weakness in critical thinking after teaching critical thinking through philosophy (He teaches critical thinking in the context of philosophy and psychology). In Iran, observations confirm Lipman's

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پژوهش های نوین در حوزه زبان و ادبیات ایران

conclusion. Matthew Lipman concluded from similar studies that critical thinking should be taught from childhood, and it is too late for the university.[3]

Despite the abundance of research in other countries on critical thinking, few quantitative studies have been done in Iran in this area. Critical thinking is recognized as one of the most important thinking skills and learning ability indicators. To cultivate successful critical thinkers, critical thinking must be included in the content of the curriculum and teaching approaches at all levels of education. Critical thinking is an important topic in education because it is an essential tool for research, problem-solving, and decision-making [6]. Through the use of critical thinking in learning and social practice, students can develop a more dynamic and creative mind in using the best learning techniques and problem-solving. Most educators agree that it is essential for students to develop some skills while engaged in academic learning, as it allows them to be involved in realistic judgments and leads to self-regulation [7]. Critical thinking requires the active participation of the individual in the reflective and insightful process and goes beyond the mechanical recall of information that is often seen in many classroom settings [8].

This study aimed to investigate the three assessment approaches (assessment of learning, assessment as learning, and assessment for learning) and its relationship with critical thinking-based educational approach.

2. Literature review

2.1.Educational Assessment Methods

Ehsanifard et al. (2017) carried out an experimental study to explore the effects of formative assessment on student engagement in the classroom. For this study, 60 upper-intermediate level EFL students, were chosen out of a convenience sample of 120, using the Oxford Placement Test, and were randomly assigned to experimental and control groups. After the intervention, the students were asked to complete the student course Engagement Questionnaire. Independent sample t-test results using SPSS revealed that the difference between the two groups' engagement scores was statistically significant and the formative assessment and feedback were highly correlated with students' engagement. Result also indicated that formative assessment and meaningful feedback can facilitate teachers' efforts to improve student engagement in classroom activities. [9]

Ghahremani (2013) carried out an experimental study to investigate the effects of implementing three forms of assessment namely, summative, formative, and dynamic

8th
National Conference on
Modern Research In the field of language and literature of Iran
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هشتمین همایش ملی
پژوهش های نوین در حوزه زبان و ادبیات ایران

assessment on Iranian freshmen's listening ability and listening strategy used to fulfill the purposes of the study, 140 freshmen from Garmsar University and jame-elmikarbordi University who were majoring in English translation were selected. They randomly formed three experimental groups. Each group experienced a certain type of assessment. The learners took five teacher-made listening tests to study the effects of the assessment types. Moreover, to observe any development in the learners' level of listening strategy a questionnaire based on O'Malley Chamot and Kupper (1989), Young (1997), and Goh (2000, 2002) was used. The results indicated that the learners in a dynamic group not only could outperform the other groups in terms of listening ability, but they also used more listening strategies. [10]

Abbasi and Ravand (2017) carried out an experimental study. They seek to provide insights into the process of vocabulary learning and promoting vocabulary knowledge by tracking its development in dynamic assessment (DA) procedures through thematic and microgenetic analysis. In order to meet the aim of this study, three male and three female EFL learners were chosen non-randomly based on their availability. All the participants were beginners concerning their vocabulary knowledge. The participants voluntarily attended 15 DA sessions throughout each session a few new vocabulary items were presented using different techniques of teaching vocabulary. The participants received corrective feedback within their zone of proximal development (ZPD). They were provided with appropriate levels of help by moving gradually and using prompts through the regulatory scale from the most implicit to the most explicit assistance which emerged from the individualized mediation between the mediator and the learners. The results of the study indicated that using the DA procedure can enhance the development of vocabulary knowledge among EFL learners. [11]

Teimourtash and Khezrinejad (2017) carried out one study. They explained that increasing demand for lifelong learners and reflective practitioners has reconceptualized the connection between assessment and learning to the extent that alternative assessment methods (i.e., self-, peer, teacher-assessment, etc.) have emerged. However, their incorporation into various language skills might bring about certain consequences. Among them, writing skill is often perceived as unique in terms of both teaching practices and assessment modalities. In order to exercise a learner-oriented assessment (LOA) practice, the present study was designed to comparatively implement self-, peer-, and teacher-assessments in a writing course, and explore the experiences and perceptions of the learners towards the three assessment alternatives. Pertinent statistical analyses revealed significant differences, such that higher proficiency level learners evaluated their writings more realistically, while lower proficiency level overestimated their abilities. Moreover, most of them had positive attitudes towards this novel

assessment experience, holding that LOA could scaffold them to gain a lot and arouse their awareness of their weaknesses and strengths. [12]

