



Role of Teacher for Assessment and Feedback in Improving Students Learning

Dr. Prachi Naik

Assistant Professor

Anjuman Education Trust, M.Ed., Balasinor

1. Introduction

Education is a continuous process in which students develop knowledge, skills, attitudes, and competencies. Teachers play an important role in facilitating this development. However, effective teaching is not limited to delivering content. Teachers must also determine whether students understand what is being taught and identify the areas in which students require additional support. Assessment and feedback are therefore central to the teaching-learning process.

Assessment provides teachers with information about students' learning and helps them determine whether learning objectives are being achieved. It can take many forms, including classroom questioning, quizzes, assignments, projects, observations, examinations, discussions, and practical activities. When assessment is used during the learning process to identify students' needs and guide instruction, it is generally described as formative assessment. The OECD describes formative assessment as an ongoing process involving setting learning goals, diagnosing student learning, providing feedback, and adapting teaching in response to students' thinking.

Feedback is closely connected with assessment. It provides students with information about the quality of their performance and what they can do to improve. Effective feedback is not simply a statement such as "good," "poor," or "wrong." Rather, it should provide useful information related to learning goals and help students understand how to move from their current level of performance toward the desired level.

The teacher therefore acts as an assessor, guide, facilitator, and learning partner. The teacher collects evidence of learning, interprets that evidence, communicates it to students, and uses it to



modify teaching. The Education Endowment Foundation reports that feedback has a high average impact on learning outcomes, while also emphasizing that the quality and purpose of feedback are important. This paper examines the role of teachers in assessment and feedback and explains how effective assessment and feedback practices can improve students' learning.

2. Objectives of the Study

- To examine the role of teachers in assessing students' learning.
- To understand the importance of formative and summative assessment.
- To examine how effective feedback contributes to students' academic development.
- To identify strategies teachers can use to provide meaningful feedback.
- To understand how assessment and feedback influence student motivation and self-regulated learning.
- To identify challenges teachers face in implementing effective assessment and feedback.
- To suggest strategies for improving assessment and feedback practices.

3. Concept of Assessment in Education

Assessment refers to the systematic process of collecting and interpreting information about students' learning. It enables teachers to determine what students know, what they can do, and what they still need to learn.

Assessment can generally be divided into formative and summative assessment.

3.1 Formative Assessment

Formative assessment takes place during the learning process. Its primary purpose is to identify learning gaps and provide information that can be used to improve teaching and learning.



Examples include classroom questions, short quizzes, exit tickets, classroom discussions, observation, peer assessment, and draft assignments.

Formative assessment is particularly valuable because it allows teachers to identify misunderstandings before they become permanent. For example, if a teacher asks students to solve a mathematical problem and discovers that many students are using an incorrect method, the teacher can immediately explain the concept again or introduce another learning activity.

The OECD identifies diagnosing student learning as a foundation for effective feedback because teachers need to understand students' current level of understanding before deciding what feedback will be most useful.

3.2 Summative Assessment

Summative assessment is generally conducted at the end of a unit, course, semester, or academic period. Examinations, final projects, and end-of-term tests are common examples.

Summative assessment provides information about students' achievement in relation to established standards or learning objectives. Although grades are important for reporting achievement, summative assessment should not be the only form of assessment. Teachers should combine it with formative assessment so that assessment contributes to learning rather than simply measuring learning.

4. Role of the Teacher in Assessment

The teacher has several important responsibilities in the assessment process.

4.1 Setting Clear Learning Objectives

Effective assessment begins with clear learning objectives. Teachers should know what students are expected to learn and should communicate these expectations to students.

When learning goals and success criteria are clear, students can better understand what successful performance looks like. Assessment can then be designed to determine whether students are progressing toward these goals.



4.2 Selecting Appropriate Assessment Methods

Teachers must select assessment methods according to the learning objectives and characteristics of students. A written examination may be suitable for assessing certain types of knowledge, but it may not adequately assess communication, creativity, collaboration, practical skills, or problem-solving.

Teachers can therefore use a combination of methods such as:

- Written tests
- Oral questioning
- Projects
- Presentations
- Portfolios
- Practical activities
- Classroom observation
- Peer assessment
- Self-assessment
- Digital assessments

Using different assessment methods provides a more complete picture of student learning.

4.3 Diagnosing Learning Difficulties

Assessment enables teachers to identify students' misconceptions and learning difficulties. Teachers should not simply record students' marks; they should analyse why students are making mistakes.



For example, if a student repeatedly makes grammatical errors, the teacher should determine whether the problem is related to vocabulary, sentence structure, understanding of grammar rules, or lack of practice. This diagnosis allows the teacher to provide appropriate support.

4.4 Adapting Teaching According to Assessment Evidence

One of the most important roles of the teacher is to use assessment information to modify instruction. If assessment shows that students have not understood a concept, continuing with new content may increase their difficulties.

Effective teachers may respond by:

- Re-teaching difficult concepts.
- Providing additional examples.
- Using alternative teaching methods.
- Giving students additional practice.
- Creating small-group activities.
- Providing individual support.
- Increasing or reducing the level of difficulty.

