Preventing Classroom Management Problems through Effective Assessment Procedures

منع مشاكل إدارة الفصل الدراسي من خلال إجراءات التقييم الفعالة

Meriem Othmane

(mimi.othmane1991@gmail.com)

Abstract:

In the classroom, the teacher usually plays the role of decision maker. His mission is to constantly make decisions on planning, assessment and monitoring, to ensure a productive learning environment free from discipline problems. The aim of this research is to explore the link between classroom discipline and assessment procedures. To reach this particular aim, the qualitative method of interviewing has been used. The research population consists of teachers (in middle school, secondary school and university level) from all the cities of Algeria (Biskra, Annaba , Constantine , Tlemcen) teachers who teach English were not the only target but also those who teach French, Arabic, Mathematics, Physics, Science and Computing. The small group of the research is formed of 40 classroom Teachers. As a data gathering tool, a semi-structured interview has been used .The findings of this study revealed that there is a direct link between classroom management and assessment procedures

Keywords: assessment; assessment procedures ; classroom discipline ; classroom management ; learning environment.

الملخص:

في الفصل ، يلعب المعلم عادة دور صانع القرار . وتتمثل مهمته في اتخاذ القرارات باستمرار بشأن التخطيط والتقييم والمراقبة ، لضمان بيئة تعليمية منتجة خالية من مشاكل الانضباط. الهدف من هذا البحث هو استكشاف الصلة بين نظام الفصل وإجراءات التقييم. للوصول إلى هذا الهدف بالذات ، تم استخدام الطريقة النوعية لإجراء المقابلات. يتكون مجتمع البحث من معلمين (في المرحلة المتوسطة والثانوية والجامعية) من جميع مدن الجزائر (بسكرة ، عنابة ، قسنطينة ، تلمسان) لم يكن المعلمون الذين يقومون بتدريس اللغة الإنجليزية هم الهدف الوحيد ولكن أيضًا أولئك الذين يقومون بتدريس الفرنسية والعربية ، الرياضيات والفيزياء والعلوم والحوسبة. تتكون المجموعة الصغيرة للبحث من 40 معلمًا في الفصل. كأداة لجمع البيانات ، تم استخدام المقابلة شبه المنظمة ، وكشفت نتائج هذه الدراسة أن هناك صلة مباشرة بين إدارة الفصل وإجراءات التقييم

I- Introduction :

It has been said that, there are three kinds of people: " those who make things happen and those who let things happen and those who ask what happen" (D. Coghlan et al, 2004:09). The effective Teacher is neither the Second nor the Third, he is rather the First; he always asks how he makes it happen by managing and organizing his classroom. And since valuable teaching and learning cannot occur in a poorly managed classroom (Marzano et al,2003), one could ask about the importance assessment procedures on classroom management . The answer to this question is extensively tackled in the present paper after reporting various points of view about the link between classroom management and assessment procedures.

I.1. Definitions of classroom management

Much has been written over the years about classroom management. The latter has been defined broadly as "Any action taken by the teacher in order to create a supportive environment that facilitates both academic and social-emotional learning" (Oliver et al, 2011: 07).That is to say that classroom management is a strategy to push pupils to study and consequently the teacher to teach (Dillon & Maguire, 2007). It refers to the organization and presentation of lessons in an attractive way so that all pupils are actively engaged in learning and to minimize any distortions or friction (Smith & Laslett, 2002). Hence, the idea of classroom management is all about creating and maintaining a learning environment that supports instruction and increased student achievement and engagement. Classroom management is the teacher's ability to have power over the five main elements; *Temporal dimension* (Time), *Spatial dimension* (Space), *Emotional and Effective dimension* (Engagement), *Social dimension* (Participation), *Teaching material* (Resources) (Gieve &Miller, 2006).

