

CHAPTER 5B: ACCOUNTING FOR POSSIBLY REFORMATIVE ASSESSMENT
PRACTICES

In Chapter 5A, I have discussed on informing nature of assessment that seems to be embedded within the notions of *exams as curriculum* (the curriculum that is being dictated by written exams), *teaching as reproduction*, *assessment as 'of' learning* and/or *as an add-on activity* focusing on developing lower level reproductive knowledge to produce skilled labor in the country with a narrowed view of education. With this view of learning, all assessment practices seem to be highly guided and focused to end of semester in case of university, and end of a course or in the end of academic year exams in context of schools and colleges, which are conducted through a centralized system for *grading purpose* (promotions/pass or retaining/failing students). Given this background, in this chapter, I discuss on *reformative assessment* practices that to some extent show an improvement in assessment with use of *assessment as 'for' learning*⁶⁹ tools, and yet seems insufficient to provide ample learning opportunities that could enable them to face real life situations. In Chapter 5B, I am discussing at the question, '*How have I experienced assessment as 'for' learning with reform in teacher education?* More so, 'how can I improve my assessment approaches to enable learners to link their learning to everyday lifeworlds?

⁶⁹ The metaphor of assessment as 'for' learning aims how to focus on learning rather assessment for grading. This approach seems very beneficial as its purpose is to inform both teachers to revisit their teaching in order to enable their learners to help them in their learning through their improved ways of teaching and at the same time beneficial for learners to see where they need more efforts to put in for their better understanding of the concepts they study in their schools, colleges and universities.

Contextualizing my Experiences as Assessor

My experiences of working as an assessor of student teachers' learning using a very conventional approach with narrowly conceived notion of assessment as an add-on activity with the metaphor of *assessment as 'of' learning* enabled me to think about other ways of assessment that could better help learners through alternative assessment practices (Ahmed, 2013). This experience during an informative period helps me to build the basis for formative assessment under reforms in teacher education. While working on formative assessment, it informs me that the notion of *assessment as 'for' learning* seems helpful to improve learning.

Arriving at this stage of my inquiry, I begin to reflect on the nature of traditional summative assessments and my learning with formative assessment within a limited freedom to new experiments at classroom level. This reflection led me to realize to what extent reforms could make changes in a very rigid culture of universities (including TU). Though formative assessment shows to some extent positive changes in teaching, learning and assessment practices, and yet there exist many problems and issues demanding due attention to create more space for active learning activities through widening scope of assessment as 'for' learning (Dayal & Lingam, 2015).

With this view in mind, I begin to acknowledge that reforms to some extent must have helped in resource development in order to support practices/practitioners to improve but the core seems neglected i.e. the *future teachers as change agents* who could make the educative process more meaningful for learners

Assessments were used to identify students' mastery (or non-mastery) of discrete skills, and intervention was viewed as a direct approach to teaching specific skills that had not been mastered, through the use of texts and other resources written for specific skill acquisition. It was a clear use of a deficit approach to teaching and intervention. The reading curriculum was typically defined in terms of discrete skill acquisition (Griffin et al. 2010, p. 18).

(Caldwell & Spinks, 2007). Perhaps, that was the reason, I (as a teacher educator) could hardly enjoy a very limited freedom with use of CTs as pedagogical tools to improve TLPs to respond my aims of assessment for improving learning outcomes (Grittin et al., 2010). That limited change to some extent created a space for me as a teacher to be creative by using alternative ways to assessment that focus on learning as well as for my students to actively engage with their creative learning, rather to reproduce objectively (Dayal & Lingam, 2015).

Doing Somewhat Different: Assessment as ‘for’ Learning

I remember, after coming from a curriculum development workshop in 2009, I discussed things with colleagues about few changes that I was experiencing in my teaching, learning and assessment practices in the context of TU. To me, it was a change in my practices because doing somewhat different was desirable with the agenda of reforms in teacher education in a way to bring change for the sake of change in practices. However, I was feeling a change for improvement in my practices, perhaps, my intention (one of my embodied values) was to help learners. So, I embraced this call to make some improvement in my practices as compared to the previous ones within a predefined structured practices to accomplish some technical interest of education (Meyer et al., 2010).

