

# The Impact of Assessment Tasks on the Students' Academic Achievements

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## Abstract

*Credit Unit System has been applied for two academic years at University of Computer Studies (Taunggyi). This paper would like to express the relationship between credit unit and assessment in credit unit system, has been studied for two years. Students' assessment is very important and it may definitely affect individual's overall performance and academic achievements of the students. Students' credit unit can also affect performance level of students. In this regard, the data was collected from the fourth year, third year and second year students in University of Computer Studies (Taunggyi) to analyze that how effectively they are performing their assessment for achieving their academic. Principal of this paper is to check the qualification of credit unit based on the assessment mark. Credit unit is totally equal to assessment's mark. This paper was developed by analysis to database subject, software engineering subject in University of Computer Studies (Taunggyi) that has been using credit system for two years successfully.*

**Keywords:** credit unit, assessment, learning outcomes, students' performance

## 1. Introduction

Credit Unit System has been applied for two academic years at University of Computer Studies (Taunggyi). Credit Unit assigning has 15 weeks of first semester for academic year and accomplishment a subject must have 3 credit units for a semester. Computing Academic Credit Units (ACUs) for a subject in one semester is below:

1. To lecture hour for a week, total 2 Academic Credit Units (ACUs) for 15 weeks.
2. Tutorial assessment, doing practical and assignment, and reporting homework the duration has once a week, total 1 Academic Credit Units (ACUs) for 15 weeks.

University credit unit, which plays a key role in demonstrating students' educational development or completion of their courses or degrees.[9] It has been long recognized that credit can show an increasingly important part in both documenting student achievement and supporting students in their progression. Grading systems are related to assessment due to the fact that the latter forms the foundation of the former. Grading and assessment can thus not be discussed separately, particularly not if the target is to understand the impact

of the grading system on students' learning. Our main argument in the paper is that the structure of grading systems has an effect on the way assessments are carried out, which in turn, has an impact at the quality of students' access to studying. It is widely recognized that evaluation has one-of-a-kind capabilities; as a means of manage and of improving studying.

An assessment may emphasize the control aspect, as in an evaluation in relation to a set of intended learning outcomes, or it may emphasize the learning aspect and the potential for learning embedded in the assessment. These different focuses would consequently bring about differently scheme assessment tasks. It is also likely that a grading system requiring detailed discrimination between students would emphasize the control aspect of the assessment.[10] The formulation of criteria for assessment is logically related to the structure of the grading system in use, and thereby has the potential of being as important as the nature of the assessment tasks in terms of the effect on student learning.

Assessment shows a vital role in developing student's academic performance and achievements. Each and every student should have performance ability which includes assignments, tutorials, discussion, moodle test, presentation, practical test and project in academic time. Assessment methods will provide indication of individual student achievement of the intended learning outcomes. Assessment tasks will facilitate the student's capacity to increase and reveal a extensive variety of graduate capabilities.[1]

The heart of this line of arguing is that cleared assessment criteria make the relationship between assessment and the outcome of learning, and thereby upgrades the students' learning and the faculties' reflection and prevent judgments from being based on intuition rather than rationality. These relationships compose another link in the chain of relationships between grade point, assessment task characteristics, credit unit and students' approaches to learning. Because the assessment techniques used to evaluate students are some of the maximum vital of all impacts on their learning, it's miles widely recognized that assessment have a deep effect on what and how students study, how much they study and how effectively they study.[2] In this paper, the desire is to further investigate the relationship between three of the links in this cause effect chain; the format of the grading systems and format of assessment tasks as well as the students' approaches to learning.

### 1.1. Objectives

The main goal of this paper is that to which student's performance practices impacts the educational fulfillment of the university students in higher education organization of a developing country.

1. To assist students to have command to how successfully utilization of the students overall performance for his or her educational achievements.
2. To find the interrelation among students' performance assessment and academic achievements of the students.
3. To provide evidence of individual student achievement of the intended learning outcomes.
4. To facilitate the student's ability to develop and demonstrate a wide range of graduate capabilities.
5. To recognize what the student understands after their course of study

### 2. AssessmentMethodology

Assessment is the methods and processes by which a student's academic progress and performance is measured in a unit.[5]The term assessment has some of exceptional meanings and connotations, but for the prevailing reason it may be defined as a systematic method to decide if, and to what extent, student learning has occurred. Unlike exams, whose purpose is to assign grades based on students' understanding, the purpose of assessment is to determine the impact of instruction on improving student learning.[4] Assessments that permit students to demonstrate their understandings and skills that they perform a positive interest.