I. 2. The importance of classroom management

Classroom Management is "The actions and strategies taken use to solve the problem of order in the classroom" (Doyle, 1986: 397).That it to say that, Theprimordial goal of classroom management is to maintain order and discipline in the classroom so that learning and teaching would take place. Moreover, it is necessary to assist the teacher become a decision maker about classroom strategies to control and manage the instructional environment. Effective teachers tend to focus their preparation on learning and subject matter.

As a result, many teachers feel unable to maintain order and discipline in the classroom, and just fewer feel capable to fit the needs of diverse students' cultural backgrounds (Orlich et al, 2010). Additionally, without classroom management teaching and learning could not take place. Therefore, ̶Classroom Management is profoundly important. A well managed classroom allows the instructor to teach and ensures that the students will have a good day (Pressman, 2008: 27)

Classroom management is important primarily in achieving optimal learning. Current teaching practices are more student-oriented where in due course the students will get the most out of the teaching and learning process. This is accomplished by creating a positive learning environment for the student because the fundamental task of classroom management is to c r e a t e an exclusive, supportive and caring environment (C. Rothstein & Trumbull, 2008:02).

I. 3. Classroom management strategies
   a. **Balancing authority and approachability:** the teacher should be authoritative in a balanced way
   b. **Showing care:** the teacher can verbally express his care concerning the students
   c. Learning and future success
   d. **Setting ground rules:** the teacher is supposed to set the rules for the first day because; students usually want to know what is expected of them at the very beginning of the year.
   e. **Rewarding civil behavior:** behaviorism can be applied wisely in the classroom by motivating students to change their behavior for the better
   f. **Modeling correct behavior:** the teacher should behave in a good manner because students appear always to imitate it.
   g. **Commanding class attention:** the teacher should master public speaking skills in a relaxed, confident manner this would enable him to maintain student attention and engagement for longer periods. (Pressman, 2008)

1.4. Definition of assessment

It seems that everybody knows what assessment is , this wide term is " used in so many different ways , in so many different content , and for so many different purposes" (Gary , 1997, p .8) so what is assessment ? generally speaking, assessment refers to evaluating the worth and importance of something, whereas in educational settings, it refers to evaluating the learners' achievement and progress (skinner, 2005) .Hopkins (2000) propounds that assessment is the key to an outstanding teaching and learning process .Skinner (2005) goes further by saying that "If you want to know the truth about an educational system you should look at its assessment procedures" (p. 41-42) and since assessment is of huge importance , teachers need to be careful of the methods and strategies of assessment being used simply because "Assessment method which is poorly used can be destructive and central to the failure of pupils and courses" (Hopkins , 2000 , p. 170) .

1.5. The importance of assessment

While teaching , the reflective teacher has to stand for a while and ask himself a couple of questions about his assessment process , to see whether his planned objectives have been accomplished or not .The urgent question at this level is " why to assess ?" .Hopkins(2000) states a list of assessment reasons that every teacher whether novice or experienced have to reflect upon ; teachers need assessment to verify whether any progress is being marked by his students , so that he can plan for the next step in the development of his students .Students can be given the opportunity to reflect on their process by their own (self-evaluation) .Also , the teacher can have a knowledge of his students strengths and shortcomings by making use of continuous assessment .This diagnostic process can give the teacher an insight of sources of defects ; is it the teacher himself , his methods and material used , or is it the learners

or the learning environment !.After a deep reflection, the teacher can find out the reason why by his own or with the help of another teacher (Hopkins , 2000)

Beyond question, testing is helpful for teachers and learners as well since it gives the teacher an insight about where the students are standing and what should be done next. As for the students, it enables them to have knowledge about their learning process. Also it motivates them to view specific materials and not to mention that testing can be used as a strategic way of making the noisy students calm and concentrated. To add more, it promotes the learners' sense of achievement and progress (Ur, 1999)

Additionally, assessment allows the teacher to decide about the effectiveness of the program in order to make modification and changes or omitting of some learning activities and resources also the way of presenting the lesson. In every classroom there is always that student who is in a constant need to help and additional information , assessment help the teacher find those students and provide them with assistance and guidance .Far from school , there are those parents who are curious to know about their students' progress , summative assessment and grading help parents on that matter .Furthermore, educational authorities as well are more involved in this process of assessment because they need to know the achievement level in school , all of which leads us to deduce that everybody is involved in the assessment process , not only the teacher , , but also , students , parents , administration and government education authorities.(Westwood. 2008).