They ask how we might construct a meaningful assessment process for students for whom, in many instances, what is to be assessed lies outside their prior knowledge and experience, or beyond their ontological horizon. The threshold concept has not fully ‘come into view’. This might move us on from traditional assessment regimes in which a student seems to be able to produce the ‘right’ answer while retaining fundamental misconceptions. They seek an insightful conceptual basis for developing new and creative methods of assessment and alternative ways of rendering learning (and conceptual difficulty) visible. This in turn can inform course (re)design in a generative and sustainable fashion. (Meyer, Land & Baillie, 2010, p.18)

With reforms agenda in mind, I started questioning myself- How can I improve my assessment approaches to enable learners to link their learning to everyday lifeworlds?’

Subsequently, I realized that I was not feeling comfortable with the way I could teach, assess and grade my learners in terms of experiencing a visible change in students' better learning, and application of their knowledge in their everyday life.

Though reforms helped me (and my fellow teacher educators) to some extent, and yet that was not sufficient to make a real difference in the lives of learners in terms of

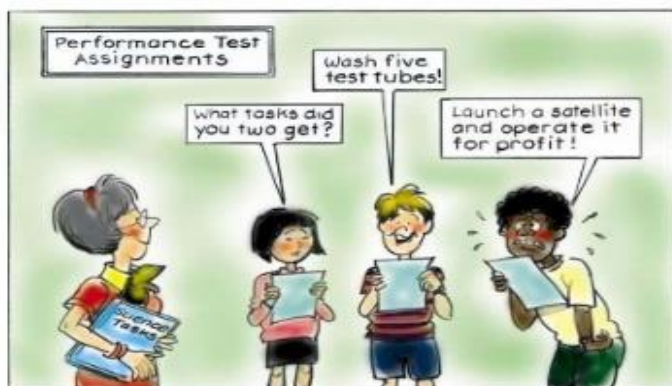
...develop appreciation ... implied diverging from the traditional question-answer mode and from the need to 'prove yourself right,' or to arrive at the best possible solution (Orland-Barak, 2010, p. 216).

using their learning to make better sense of their everyday lives, and that was what I was looking for. With this reflection, I came to realize that I was struggling with limitations (i.e., non-availability of computer lab for practice, a centralized written exam with fixed schedule, and following a centralized curriculum, to name a few.) of reforms with a shortsighted vision to improve practices. Perhaps, the narrowed visions were to focus on improving teaching/learning resources and support provision towards the activities that could foster assessment as for learning without considering how to develop the desired level of capacity of teacher educators to implement reforms agenda more fruitfully (Dayal& Lingam, 2015). For example, reflecting on 'how the students make meaning of their learning the way they are engaged with assessment practices', I came to know that students tend to focus on getting good marks in the exams only which were no more different than a formal structure of informative assessment (Meyer et al., 2010).

This realization led me to start thinking about an appreciative mode of questioning that could help them to come out of 'one fixed answer syndrome' and express their own view of learning leading them to any possible answer that they think would be one of the right answers (Orland-Barak, 2010). I came to know that the students were not

properly exposed to the initiatives of the reforms in teacher education and were not informed about their possible new roles in teaching/learning and assessment practices.

Therefore, they seemed to behave in the same way as they were focusing on the written exams to get good marks. Arriving at this stage of life, I began to think that I need to discuss with my student teachers about the details of reforms agenda and their



changing roles as active learners rather non creative reproducers, which they were habitually practicing with an informative assessment practices.

I must have thought that

in so doing, my student teachers could be in a better position to understand how to focus on their creative thinking rather reproduction of ideas in their exams (Dayal & Lingam, 2015). However, embracing the idea of assessment as ‘for’ learning as a kind of formative assessment for improving learning condition somewhat could change the focus of my teaching towards student centered approaches with collaborative and participative activities in class to improve their learning (Brown, 2008; Qutoshi& Poudel, 2014; Weimer, 2002).

