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1. This assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher does next.
2. This assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a sequence ; a term or programme, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative It is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of this assessment are of the greatest importance. It can provide information that has formative/diagnostic value.
3. This assessment, is given at the beginning of the year ,the course or the beginning of the unit/topic,It is used to collect data on what students already know about the topic. It is a set set of written questions (multiple choice or short answer) that assess a learner’s current knowledge base or current views on a topic/issue to be studied in the course. The goal is to get a snapshot of where students currently stand - intellectually, emotionally inerms of needs - allowing the instructor to make sound instructional choices as to how to teach the new course content and what teaching approach to use.

They are often used pre- and post-instruction, where students are given identical pre- and post-tests before and after the course. This method allows instructors and students to chart their learning progress by comparing pre- and post-tests results.

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