Ahmadi and Mohammadi (2017) carried out an experimental study. The purpose of this study was to investigate the effect of dynamic assessment (DA) on the grammar development of a beginner foreign language learner whose L1 was Persian. For this purpose, two versions of the Oxford Placement Test of Grammar were used: One for the pre and post-tests and the other for teaching grammar through interactionist DA. At first, the participant was pretested to assess her knowledge of grammar before the treatment. During the study, interactionist DA was used to provide mediation to the learner depending on her needs. A post-test was conducted two days after the last session to observe the immediate effect of DA. Four weeks later the same test was also administered to observe the delayed effect of the treatment. Item-by-item analysis of the questions showed that DA was effective both in terms of its immediate and delayed effect. The microgenetic analysis revealed useful information about the potential of the learner which was not achievable in nondynamic assessment. [13]

Kogani Baharvand and Moradian (2015) carried out an experimental study. They explained that listening has long been a neglected skill in second/foreign language acquisition, research, teaching, and assessment. Managing listening instruction and improving listening comprehension in the classroom is difficult for teachers and EFL learners. In this regard, this study aimed to investigate the effect of group dynamic assessment (G-DA) on Iranian EFL learners' metacognitive listening strategies and listening comprehension. Sixty young EFL listeners were assigned to an experimental and a control group at random. The experimental group (n = 30) was metacognitively instructed based on group dynamic assessment. The students in the control group (n = 30) were orally exposed to the same material without being metacognitively instructed by the same teacher. After ten instructional sessions, a listening comprehension post-test and the metacognitive awareness listening questionnaire (MALQ) were administered to both groups to measure their listening comprehension and metacognitive awareness, respectively. A comparison of pre-and post-test scores of the G-DA group showed that the learners benefited from metacognitive instruction as measured by the listening comprehension test. As well, it was found that the experimental group significantly outperformed the control group on both listening comprehension and MALQ post-tests. [14]

Norouzi and Kiani (2016) carried out an experimental study. They explained that Performance assessment is considered a key concept in teacher education programs worldwide. Accordingly, in Iran, a national assessment system was proposed by

8th
National Conference on
Modern Research In the field of language and literature of Iran

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هشتمین همایش ملی
پژوهش های نوین در حوزه زبان و ادبیات ایران

Farhangian University to assess the professional competencies of its ELT graduates. The concerns regarding the validity and authenticity of traditional measures of teachers' competencies have motivated us to devise a localized performance assessment scheme. Therefore, the present study aimed to develop a performance assessment scheme to be used as a benchmark for assessing the professional competencies of ELT graduates of this university. To this end, three assessment tasks and rating scales were developed, piloted, and administered. Next, Haertel's participatory approach was employed to set passing standards for the assessment tasks as well as the whole assessment scheme. Analysis of the data revealed inter-rater and intra-rater reliability coefficients of 0.85 and 0.89. The validity of the assessment scheme was also confirmed by experts' judgments made, to a large extent, on the correspondence between the target domain and test domain skills. Based on the results, the proposed assessment scheme is rendered more efficient and reliable in comparison to traditional tests concerning the following dimensions: a) higher degrees of reliability and validity of the assessment scheme aimed at the improvement of licensure and program development; b) stronger evidence for inter-/intra-rater reliability and consistency of scoring; and c) an optimized and systematic procedure for setting passing standards based on the consensus of experts' judgments. It is believed that further development of the proposed assessment scheme unlocks its potential to be used as a large-scale teacher assessment model for Farhangian University. [15]