A Small Initiative: Teaching as ‘for’ Learning

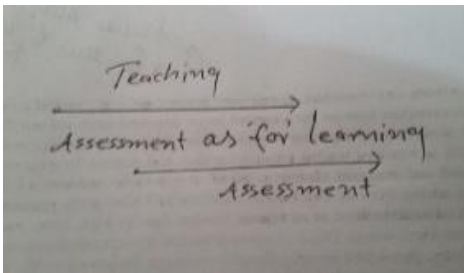
It may be any Friday, back in 2010, and I was engaged with my routine activities of teaching/learning with use of CTs as tools to improve my practices. Perhaps, in my context the limited resources were major obstacles on my way to fruitfully engage my students in their meaningful

“May Allah cause his face to shine, the man who hears what I say and conveys it (to others). Many of those who have knowledge but no understanding, and many who convey knowledge to those who have more understanding of it than they do” (Sunan Ibn e Majah, Book of Sunnah, Hadith no 230).

learning situations. Due to those difficulties my progress was slow towards improvement, and therefore I was gradually moving towards changing student teachers' views about assessment, and thinking out of the box, keeping into considerations the problems we had and issues related to assessment for learning.

Thinking about such a kind of change in practices, I came across with an idea of developing a PowerPoint presentation for an introductory class, with my students, as a kind of joint venture for both students and teacher to experience. When I shared this idea the student teachers, they really became excited to take part in that activity.

Reflecting on the situation, I came to realize that the excitement was a meaningful change we (I and my student teachers) experienced in our way to learning as team



members. There, I was feeling that instead of exercising my power of authority with my students, I was initiating their co-creative participation while still working like a team member and a facilitator in

their learning. So, it was a kind of moving together with a little distance as shown in the image. If assessment as for learning activities are well managed that can enable teachers to bridge the gap between teaching and learning by reflecting on both teaching and learning activities, and making them as part of the whole undetached process unlike assessment as an add-on activity. When I was engaged on such activities in terms of students learning by doing, it gave me a confidence that they were being more creative and imaginative than what I had initially thought about them (see Chapter 4B).

Collaborative Working as ‘for’ Learning

One of the improvements with a change in the interest of education from uniquely technical to somehow an open view of teacher education (i.e., expanding the horizons of learning with formative assessment, somehow student centered approach to teaching and curriculum as somewhat an agenda for social reconstruction) with reforms was the beginning of thinking out of the box ways to learning (Dayal & Lingam, 2015). In so doing, we (I and my student teachers) used nontraditional ways of assessment that enabled us to come with our creativity as a result of collaborative working towards learning ventures.

Arriving at that point, I began to think that actual problem was within us (me and my fellow teacher educators), because we did not help our learners to experience innovative ways to learning. Unfortunately, as teacher educators, we were not exposed to *creative ideas to assessment* (that I will discuss later on), and not familiar with such kind of activities to engage students for their active learning to assess.

Thinking in such a way, I began to reflect that we were very familiar to reproduction of knowledge with drilling and practice to promote them to next level. Perhaps, as a result of such cultural practices student teachers were focusing on getting good marks in the exams. With such a kind of practices we, as a teacher educators, seemed labeling self/others as a *hero teacher, a spoon feeder and/or skoon seeker/donner*⁷⁰ rather than reflecting on our own practices, and learn how to improve our practices (see Chapter 4C). Perhaps, previous practices were the result of *imposed culture* - ‘do

⁷⁰ Some teacher educators were not taking interest in teaching student teachers during the whole semesters and engaging student teachers in either general discussions or advising to study indecently in the library, yet granting marks to their student teachers in the end of semester in exams. So such teacher educators were called as skoon seekers and/or donnors.

this, don't do that' a culture of highly bureaucratic organizational structure that confined us to practice within the notions of *exams as curriculum* that guided our teaching to prepare students accordingly. I came to realize that such kind of culture neither developed an attitude to challenge taken-for-granted views nor remained appreciative to those who could do something alien and/or unconventional to us.

