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Relationship of Summative Assessment with Students' Academic Performance at Elementary Level in District Bagh

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Abstract

Summative assessment is used to make judgments about student achievement. The process of summative assessment occurs after instruction has taken place and once students have the opportunity to learn content and skills. Summative assessment involves data based decision making about which instructional goals were reached and about how well students demonstrated proficiency with those goals. The purpose of this research is to explore the relationship between summative assessment and students' academic performance at the elementary level in district Bagh Pakistan. It aimed how this study affects students' achievement in various subjects. A quantitative research approach was employed, and data were collected from a sample of elementary school students through questionnaires and academic records. The findings revealed a significant correlation between summative assessment scores and students' academic performance. The study concluded that summative assessment plays a crucial role in evaluating students' knowledge and skills, providing feedback for improvement, and influencing their overall academic achievement. These findings have implications for educational policymakers, teachers, and parents in enhancing the effectiveness of summative assessment practices at the elementary level.

Key words: Summative Assessment, Academic Performance, Elementary Level

Introduction

Summative assessment aims at recording or reporting the students' achievement (Harlen (2007)). In other words, summative assessment is the reflection of what they have learned in the past. A Taras (2005) defines summative assessment as a sort of 'judgment which encapsulates all the pieces of evidence to a given point. According to Brown (2004) 'A summation of what the student has learned implies looking back and taking a stock of how well that student has accomplished objectives but does not necessarily point the ways to future progress'. It is important to notice that summative assessment focuses on past



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performance but does not offer possible direction to improve learners' performance in the future. According to Herrera Mosquera, Macías, and Fernando (2015) view summative assessment as a kind of evaluation which informs the teachers of students' success or failure in their learning process based on a numerical scale. A numerical scale is the only parameter which may not reflect students' competency at a given point in time (McClam & Sevier, 2013). While summative assessment treats teachers as the main authority and only shows the students' progress of the past, it does not offer accountability for the teachers to test their own practices and then to renegotiate their teaching according to the requirements of learners. Hence, in the light of above discussion, the summative assessment can be summed up as the process of recording the students' achievement to a given point, on a numerical scale, which aims to look back and take a stock of how students have achieved the objectives. Although summative assessment deals with teachers as the principle authority and reveals just the students' success in the past, it does not make them accountable for evaluating their activities and renegotiating them according to student's needs. Therefore, given the meanings as mentioned above, the summative assessment can be summarized as a recording, on a numerical scale, of the students' academic achievement to one point, to look back and take stock of how students have accomplished their goals (Ahmed, Ali, & Shah, 2019).

Education, without distinction of race, sex, region, or religion, is regarded as a right of every child, and it is a means of social change that touches on every dimension of both a person and a community (GoP, 2010). It plays a vital role in the psychological development of a child and finds essential for a nation's progress and a close connection to a country's economic growth. It plays a crucial role in developing human capacity and accelerating economic growth through awareness, expertise and social innovation (Khan 2010). Formal education is conducted through society's insinuations is called schools colleges and universities, etc (Government of Pakistan 2010). According to Glazer (2014) summative assessment is generally applied to give learners a numerical score with limited feedback. Therefore summative assessment is commonly used to measure learning and is rarely used for learning. Educators can make the summative assessment more formative by giving learners the opportunity to learn from exams. This would mean supplying pupils with feedback on exams and making use of the teaching potentiality of exams. Assessing student progress and attainment of learning objectives is an important part of any educational system (Hart, 2012). Assessment practices can be used to facilitate the advancement of educational pedagogical approaches when used appropriately for learners and educators to achieve learning objectives (Cauley & McMillan, 2010).

The traditional approach to assessment of student learning is through the use of "summative" methods (Black & William, 2009). Dissimilar to summative assessment, "formative assessment" is performed to help students and educators identify knowledge gaps currently present and to make real-time changes in order to bridge said gaps (Nichol & Macfarlane-Dick, 2006). Summative assessment is characterized by the cumulative scoring of student progress, traditionally after a section of a course is taught and a culminating examination is given (Dennen, 2008). The purported benefits of this form of



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assessment are in its ability to rank participants against fellow students, identify learning objective deficits and to provide “accountability for various stakeholders” (Shute & Kim, 2014). The results of such assessments are therefore rarely used to identify specific knowledge gaps present within individual students or potential improvements that should be made in order to effectively deliver course content (Popham, 2009).

