

SCHOOL-BASED ASSESSMENT PRACTICES AND STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study investigated school-based assessment practices and students' academic achievement in secondary schools in Anambra State. The study was aimed to determine the relationship between classroom testing practices and students' academic achievement in secondary schools in Anambra State, examine the relationship between assignment practices and students' academic achievement in secondary schools in Anambra State, and determine the joint relationship between classroom test, assignment practices and students' academic achievement in secondary schools in Anambra State. Three research questions were formulated for the study. Jean Piaget's Constructivist theory of learning was adopted for the study. Correlational research design was used for the study. Population of the study comprised 26,400 SSII students in public secondary schools in the study area. Simple random sampling technique was used to select 300 respondents. Self-structured questionnaire was used for data collection. The data collected were analysed using Pearson Product Moment Correlation Coefficient (PPMCC). The findings of the study showed that classroom test practices have a strong positive relationship with students' academic achievement in secondary schools in Anambra State, assignment practices have a strong positive relationship with students' academic achievement in secondary schools in Anambra State, classroom test and assignment practices jointly have a positive relationship with students' academic achievement in secondary schools in Anambra State. Based on the findings, the study concluded that effective implementation of school-based assessment practices is essential for promoting meaningful learning experiences and improving academic outcomes. The study recommended that teachers should conduct regular classroom tests to assess students' understanding of lessons, identify learning difficulties, and monitor their academic progress in secondary schools in Anambra State. More so, teachers should provide relevant assignments regularly and ensure that the assignments are marked and returned promptly with constructive feedback to improve students' understanding and academic achievement

Keywords: School-Based, Assessment, Practices, Students, Academic. Achievement

INTRODUCTION

Education in contemporary societies serves as an essential instrument for developing individuals and preparing them to contribute meaningfully to national development. It provides learners with knowledge, skills, values, attitudes, and competencies required to function effectively in society. In Nigeria, secondary education occupies an important position in the educational system because it prepares students for higher education, employment, and responsible participation in society. The quality of education provided at this level is therefore closely connected with the extent to which students acquire the expected knowledge and skills. One of the important processes through which the progress of students is determined is assessment. Assessment provides information about what students know, what they understand, the skills they have developed, and the areas in which they require further assistance. Students' academic achievement refers to the level of success students attain in learning activities after being exposed to instruction (Ilo, 2022). It is reflected in students' performance in tests, examinations, assignments, class activities, projects, and other academic tasks. Academic achievement provides an indication of the extent to which students have understood and mastered the content taught in school. It is also used by teachers, parents, school administrators, and educational authorities to determine whether educational objectives are being achieved. High academic achievement indicates that students have acquired substantial knowledge and skills, while poor achievement may suggest difficulties in teaching, learning, assessment, motivation, or the learning environment. In secondary schools, students' academic achievement is particularly important because their performance influences promotion, certification, admission into higher institutions, and future educational opportunities.

Students' academic achievement can be defined as the extent to which learners attain expected learning outcomes after participating in educational activities. It involves students' ability to understand concepts, apply knowledge, solve problems, demonstrate relevant skills, and perform successfully in academic tasks. Academic achievement is influenced by several factors, including teaching methods, students' motivation, school facilities, teacher characteristics, home environment, classroom conditions, and assessment practices (Mbah, 2018). In the context of this study, students' academic achievement refers to the level of performance demonstrated by secondary school students in academic tasks and examinations as a result of their participation in the teaching and learning process. Students who receive appropriate instruction and regular feedback are expected to understand learning materials better and improve their academic performance. Effective assessment therefore becomes an important part of the teaching and learning process.

School-based assessment refers to the systematic process through which teachers assess students' learning within the school environment. It involves the use of different assessment activities to collect information about students' knowledge, understanding, skills, progress, strengths, and weaknesses. School-based assessment is carried out by teachers during the teaching and learning process rather than relying entirely on external examinations. It may include classroom tests, assignments, projects, quizzes, practical activities, oral questioning, continuous assessment, and other forms of teacher-developed assessment. School-based assessment enables teachers to monitor students continuously and make instructional decisions based on the information obtained from assessment activities. When properly conducted, it provides opportunities for teachers to identify students who are experiencing learning difficulties and provide appropriate intervention.