Black and Wiliam (2018) carried out one study. They explained that, since our 1998 review of research on classroom assessment and learning was published, they have contributed to theorizing formative assessment, but recognize that this work is incomplete. In this paper, they take up a suggestion by Paranoid that any theory of formative assessment must be embedded within a wider theoretical field, specifically, within a theory of pedagogy. They propose a model whereby the design of educational activities and associated assessments are influenced by theories of pedagogy, instruction, and learning, and by the subject discipline, together with the wider context of education. They explore how teachers may develop productive relationships between the formative and summative functions of classroom assessment, so that their judgments may inform the formal external assessment of students, thus increasing the validity of those assessments. They also show how the model informs the development of theories that give appropriate weight to the role of assessment as part of pedagogy. [16]

Voinea (2018) carried out a sudy which is a plea for the use of formative assessment – with a focus on the role of feedback – to develop students' learning, including Learning to learn competence. They deal, mainly, with such aspects related to making learning visible for the students: learning goals, learning success criteria, assessment of learning progress, learning improvement, development of self-efficacy,

8th
National Conference on
Modern Research In the field of language and literature of Iran

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هشتمین همایش ملی
پژوهش های نوین در حوزه زبان و ادبیات ایران

self-assessment, and use of mistakes as opportunities for learning. The view of formative assessment employed belongs to Royce D. Sadler. [17]

O'Keeffe (2020) conducted a study to present the theoretical and methodological framework, objectives and phases of a project of the University of Bologna aimed at promoting informal formative assessment (IFA) practices in university teaching. The paper has two elements – the first, the use of video analysis in teacher training to develop the skills required for implementing IFA is examined through the University of South Australia example provided. The second – the IFA construct outlined within the project and the related indicator system developed to support university teachers in the systematic observation of videos and in reflection on their teaching practices (validated by an international panel of experts) are presented. [18]

Baquero and Pérez-Salas (2023) carried out a study. They explained that current interest in formative assessment practices has led to a permanent innovation of formative assessment tasks. Although the process of rigorously designing and applying assessment tasks is crucial for the success of the formative assessment process, not much attention has been paid to the quality of tasks used within formative assessment practices. One way to judge the quality of assessment tasks is to analyze their authenticity features: realism, complexity, challenge, collaboration, reflection, and diversity. This article uses a narrative review method, retrieving articles from three scientific databases to analyze if tasks reported in formative assessment research practices are authentic. Also, it aims to describe, based on the tasks revised, the best practices to approach each of the authenticity criteria. Furthermore, this paper discusses how the structure of the tasks used (objective or subjective) influences authenticity features and the Results indicated that in general, tasks need to be more complex, collaborative, reflective and diversified. [19]

Dixon et al. (2013) conducted a study to present and discuss their findings from an assessment research project at the University of the Witwatersrand (Wits) School of Education (WSoE) which offered opportunities for professional development to teacher educators in a bachelor of education (BED) program. The research project focussed on first-year assignments and examinations because of concerns about the under-preparedness of many first-year students for the cognitive and academic literacy challenges of university study. The authors present a tool for the analysis of formative and summative assessment tasks and then describe and discuss its use in the analysis of (i) a first-year assignment; and (ii) a first-year examination question. In the concluding section, the authors argue firstly, that the collaborative design and use of the task analysis tool enabled professional learning for teacher educators; and, secondly, that such learning can lead to the adoption of assessment practices that both transmit criteria of knowledge

8th
National Conference on
Modern Research In the field of language and literature of Iran
www.MTconf.ir

هشتمین همایش ملی
پژوهش های نوین در حوزه زبان و ادبیات ایران

being taught and test students' mastery of these criteria at an appropriate cognitive and academic literacy 'level'. [20]

2.2. Critical Thinking-Based Educational Approach

Critical thinking refers to a way of reasoning that demands adequate support for one's beliefs and an unwillingness to be persuaded unless the support is forthcoming [21] The essence of critical thinking, involves important dispositions or attitudes and, it is a process of making reasoned judgments and living by, or acting on, those judgments. He further wrote, that theorists fundamentally agree that critical thinking centrally involves reason assessment and the disposition to engage in it. [22]

Portfolios can serve a crucial role in helping students develop their critical thinking in writing, thereby promoting the write-to-learn philosophy in education. Still, not any portfolio's content and approach can guarantee the achievement of this goal. Teachers' concern in promoting students' critical thinking needs to be reflected in their decision that is related to the evidence of students' needs that helps to select their approaches of integrating and using them into class. Students' reflection needs to underpin all stages of portfolio assessment by providing opportunities for their decision-making, initiation, and creativity. [23]