1.6. Formative assessment strategies

1- **Checklists:** class checklist helps the teacher to gather information about the students during the unit.
2. **Discussion:** classroom discussion provides the teacher with the needed information concerning what students know about the subject and what they do not.
3. **Observation:** without a single word, teacher can figure out his students' progress and their implemented strategies
4. **Open-ended questions:** it fosters the learners to use their knowledge and understanding about the topic instead of yes/no vague answers.
5. **Problems solving:** through exposing a student to a problem and asking them to suggest solutions (orally or writtingly) shows the teachers how much have been learned by students.
6. **Questionnaire: i**n addition to being considered as an effective assessment strategy, the questionnaire help the teacher figure out their students weakness, to plan for future courses .(Natalie ,2012)

1.7. Assessment and classroom management: The link

A lot of instructors think that assessment and classroom management are disconnected events. The truth is that measuring the effect of assessment on classroom behaviors shows the powerful link between the two (Munk & Reep, 1994) . Classroom management strategies helps the teacher to create a safe , productive and effective learning environment .Assessment procedure affects students' motivation, misbehaviors and learning process . Assessment which is not properly designed and implemented leads to discipline distortions because of the lack of motivation and frustration (Hinton, 2018). To evade such sort of problems the accompanying components should be considered:

1. Using formative and summative assessment
2. Ensuring validity and reliability of the test
3. Using creative tools for assessment to prevent management problems

1.7. 1- Using formative and summative assessment

Assessment takes a number of forms and only by the blend of those structures evaluation can be effectively finished:

- **Formative assessment** :alludes to the continuous procedure where the instructor should screen his student's advance and analyze their qualities and shortcomings keeping in mind the end goal to choose about the subsequent stage to be taken .There are a lot of exercises through which an educator can direct a formative assessment, ,for example, , observation , homework or simply making inquiries . Instructors should not give marks since they negatively affect the students,

rather, he may give valuable criticisms .So the primary objective of formative assessment is to enhance teach (Skinner, 2005)

- **Summative assessment :**in contrast of formative assessment , this type of test is set at the end of the unit or semester or a year .It takes the form of tests and examination, it tells a lot about students' progress and teacher' strengths and weaknesses (Hopkins, 2000). The main goal of summative assessment is to measure the extent and quality of learning (Skinner, 2005). Jackson (2000) argue that gathering information about students' progress can be obtained through a number of methods ; the teacher observation of the students 'presentations , group activities or through written tests and examinations or even through homework , another method might be the final products (Hopkins.,2000)

In contrast to formative assessment, this sort of test is set toward the end of the unit or semester or a year .It appears as tests and examination. It educates a lot concerning students' progress and teachers' strengths and weaknesses (Hopkins, 2000). The fundamental objective of summative assessment is to quantify the degree and quality of learning (Skinner, 2005). Jackson (2000) contend that gathering information about students' progress can be obtained through a number of methods; the teacher observation of the students' presentations , group activities or through written tests and examinations or even through homework, another method might be the final products (Hopkins.,2000)

1.7.2- Ensuring validity and reliability of the test

The test is reliable as per the degree of dependability and trustworthiness. What is more, is valid when it tests what it is expected to be tested (Luoma ,2009) .This definition is by all accounts clear until the subject of 'how' is raised ; by what method can the instructor ensure that his test is reliable and valid. After conducting an oral test, educators are regularly befuddled by regardless of whether their tests were valid and reliable. Grove and Brown (2001) were sufficiently clear about the need to rate straightforwardly after the test completes .Generally instructors lose data about the nature of test execution .So it is implied that the rating procedure ought to be planned at the very start to guarantee the legitimacy of scores .Another imperative criteria is that educators needs to hold up under at the top of the priority list while testing is that time and effort spent when rating ought to be equivalent (Luoma, 2009).