It then falls upon the student to identify where knowledge deficiencies lie. Low performing students as well as students with exceedingly high academic expectations, can have significant de-motivational associations when an unexpectedly low summative grade is earned (Hargreaves, 2005). Students develop anxiety in association with poor summative assessment performance, which has the potential to create a chain reaction of sub performances on subsequent assessments (Hwang & Chang, 2011). Increased student anxiety, in addition to decreased motivation, creates an environment in which maximum student learning cannot be achieved and poor student outcomes can be anticipated, a less than optimal mix when working with patients in a hospital setting. Student outcomes such as connectedness, satisfaction, learning and academic performance are also directly affected by the type of assessment methods deployed by online. Research performed by (Drouin & Virtanen 2008) has demonstrated students report being less connected to course content, educators and their peers when the primarily assessment methods used are summative in nature. Academic performance has also been shown to be greatly affected by the type of assessment approach utilized within education (Carrillo-de-la-Pena et al., 2009). Additionally, research performed by Weurdländer et al. (2012) demonstrated that student learning and retention of information presented by educators is considerably diminished when assessment methods used are principally summative.

Teachers at elementary level assess the students carelessly and they force students to prepare important exams questions only. Successful education depends on assessment, which serves as the main tool for determining whether the objectives of instruction have produced the expected learning outcomes. Assignments for assessment, whether in the form of tests, papers, are only valuable to the extent that they offer feedback and correction to the learner and educator. Only if instructors are willing to change the course material to help students' future performance will the information learned from assessment outcomes be valuable. Hence, the present study planned to know the relationship of summative assessment with student's Academic performance at elementary level in district Bagh Azad Jammu & Kashmir (AJK).

Objectives of Study

- 1) To explore the relationship of summative assessment with academic performance at elementary level in District Bagh.
- 2) To find out the relationship of summative assessment with student's academic performance at elementary level in District Bagh with reference to demographic variables.

Literature Review

Regarding the Summative assessment, Ur (2013), has defined “it as the process



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of evaluating students to provide only a grade, often expressed as a percentage offer no specific feedbacks on aspects of performance and are designed to summarize or conclude a period of learning.

Summative assessment evaluates what students learn during a course and it is conducted at the end of the semester or academic year. Alderson (2005) associated with summative assessment with long traditional test which were show stressful to students. It lacks further feedback and only possible use of it is gathering scores in the eyes of students. Focusing on the given definition, summative assessment basically focuses on the gradation of the students rather providing corrective feedback. In the present only focusing on summative assessment, the teacher cannot evaluate all the aspects of the learners like creativity of learner performance, innovative aspects and critical ability. It is impossible to measure the learner's ability only through summative classrooms assessment or final exam. Regarding the summative assessment (Black, 1998) mention that "Summative assessment is judgment about student competence". Here, he focuses on the judgment of overall competence at the end of the session. It doesn't provide feedback and time to improve their performance but take decision whether the student has got mastery over the prescribed content or not. In school most visible assessment is summative assessment which is used to measure what student have learnt at the end of the unit to promote student to ensure they have met required standard on the way to earning certification for school completion or enter certain occupations or as a method for selecting students for entry in to further education. To sum up, summative assessment is a high stakes types of assessment for the purpose of making final judgment about students' achievement and instruction effectiveness. By the time it occurs, students have typically existed the learning made. Summative assessment forms and end point that sum up the performance or learning level of achievement. The evaluation of summative assessment provides a look at student performance as well an opportunity practice to evaluate instruction. So, it always happens at the end of educational session. Summative assessment, then, has been referred to as some criteria.

Cizek (2010) suggests that two criteria can define the summative assessment: (1) it is conducted at the termination of some units and (2) its goal is mainly to characterize the performances of the students or systems. Its major goal is to gain measurement of attainment to be utilized in making decisions.

Through Cizek's definition, a summative assessment seeks to judge the learners' performances in every single course. Thus, providing diagnostic information is not what this type of assessment is concerned with. Significantly, the judgments made about the students, teachers, or curricula are meant to grade, certificate, evaluate, and research on how effective curricula are, and these are the purposes of summative assessment according to Cizek (2010).