There are different school-based assessment practices used by teachers in secondary schools. These include classroom testing practices, assignment practices, and feedback practices. Classroom testing practices involve the preparation and administration of tests to determine students' understanding of lessons taught. Assignment practices involve giving students academic tasks to complete within or outside the classroom, while feedback practices involve providing students with information about their academic performance and areas requiring improvement (Hall, 2021). These practices provide teachers with information that can be used to modify instruction and help students improve their learning. However, the effectiveness of school-based assessment depends on how carefully assessment activities are planned, administered, scored, and communicated to students. Starting with classroom test, which constitute an important aspect of school-based assessment, classroom testing refers to the systematic use of teacher-prepared tests to measure students' understanding of instructional content. Classroom tests may consist of objective questions, essay questions, short-answer questions, practical tasks, or a combination of different formats. Through classroom testing, teachers determine whether students have understood concepts presented during lessons. Tests also enable teachers to identify areas of difficulty and determine whether particular instructional methods are producing the expected learning outcomes. Regular classroom testing provides students with opportunities to prepare for major examinations and encourages them to pay attention to classroom instruction.

Classroom test also involve the manner in which teachers construct and administer assessment tasks. Effective classroom tests should reflect the content and objectives of instruction. Questions should be clear, relevant, and appropriate to students' level of development. Teachers are expected to ensure fairness in the administration of tests by providing similar conditions for students. When classroom tests are carefully prepared, they provide useful information about students' academic progress. However, poorly constructed tests, excessive testing, unclear questions, and inappropriate scoring practices can reduce the usefulness of assessment results. The manner in

which classroom testing is conducted can therefore influence students' attitudes toward learning and their academic achievement.

Assignment practices constitute another important school-based assessment practice. Assignment practices refer to academic tasks given to students by teachers to complete during or after classroom instruction. Assignments may include written exercises, take-home tasks, research activities, projects, problem-solving activities, practical exercises, and reading tasks. Assignments provide students with opportunities to practise what they have learnt and develop independent learning skills. They also enable teachers to determine whether students can apply knowledge without continuous assistance. Through assignments, teachers can identify individual differences in students' understanding and provide additional support where necessary.

Effective assignment practices require teachers to provide tasks that are related to instructional objectives and appropriate to students' abilities. Assignments should be clearly explained, adequately supervised, and marked within a reasonable period. Teachers should also ensure that students understand the purpose of assignments and receive useful comments about their performance. Excessive assignments, repetitive tasks, or assignments that are unrelated to classroom instruction can discourage students and reduce their interest in learning. On the other hand, well-planned assignments can promote practice, independent learning, critical thinking, and academic responsibility (Oluwale, 2023). The quality and frequency of assignment practices may therefore have an important relationship with students' academic achievement.

The problem of school-based assessment practices in secondary schools has become an important concern in the education sector. Teachers are expected to assess students regularly and use assessment results to improve instruction. However, differences exist in the way assessment activities are conducted across schools. Some teachers may rely heavily on written tests and examinations, while others may use assignments, projects, oral questioning, and practical activities. In some cases, assessment tasks may not adequately reflect the learning objectives of the subjects being taught. Delays in marking students' work and providing feedback can also limit the usefulness of assessment results. These issues may affect students' understanding of lessons and their academic achievement.

In secondary schools in Anambra State, students are expected to participate in continuous assessment activities as part of the teaching and learning process. However, concerns about students' academic achievement make it necessary to examine whether the assessment practices adopted within schools are adequately supporting learning. When school-based assessment is properly planned and implemented, it provides teachers with continuous information about students' progress and enables timely intervention. Conversely, ineffective assessment practices can prevent teachers from identifying learning difficulties and can leave students unaware of the

areas in which they need improvement. It is against this background that this study seeks to examine the relationship between school-based assessment practices and students' academic achievement in secondary schools in Anambra State.

Statement of the Problem

The problem of poor students' academic achievement in secondary schools in Anambra State has increasingly become a matter of concern to parents, teachers, school administrators, government, and other educational stakeholders. Students are expected to demonstrate adequate understanding of subject content and acquire the knowledge and skills required for further education and productive participation in society. However, observations of students' academic performance indicate that some students experience difficulties in achieving expected academic standards. Poor performance may be reflected in low scores in classroom tests, assignments, internal examinations, and external examinations. When students consistently perform below expectations, their chances of gaining admission into higher institutions and developing relevant academic competencies may be affected.

One significant implication of poor students' academic achievement is the difficulty students experience in mastering the required knowledge and skills. Students who perform poorly may have difficulty understanding concepts, applying knowledge, solving academic problems, and retaining information. Poor achievement can also affect students' confidence and interest in learning. When students repeatedly obtain low scores, they may become discouraged and reduce their participation in classroom activities. The situation can become more serious when teachers do not have adequate information about the specific learning difficulties experienced by students. Without regular and effective assessment, such difficulties may remain unidentified until major examinations.