Arriving at this point, I begin to think that perhaps we had become habitual in our old practices of repeatedly beating the same *drum*, the *teacher as drum beater/drummer*⁷¹ with the same *stick*⁷² to produce our desired *music*⁷³ in our teaching, learning and assessment practices. Probably, it was because of the focus of reforms in teacher education that led us to rely on *tangible objects*⁷⁴, which did not remain serious to ask-how to enable teacher educators through engaging them in unconventional ways to teaching/learning and research practices (Qutoshi, 2014). I came to realize that by providing multiple learning opportunities with appreciative and innovative inquires to learning can enable teacher educators to be more creative and critical to their own practices.

Perhaps, reforms agenda in/directly propagated practical interest of education, yet remained unable to encourage with freedom to initiate activities with multiple learning avenues that could be useful sources for professional development through self-engaged inquires of teaching/learning and assessment practices (Habermas, 1972; Taylor, 2015).

Arriving at this stage of my inquiry, I begin to think why I should not initiate some

⁷¹*exam as curriculum* - as subject matter/a set of discrete tasks/cultural reproduction and/or a mixture of something like this

⁷²*teaching as stick* – teacher center *teaching as the tool* of implementing curriculum

⁷³*grading as music* - pass or fail based on *assessment as/of learning*

⁷⁴ i.e., development of classes, labs, libraries, providing books and other resources etc.

measures that could help my student teachers to learn. With this in mind, I began to ask how to create an opportunity to engage with an *assessment as 'for' learning* (formative assessment activities).

Reforming Assessment Practices as 'for' Learning

Let me share my own experiences of initiating something unconventional activities in my class with use of CTs as tools to improve practices instead of having limited resources. Though such kind of activity did not change the whole situation of teaching/learning and assessment practices, yet it led me towards formative assessment in order to improve learning, and reduced my emphasis on assessment as 'of' learning with lower order thinking skills and knowledge reproduction (according to Blooms' revised taxonomy).

Perhaps, these activities gave me an opportunity to reflect on my embodied values of 'intention of doing good for others, humility for humanity, care of self and others with ecological consciousness, love and peace' in the light of these practices as living contradiction (Whitehead & Huxtable, 2016). Arriving at this point of my inquiry, I begin to think about my own limitations like immersing into such a socio-cultural settings, and relying on institutional practices rather than being innovative and critical to socio-pedagogical practices to change through unconventional approaches. Perhaps, this sort of realization led me to focus on my *values to strengthen* (reflect on my values with reference to my practices) and make a difference at my own level rather than depending and/or immersing within the existing socio-cultural setting.

With this in mind, I started to engage students with assessment as 'for' learning activities, and I came to realize that I could help my learners to develop their better

understanding. And I asked- how can I do something that is more valuable for my students' learning? This further led me to think about how to develop assessment as 'for' learning activities like engaging in reflective writing.

I guess that it was a powerful learning for me to experience while helping my students with such activities e.g., one pager reflective paper. I came to realize that innovative ways to assessment can be meaningful for learners.

One pager reflective paper. *I used one-on-one feedback⁷⁵ practices as a form of formative assessment to improve my student learning. I would give a topic to students as a home assignment to write one pager reflective note focusing on the questions- What the topic is about? (Give one simple sentence in your own words), what did you learn from the topic (Express your own view of learning), and how can you relate this informative to any situation in real life? (Explain in your own words with an example).*

I remember, I used this simple and yet creative activity once a week. Students tried to understand the topic at individual level. And came with focused answers, but of subjective in nature rather than what they were habitual to reproduce from the text with same wording. There they struggled with comprehending the text and applying its meaning in their real life situation that could make a sense for them. Though initially they found it a challenging task, but with the passage of time they began to realize improvements in their own learning situations.

