



State of Teacher Made Classroom Tests and Testing as Continuous Assessment in an Inclusive Setting for Practical Outcomes, Case Study of Bachelor of Teacher Education Students in Kyambogo University, Uganda

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Abstract

Inclusive education, inclusive classroom, inclusive setting, teacher made classroom tests and testing are commonly used terms by educators; teachers, teacher educators, administrators, parents/guardians, communities of practice and stakeholders. A few of these personnel have the required knowledge, attitudes or values and competences (practice) of an inclusive learning classroom for practical learning outcomes. The researcher intends to share on an evaluation of the current state of teacher made classroom tests and testing as continuous assessment in an inclusive setting for relevant learning outcomes. The research includes, an introduction (theoretical and conceptual), purpose and objectives, methodology, results, conclusions and recommendations based on research emerging issues for action. The researcher used mixed methodology; action research, evaluative and case study on 351 Bachelor of Teacher Education students (2018 to 2020) with backgrounds in Teacher Education, Special Needs Education and Education Primary. Key findings were; inadequate teacher capacity, limited specific need-based resources, infrastructure, mixed perceptions of Special Educational Needs, less attention to learner uniqueness. Some key recommendations included; teacher capacity building through structured need based Continuous Professional Development including education in emergencies and crisis.

Keywords: Inclusive Education, Inclusive Classroom, Teacher Made Classroom Tests and Continuous Assessment

INTRODUCTION

Uganda is committed to improving the quality of Basic Education through effective teacher education programmes to strengthen teacher capacity in testing using teacher-made classroom tests (TMCTs) for inclusive education in inclusive classrooms and settings. This aligns with Education for All (EFA) Targets (2000) and Millennium Development Goals (2002), which promote learners in an inclusive setting, especially inclusive classrooms. Uganda signed the 'SDGs Education 2030' agenda to promote inclusive and equitable quality education and life-long learning for all. SDG4 aims to "ensure inclusive and equitable quality education and promote lifelong learning" (SDGs 2016 -2030). The Ugandan government says 'everyone has the right to education and social services' Several policies aim to educate disabled students. Article 16 recognises the right of disabled people to respect and dignity, Article 32 outlaws' disability discrimination, and Article 34 recognises all children's right to primary education (Constitution of Uganda) (1995). The Disability Act 2006 and the National Policy on Disability 2006 promote 'equal opportunities, enhanced empowerment, participation, and protection of rights of persons with disabilities' Uganda has 23,699 pre-primary, 207,238, secondary, 64,966, and post-primary teachers (MoES, 2017).

This state is similar to EMIS (2015), where 347,219 teachers are employed in public and private schools, of which the government directly employs 266,290 teachers; 184,275 in primary schools, 67,168 in secondary schools, 13,870 in tertiary institutions, 750 in PTCs, 227 in National Teachers Colleges against 80,929 in private sector; 16,741 in Early Childhood Care and Education centres, 62,779 in primary schools, 31,841 in secondary schools, Testing students in an inclusive classroom poses many challenges. Due to numbers, student achievement is unacceptable (UNESCO, 2013). Assessment is an inextricable part of the teaching, learning, and planning cycle during curriculum implementation (Bonfield & Horgan, 2016). SACMEQ, NAPE, and UWEZO reported similar findings (2016). Therefore, testing in inclusive classroom requires the relevant teacher capacities and planning for practical learning outcomes

Purpose and Objectives of Study

The purpose of the study was to share on an evaluation of the current state of teacher made classroom tests and testing as continuous assessment in an inclusive setting for practical learning outcomes. The purpose was guided by three objectives:

1. To establish the current state of Teacher Made Classroom Tests (TMCTs) as continuous assessment for learning outcomes in an inclusive setting (classroom) in case of BTE programme students for 2017-2020 Uganda
2. To generate practical strategies of improving on the state of teacher made classroom tests as continuous assessment for relevant learning outcomes
3. To make recommendations for using effective Teacher Made Classroom Tests as continuous assessment for relevant learning outcomes in an inclusive setting

Context Perspective of Study

Uganda has 53 universities (9 public, 44 private), starting with one in 1922. (New Vision 10 Dec 2020). The National Council for Higher Education (NCHE) has accredited 11 public universities in Uganda under the University and other Tertiary Institutions Act, 2001, which ensures quality higher education (New Vision, 2021). Kyambogo University began in 2003 as a public university established by the Universities and Other Tertiary Institutions Act, 2003; Instrument Number 37. It merged three independent institutions: Institute of Teacher Education Kyambogo (ITEK), Uganda Polytechnic Kyambogo (UPK), and Uganda National Institute for Special Needs (UNISE).

Kyambogo University is mandated by the Government White Paper on Education (GWPE,1992) to be in charge of teacher and teacher educator training in the whole country as the technical arm (admission, curriculum development, training, assessment and examinations and awarding body) with the Ministry of Education and Sports (MoES) represented by the Department of Teacher Education Training and Development (TETD) as the administrative arm for quality assurance.

It offers certificate to undergraduate degree programmes, including the Bachelor of Teacher Education (BTE) Programme in the Faculty of Education. The programme targets in-service teachers with Diploma of Teacher Education (DTE), Diploma in Education Primary (DEP), Diploma in Special Needs Education (DSNE), Diploma in Education Secondary (DES), and Equivalent Diploma in Education (EDE) across 15 disciplines (4 Double Mains and 11 Electives). Graduates become teacher educators for Primary Teacher Education Institutions (BTE programme, 2010).