Another concern relates to the use of assignments as assessment activities. Assignments are expected to provide opportunities for students to practise and apply knowledge acquired during instruction. However, when assignments are given without clear instructions, appropriate supervision, adequate marking, or useful feedback, their contribution to learning may be limited. Similarly, when classroom tests do not reflect the objectives and content taught, students may not receive an accurate indication of their level of understanding. Feedback that is delayed or limited to scores may also prevent students from identifying the specific areas in which they need improvement.

The situation raises an important question about the relationship between school-based assessment practices and students' academic achievement in secondary schools in Anambra State. Although assessment is an essential part of teaching and learning, the extent to which specific assessment practices are associated with students' academic achievement requires empirical examination. It is therefore against this background that this study seeks to examine the relationship between school-

based assessment practices and students' academic achievement in secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to examine the relationship between school-based assessment practices and students' academic achievement in secondary schools in Anambra State. Specifically, the study sought to:

1. determine the relationship between classroom testing practices and students' academic achievement in secondary schools in Anambra State.
2. examine the relationship between assignment practices and students' academic achievement in secondary schools in Anambra State.
3. determine the joint relationship between classroom test, assignment practices and students' academic achievement in secondary schools in Anambra State.

Scope of the Study

The study has both geographical and content scope. Geographically, the study is delimited to secondary schools in Anambra State. The content scope is delimited to school-based assessment practices and students' academic achievement. The study specifically focuses on classroom test, assignment practices, and feedback practices as dimensions of school-based assessment. It seeks to determine the relationship between classroom testing practices and students' academic achievement; examine the relationship between assignment practices and students' academic achievement; and determine the relationship between feedback practices and students' academic achievement in secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between classroom test and students' academic achievement in secondary schools in Anambra State?
2. What is the relationship between assignment practices and students' academic achievement in secondary schools in Anambra State?
3. What is joint relationship between classroom test, assignment practices and students' academic achievement in secondary schools in Anambra State?

Literature Review

Concept of School-Based Assessment Practices

School-based assessment practices refer to the methods and procedures teachers use to evaluate students' learning, monitor their progress, identify learning difficulties, and determine the extent to which educational objectives have been achieved. These practices are conducted within the school environment and include class tests, assignments, projects, oral questions, practical exercises, observations, and continuous assessment. School-based assessment provides teachers with information about students' strengths and weaknesses and helps them make appropriate instructional decisions. According to Black and Wiliam (2018), classroom assessment plays an important role in improving learning when the information obtained is used to adjust teaching strategies and provide meaningful feedback to students.

One important aspect of school-based assessment practices is formative assessment, which involves evaluating students' learning during the teaching process. Formative assessment enables teachers to identify areas where students experience difficulties and provide corrective feedback before final examinations (Anya, 2020). When teachers regularly assess students and explain their mistakes, learners gain a better understanding of the subject matter and develop appropriate learning strategies. In contrast, assessment practices that focus mainly on assigning marks without providing useful feedback may limit students' opportunities to improve their performance.

Another important aspect is summative assessment, which measures students' learning at the end of a lesson, term, or instructional period. It includes end-of-term examinations, tests, and other formal evaluations used to determine students' achievement. Formative and summative assessments complement each other because formative assessment supports learning during instruction, while summative assessment provides evidence of learning outcomes (Uloka, 2022). In secondary schools in Anambra State, the effective use of these assessment practices is important for monitoring students' progress, improving teaching quality, and identifying learners who require additional academic support.

Students' Academic Achievement

Students' academic achievement refers to the extent to which learners attain the educational objectives established for their classes, subjects, and levels of schooling. It is commonly measured through examination scores, test results, continuous assessment records, and overall grades. Academic achievement reflects students' understanding of subject content, ability to apply knowledge, and competence in completing academic tasks. It is influenced by several factors, including teaching methods, students' motivation, availability of instructional resources, home background, study habits, and assessment practices.

One important factor associated with academic achievement is feedback on students' performance. Feedback helps learners understand what they have done correctly, identify errors, and determine the steps required to improve their learning. Hattie and Timperley (2007) explained that effective feedback provides information about students' current performance, their learning goals, and the actions needed to close the gap between the two. When teachers provide timely and constructive feedback, students are better positioned to correct misconceptions and improve their academic performance. However, feedback that is unclear, excessively critical, or unrelated to learning objectives may not provide sufficient guidance for improvement.