Critical thinking is an active process containing interpretations, evaluations, observations, communications, arguments, and solutions; hence, the students should be active participants in learning by sharing or performing their processes [24]. Enciso et al. (2017) explained that it is only possible for them to be active participants in their own learning process when educators give up transferring others' knowledge and experience to them. They also claimed that teachers can provide regular classroom practices to help their students think critically. [25]

Akhavan Malayeri et al. (2020) conducted a study to develop a critical thinking educational package for undergraduate courses based on the stories and allegories of the Holy Qur'an. This applied research follows a descriptive-analytical method for data collection and a survey method for validation of the educational package. The statistical population of the study consists of all the sources and documents related to the subject, as well as all of the specialists in the fields of education, philosophy of education, curriculum designing, and Islamic sciences in the Markazi Province in the academic year of 2016-2017. The sample is selected through objective and available sampling method in the document review section, and in the validation section, it was done on the basis of similar studies and the opinion of 20 experts. Note-taking and

8th
National Conference on
Modern Research In the field of language and literature of Iran

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هشتمین همایش ملی
پژوهش های نوین در حوزه زبان و ادبیات ایران

researcher-made questionnaires were employed for data collecting. For data analysis, central and peripheral indices were used. [26]

The findings demonstrated that the designed educational package contained seven goals: 1) enhancing of questioning spirit; 2) developing responsiveness; 3) improving tolerant people who accept criticism; 4) participating in group activities; 5) enhancing the skills of self-evaluation and self-modification; 6) developing the skills of "decoding concepts" and "interpreting meaning"; and 7), rising the ability to "test ideas" and " to analyze reasoning". The main topics of the contents derived from five stories of the Great Prophets (Olulazm), the story of the Companions of the Cave (ashabe Kahf), and the eight allegories in the Holy Qur'an. The teaching and learning strategies included: "group discussion", "group inquiry", and "questioning and answering". The evaluation methods included "recording classroom observations", "self-evaluation", "research-based evaluation", and "group evaluation". Furthermore, the results indicated that the experts evaluated the designed educational package and its components as a valid and proper program. Moreover, on the basis of the findings of this research, teaching critical thinking according to the proposed educational package can be suggested for all levels for training and developing faithful, religious, smart, and knowledgeable people having philosophical minds.[26]

Lombard (2008) conducted a study to cultivate learners' critical thinking skills. Research indicates that these higher-order thinking skills are unlikely to develop simply because of maturation and that they are notoriously difficult to teach and learn. In two independent studies, the Cornell Critical Thinking Test - Level Z and the Watson Glaser Critical Thinking Appraisal were administered to gauge the critical thinking abilities of teacher education students. The research results obtained from the two studies will be briefly discussed as evidence that there is a dire need to nurture learners' critical thinking abilities. The concept of learning-oriented assessment (LOA) will be interrogated and it will be indicated how LOA could possibly contribute in developing students' critical thinking skills.[27]

Ontong and Bruwer (2020) conducted a study to Promote critical thinking skills in the higher education setting is noted as a key skill required by students. The findings suggest that students utilize past assessments as a deductive tool in order to predict future areas that will be assessed, as well as certain characteristics, such as the level of difficulty of question papers. The authors argue that when past assessments are used as a deductive "predictor" of future assessment, this then potentially acts as an inhibitor of developing critical thinking skills. The findings therefore, although acknowledging the value added in terms of higher education students of the revision and

8th
National Conference on
Modern Research In the field of language and literature of Iran

www.MTconf.ir

هشتمین همایش ملی
پژوهش های نوین در حوزه زبان و ادبیات ایران

practicing of past assessments, highlight that assessors in higher education need to be conscious that the use of past assessments as a "predictor" through the repetitive nature of the items being assessed may result in students who are able to pass assessments but who are unable to necessarily demonstrate critical thinking skills as required by module outcomes and the findings showed that present various streams of areas for future research into the better understanding of how past assessments can be used in order to promote critical thinking within higher education modules. [28]