Classroom assessment and standards

Classroom assessment gathers and evaluates evidence to determine if a student meets standards (MoES, 2016 & NTP, 2019). Classroom assessment affects student learning the most (Absolum et al., 2009). It supports learning by monitoring learning and progress, providing teachers with information to understand student learning needs, and helping students understand next steps through teacher feedback. Campbell (2006) adds that assessment as learning involves cognitive restructuring when people interact with new ideas. Teachers administer summative and formative assessments in class. They can be used for multiple-choice questions, semi-constructed short-answer questions, and essays or projects. Different assessment formats are needed for assessing different skills and subjects. Kimberly (2015) testifies why classroom tests and testing:

“What testing offers me, as a teacher, is information about where students are in their learning and insights that guide me as I move forward with my lesson plans, it gave me feedback on student learning during the lesson and helped me tailor my instruction in real time, I use the feedback from different forms of testing; grades on assignments, an analysis of a benchmark test, course grades, notes from their teacher, and standardized test results; to track the progress that they are making and as a parent, testing gives me insight into their performance on a particular assignment, lets me compare my kids’ performance against their target goals, and allows me to assess their need for supplementary help. Test results are a way for me to have eyes on my kids’ classrooms even though I am not there. I value knowing where my boys excel and where they struggle, since this information guides what we focus on when we do homework at the kitchen table.”

Assessing complex competencies and higher-order skills requires the use of more open-ended assessment tasks (OECD, 2013).

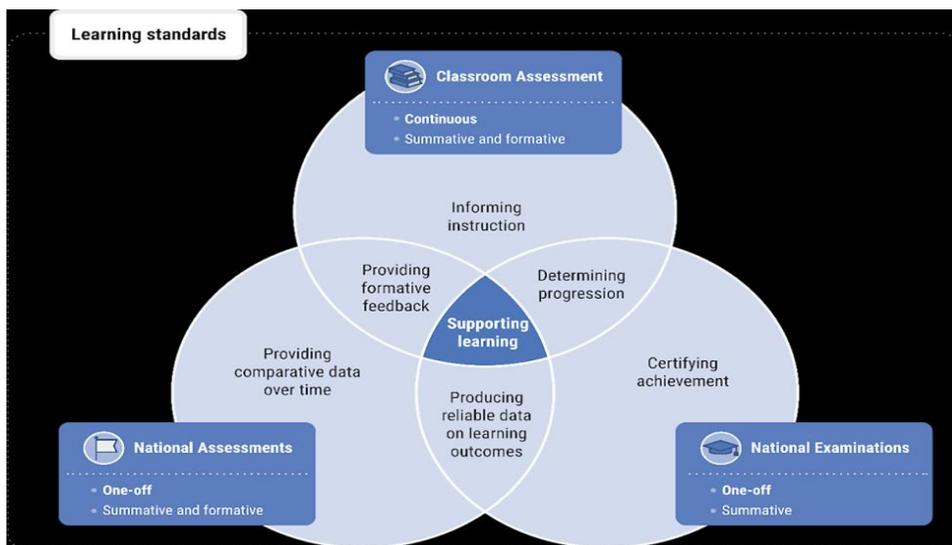


Figure 1: Learner assessment and learning

Source: (OECD, 2013)

Arthiranandan (2016) cites OECD (2013) in Figure 1 as justification for testing students. assessing a student's understanding of a topic and what they've learned; assessing a student's progress over time; determining a student's strengths and weaknesses for guidance or individual instruction awarding prizes, honours, and scholarships enabling. Parents can best help their children learn by understanding the

different types of testing, the results they provide, and how they complement one another. Teachers use different test types and items for classroom assessment. Bradley (2009) and Kristin (2010) suggest portfolio, written, oral, and practical testing. Tests measure a student's subject comprehension. Official and unofficial tests exist. Standardized tests, like SATs, measure student progress formally. Standardized tests measure critical thinking and problem-solving with specific question types. Flash cards, pop quizzes, and oral question-and-answer are informal testing tools (Kristin 2010). Traditional assessment strategies like formalised, periodic testing may not be accurate for students with learning disabilities. Curriculum-based assessment, in which specific benchmarks of progress are defined and assessed regularly in the classroom, is a better way to evaluate learning-disabled students' progress (McKinney, 1989). Oude (2021) explained some types of assessment; pre-assessment/diagnostic, formative, summative, confirmative, norm-referenced, criterion-referenced and Ipsative assessments. Ezekiel (2021) recommended applying brain-based techniques to get a higher grade on your next test; diagnostic, placement, progress/achievement, proficiency, internal, external, objective, subjective, aptitude and combination tests. Ezekiel (2021) further, recognises 8 kinds of testing namely; direct, indirect, objective, subjective, discrete, integrative, norm-referenced and criterion-referenced testing. However, Vargas (2013) examines tests and testing in terms of construction, guidelines, formatting, advantages and limitations. While Vargas (2013) addresses multiple choice, matching, alternate-choice/true-false as test item types, Classroom K-12 Teacher Newsletter (2021) calls them forms of classroom tests in addition to short-answer tests, problem tests, oral exams, essay and performance tests and explains their purposes; identifying what a student knows, for the grading of students, for individual attention required by any student, for creating merit and telling how to shape the learning methodologies.

A Teacher Made Classroom Test (TMCT) is made by the teacher to measure the achievement of learner(s) from time to time. It has a limited area of applications; prepared by all the teachers according to their requirements. The teacher directly constructs a test to measure classroom learning outcomes in a particular class situation. TMCTs are used to assess the progress of learners in school, test results are used for students, teachers and other administrative purposes, assess strengths and weaknesses of students and are continuously used by learners to get immediate feedback (Arthiranandan, 2016). The NTP (2019) promotes consistent outstanding standards in learning and teaching by recognising that what happens in classrooms helps learners acquire the skills and habits of the mind to be successful learners not only in school but throughout their lives.