Another important factor is students' engagement in learning activities. Students who attend classes regularly, participate in classroom discussions, complete assignments, and prepare adequately for examinations are more likely to develop a strong understanding of their subjects. Assessment practices can encourage these behaviours by helping students monitor their progress and understand the expectations of their teachers. In secondary schools in Anambra State, students' academic achievement remains an important indicator of educational effectiveness. Appropriate assessment practices are therefore necessary for identifying learning gaps, supporting academic development, and ensuring that students acquire the knowledge and skills required for further education.

Relationship between School-Based Assessment Practices and Students' Academic Achievement

School-based assessment practices and students' academic achievement are related because assessment provides information that teachers and students can use to improve the teaching and learning process. Regular assessment enables teachers to determine whether students understand the concepts taught and whether additional explanations or instructional activities are required. It also encourages students to revise their lessons, identify their weaknesses, and prepare adequately for subsequent assessments. Black and Wiliam (2018) emphasized the importance of using assessment information to improve classroom instruction and support students' learning progress.

One way school-based assessment practices relate to academic achievement is through the frequency and quality of assessment activities. Regular class tests, assignments, and exercises enable teachers to monitor students' understanding throughout the term rather than relying exclusively on final examinations. These activities also encourage consistent study habits and help students identify difficult topics before examinations. However, frequent assessment is more useful when the questions reflect the learning objectives and students receive guidance on how to improve. Excessive testing without meaningful feedback may increase pressure without necessarily improving learning outcomes.

Another important connection involves feedback and assessment methods. Teachers who use different assessment methods can evaluate various aspects of learning, including written knowledge, oral communication, practical skills, problem-solving, and independent work. Appropriate feedback helps students recognize their strengths and weaknesses and develop confidence in their ability to learn. In contrast, assessment practices that emphasize memorization alone may not adequately measure students' understanding or ability to apply knowledge. Consequently, the effectiveness of school-based assessment depends on how assessment information is collected, interpreted, and used to support learning.

In secondary schools in Anambra State, differences in teachers' assessment practices may be associated with differences in students' academic achievement. Teachers who provide regular assessments, fair grading, constructive feedback, and opportunities for correction may support better learning outcomes. Nevertheless, academic achievement is also influenced by other factors, such as students' motivation, teachers' competence, parental support, and the availability of learning resources. Examining the relationship between school-based assessment practices and students' academic achievement will therefore provide evidence on how assessment activities relate to students' performance in secondary schools.

Theoretical Framework

Constructivist Theory of Learning

Constructivist theory of learning is associated with the works of Jean Piaget and other educational theorists who explain learning as an active process through which individuals construct knowledge from their experiences and interactions with their environment. The theory assumes that learners do not simply receive information passively but interpret new knowledge based on their existing understanding, experiences, and prior learning. In the classroom, teachers facilitate this process by providing learning activities, asking questions, encouraging participation, and helping students connect new concepts with previously acquired knowledge.

The theory is relevant to school-based assessment because assessment enables teachers to understand how students construct knowledge and identify misconceptions that may interfere with learning. Through class exercises, assignments, projects, practical activities, and classroom discussions, teachers can determine whether students understand the concepts taught and can apply them appropriately. Formative assessment is particularly consistent with constructivist principles because it allows teachers to identify students' learning needs and modify instruction to support further understanding. Feedback and opportunities for correction also help students reflect on their learning and develop more effective ways of solving academic problems.

The implication of constructivist theory for this study is that effective school-based assessment practices should go beyond measuring students' ability to recall information. Assessment should also encourage understanding, critical thinking, problem-solving, and the practical application of knowledge. When teachers use appropriate assessment methods to monitor learning and provide constructive feedback, students receive opportunities to improve their understanding and academic performance. The theory therefore provides a relevant foundation for examining the relationship between school-based assessment practices and students' academic achievement in secondary schools in Anambra State.

Method

Research Design

The study adopted correlational research design. A correlational design seeks to establish the degree of relationship that exists between two or more variables. According to Nworgu (2015), a correlational research design indicates the direction and magnitude of the relationship between two or more variables. The rationale for adopting this design is to ascertain the relationship between school-based assessment practices and students' academic achievement in secondary schools in Anambra State.

Area of study

The study was carried out in public secondary schools in Anambra State. The state is located in the South-Eastern part of Nigeria and comprises both urban and rural communities. The major language spoken in the state is Igbo, while English is the official language used in schools for teaching and learning. The state has numerous public secondary schools with students from different social and educational backgrounds.