Choosing whether to utilize scales or score points is up to the instructor, depending on the length of performance, educator may rate the holistic performances and rate however a point by point report should be given to examinees as a feedback from the part of the instructor. Instructors are expected to plan a "rating structure" of the test which incorporates his/her principle points of consideration and begin assembling data about students 'performances based on "rating criterion". In this form the teacher may include a room for comments and feedback in case students are not convinced by their rating. Also he may provide them with oral feedback about their strengths and weaknesses to get their level developed (Luoma, 2009).

1.7. 3. Using creative tools for assessment to prevent management problems

- **Games :** Supposing that everybody is convinced about the importance of using games as a powerful mechanism in the classroom, the next step is to think about models of assessment-based games , so , what is the assessment tool that best fits this instructional intervention? . The use of games in the classroom gives the teacher information which can be used as formative assessment of students' learning , teachers might use observation , discussion , quizzes and group problem tasks (Gosper and Mc Neil ,2012) .All the previously mentioned tools of assessment does not interrupt the game play because disruption prevents the learners from being engaged and interested . Sandford et al (2006) proposed a number of strategies that should be taken into account for supporting learning and assessment while using games : first checking whether or not learners have understood the main purpose of the game , second deciding about the assessment strategy to be used and finally , checking the students' understanding and reflecting upon the importance of games (Groff et al., 2016).

- **Songs :** Using songs in the classroom is of huge benefit . It fosters the learners' creativity and helps them develop their performance skills . Additionally , it is considered as a fast way of identifying the learners' strengths and weaknesses .Songs can be used as a summative assessment by asking students' to create their own verses at the end of the unit or , it can be used as a formative

assessment that can take place instantaneously by observation "Classroom-Assessment-Theory-into-Practice - Assessment for Rhythmic and Musical Learners", 2018)

- Videos: Exposing students to videos in the classroom fosters them to actively engage with the learning process and help them develop an elaborate understanding of instruction rather than just consuming. It gives them the chance to develop their own views of conception and discuss it with teachers and classmates (Higgin, 2016). Students can assess themselves through the use of videos by recording their performances and reflecting on them ("Using Video as a Powerful Self-Assessment Tool", 2015) , they can control videos by pausing , repeating and using subtitles , all of which help the learners in the motivation and self-evaluation of their work (Schmidt, n.d.).

II– Methods and Materials:

In this study we investigate the cooperation between Teachers' assessment procedures and classroom management problems; we expect that educators might have discipline problems because they are not completely mindful of formative assessment tools and strategies. So if the teacher practices classroom assessment procedures and make use of effective formative assessment tools, management problems will be profoundly lessened. The present study aimed at providing teachers with effective formative assessment tools that assist them diminish management problems in addition to investigating the joint relevance of assessment procedures to classroom management. To achieve this target we utilized an online survey that is replied by teachers (in middle school, secondary school and university level) from all the cities of Algeria (Biskra, Annaba , Constantine , Tlemcen) , basically in light of the fact that we imagine that all are concerned with the practices of assessment and classroom management .

III- Results and discussion :

Data are treated in Tables and Graphs, and information are presented and analyzed according to the order of items in the questionnaire in the form of short paragraphs.

Question item 01: what does formative assessment refers to?
- ✓ Answer 1: Assessment that is used to collect information about students.
- ✓ Answer 2: Assessment that gathers information about students' learning.
- ✓ Answer 3: Assessment that shows what students have learned

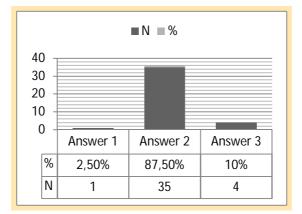|	Answer 1	Answer 2	Answer 3
%	2,50%	87,50%	10%
N	1	35	4

Figure. 1. Teachers' definition of formative assessment

A quick look at this graph reveals that the majority of teachers (87.5%) are aware of the meaning of formative assessment as a concept, to this extent; the outcomes are inspiring and motivational.