Barends et al. (2023) conducted a qualitative exploratory case study to indicate how portfolios can be used as a reflective learning tool in assessment. An analysis of the data showed that students developed the ability to reflect as they progressed through the portfolio, albeit superficially. There were strong indicators that the portfolio tasks enabled different levels of reflection and learning. We found that the students had not developed the ability to assess their own teaching or learning, and it made us realize that we need to do more probing for such critical thinking about the way we implement the portfolio task. Portfolios hold much value for summative assessment purposes, but it is important to acknowledge their value to enable assessment for learning. Therefore, a mind shift is needed towards alternative uses of portfolios in teacher education programs as well as how they can be used for sustainable assessment. The construction of learning portfolios with an explicit focus on learning could bring about important changes for Foundation Phase teacher education students, as it enables them to become more aware of their own learning and growth and could serve as a form of professional development for pre-service teachers that could also serve them well when practicing as in-service professionals. [29]

Li-Shih Huang et al. (2023) conducted a study about the ability of learners to reflect critically through control over their learning and construct knowledge and of instructors to modify practices that promote transformative learning (Mezirow, Transformative dimensions of adult learning, Jossey-Bass, 1991) and support self-regulated, autonomous learners have been recognized as essential in higher education. However, a review of the literature from the past few decades shows that the learner-, situation-, and context-dependent nature of reflection remains obscure to most educators in both implementing reflective learning and assessing reflective thinking. The key challenge in using learner reflection for assessment for learning lies in measuring transformative learning, owing to a lack of "explicit and direct attention to the process of evaluating [it]" (Cranton & Hoggan, Handbook of transformative learning: Theory, research, and practice. Jossey-Bass, 2012, p.531). Within the context of two institutions that prioritize integrating experiential learning (Kolb, Experiential learning: Experience

8th
National Conference on
Modern Research In the field of language and literature of Iran

www.MTconf.ir

هشتمین همایش ملی
پژوهش های نوین در حوزه زبان و ادبیات ایران

as the source of learning and development. Prentice-Hall, 1984), where critical analysis and synthesis of observations and reflections derived from concrete learning experiences are central and fundamental, this chapter aims to connect insights from theory, research, and direct experience to practices instructors can use to inform their own teaching by addressing thorny issues pertaining to implementing and assessing reflection. These insights transcend any single task, course, or program in higher education. [30]

Liu et al. (2014) carried out a study. The first part of this article provides a comprehensive review of its definitions by major frameworks in higher education and the workforce, existing assessments and their psychometric qualities, and challenges surrounding the design, implementation, and use of critical thinking assessment. In the second part, researchers offer an operational definition that is aligned with the dimensions of critical thinking identified from the reviewed frameworks and discuss the key assessment considerations when designing a next-generation critical thinking assessment. This article has important implications for institutions that are currently using, planning to adopt, or designing an assessment of critical thinking. [31]

3. Discussion

Perhaps assessing the academic progress of learners may seem like the teacher's final educational activity, and although, according to traditional methods of education, measuring and assessing students' learning outcomes has been considered a separate activity from the teacher's instruction, the use of tests and other assessment tools and techniques for assessing academic progress is one of the most important activities for teachers. According to new educational theories, a teacher should evaluate the level of learning of their students not only at the end of the instructional period but throughout the course of instruction. By doing so, the teacher can gain insights into the success or failure of learners in the learning process and identify their strengths and weaknesses. Assessment should not be limited to quantitative grading; otherwise, the teacher will not be able to contribute to improving teaching methods and addressing potential shortcomings in both the method and the learners. Therefore, the use of qualitative assessment methods becomes essential. Qualitative assessment promises the achievement of a more intricate and comprehensive image of the educational process and its outcomes. Additionally, it helps learners become more attuned to the reality they are seeking to understand. Moreover, it contributes to lifting the classroom out of stagnation and actively engaging in exploration. Through these assessment methods, a teacher can gather information about the reasons and backgrounds behind learners' successes and failures. Strengths and weaknesses of various teaching methods are also identified through this

8th
National Conference on
Modern Research In the field of language and literature of Iran

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هشتمین همایش ملی
پژوهش های نوین در حوزه زبان و ادبیات ایران

type of assessment. "And leads to the improvement of educational quality" (Miller,2010). Among the qualitative assessment methods, descriptive qualitative assessment can be mentioned. Descriptive assessment is a qualitative pattern that seeks to focus on the depth and quality of students' learning by emphasizing academic and instructional criteria instead of being reductionist. It provides an explanation and description of their situation. The assessment system is a crucial area that requires careful attention to thoroughly examine the entire learning process. [32]