Population of the study

In connection with this study, the population of the study is made up of 26, 400 Senior Secondary school students in public secondary schools in Anambra State. The students constitute the appropriate population because they participate directly in school-based assessment activities such as class tests, assignments, projects, continuous assessment and examinations, which are related to their academic achievement.

Sample size/Sampling techniques

300 Senior Secondary school students in Anambra State formed the sample for this study. Respondents were randomly selected from six public Senior Secondary schools - one from each

of the six educational zones in the state. Fifty respondents were randomly sampled from each school. The random sampling technique was used for the study. This sampling was suitable because it gave students equal opportunity of being selected and ensured that the sample adequately represented the students involved in school-based assessment activities.

Instrument for Data Collection

Structured questionnaire and students' academic achievement scores were used for data collection. The questionnaire items were placed on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The range of the scores were weighted as 4, 3, 2 and 1 respectively. The questionnaire was used to obtain information on school-based assessment practices, while students' academic achievement was determined using their relevant academic achievement scores.

Validation of the Instrument

The copies of the questionnaire together with the topic, purpose of the study and research questions were given to two experts from Educational Foundations Department and Measurement and Evaluation Department, all in Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. These experts were requested to scrutinize the items in terms of the content coverage, clarity of statements, suitability of the items to the level of the students and relatedness to research questions. The experts pointed out some of the items that have double barrel statements. They also suggested that some of the items statements be expunged as they did not align with the research questions. The comments, suggestions and corrections by these experts were used in the modification of the items before final development of the instruments. After corrections, the instruments were validated.

Reliability of the Instrument

In order to determine the reliability of the instrument to limit error and to ensure that the questionnaire and the content were well framed and moderated to measure what it intended to measure, the questionnaire was trial-tested. The instrument was administered to 20 students randomly selected from 4 secondary schools in Enugu State. The state was used because it has the same academic setting and curricular as Anambra state. Data from the questionnaire were collected and tested to determine the reliability of the instrument using Cronbach Alpha method. The yielded reliability coefficients for cluster 1: classroom testing practices and students' academic achievement = 0.79; cluster 2: assignment practices and students' academic achievement = 0.89; cluster 3: classroom test, assignment practices and students' academic achievement = 0.84; with the overall coefficient of 0.91 which indicated high consistency of the items of the instrument. Thus, the instrument was considered reliable and therefore used for the study.

Method of Data Analysis

The data collected were analysed using Pearson Product Moment Correlation Coefficient (PPMCC) for the research questions, and t-test of significance of correlation was used to test for the hypotheses at .05 level of significance.

Decision rule for research question:

0.8 – 1.0 – very strong relationship

0.6 – 0.79 – strong relationship

0.4 – 0.59 – moderate relationship

0.2 – 0.39 – low relationship

0.0 – 0.19 – very low relationship

For the hypothesis, P-value was used to determine the significance of the relationship at .05 level of significance. For p-value when:

p-value < .05: Reject H₀ and Accept H₁

p-value > .05: Accept H₀ and Reject H₁.

Result Presentation

Research Question 1: What is the relationship between classroom test and students' academic achievement in secondary schools in Anambra State?

Table 1: Coefficient (r) on the relationship between classroom test and students' academic achievement in secondary schools in Anambra State

Variation	N	(r)	r ²	remarks
Classroom Test	290	.758		strong positive relationship
Academic Achievement	290		.574	

Result in Table 1 showed the relationship between classroom test and students' academic achievement in secondary schools in Anambra State. The coefficient(r) of .758 indicated a strong positive relationship between classroom test and students' academic achievement (r=0.758, N=290). The coefficient of determination (r²) =0.574) for student academic achievement revealed

57.4% of total variability in SS2 student academic achievement in Anambra state can be explained by classroom test.

Research Question 2: What is the relationship between assignment practices and students' academic achievement in secondary schools in Anambra State?

Table 2: Coefficient (r) on the relationship between teacher-student relationships and student behavior

Variation	N	(r)	r ²	remarks
Assignment Practices	290		.453	
		.673		strong positive relationship
Academic Achievement	290		.574	

Table 2 showed that coefficient (r) of Assignment Practices relationships and student Academic Achievement ($r = 0.673$) had a strong positive relationship. The coefficient of determination ($r^2 = 0.453$) indicated that 45.3% of total variability in SS2 student Academic Achievement in Anambra state can be explained by Assignment Practices.