Moreover, when I shared my feedbacks with them on one-on-one basis by suggesting them how to do things within their own context, it helped them to do in a better way next time. I kept on encouraging everyone even for a little effort to raise

⁷⁵ Focusing every student based on: (1) the point to improve; and (2) encouraging for creativity and organization of thoughts with reflections

confidence, and push towards thinking creatively, yet critically. That kind of feedback with every student enabled me to assess their potential, and areas for improvement.

Probably, after one semester I came to realize that there was a considerable change in learning conditions of my students in terms of their improvements at the levels of comprehension and application.

Perhaps, that improvement in learning condition encouraged my students to come with an idea of an alternative to term papers (mid-term and end semester exams), which seemingly was something unique. The problem with term exam papers was, as I said earlier somewhere in this chapter, that we were practicing a centralized exam- that it was like an exam as harassment⁷⁶, which was creating a kind of exam-phobia⁷⁷ among sensitive students rather than an assessment with peace of mind to answer the questions in those summative exams. In such kind of centralized exams, students had to face with unknown teachers from different departments rather than their own subject and department teachers during invigilation.

Perhaps, that kind of external examiners made students upset from centralized exam, and created fear of exam leading them to think about an alternative to those terms papers (exams). Secondly, students were asked reproduction level (i.e. rote memorizing) questions which were not helpful for their active learning to face real life challenges.

⁷⁶ Checking students for unfair means (e.g. notes with candidates, copying from and asking teachers for clues to name a few, were few of the facets/indicators of centralized exams.

⁷⁷ Fear of formal exams in end semester that cause tension for some learners and become sick. The fear of being checked for unfair means, fear of catch with unfair means, fear of forgetting the memorized answer and a fear of uncondusive environment that did not help them to write with peace of mind. This fear created an exam anxiety and caused sickness for sensitive students during exam time.

Alternatives to Term Exams as Creative Means

It may be any Wednesday of November 2010, I was discussing with one of my colleagues sitting at canteen sipping a cup of tea on recent development with assessment practices. During our discussions, I shared my initiative of one pager reflective paper writing, and my method of feedbacks. As a part of our discussions, I asked my colleagues, Mr Tanqeed- Do you have any other new ideas which I can think of to improve learning with tools of assessment. And what would be a right mix for more than one assessment tools?' Mr Tanqeed commented, 'I guess, we have to reflect first on our teaching approaches within this new curriculum. If we think of other tools of assessment we will have to think about other ways of teaching rather than somewhat student centered approaches.' I found it very interesting. I asked, 'Can you give an example how I can do that.' He thought for a while and said, 'Perhaps, we can offer students interactive activities like working in groups for small projects, individual reflective papers to write, as you just shared, and engage them in group discussions and dialogues on topics one in favor and other in against.' Appreciating his idea I said, 'I think, to me, it makes better sense on how we can engage students in learning using student centered approach to teaching that can enable us to think about alternative ways to assessment' (Ahmed, 2013: Dayal & Lingam, 2015). There I became more critical towards my friend, and asked, 'My friend, if you know all such wonderful practices, then why don't you actually practice them in your own classroom?' He looked straight at me and said, 'I have to prepare them for the exam, and you know our assessment format, don't you?' His remarks made me to think on our professional practices, our will to improve it, and our culturally embedded difficulties.

I remember, the discussion was going on with a cup of tea. In the meantime, few of our student teachers came to join us at the same table where we were. Mr Tanqeed switched the topic and asked the students about their views regarding the changes in TLPs with use of CTs and their impact especially on the term papers which were going on at that time. One of the students said, 'we are feeling some changes... but sir, why you don't introduce some learning for fun communities in this university, and abolish this midterm and end semester exam head ach?'

Without waiting for our response to his questions, and addressing me, he continued, 'You know sir, how much we enjoyed the learning when we were working on our previous activity of co-teaching for the non-graded purpose. And I am sure that every student throughout the life will not forget the way we learnt.' I liked her appreciation. I asked, 'did you really enjoy the activity? If so, then why don't you yourself think of other possible alternatives for better learning with fun? Let us start from here. Let us work together for our own learning.' Perhaps, his view of learning for fun was more about active involvement of learners with more responsibility for their own learning to assess.