This aligns with UNESCO's education pillars: learning to know, do, be, and live together. Education reform depends on teachers. A school's quality depends on its teachers (McKinsey, 2007 & GWPE, 1992). The Uganda National Teacher Policy (2019) defines a teacher as someone with knowledge, skills, and special training in teaching, explaining, and educating who can change cognitive, psychomotor, and affective behaviour. The NTP (2019) defines a teacher as someone who has completed a training course approved by the Ministry of Education, is registered as a teacher, and is allowed to practise. A teacher is anyone who legally and academically teaches, guides, and imparts knowledge to a learner (Allen) (2015). Teaching improves learner/student skills and values (Blase & Anderson 2013). Teaching involves making specific interventions to help people learn (Smith 2015 & 2019). Regardless of where teachers teach, they have a moral obligation to prepare a diverse teaching corps of culturally relevant teachers to serve public education and social justice (Grant and Gillette, 2006 p. 293). All teachers assess every class, according to Black and William

(2006). Teachers differentiate instruction, materials, and assessment based on cognitive, affective, physical, and cultural needs (Mandinach & Jackson, 2012). Teaching requires personal and corporate responsibility for the education and welfare of all students (ILO/UNESCO, 1966).

Most teachers and teacher educators know about assessment and the different assessment tools, but struggle to use them appropriately, according to MoES (2010). TISSA Report (2013) emphasises teacher training institutions' inability to ensure adequate pre-service and in-service training, causing a problem with teacher quantity and quality. According to the TISSA Report (2013), teachers spend most of their time in training institutions learning theory, rather than writing exams based on real teaching and experience.

Inclusive education ensures that all children and adults, irrespective of gender, age, ability, ethnicity, impairment, or HIV status, have access to education in their society and that the education they receive enables them to participate and achieve (Kaplan et al. 2007). Inclusive education ensures that every child, regardless of gender, language, ability, religion, nationality or other characteristics, can participate, learn, and reach his/her full potential (Save the Children 2016). It can improve social, academic, gender, crime, and population growth (Mitchell, 2010; Acedo et al., 2011). Inclusive education is providing quality education and upgrading to meet all learners' needs. The way society is organised disadvantages and excludes disabled people, not their impairment (Armstrong et al. 2011, 30). Inclusive education creates a safe, inclusive learning environment and mobilises the community, families, and children to participate. Inclusion involves changes in content, teaching methods, approaches, structures, and strategies in education to overcome barriers, providing all students of the relevant age range with an equitable and participatory learning experience and the environment that best corresponds to their requirements and preferences, placing students with disabilities in mainstream classes without accommodations (UN, 2016). Differentiated instruction or curriculum maximises a classroom's learning potential by modifying curriculum, teaching methods, learning resources, and activities to meet the needs of individual or small-group students by learning level or readiness. The system must be accessible, acceptable, and adaptable to provide inclusive education (UN, 2016). Byrne (2013), Hardy and Woodcock (2015) said the umbrella is so broad it risks legitimising integration and/or segregation in mainstream settings. Inclusion requires a "whole systems" approach, a "whole educational environment," a "whole person" approach, supported teachers, respect for and value of diversity, a learning-friendly environment, effective transitions, partnership recognition, and monitoring. Inclusive settings mainstream special education so all students can learn and participate. In inclusive settings, special needs students follow most of the mainstream curriculum (Meijer, 2003). IDEA 2004 mandates least restrictive education. Differentiated instruction requires constant assessment and adjustments, as well as flexible grouping by readiness and interests. Uganda Persons with Disabilities Act (2020); Act 3 of (2020) defines "communication" as languages, text display, braille, tactile communication, sign language, signs, large print, accessible multimedia in written, audio or plain language, human-reader in augmentative or alternative modes, formats of communication, including accessible ICT. "Disability" means a functional limitation of a person's daily life activities caused by physical, mental, or sensory impairment and environment barriers, limiting equal participation in society. Inclusive classrooms support students' academic, social, emotional, and communication needs. Inclusive classrooms are full of diverse learners, reducing stigma and fostering friendships. Students with special needs, disabilities, or impairments can learn in such classrooms. An inclusive classroom welcomes students of all abilities. Since 2013, UNEB gives partial-sight

students large-print exams. Asthmatics and epileptics get extra exam time, and the blind get braille. According to a 2016 government report, most secondary special needs students have visual impairments.

Continuous assessment differs from final exams (Mandarin, 2016). Some/all of the work students do contributes to their final grade. Formative assessment includes monitoring classroom performance and contribution. It's a teaching technique where the teacher uses assessment to determine what to teach and uses learners' progress to adapt their teaching and/or give feedback on their learning. Continuous assessment (integrated/embedded) describes course module assessments. It can replace/be combined with the final assessment to calculate a final grade, ensure continuous and independent student work and learning, and provide feedback to students and teachers (Bjælde, et. al, 2017). Continuous assessment can be (summative) on activities/products contributing to the final grade or (formative) on non-contributing activities/processes. In order to distinguish between formative and summative assessment, Zhao, et al (2016a), Zhao, et al (2016), Wiliam (2011a), & Allen (2004 & 2006) explained that formative assessment is "assessment for learning" and is often contrasted with "assessment of learning," the summative assessment, which evaluates a student's learning at the end of an instructional sequence to give the student a mark or a certificate. Continuous assessment is a powerful way to introduce feedback to learners' work, especially if they are given a chance to act on feedback so that assessment becomes incremental, like learners: 1) hand in a draught; 2) receive feedback; and 3) revise their work 2) Get peer/TA feedback on draft; 3) Resubmit improved draft after feedback 4) Drafts are evaluated (Bjælde et al) (2018). Small written assignments, student presentations/seminars, practical skills, tests, active participation, portfolio, multiple choice questions (potentially student-generated), and peer assessment are examples of assessment types in an inclusive classroom.