Research Question 3: What is joint relationship between classroom test, assignment practices and students' academic achievement in secondary schools in Anambra State?

Table 5: Multiple correlation (r) of the joint relationship between classroom test, assignment practices and students' academic achievement in secondary schools in Anambra State.

Variation	Academic achievement	N	(r)	r ²	remarks
Classroom Test	290	290			
			.338		Low positive relationship
Assignment practices	290	290		.114	

The finding in Table 3 revealed that the coefficient (r) of joint relationship between classroom test, assignment practices and students' academic achievement in secondary schools in Anambra State was $r = 0.338$. This $r = 0.338$ indicated a low positive relationship between classroom test, assignment practices and students' academic achievement ($r = 0.338$; $N = 290$). The coefficient of determination ($r^2 = 0.114$) indicated that classroom test and assignment practices jointly explained that 11.4% of the total variability in SS2 student academic achievement in Anambra state can be attributed to classroom test and assignment practices.

Findings

The findings of this study as shown in Table 1 revealed that classroom test practices have a strong positive relationship with students' academic achievement in secondary schools in Anambra State. The result from the null hypothesis also indicated that there is a significant relationship between classroom testing practices and students' academic achievement. This implies that classroom testing practices are related to students' academic achievement. Regular classroom tests help teachers to assess students' understanding of lessons, identify areas of learning difficulty, and provide feedback that supports improvement in academic performance. This finding agrees with Black and Wiliam (2018), who emphasized that classroom assessment supports students' learning when assessment information is used to improve instruction and address students' learning needs.

In the same vein, the findings in Table 2 showed that assignment practices have a strong positive relationship with students' academic achievement in secondary schools in Anambra State. The result from the null hypothesis also showed that there is a significant relationship between assignment practices and students' academic achievement. This implies that assignment practices are related to students' academic performance. Through assignments, students have opportunities to practise what they have learned, develop independent study habits, reinforce classroom instruction, and identify areas where they require further explanation. When teachers give relevant assignments, mark them appropriately, and provide constructive feedback, students are better positioned to improve their understanding and academic performance. This finding is in line with Hattie and Timperley (2007), who explained that effective feedback provides learners with information about their performance and the steps required to improve their learning outcomes.

Finally, the findings of the study, as shown in Table 3, indicated that classroom test and assignment practices jointly have a positive relationship with students' academic achievement in secondary schools in Anambra State. The result from the null hypothesis indicated that classroom testing and assignment practices are jointly significantly related to students' academic achievement. This implies that the combined use of classroom tests and assignments is associated with students' academic performance. While classroom tests help teachers to monitor students' understanding of lessons, assignments provide opportunities for further practice and independent learning. When

both assessment practices are properly implemented, teachers can identify students' strengths and weaknesses, monitor their progress, and provide the necessary academic support. This finding is consistent with Black and Wiliam (2018), who highlighted the importance of integrating assessment into classroom instruction to support learning improvement. Therefore, effective classroom testing and assignment practices are important considerations in understanding students' academic achievement in secondary schools in Anambra State.

Conclusion

The study examined the relationship between school-based assessment practices and students' academic achievement in secondary schools in Anambra State. The study concludes that classroom testing and assignment practices are important aspects of school-based assessment that relate to students' academic achievement. Classroom testing enables teachers to evaluate students' understanding of lessons, identify learning difficulties, and monitor academic progress. Similarly, assignment practices provide students with opportunities to practise learned concepts, develop independent study habits, and strengthen their understanding of subject content. The combined use of classroom tests and assignments provides teachers with useful information for improving instruction and supporting students' learning needs. Therefore, effective implementation of school-based assessment practices is essential for promoting meaningful learning experiences and improving academic outcomes. Teachers should adopt appropriate assessment methods, provide timely feedback, and ensure that assessment activities align with instructional objectives to support students' academic achievement in secondary schools in Anambra State.

Recommendations

1. Teachers should conduct regular classroom tests to assess students' understanding of lessons, identify learning difficulties, and monitor their academic progress in secondary schools in Anambra State.
2. Teachers should provide relevant assignments regularly and ensure that the assignments are marked and returned promptly with constructive feedback to improve students' understanding and academic achievement.
3. School principals should organise workshops and seminars to equip teachers with effective school-based assessment techniques, including classroom testing, assignment administration, marking, and feedback delivery.
4. The Anambra State Ministry of Education should develop and monitor the implementation of appropriate school-based assessment guidelines to ensure consistency, fairness, and effectiveness in assessing students' learning and improving their academic achievement in secondary schools.

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