Question item 02: when formative assessment is used?
- ✓ Answer 1: Before the lesson/unit.
- ✓ Answer 2: During the lesson /unit.
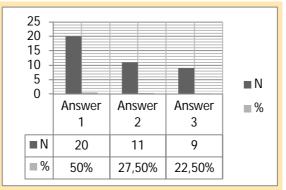- ✓ Answer 3: At the end of the lesson/unit.

Figure. 2. Teachers 'perceptions on formative assessment use

A good deal of teachers (50%) are misleaded by believing that formative assessment takes place before the lesson or the unit .The fact is that formative assessment takes place during the lesson by the implementation of certain strategies such as(checklist, discussion ,observation..)

Question item 03: In your point of view, why summative assessment is used?
- ✓ Answer 1: To determine the readiness level of students
- ✓ Answer 2: To track the students' progress
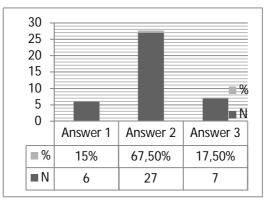- ✓ Answer 3: To provide evidence of what students learned

Figure .3. Teacher's perceptions on the importance of summative assessment

As noticed in the graph , 27 teachers are aware that formative assessment is used to track the students' progress .The reason behind asking the first, second and third questions is to make sense of whether teachers are aware of the basics of formative assessment .

Question item 04: Which of the following strategies do you apply in your classroom?

Table 1: The implemented classroom assessment strategies (formative assessment)

	N	%	
1. Checklists	13	32.5%	The most used strategies are observation (50%) and checklists (32.5%). This percent accompanied with previous questions shows that teachers are aware of formative assessment as an idea but unfortunately few strategies are implemented from their part.
2. Discussion	4	10%	
3. Observation	20	50%	
4. Open-ended questions	2	5%	
5. Problems solving.	3	7.5%	
6. Questionnaire	1	2.5%	

Question item 05: Which of the following strategies do you think is most appropriate in your classroom?

Table 2:

	N	%	
1. Balancing authority and approachability	3	7.5%	All strategies are used from the part of teachers expect modeling correct behavior and commanding class attention. As a recommendation, teachers as researchers have to read more about classroom management strategies and implement what best fit their students.
2. Showing care	20	50%	
3. Setting ground rules	15	37.5%	
4. Rewarding civil behavior	2	5%	
5. Modeling correct behavior	0	0%	
6. Commanding class attention	0	0%	

Question item 06: "Teachers who assess pedagogically have fewer assessment problems", Where do you stand?

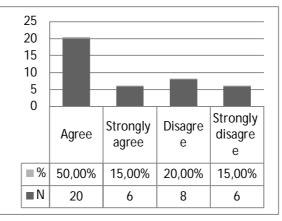|	Agree	Strongly agree	Disagree	Strongly disagree
%	50,00%	15,00%	20,00%	15,00%
N	20	6	8	6

Figure.4. Teachers' perception on the correlation between assessment and classroom management

This percentage (50%) indicates that teachers are aware of the direct link between assessment (especially formative one) and classroom management, all of which drives us to affirm our hypothesis based on the data provided.

The result is that, teacher's are wholly alert of the importance of using summative assessment strategies to maintain a healthy learning environment that is free from disruption and management problems , despite of this , few strategies are being used from their part . The remedy to this is that teachers have to re-think about their implemented assessment strategies so that they get their learners more engaged and consequently less disruptive. In brief, if the teacher apply effective summative assessment strategies such as; (checklists, discussion, observation, open-ended questions, problems solving, questionnaire), management problems will be reduced.