Student achievement Explain what students should know by the end of an assignment, class, course, or programme. They help students connect learning across contexts and guide assessment. Curriculum, implementation, and assessment standards affect learning outcomes. Curriculum and learning standards tell students what to know and do. Students' expected learning outcomes help determine their learning level and how to improve (OECD, 2013). Curriculum standards are determined by subject curriculum learning outcomes, competencies, and action verbs. The class teacher determines curriculum standards, as stated in work schemes, lesson plans, and action verbs. This affects testing tools and assessment rubrics. Learning outcomes are defined before teaching in constructive alignment. These outcomes are used to design teaching and assessment methods (Biggs, 2014). The action verbs are clearly outlined as taxonomies by Bloom (1956) and Anderson (2001) as outcomes.

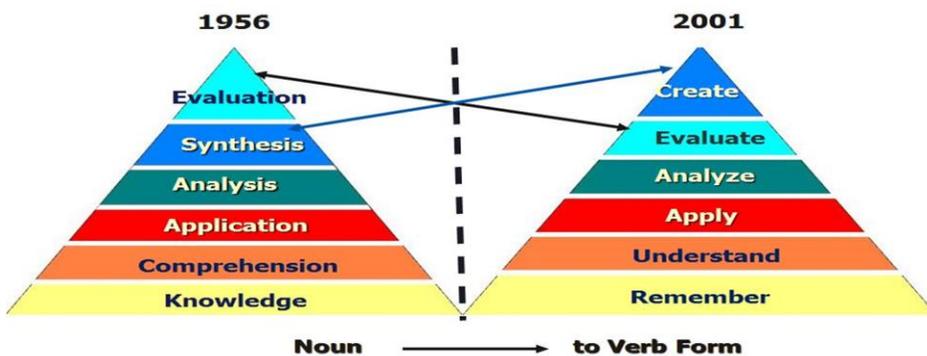


Figure 2: Benjamin Bloom (1956) Vs Lorin Anderson (2001) Taxonomies

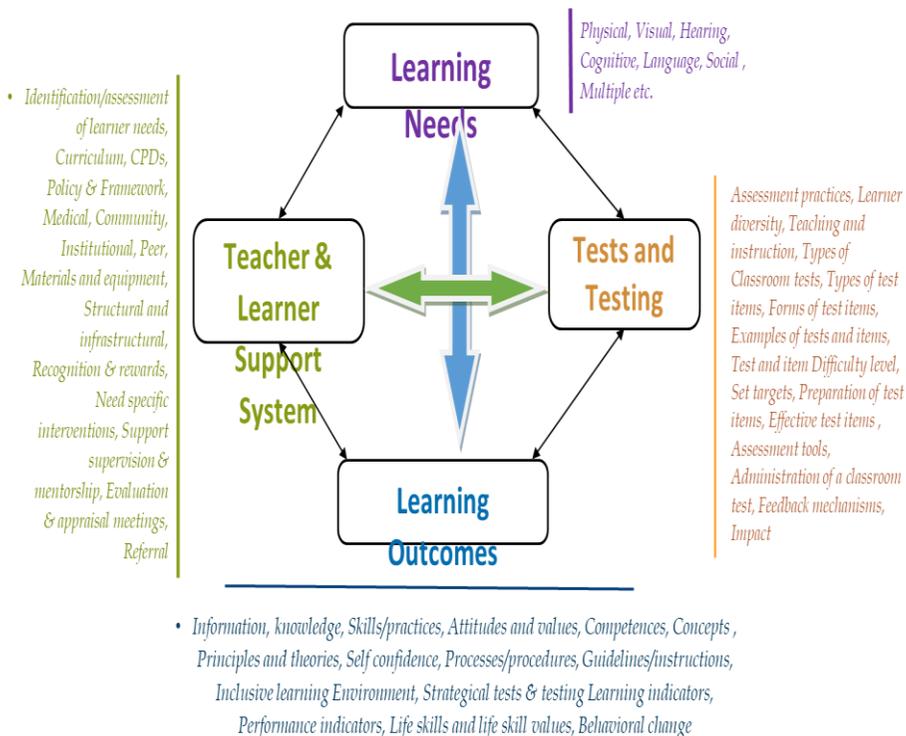
The results teaching and learning standards ensure students meet curriculum requirements. Assessment is based on outcomes (Spady, 1994). Align curriculum, implementation, and assessment standards. Many of the TMCTs designed and reviewed were for an inclusive classroom and tested knowledge, comprehension, application, and analysis. Today's learners are different. They process information differently (Prensky, 2001). Teachers' inability to address social difference perpetuates inequality in schools given the link between their effectiveness and their ability to recognise and adjust instruction to student needs (Bergerson, 2008; Everhart & Vaughn, 2005; Song, 2006). MoES (2010) reports that most teachers and teacher educators know about assessment tools but struggle to use them.

METHODOLOGY

The study on evaluation of the current state of Teacher Made Classroom Tests and Testing as Continuous Assessment in an Inclusive Setting for practical outcomes employed the mixed (qualitative & quantitative) design. It was evaluative; sought for the relevance, effectiveness, efficiency, impact and sustainability of TMCT and testing and both an action research and case study approach using a sample size of 351 Bachelor of Teacher Education in-service programme students as the main target group for the study. The study also used designed pre-assessment tools, checklist/survey questionnaires, classroom practice exposure and experience, on/off line interviews, lesson observations in the field of work on selected BTE students, curricula analyses, document review, rating scales, set tests analyses (students' assignments and coursework), analyses of (field) school –based sampled sets of tests and e-assessment technology. The researcher sampled purposively, used stratified strategy to select teachers (dependent on form of entry diploma) for enacted curriculum lesson observation. The evaluator used tables/matrices, illustrations and descriptive analyses of data and presentation of results.