According to Black and Wiliam (2009) summative assessment is given occasionally to assess what pupils know and do not know. This type of assessment is done after the learning has been finalized and provides feedback and information that summarize the learning and teaching process. Typically, no more formal learning is occurring at this stage, other than incidental learning that may happen via completing the assignments and projects (Wuest & Fisette, 2012). Summative assessment measures what students have learned and mostly is conducted at the end of a course of instruction (Liu et al., 2021). For Woods



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(2015), the summative assessment provides information to judge the general values of the instructional programs, while the outcomes of formative assessment are used to facilitate the instructional programs. Based on Shepard (2006), a summative assessment must accomplish its major purpose of documenting what learners know and can do but, if carefully created, should also efficaciously fulfill a secondary objective of learning support.

Brown (2003) claimed that summative assessment aims at measuring or summarizing what students have learned. This means looking back and taking stock of how well those students have fulfilled goals but does not essentially pave the way to future improvement.

Furthermore, the summative assessment also known as assessment of learning is clarified by Spolsky and Halt (2008) who state that assessment of learning is less detailed, and intends to find out the educational programs or students' outcomes. Thus, summative assessment is applied to evaluating different language skills and learners' achievements. Even though summative assessment has a main role in the learners' evaluation, it is not sufficient to know their advancement and to detect the major areas of weaknesses, and this is the essence of formative assessment (Vadivel et al., 2021).

Summative assessments can be given as a test at the end of a term, chapter, semester, or year. Typically, summative assessments are used to gather how much information is retained throughout the unit. The summative assessment is evaluation that often limits feedback to the achievement report and is usually a letter grade (Glazer, 2014). Black and William (1998b) mention that "summative assessment is judgment about student competence." Here, he focuses on the judgment of overall competence at the end of the session. It does not provide feedback and time to improve their Performance but takes decision whether the student has got mastery over the prescribed Content or not.

Research Methodology

This study sheds light on the main part of the research on the relationship of summative assessment with students' academic performance at elementary level in district Bagh Azad Jammu & Kashmir. A descriptive research design was adopted for this study. "Descriptive research involves the identification of attributes of a particular phenomenon based on an observational basis or the exploration of correlation between two or more phenomena (Creswell, 2002). This is quantitative description technique that seeks to answer questions about real life situations. It is useful when not much is known yet about the topic or problem. Before you can research why something happens, you need to understand how, when and where it happens. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It is appropriate for research because it facilitates the assimilation of quantitative data by the researchers. The researchers used a survey questionnaire to investigate the views of students. A cross-sectional survey is defined as a study in which researcher gathered data about a particular population at one fixed point in time. As such, this type of survey research method has been dubbed as a snapshot of a studied population. This research was conducted to collect detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them. A survey and the results of these



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students were used to collect information on the relationship of summative assessment with students' academic performance at elementary level. The population was all elementary teachers and 276 teachers were selected as sample including 117 male and 159 females. Questionnaire was used to collect data which consists of 15 statements for teachers. For pilot testing, the researcher took 4 students from each department of the Social Sciences. The Cronbach's Alpha value was found 0.725 which shows highly reliable tool for the conduct of the study. The sampled participants were given the surveys. The researcher personally visited the sampled departments and distributed the questionnaires among the sampled respondents with clear instructions to fill it out. Time of one week was given to them to give their responses. On the fixed day, the researcher visited the department again and collected all the distributed questionnaires.

Data Analysis

The most crucial phase of research is undoubtedly data analysis. The data was analyzed using SPSS software because the current study is quantitative in nature. Correlation was applied for knowing relationship between variables.

Table 1. Relationship between Summative Assessments and Academic Performance

	Levels	Academic Performance
Summative Assessment	Pearson Correlation	.507**
	Sig. (2-tailed)	.000
	N	276

** . Correlation is significant at the 0.01 level (2-tailed).

Here is a statistical interpretation of Table 1: The Pearson correlation coefficient between summative assessments and academic performance is 0.507, based on a sample size of 276 students. This positive correlation is statistically significant at the 0.01 level (2-tailed), as indicated by the p-value of 0.000. A correlation coefficient (r) of 0.507 suggests a moderate positive relationship between the two variables. This means that higher scores or better outcomes on summative assessments are moderately associated with better academic performance. The statistical significance ($p < 0.01$) confirms that this relationship is unlikely to have occurred by chance, and there is strong evidence to support the existence of a meaningful association.