Assessment has defined about getting to know our students and the quality of their learning. It is used to in find out how much student has acquired in terms of knowledge and learning skills. [8]Quality of assessment is one of the key features of good teaching. It is important to use a variety of techniques for discovering what students have learned. Effective assessment wishes to include direct proof of student learning—what skills, knowledge and abilities are they exhibiting as a result of participating in the program? [2] Assessments should also test a balance between applying theory to real-life situations and testing practical skills. Ensuring that assessments contain questions that are of the right standard may be quite challenging. Assessment have to be understood as a process that identifies the maximum valuable varieties of learning in a course, construct assessments and assignments on the way to take a look at that studying.[7] Assessment methods will support evidence of student achievement of the intended learning outcomes. Assessment tasks will facilitate the student's capacity to expand and demonstrate a variety of graduate capabilities.

An assessment extension is a process related the formal permission for a student to delay the submission of an assessment task after the due date/time. An assessment extension task is an evaluation mission a student granted an assessment extension is needed to complete. Assessment Tasks are any activities that can

be used to gauge the progress of student gaining knowledge of and determine the student's result for the unit. Group assessment work assesses the process as well as the product of working in groups: it enables students to improve communication, cooperation and teamwork skills inclusive of making plans, control, conflict decision and peer assist.[3]

### 3. Descriptive analysis on studying

In University of Computer Studies (Taunggyi), 60% of exam result marks and 40% of assessment marks are used for students' result mark for the database subject of fourth year. There are four options to specify the assessment tasks of students' performance.

1. moodle test
2. tutorial test
3. practical test
4. performing project

When doing moodle test, prepared quizzed questions are used to suspect intelligibility and knowledge of students. In tutorial test, students' intellectual skills were measured by analyzing and solving unseen problems. In practical test, the questions proved how much they can do by their learned theories. Using practice tests was an effort to improve student learning and grades.[3] Projects' mark depends on the benefit of theories which they have been learned in real world. Concept of doing project is not only for understanding theories but also copied that should be applied at elsewhere. When checking tutorial an extension is added to the calculation depends on these below facts.

1. If the student feels illness, got injury or abnormal condition for health
  2. Death case of student's family and his/her family health is bad
  3. Activating in a school activities
- due date/time are relocated lying on those matters. These subjects will recover the degradation of student's assessment marks.

Although the assignments are done to perform to improve student's performance, those were not added in database subject. Reporting an assignment was allowed 1 week duration. Results are generated when their assignment have been full checked. If assignment report is delayed or absent, result marks will go down as following-

**Table 1. Penalty for late assignment submission**

| No | Descriptions                                   |
|----|--|
| 1  | 2 days delay will reduce 5% of total marks     |
| 2  | 5 days delay will down grade 7% of total marks |

|   |  |
|---|--|
| 3 | 7 days delay will abase 10% of total marks |
|---|--|

After punishment as penalty of first assignment, later assignments are reported in time.

The assessment mark will differ depending on the students' performance. The better the assessment marks, the greater their grade points. Assessments' mark is participating in the important part of credit unit system. Principal of this paper is to check the qualification of credit unit based on the assessment mark. Credit unit is totally equal to assessment's mark. This paper was developed by analysis to a database subject of the fourth year students, software engineering subject of third year students, database subject of second year students and software engineering subject of fourth year students in University of Computer Studies (Taunggyi) that has been using credit unit system for two years successfully. This paper would like to express the relationship between credit system and assessment, has been studied for two years. According to the result of study proves that the more credit unit depends on the higher assessment marks and the lower credit unit makes the less assessment marks. In credit system, grade points define the capability of student's learning outcomes. Better grade point means the good learning efficiency of them. Thus to get high grade point is important. Good assessments decide the student's performance which leads to be better grade point. If the student attendance is full, to get full percentage of assessment's mark is sure. Accordingly, higher grade will be accepted.