'Yes, we really enjoyed but what is the use of the rote memorization and one fixed right answer to the questions we are asked in midterm and end semester exams, which make no sense to us. And same case is with assignments as well.' He further explained, 'I mean, after exam we usually forget all that we make wrote-learning about.' That time, I was really happy to find my student teachers so aware of their teaching and learning practices. In knowing their views I asked them a question, "and what is your view regarding such learning for fun communities? Does it work well?'

One of my student teachers who was curiously hearing us from the left corner came near to us and said, 'Well, let me share an idea first... sir there may be many ways, for example, is it not possible to give some unique tasks like developing/shooting a drama on a theme (that may cover the course topics) and perform that using different characters (students as stage actors, performers and teachers), and then use this performance for grading purpose based on every performer' level of work at the end (Ali, 2015).' He further explained, 'In this way we will learn but with fun by performing and enjoying. I guess, such kind of activities can help us to create a community that is learning for fun', he suggested.

'Wow! What an idea sir ji, our students are becoming dramatist and stage performers in teacher education, and want to make this university into a film industry', Mr Tanqeed expressed. Perhaps, the idea of learning by performing and linking that with assessment was indeed an interesting one (Dewey, 1938). I thought that such idea would make great sense for every one of us but who will allow us. For instance, if we initiate such kind of unconventional learning and assessment activities, especially when assessment is involved, and which come from students and teachers' side who want to do something new with their own responsibility, getting permission in terms of making a sense for the assessment as 'of' learning seems difficult. Because the system demands paper pencil tests to show evidence for assessment as 'of' learning activities (as a summative assessment) controlled by centralized exam system, as I discussed earlier. Anyhow, appreciating the student for his wonderful idea I said, 'let me think about the idea and to what extent I can do something as an alternative within our structural limitation.'

Since that time, I started thinking to explore what else would be good alternatives to such kind of suggestions coming from my students who seemed unhappy with the existing system of assessment. In the meanwhile, the idea of peer assessment came into my mind, and I thought that can be used for such kind of activities instead of traditional assignments for grading purpose. However, I did not dare to think about other alternatives to midterms and end semester exams.

Group Peer Assessment as Co-learning Activity

It may be any Friday of June 2010, and I was working on an assignment for presentation based on the concept of peer assessment using a rubrics. I made my mind how to develop a rubric through involving students themselves, and began to think about method of assessment- when one of the groups will present and reset of the other groups will assess the presenting group. After my mind-make up about the whole process, I discussed with students about the plan. And I explained all the steps how to come with some themes from within the content area, but linking to any kind of real life situations that they can make a sense. After sharing with my student teachers, I began to feel their excitement and level of interest in my initiative with such kind of assignment.

There, I explained how to develop a rubric, a kind of tool to assess the presentations based on certain areas of importance and allocating marks accordingly. For example, confidence of presenter, body language, use of words and fluency in one category, and use of content to link with a real life situation that can convince the audience and make a sense in another category were taken into consideration. In this way we discussed thoroughly how to allocate certain marks to each category and why.

With such kind of view, we (the whole class jointly- with my facilitation and guidance) selected themes, and developed a rubric for (group)/peer assessment. After that the students became ready to work on that activity. They grouped in six smaller groups of five students, and selected one theme for each group to present. I remember, it was decided that one group will present ensuring every member of the group will take part equally. And rest of five groups will assess their presentation based on the rubric developed. In the end, an average of five groups will be calculated to assign final marks to the presenting group. With this idea in mind, we called it a group peer assessment. After making their mind about what to do and how to do that, they decided to go for presentations and group peer assessment.

Arriving at this stage of my inquiry, I start thinking about my role in those activities where I had to observe, support and guide as a facilitator. I start reflecting that I must have enjoyed their conversation, participation and learning. Perhaps, that could be exciting learning opportunity for all of us.