Conceptual Framework

The conceptual framework was hinged on three pillars namely; learning needs, teacher and learner support system, and tests and testing all which fed into the various learning outcomes. Important for reflection was the duo relatedness and interactions of each of the arrows for effective and practical learning outcomes. It also required teachers to be able to teach, manage, and assess an inclusive classroom in an inclusive setting using TMCTs. MoES (2014) defined inclusive education as the process of providing quality education and continuously upgrading to match the actual condition, ability, and needs of diversity learners. Acedo, et al. (2009) said implementing inclusion policies requires understanding that Inclusive Education is a daily process that involves identifying and removing barriers and building an inclusive organisation and pedagogy. Shani & Hebel (2014) identified four main components influencing inclusion implementation: policy, legislation, and coordination between them and actual needs in the field; quality of support received by students with Special Educational Needs and Disabilities (SEND); quality of training for working with SEND students; and type of impairment and educational capabilities. Positive attitudes toward SEND inclusion are crucial (De Boer, Pijl, and Minnaert, 2011; Elliott, 2008). Providing equal education for all students, including those with SEND, is a major challenge when implementing inclusive education worldwide (UNESCO, 1994 & 2008).



Source: Created by author in line with Biggs (2014) & Katherine (2018)

RESULTS AND DISCUSSION

Since the Bachelor of Teacher Education (BTE) programme started in 2010, a cumulative record of 937 in-service teachers have successfully graduated with a Bachelor of Teacher Education of Kyambogo University in 15 different disciplines.

Table 1: Cumulative Number of BTE in-service teachers on programme since 2010

Year of Entry	Female	Percentage	Male	Percentage	Total
2010/11	38	40.9	55	59.1	93
2011/12	20	27.8	52	72.2	72
2012/13	13	18.3	58	81.7	71
2013/14	31	32.0	66	68.0	97
2014/15	15	21.4	55	78.6	70
2015/16	22	27.2	59	72.8	81
2016/17	23	22.5	79	77.5	102
2017/18	36	33.6	71	66.4	107
2018/19	53	43.1	70	56.9	123
2019/20	45	37.2	76	62.8	121
TOTAL	296	31.6	641	68.4	937

Table 1 shows a total of 296 (31.6%) female and 641 (68.4%) male teachers all out of 937 in-service teachers for the BTE programme. The researcher targeted and used 351 (37.5%) for the period 2017/18 to 2019/2020 (3 academic years). Table 2 shows the gender aggregated number of in-service teachers for the three - year period (2017/2018 to 2019/2020) on the Bachelor of Teacher Education Programme.

Table 2: Number of Students (2017/18 – 2019/20)

Year	Female	%	Male	%	Sub-total	%
2017/2018	36	33.6	71	66.4	107	30.5
2018/2019	53	43.1	70	56.9	123	35.0
2019/2020	45	37.2	76	62.8	121	34.5
Total	134	38.2	217	61.8	351	100

The Table 2 indicates that 134 (38.2%) female and 217 (61.8%) male all out of 351 teachers who formed the sample size of the evaluative and action research study. The year 2017/2018 had 107 (30.5%), 2018/2019 with 123 (35%) and 2019/2020 with 121 (34.5%) enrolment out of a total of 351 teachers. Table 3 provides a synopsis of the distribution of the in-service teachers across the 15 areas of specialisation (4 double mains and 11 electives) for the three-year period (2017/2018 to 2019/2020).

Table 3: Total number of students across subject specialisation for period (2017/18 to 2019/20)

Subject of Specialisation	F	%	M	%	T	Subject of Specialisation	F	%	M	%	T
Special Needs Education (SNE)	18	39	28	61	46	Professional Education Studies (PES)	46	36	82	64	128
Mathematics Education (MTE)	10	15	57	85	67	English Language Education (ELE)	51	46	61	55	112
Social Studies Education (SSE)	24	41	35	59	59	Integrated Science Education (ISE)	08	22	28	79	36
Religious Education (RE)	20	57	15	43	35	Integrated Production Skills	-	-	-	-	-
Music Education (ME)	05	28	13	72	18	Kiswahili Language Education (KLE)	07	58	05	42	12
Physical Education (PE)	06	18	27	82	33	Early Childhood Education (ECE)	37	84	07	16	44
Agriculture Education (AGE)	06	19	25	81	31	Art Design & Technology education (ADTE)	01	17	05	83	06
Local Language Education	-	-	-	-	-						

Very important to note from table 3 is the lack of candidates for the three -year period in the disciplines of Local Language Education and Integrated Production Skills which has implications for the respective subjects in the field of work in terms of classroom tests and testing. The table also shows the limited number of students who offered Special Needs Education for the three consecutive academic years of only 46 (13.1%) out of 351. The table 4a in contrast with table 4b articulate the level of not only number of students who offered Special Needs Education, but also the inadequate teacher capacity in developing and using classroom teacher made tests in the field of work.