Table 2. Relationship between Summative Assessments and Academic Performance (Gender wise)

Gender		Academic Performance
Male	Summative Assessment	
	Pearson Correlation	.543**
	Sig. (2-tailed)	.000
	N	117
Female	Summative Assessment	
	Pearson Correlation	.464**
	Sig. (2-tailed)	.000
	N	159

** . Correlation is significant at the 0.01 level (2-tailed).



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Statistical Interpretation of Table 2: Table 2 presents the Pearson correlation coefficients between summative assessments and overall academic performance, disaggregated by gender. For male students ($N = 117$), the Pearson correlation coefficient is 0.543, which indicates a moderate to strong positive correlation between summative assessment scores and academic performance. The p-value is 0.000, which is below the significance threshold of 0.01. This result is statistically significant, suggesting that as summative assessment scores increase, academic performance tends to improve among male students.

For female students ($N = 159$), the Pearson correlation coefficient is 0.464, also reflecting a moderate positive correlation between summative assessments and academic performance. This correlation is likewise statistically significant ($p = 0.000$), indicating a meaningful relationship in the same direction as observed in male students.

While both genders show a significant positive correlation, the relationship is slightly stronger in males ($r = 0.543$) compared to females ($r = 0.464$). This suggests that summative assessments may be somewhat more predictive of overall academic performance for male students than for female students in this sample

Table 3. Relationship between Summative Assessments and Academic Performance (Location wise)

School location		Academic Performance	
Urban	Summative Assessment	Pearson Correlation	.376*
		Sig. (2-tailed)	.013
		N	43
Rural	Summative Assessment	Pearson Correlation	.567**
		Sig. (2-tailed)	.000
		N	233

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Here is a statistical interpretation of Table 3: It displays the Pearson correlation coefficients measuring the relationship between summative assessment scores and academic performance based on school location—urban versus rural. For urban schools ($N = 43$), the Pearson correlation coefficient is 0.376, indicating a moderate positive correlation between summative assessments and academic performance. The p-value is 0.013, which is less than the 0.05 significance level. This means the relationship is statistically significant, suggesting that better performance in summative assessments is associated with higher overall academic performance among urban students, though the strength of this relationship is modest. In contrast, for rural schools ($N = 233$), the Pearson correlation coefficient is 0.567, representing a moderate to strong positive correlation. The p-value is 0.000, indicating a highly significant relationship at the 0.01 level. This suggests a stronger and more reliable association between summative assessment performance and academic success among rural students.

Both urban and rural students show statistically significant positive correlations between summative assessments and academic performance.



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However, the relationship is stronger among rural students ($r = 0.567$) compared to urban students ($r = 0.376$), implying that summative assessments may be a better predictor of academic performance in rural settings.

Conclusion

In conclusion, the relationship between summative assessment and students' academic performance overall, gender wise and locality of school at the elementary level in District Bagh is significant. Summative assessments, which are conducted at the end of a learning period, provide a comprehensive evaluation of students' understanding and knowledge. They play a crucial role in determining students' academic progress and identifying areas that require improvement. By analyzing the results of summative assessments, teachers and administrators can tailor their instructional approaches to address specific learning gaps and enhance student achievement. The data obtained from summative assessments also enables educators to make informed decisions regarding curriculum development and resource allocation, ultimately leading to improved academic outcomes for elementary students in District Bagh.

Recommendation

1. It is crucial to implement regular and standardized summative assessments throughout the district. This will ensure that all students are evaluated consistently and fairly, allowing for accurate measurement of their academic progress. Additionally, it is important to provide students with clear guidelines and expectations regarding these assessments to enhance their understanding and preparedness.
2. Furthermore, teachers should utilize the results of summative assessments as a diagnostic tool to identify areas where students are struggling and tailor their instruction accordingly. This individualized approach will enable targeted interventions and support for students who require additional assistance.
3. To enhance the effectiveness of summative assessments, it is recommended to provide timely and constructive feedback to students. This feedback should highlight their strengths and areas for improvement, enabling them to make necessary adjustments to enhance their academic performance.
4. Finally, collaboration among teachers within District Bagh is essential. Sharing best practices, discussing assessment strategies, and engaging in professional development opportunities focused on effective summative assessment techniques can further enhance students' academic performance across the district.

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