The engagement of students with each other and with me while interacting for making things more meaningful to understand was really interesting. For example, when they were presenting and the rest of the groups were assessing their colleagues, I really enjoyed it. Perhaps, this was the activity that led us to change the culture of written essay type assignments into a lively activity. There, I found everyone happy with the learning, and the marks they received from their colleagues (as peer assessors).

And in the end, admittedly in public (in the class), I dedicated that creative idea of group peer assessment to the student teacher who came with an idea of performing activities like a drama. Reflecting on such kind of lively assessment activities that

enabled learners to come with their creative and innovative ideas and led them towards powerful learning, I came to realize that we need a fair mix of both formative and summative assessment.

We Need a Fair Mix as Reforming

I remember, once I was on an invigilation duty in one of the three shifts of a centralized end semester exam back in 2009, a number of students were charged against violating exam rules. And their cases were sent to central examination board for investigation, and that created a fear of exam for rest of the students there. Let me share with you that we had a centralized system of assessment as ‘of’ learning, and its influence can be seen at different levels of examinations (from primary to university level).

"A spiritually oriented leader seeks more than just quantitative change, such as higher scores on standardized tests." (Bonner, 2008, p.21)

The purpose of these assessments including midterm and end semester at university level, and end of the year at schools and colleges level was to use assessment results for grading students in order to promote them to next levels. However, instead of reforms in teacher education this sort of exam did not lose its impact on students and teachers. Perhaps, it seems to be one of the many limitations of reformative agenda for improving teacher education in Pakistan that needs more critical reflections.

Though assessment as ‘of’ learning is an important approach of assessment, it needs to revisit in terms of its limitations towards assessing higher order thinking skills of learners rather than recalling and remembering levels. Perhaps, such practices lead us to reflect on limitations of reform. However, the focus of reforming teacher education remains on curriculum development not on teachers, teaching and assessment practices beyond formally established tests (Bonner, 2008). In this context what can we do is,

without denying importance of assessment as ‘of’ learning we can move towards assessing higher order learning, and introduce assessment as ‘for’ learning tools to improve learning as I did with one pager reflective paper writing.

For example, assessment as ‘for’ learning enables learners in developing their creativity as I experienced with one pager reflection. Because in assessment as ‘for’ learning there is no fear of testing for the purpose of grading which seems to create tension for learners in terms of being failed. When students are liberated with no fear they can come with their own creativity rather what we force them to reproduce. I remember there was a student who would get hospitalized during exams, perhaps, that was the ‘exam-phobia’ she got due to this rigid one right answer exam at the end course for grading purpose. However, she was performing very well in assessment as ‘for’ learning activities because there was no grading, and perhaps no fear of being labeled as pass or fail.

I was thinking that if we provide more opportunities with freedom to learners to take responsibility for their independent learning without providing them timely feedbacks on their progress, I believe, as we are a product of a cultural imposition, the learner may not use such a freedom as an opportunity to improve their learning rather they may take it for granted. Perhaps, to facilitate them with more meaningful learning we need to establish effective and timely feedback mechanisms. On the other hand, we need a fair balance of both approaches of assessment to make sure that learners are to some extent bound to produce something that the university demands, and at the same time they would be provided multiple opportunities for nurturing their creativity.

Perhaps, reforms with constraint change couldn't serve the purpose of developmental assessment as well as re-conceptualize a right mix of assessment as 'of' and 'for' learning that can help learners to face real life situations. To this end, we need transformed individuals as teacher educators, teachers and researchers who would better serve this purpose thereby I envision a transformative assessment.

Closure and my Way Forward

I came to realize that reformative assessment activities to some extent help learners to focus on their learning. For example, my own initiatives to reduce the impact of *paper pencil assessment* (in assignments) with *group peer assessment* enabled my learners not only to improve their learning but also enjoy the process of learning. This experience helped me to realize that if teachers are empowered, and exposed to innovative ideas to assessment they would be more creative in their teaching/learning and assessment practices. Perhaps, with such a little focus on formative assessment and more on summative cannot make a big difference in their learning situations that would help learners to understand the complex world around them, thereby it give rise to a morphing view of assessment that I am going to discuss in the next chapter.