Table 4a: Number of teachers who offered Special Needs Education for the period 2017/18 to 2019/20

Year	Total Female	%	Total SNE Female	SNE Female %	Total Male	%	Total SNE Male	SNE Male %	Total 2017 - 2020	Total SNE 2017 - 2020	Total SNE % 2017 - 2020
2017/2018	36	33.6%	04	11.1	71	66.4%	16	22.5	107	20	18.3
2018/2019	53	43.1%	09	17.0	70	56.9%	06	8.6	123	15	12.2
2019/2020	45	37.2%	05	11.1	76	62.8%	06	7.9	121	11	9.1
Total	134	38.2%	18	13.4	217	61.8%	28	12.9	351	46	13.1

The contrast realized was out of 134 female teachers only 18 (13.4%) offered SNE and out of the 217 male teachers only 28 (12.9%) offered SNE with an overall 46 (13.1%) students out of 351 taking SNE in three academic years.

Table 4b: Number of teachers who offered other specialisation for the period 2017/18 to 2019/20

Year	Total Female	%	Total Not SNE Female	Not SNE Female %	Total Male	%	Total Not SNE Male	Not SNE Male %	Total 2017 - 2020	Total Not SNE 2017 - 2020	Total Not SNE % 2017 - 2020
2017/2018	36	33.6%	32	88.9	71	66.4%	55	77.5	107	87	81.3
2018/2019	53	43.1%	44	83.0	70	56.9%	64	91.4	123	108	87.8
2019/2020	45	37.2%	40	88.9	76	62.8%	70	92.1	121	110	90.9
Total	134	38.2%	116	76.6	217	61.8%	189	87.1	351	305	86.9

Table 5 provides a summary of responses to each of the items in a pre-assessment with either **YES** or **NO** in a checklist and major highlights indicate that 93.7% teachers who had learnt about tests and testing at initial training, only 10.3%, 12% and 11.1% had the capacity to construct, mark and correct for an inclusive class and provided feedback to each learner on TMCTs in an inclusive class.

Table 5: Students responses to the pre-assessment on the measurement course

S/n	Aspect	RESPONSES			
		YES	%	NO	%
1	In initial teacher development training, I learnt about Tests and Testing	329	93.7	22	6.3
2	In initial teacher development training, I learnt about the different types of tests including TMCTs	241	68.7	110	31.3
3	In initial teacher development training, I learnt about the different forms of test items	213	60.7	138	39.3
4	I attend school based CPDs on TMCTs	87	24.8	264	75.2
5	I attend external based CPDs on TMCTs	123	35.0	228	65.0
6	My school has a School Assessment Committee	20	5.7	331	94.3
7	I have been trained in handling and working with learners with SEN during instruction	46	13.1	305	86.9
8	I have the capacity to construct TMCTs for an inclusive class	36	10.3	315	89.7
9	I have the capacity to administer TMCTs to an inclusive class	174	49.6	177	50.4
10	I have the capacity to mark and correct TMCTs for an inclusive class	42	12.0	309	88.0
11	I have the capacity to provide feedback to each learner TMCTs in an inclusive class	39	11.1	312	88.9

The same table 5 reveals as only 5.7% schools had a School Assessment Committee and only 24.8% had the confidence from attending school based CPDs TMCTs and like we observed before only 13.1% teachers had been trained in handling and working with learners with SEND during instruction.

Table 6: Tests mostly used by teachers as Continuous assessment during classroom practice

1	Speed test	5	Aptitude test	9	Placement test	14	Summative test	18	Standardised test
2	Group test	6	Practical test	10	Subjective test	15	Objective test	19	Diagnostic test
3	Oral test	7	Personality test	11	Formative test	16	Individual test	20	Performance test
4	Accuracy test	8	Classroom test	12	Benchmark test	17	Intelligence test	21	Achievement test
				13	Proficiency test				

Teachers in response to a self /independent study on types of tests mostly used by teachers as continuous assessment during classroom practice, the above summary was realised. Meaning many more types of tests were commonly utilized in schools and classroom level. According to Watkins (2007), testing is one way to assess a student's learning in specific areas. Tests are very precise and used for particular reasons. In effort to establish if the teachers had some practice on constructing/designing classroom tests and testing terminology, they were assigned tasks to find out certain terminologies among which was test difficulty. Table 7 indicates a summary of their responses of test difficulty.

Table 7: Summary of Teachers' responses on understanding of Test Difficulty (Level)

✚ An estimate of a scale required to pass a given test	✚ A situation where you find a test is not simple and not difficult.
✚ Is determined by the number of learners passing a given test	✚ Concept used to grade how difficult or easy the test assessment is.
✚ Inability of a test to measure what it is intended to measure	✚ Considerations of the level of usage of different questioning words.
✚ An item not taught but tested to the learners	✚ The test item writer doesn't use the blueprint while setting the test.
✚ Level at which the test is intended to be administered	✚ Estimate to which the test item is passible by the different categories of learners.
✚ Learners intended to hit for the test are able to do it.	✚ The test item is metered too simple nor too difficult but moderate
✚ Test is set to achieve what it is intended for.	✚ Selection where questions are not too direct and not incorrect
✚ Learners fail to measure up to the objectives of the test.	✚ Competences tested are beyond the level of learners
✚ Learners fail to attain the minimum score in a test	
✚ Test is reliable and valid	

While teachers' expressions on the concept of test difficulty revealed that they had some related operational definitions not far from the reality, the practice at construction level during assignments and analyses of the field based sampled set tests did not tally with the teachers' interpretation of test difficulty level. Koul (2017) explains item struggles as a procedure for analysing a test item's effectiveness. After being carefully written, items are analysed. Item analysis shows how well a test item performs. It determines if an item is too easy or too difficult (difficulty level) and if it can distinguish high and low achievers. The proportion of correct answers indicates a question's difficulty.

Teacher's responses to challenges of teacher made classroom tests

Teachers in pursuit to rank subjected challenges to the current state of TMCTs and testing as continuous assessment for an inclusive classroom by the researcher revealed the following summary.