Due to using credit unit system for two years long- if the students' credit unit is greater than 75%, their average assessment marks will be about 81%. If the student credit unit is lower than 75%, their average assessment marks will be about 54% in database subject of fourth year. The average assessment marks for students who attended overcredit unit 75% have nearly 73% and the average assessment marks for students who attended lowercredit unit 75% have only 48% in software engineering subject of third year. In database subject of second year, the average assessment marks for students who attended overcredit unit 75% have nearly 77% and the average assessment marks for students who attended lowercredit unit 75% have only 12%. In software engineering subject of fourth year, the average assessment marks for students who attended overcredit unit 75% have nearly 72% and the average assessment marks for students who attended lowercredit unit 75% have only 64%. The analysis found that the students who reached full attendance in every subject in credit unit are better in assessment marks. The analysis of this paper was done by the motivation of 81 of second year students, 120 of third year students and 74 students of fourth year students.

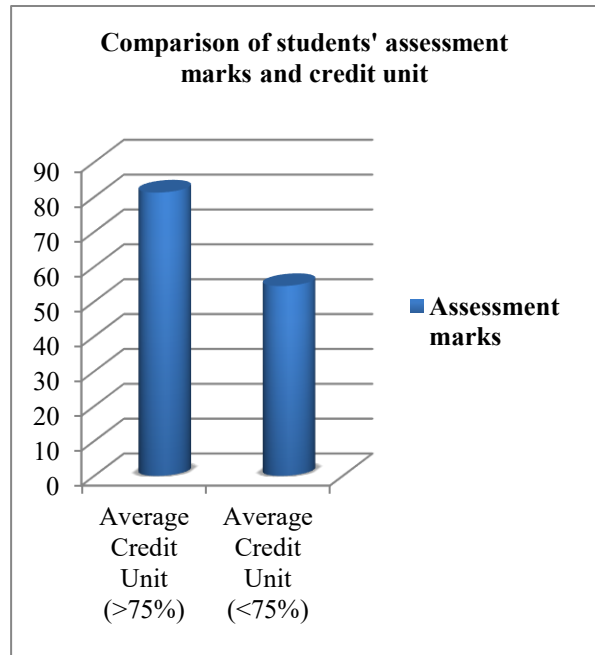


Figure 1. Comparison of students' assessment mark and credit unit (database subject of fourth year)

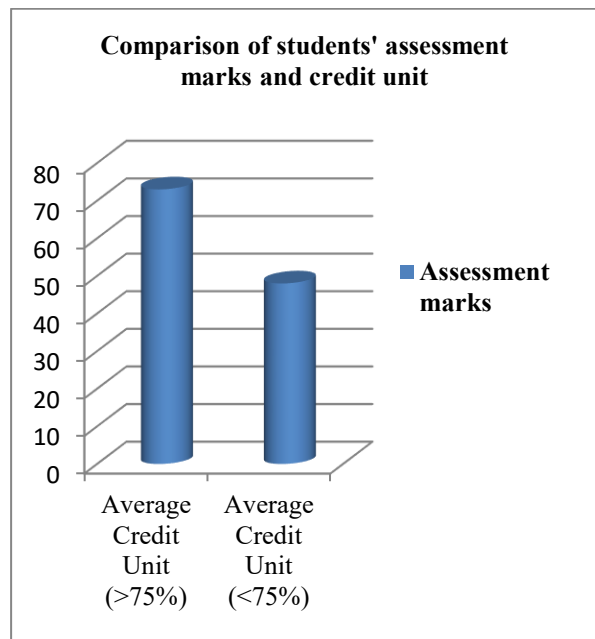
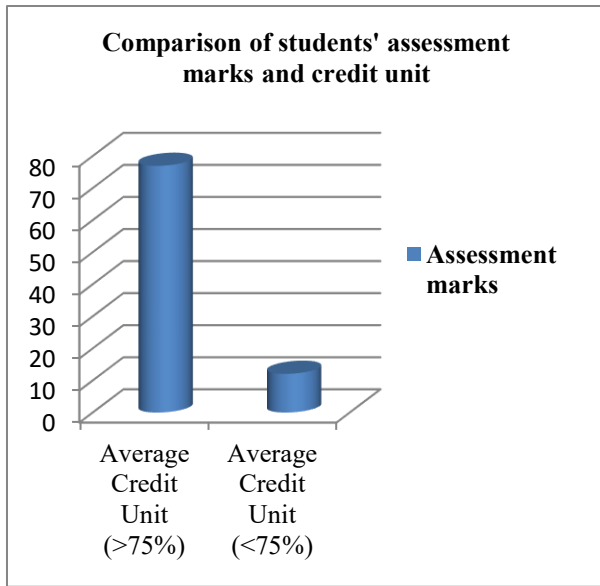
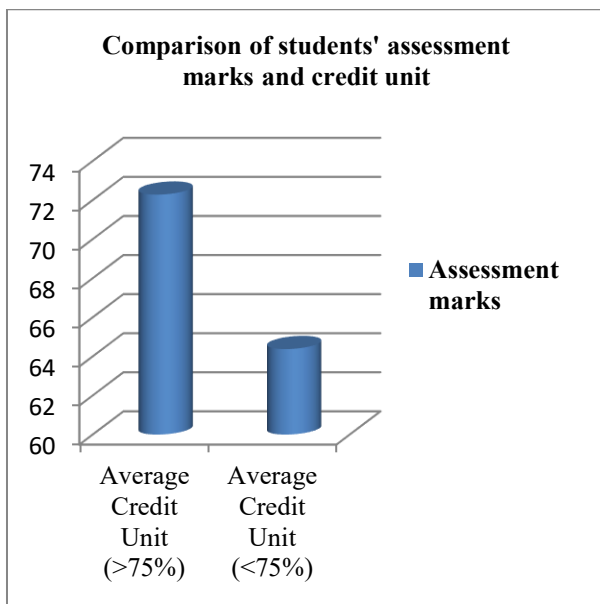