IV- Conclusion:

The primary concern of this paper is to test the hypothesis that there is a link between classroom management and assessment procedures) and to arrive to a convincing answer for the questions we have raised at the beginning of the paper. To do as such, we utilized a formal survey as the most appropriate means for our research circumstance. The results obtained revealed that there is a direct relationship between classroom management and assessment procedures.

.**Referrals and references:**

1. Classroom-Assessment-Theory-into-Practice - Assessment for Rhythmic and Musical Learners. (2018). Retrieved from https://classroom-assessment-theory-into practice.wikispaces.com/Assessment+for+Rhythmic+and+Musical+Learners

2. Dillon, J. and Maguire, M. (2007). *Becoming a teacher*. Maidenhead: Open University Press.

3. Gieve, S. and Miller, I. (2006). *Understanding the language Classroom*. New York: Palgrave Macmillan.

4. Gosper, M. & McNeill, M. (2012).Implementing Game-Based Learning: The MAPLET Framework as a Guide to Learner-Centered Design and Assessment. In Ifenthaler, D., Eseryel, D., & Ge, X. (eds.) Assessment in Game-Based Learning: Foundations, Innovations & Perspectives

5. Groff, J., Mc Call, J., Darvasi, P. and Gilbert, Z. (2016). Learning , education and games. Bringing games into educational contexts, [online] 2. Available at: https://www.academia.edu /24296943/Learning_Education_and_Games._Volume_Two_Bringing_Games_into_Educational_Contexts [Accessed 6 Jun. 2018].

6. Grove, E and Brown, A (2001) .Task and criteria in a test of oral communication skills for First –year health science students.

7. Higgin, T. (2016). Using Video Effectively in the Classroom. Retrieved from https://www.commonsense.org/education/blog/using-video-effectively-in-the-classroom

8. Luoma, S. (2009). *Assessing speaking*. 5th ed. Cambridge [u.a.]: Cambridge University Press.

9. M. Oliver, R., H. wehby, J. and J.Reschly, D. (2011). *Teacher classroom management practice: effect on disruptive or aggressive student behavior*. USA: The Campball collaboration.

10. Munk, D.D., &Repp,A.C(1994) .The relationship between instructional variables and problem behaviors

11. Natalie, R. (2012). *Book Two: 60 Formative Assessment Strategies*. Regier Educational Resources.

12. Orlich, C. (2010). *Teaching Strategies: A Guide line to effective instruction* (pp. 61, 64, 172- 173-174, 183). USA: Wadsworth Cengage Learning.

13. Owen-Jackson, G. and Hopkins, C. (2000). *Learning to teach design and technology in the secondary school: Assessment.* 1st ed. London & New York: RutledgeFalmer.

14. Pressman, B. (2008). *Substitute teaching from A to Z (p. 19, 20,25,27).* Chicago: McGraw- Hill.

15. Rothstein, C. and Trumbull, F. (2008). *Managing divers' classrooms: How to build on student cultural strengths (p. 02).* USA: association for Supervision and Curriculum Development.

16. Schmidt, A. Using Videos for Formative Assessment - Anthony Teacher.com. Retrieved from http://www.anthonyteacher.com/blog/using-videos-for-formative-assessment

17. Skinner, D. (2005). *Get set for teacher training*. London: Taylor and Francis.

18. Smith, C. and Laslett, R. (2002). *Effective Classroom Management*. London: Routledge.

19. Ur, P. (1999). *A course in language teaching: Trainee Book*. Cambridge: Cambridge University Press.

20. Using Video as a Powerful Self-Assessment Tool. (2015). Retrieved from https://inclusiveschools.org/using-video-as-a-powerful-self-assessment-tool-2/

21. Westwood, P. (2008). *What teachers need to know about teaching method* Australia: ACER Press.

Website :

1. M. L., HHunton. (2018, June 26). Assessment: A Personal Classroom Management Approach. Retrieved July 8, 2018, from https://www.teachers.ab.ca/Publications/ATA Magazine/Volume 87/Number 2/Articles/Pages/Assessment A Personal Classroom Management Approach.aspx.

How to cite this article by the APA method