Table 8: summary of teachers' rank order of the most current challenges to the state o TMCTs in schools

Challenge	Rank	Raters	%	Challenge	Rank	%
Use of the same curriculum for all learners	3	51	14.5	Teacher capacity.	1	81
Learner assessment/identification	4	42	12.0	Learner diversity	2	73
Inadequate teacher support in schools	5	30	8.5	School Culture & practice	11	06
Background of teacher training & development (preparation in testing)	6	21	6.0	Use of tests from commercial companies	10	10
Dependence on already made tests (Imported tests) from other schools.	9	11	3.1	Limited exposure/access to literature on TMTs	8	11
Misinterpretation/perception of concepts in TMCTs	7	15	4.3			

At the top of ranking from the teacher responses were the challenges of teacher capacity (23.1%), learner diversity (20.8%), use of the same curriculum for all learners (14.5%) and learner assessment/identification (12%) and at the bottom challenges ranked least included; use of tests from commercial companies (2.8%) and school culture & practice (1.7%). The results presuppose the Uganda Continuous Professional Development (CPD) Framework (2017) should be enforced but conscious of need based CPDs in consonance with the National Teacher Policy (2019), the Teacher competence profiles (2016), the Uganda Teacher Social Dialogue (TSD) framework (2018), and Uganda Teacher Incentive Framework (TIF, 2017) to address the challenges. A comparative list between the teacher operational ways and those of the Uganda National Examinations Board (UNEB) during testing for learners with SEND in inclusive classroom were sought for by the researcher and a summary was made as in Table 9.

Table 9: Summary of provisions by teachers and UNEB for testing learners in an inclusive classroom

Teacher Operational provisions		UNEB provisions
✓ Use of resource personnel	✓ Teacher creativity	❖ Extra time/added time
✓ Putting learners in specific groups	✓ Referral system	❖ Special resources e.g., braille, signing, interpreters
✓ Using different activities to occupy learners	✓ Scaffolding	❖ Special services (trained in SEN/SNE)
✓ Grading class	✓ Remediation	❖ Special teachers
✓ Sharing certain resources		❖ Special papers
✓ No provision at all		❖ Adjusting printing (visually impaired)
✓ Use what is available		❖ Special service providers (invigilators/supervisors) and guidelines
✓ Report to parents/guardians		❖ Specific marking guides SEN students
✓ Share with school authority		❖ Technical Resource personnel
✓ Use of peers (Child to child- twinning)		❖ Specialised sitting resources, arrangement, facilities, infrastructure

Table 9 shows the possible provisions for learners during testing and examinations respectively. Class teachers take their effort to make provisions for their learners in diversity but little could be reported or evidenced during classroom observation in the field of work, the schools. The Uganda Persons with Disabilities Act 3 of 2020, Part I – Preliminary; 1. Interpretation, offers for "mobility aids" such as wheelchairs, callipers, crutches, white canes, orthopaedic appliances, qualified readers; taped texts, audios, visual and pictorial recordings; braille and tactile equipment or materials, large print, and other devices that help people with disabilities effectively engage in all aspects of daily living. These are not quite different from those offered by UNEB (1983).

Alignment of curriculum standards, enacted curriculum and assessment standards

Evidence from the analysed students' assignments and course work revealed that teachers when constructing test items for classroom tests used different action verbs different from both the verbs used in the respective curriculum and those focused on during classroom practice. Biggs (2014) argued that teaching and assessment methods are designed to achieve these results and assess their level of achievement. The

situation was quite different from that exhibited in the analysed samples of set and used classroom tests in the selected schools of practice of some of the BTE students in the field of work. This contradicted Spady's (1994) claim that outcomes-based teaching and learning is based on meeting set standards to ensure students meet curriculum requirements and assessment is based on outcomes.

Teachers didn't align curriculum standards, enacted curriculum standards, and assessment standards for learner outcomes.

Teacher assessment wasn't aligned with student learning outcomes to build knowledge through teaching and learning. Worst were the set classroom tests, which had the same level and scope of content for all learners regardless of learner diversity and inclusive classroom, including non-thought-out seating arrangements and provision for special education learning needs. A learning outcome's action verb tells students how to achieve the goal. Assessment shows how much they've learned. Analysis of learning outcomes and levels of thinking informs assessment and the design of structured learning opportunities to develop skills and knowledge.

In response to what sort of challenges teachers experience when testing an inclusive classroom in form of continuous assessment, the following summary was recorded in Table 10.

Table 10: Summary of general challenges teachers experience when testing an inclusive classroom

✚ SEN specific facilities	✚ classroom set up for the class	✚ SEN assessment or identification	✚ preparing appropriate test item and tests that cater for an individual SEN learner
✚ inadequate staffing	✚ inadequate time on task	✚ inadequate school support system	✚ test and item specific SEN resources
✚ administering a test	✚ less/no ICT compliances	✚ lack of teacher capacity on SNE	✚ teacher staffing, ratio and workload
✚ teacher support irrelevant	✚ inclusive based infrastructure	✚ capacity to identify SEN of each learner	✚ making specific SEN marking guides
✚ staffing class - teacher system	✚ extra time outside timetable	✚ policies on teaching inclusive classrooms	✚ marking and correcting SEN specific test
✚ large classes	✚ setting specific SEN tests	✚ limited/no parent/guardian participation	✚ curricula challenges (same for all)
✚ mindset/attitude	✚ SEN specific interventions	✚ grading learner tasks in line with the same curriculum	✚ preparation of teachers (initial training level)
✚ imported tests	✚ inclusive classroom (diversity)	✚ lack of need-based support (CPDs)	✚ correcting TMCT for an inclusive classroom
✚ class diversity limited	✚ curriculum interpretation		
✚ resources motivation factors	✚ teacher capacity to testing		
✚ assessment resources	✚ school culture & practices		
✚ commercialized tests	✚ constructing an inclusive test		
✚ grouping and re-grouping of learners	✚ providing feedback of TMCT to an inclusive classroom		
✚ lack of community support	✚ supporting specific learners during the test		