Figure 2. Comparison of students' assessment mark and credit unit (software engineering subject of third year)



**Figure 3. Comparison of students' assessment mark and credit unit (database subject of second year)**



**Figure 4. Comparison of students' assessment mark and credit unit (software engineering subject of fourth year)**

Performance of decision making for assessment marks are perfectly done as described before. So , students' learning outcomes were more increased than before. So credit unit and assessment are related in the equal pride. As results of this study, the students who are fully attended have been learned all subjects by attending their credit unit, they can get the good assessment marks. As they have learned every lesson they are checked to full credit unit in these lessons it is found that they can answer the more lessons than any others who did not attend regularly. That is why most of the students are found like this.

#### 4. Discussion

Learning outcomes is a major component in teaching, however equally important is the learning process used by students to achieve these outcomes. This study also discusses the students' performance is influence on their learning outcomes. Student performance is monitored and judged on a mix of class participation, coursework, group work, presentations and exams. Assessment includes all strategies implemented by teachers to certain the knowledge, the understanding and the skills gained by students. Teachers in academic institutions get to know each student and their abilities. In the credit system, assessment management is including as a principle part of better effective students' learning outcome results. Students' grade point accessing is based on continual assessment (tutorial / assignment/ moodle test/ project/ discussion/ practical) and summative assessment (written exam). Emphasizing the continual assessment is essential because of the 30% to 40% of relational value for assessment on students' workloads were analyzed in credit system.

The analysis found that the students who reached full attendance in every subject in credit unit are better in assessment marks. The better assessment marks will force to be greater the credit points. Similarly the smarter credit points can enroll the student's Academic Achievements.

Assessment is including as a main portion of being to be the student's academic achievements.

Thus the full preparation for assessment in every subject will be the mastering of students academic. The student's assessment task should be prepared for all objectives that related in subject such as thinking skill, problem solving skill, concept and knowledge. There are various kinds of assessment tasks, the most commonly used including tests, quizzes, tutorials, examinations, assignment, presentation, project and etc. One most important determinant of the assessment tasks is the assessment has to be consistent with the learning outcomes. In conclusion to improve the academic achievement of students have to be done in the great preparation. So, tests for assessments have to be done systematically due to upgrade the students' performances. Such kinds of questions must be handled or prepared to improve the students' abilities indeed.

#### 5. Conclusion

The purpose of this study was to explore the relationship between students' credit and assessment for learning in credit unit system. Assessment environments have been found to differ widely in their defining characteristics and the manner we check students has a key impact on their learning results. The volume of critical thinking and problem solving of assessment is understood to have an effective impact on the quality of learning outcomes. The assessment may be regarded as

being a means of supporting students to learn, a way of recording on student development, and a way of making decisions about teaching. The aim of this paper was to determine the relationship between the assessment tasks and credit unit are related in the equal pride in academic achievement of the students. As a result of this study, assessment task is including as a principle part of better effective students' learning outcome results in the credit system. In conclusion to improve the academic achievement of students have to be done in the great preparation.

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