Assessment for Learning is all about informing learners of their progress to empower them to take the necessary action to improve their performance. Teachers need to create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary. In recent years, it has been stated that teachers have become adept at supporting the less able learner, sometimes to the detriment of the more able learner. Assessment for learning strategies should be implemented in such a way that quality feedback provided to learners based on, for example, an interim assessment decision, will help to challenge the more able learner to reach new levels of achievement and, in doing so, reach their full potential. The individuality of feedback, by its very nature, has the facility to support weaker learners and challenge more able learners. Dr Chery A Jones (2005) also believed that aims and anticipated outcomes of the Assessment for learning in short are: Aim to: 1.Promote more creative lessons. 2. Incorporate business and enterprise 3. Share good practice 4. Increase enjoyment of lessons 5. Improve learning in each lesson 6.build on previous learning 7.build on learners' confidence.[1]

Some of the problems arising in the assessment of students with special needs are a product of the assessment of learning, in which assessment is standardized and the goal of assessment is to tell us where students stand in reference to the learning targets. Judgments made by standardized tests can be misleading, as the results from this kind of assessment method can inform only one aspect of learning. Standardized tests are not very useful for helping students with special needs learn. In the assessment for learning, because the emphasis is on supporting learning, teachers should employ nonstandardized assessment approaches and find the best ways to gather evidence of learning that focuses as much on how students are learning as on how much they are learning. Teachers can certainly use alternative assessment strategies to accommodate students with special needs. One example is concept mapping, a good alternative for those who have difficulties expressing themselves in words or writing. Portfolios are a good alternative for students who need individualized learning plans.

8th
National Conference on
Modern Research in the field of language and literature of Iran

www.MTconf.ir

هشتمین همایش ملی
پژوهش های نوین در حوزه زبان و ادبیات ایران

Assessment is ongoing and summative, formal and informal, and can be teacher-directed, and student-centric. The balance of these - and other - elements which you elect to employ as an educator will be influenced by a set of parameters. Some of these conditions you may well have little control over, such as where there externally-set curriculum and testing arrangements in place for you to apply to your learners. Others, such as the ways in which individual lessons are planned and prepared for, and executed and reflected upon, are well within your remit to sculpt as you see fit in your professional capacity as an educator. The increasing interest in the use of cognitive psychology principles in the classroom has led to the need for encouragement and cultivation of excellent cognitive processes and critical thinking skills [33].

In all studies reviewed here, one important component of critical thinking is evaluation and judgment. Additionally, in the conducted research, it is discovered the significance of critical thinking-based education and its impact on the assessment process and the level of students' learning. Furthermore, it is found that there is a mutual relationship between the assessment of students and critical thinking-based education.

4. Conclusion

Two major initiatives were brought forward to help promote assessment for learning at schools, school-based assessment (SBA) and basic competency assessment (BCA). There are some widely recognized challenges to the success of assessment reform. Among many others, the major issues are fairness, workload, and teacher readiness. There are a number of roles that teachers can play in assessment. To realize assessment for learning, teachers can make use of some actions including involving students in their learning, modeling quality, monitoring students' work, diagnosing students' work, and giving feedback. The assessment methods used in many schools tend to focus on determining students' performance at the end of the learning process. Tests and exams are normally used as the vehicle to get that information. Traditional assessment practices tend to focus on errors made by students, and as such can lead to a lack of self-confidence and reluctance to undertake challenging learning. Assessment focusing on the end product is less helpful in supporting learning. Assessment should also be used for, among others, identifying students' learning needs, motivating students toward learning, as well as giving them learning support. It is important for teachers to know that assessment, teaching, and learning are interrelated and should be considered together while doing instructional planning. Indeed we can provide a sort of integration that teachers can use for the integration of teaching, learning, and assessment. And the Outcomes of assessment for learning are: 1. Learners are learning how to learn. 2. Learners know what they need to know, where they are going and, how to get there. 3. Learners are able to

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identify when they need help and they now know how to access support. 4. Learning opportunities are being personalized. 5. Achievement is being raised. Finally, the assessment for learning is the best approach and method for teachers, institutes, and universities.

The results indicated that assessment for learning is the best method for educational systems and using critical thinking-based educational approach has positive impact on appropriate assessment.

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