The several general challenges prompt the adoption and adaptation of the UN (2016) in Byrne 2019 suggesting core features of inclusive education necessitating a 'whole systems' approach, a 'whole educational environment' approach, a 'whole person' approach, supported teachers, respect for and value of diversity, a learning-friendly environment, effective transitions, recognition of individual differences. Teachers are often unprepared to teach students with behavioural issues in inclusive settings (Forlin

et.al, 2008). Due to rhetoric, inclusiveness evidence is unpopular (Haug, 2017). Reynolds et al. (1984) say all others must have data because "effective student instruction and support is of utmost importance". According to Kretlow & Helf, teachers rarely use evidence-based curricula or interventions for special needs students (2013). In inclusive settings, SEN teachers spend less time (Cooc 2019). Ruijs et.al 2009 & Szumski et.al (2017) noted limitations of studies examining inclusive education outcomes, including differing definitions of inclusion, amount of inclusion, student needs, and lack of control groups. A review of inclusive education's effects shows none (Lindsay, 2007). All students, regardless of need or education, should be fully included in regular classes to protect human rights, according to some conceptions of inclusive education (Kauffman et.al 2020 & UNESCO, 2020).

Tests and testing as continuous assessment strategies

Assessment strategies are an integral part of the lesson and are used to improve learning, set teaching strategies and learning targets for students. During classroom practice teachers generated lists of feasible and practical strategies for relevant TMCTs and testing as continuous assessment for practical learning outcomes and later conducted a gallery walk and finally made analyses of the lists for one consolidated list as shown in Table 11. Further, the teachers were guided to google for comparative analysis and enriching the list, including sharing on group WhatsApp platform, especially the group of 2019/2020.

Table 11: Summary of assessment strategies for effective teacher made classroom tests and testing

✚ teacher sensitivity	✚ effective facilitation	✚ questioning participation	✚ assessment accommodation/adaptation/modification
✚ oral assessment	✚ informal observation	✚ process oriented assessment	✚ curriculum based assessment
✚ impassive assessment	✚ integrating technology	✚ specialist/multi-disciplinary assessment teams	✚ formal and informal assessment
✚ practical assessment	✚ assessment as learning	✚ reflective practice and journals	✚ norm-referenced assessment
✚ assessment rubrics	✚ classroom discussions	✚ developing assessment policies and procedures	✚ criterion-referenced assessment
✚ timely feedback	✚ graphic organisers	✚ assessment for learning	✚ peer and self-assessment
✚ portfolio projects\	✚ baseline assessment	✚ competency-based assessment	✚ confirmative assessment
✚ measurement	✚ diagnostic and formative assessment		✚ Standardised assessment
✚ screening support strategies	✚ summative assessment		✚ needs based assessment
	✚ virtual classroom tools		✚ performance assessment
	✚ initial identification		

Teachers require a variety of interventions and assessment strategies if they were to come up with effective TMCTs and testing as continuous assessment for practical outcomes. Gilmour et al. (2019) note that teachers in inclusive settings need subject matter and pedagogical knowledge, as well as instructional strategies and evidence-based interventions to meet their students' needs. With the digital era and 21st century, teachers to integrate e-tests and testing in classroom assessment (self- assessment) and use of the 21st century skills for practical learning outcomes.

CONCLUSION

By large, all learners in an inclusive classroom for inclusive education in inclusive settings are special and require specialised technical, pedagogical and emotional abilities to appreciate each learner and needed support during TMCTs and testing as continuous assessment for relevant, effective, efficient, sustainable and impacting learning outcomes. Teachers require relevant capacity building strategies in order to enhance and strengthen their knowledge base, develop positive attitude and values and demonstrate useful skills in working with an inclusive classroom during teaching, learning and assessment for practical learning outcomes. Teachers have through the action research gained a lot of knowledge, attitudes and values, skills and practice in constructing and using TMCTs and testing in an inclusive classroom with observable learning outcomes.

RECOMMENDATIONS

The evaluator, based on the purpose, objectives, findings and results from the evaluation and action research makes the following recommendations to teachers, teacher educators, heads of teacher training institutions/organisations, specialist assessment teams and government of Uganda through Ministry of Education and Sports (MoES) and department of Teacher Education Training and Development (TETD) for quality initial and in-service teacher development, inclusive education, development and use of teacher made classroom tests and testing in inclusive classrooms as continuous assessment for practical learning outcomes and quality assurance. The recommendations include; initial, in-service and specialist teacher training should aim at preparing mainstream class teachers for inclusive assessment; enforce the Uganda Continuous Professional Development (2018), Teacher Incentive (2017) and Teacher Social Dialogue (2018) Frameworks in liaison with the National Teacher Policy (2019) provisions, especially on the teacher standards, promote an 'inclusive culture for all relevant teacher and learner stakeholders, put in place a Harmonised Teacher Assessment Framework and for learners in collaboration with that of NCHE, plan for inclusive assessment through instituted Assessment Committees/Teams (AC/Ts) and employ e-assessment and e-feedback tools. All personnel in Teacher training institutions at any level should undergo specialised inclusive education and professional courses for correct teacher support and mentorship. There is need for teacher capacity building through structured need based Continuous Professional Development including education in emergencies and crisis.

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