Thus, assessment becomes useful when it influences teaching decisions.

5. Role of the Teacher in Providing Feedback

Feedback is information provided to students about their performance in relation to learning goals. It can be written, verbal, individual, group-based, peer-supported, or delivered through digital tools.



5.1 Providing Specific Feedback

Effective feedback should be specific rather than general. A comment such as “Good work” may encourage a student, but it provides little information about how the student can improve.

A more useful comment might be: “Your main argument is clear, but you need to provide evidence from two sources to support your conclusion.”

Such feedback tells students both what they have done well and what they should do next.

5.2 Giving Timely Feedback

Feedback is most useful when students have an opportunity to act upon it. If feedback is provided long after an assignment has been completed, students may have moved on to another topic and may be less likely to use the information.

The OECD notes that feedback is part of a continuous process in which information is provided, students act on it, and teachers use subsequent evidence to provide further guidance.

Therefore, teachers should create opportunities for students to revise their work after receiving feedback.

5.3 Focusing on the Task and Learning Process

Feedback should focus primarily on the task, subject knowledge, strategies, and self-regulation rather than making judgments about the student's personality or ability.

For example, saying “You are very intelligent” does not tell a student what helped them succeed.

In contrast, “Your solution is effective because you explained each step clearly” identifies the successful learning process.

Research summarized by the OECD indicates that feedback focusing on the task, processes, strategies, and self-regulation can be more effective than feedback focused primarily on the student as a person.



5.4 Encouraging Students to Act on Feedback

Feedback becomes meaningful only when students use it. Teachers should provide time and opportunities for students to respond to feedback.

For example, after receiving comments on an essay, students can be asked to:

- Identify the main weakness in their work.
- Explain what they learned from the feedback.
- Revise the relevant section.
- Submit the improved version.
- Reflect on how their work has changed.

This process develops responsibility and encourages students to become active participants in their own learning.

6. Impact of Assessment and Feedback on Students' Learning

Effective assessment and feedback can improve students' learning in several ways.

6.1 Improving Academic Achievement

Assessment helps teachers identify learning gaps, while feedback provides students with guidance for improvement. When these processes are used effectively, students can correct misunderstandings and improve their performance.

The Education Endowment Foundation's evidence synthesis reports a positive average impact of feedback on learning outcomes and currently estimates an average impact equivalent to approximately six additional months of progress.

This evidence demonstrates why feedback is considered an important instructional strategy.



6.2 Increasing Student Motivation

Constructive feedback can increase students' motivation by helping them understand their progress. Students are more likely to remain motivated when they know what they have achieved and what they can do to improve.

However, feedback can also have negative effects when it is poorly designed. Feedback that humiliates students, focuses excessively on comparison with classmates, or labels students according to ability may reduce confidence and motivation. The OECD notes that feedback lacking useful information, particularly feedback focused on rewards, punishments, or personal traits, can have weak or negative effects on motivation.

6.3 Developing Self-Regulated Learning

Teachers can use assessment and feedback to develop students' ability to monitor and control their own learning.

Students gradually learn to ask:

- What am I expected to learn?
- What do I already know?
- What mistakes am I making?
- What strategy should I use?
- How can I improve my work?

This process supports self-regulated learning and reduces students' dependence on the teacher.

6.4 Addressing Individual Differences

Students do not learn at exactly the same pace or in exactly the same way. Assessment allows teachers to recognize individual differences and provide differentiated support.



For example, a student who has mastered a topic may receive an extension activity, while another student may receive additional instruction and practice. In this way, assessment can support inclusive teaching.

7. Effective Strategies for Teacher Assessment and Feedback

Teachers can improve assessment and feedback through several practical strategies.

7.1 Use Questioning to Check Understanding

Teachers should regularly ask questions that require students to explain their reasoning rather than simply recall information. Open-ended questions can reveal misconceptions and provide useful evidence of learning.

7.2 Use Formative Assessment Regularly

Short quizzes, classroom discussions, exit tickets, and quick written responses can provide immediate information about students' understanding. These activities do not need to be lengthy or complicated.

7.3 Provide Actionable Feedback

Feedback should tell students what they can do next. Comments such as "Add another example," "Explain this step," or "Check your calculation in line three" are more actionable than simply assigning a grade.

7.4 Combine Written and Verbal Feedback

Feedback does not have to be limited to written comments. Verbal feedback can sometimes be more immediate and interactive. The EEF reports positive effects from different forms of feedback, including verbal, written, digital, and peer feedback, while emphasizing the importance of quality.

7.5 Encourage Self-Assessment and Peer Assessment

Teachers can teach students how to assess their own work and provide constructive feedback to classmates. This develops reflection, critical thinking, and responsibility.



However, students need clear criteria and teacher guidance to ensure that peer and self-assessment are reliable and constructive.

8. Challenges in Assessment and Feedback

Despite its benefits, effective assessment and feedback can be difficult to implement.

One major challenge is teacher workload. Providing detailed individual feedback to a large number of students can be time-consuming. Therefore, teachers should focus on the most important learning objectives rather than attempting to comment on every aspect of every assignment.

Another challenge is that feedback does not automatically result in learning. Students may ignore feedback, misunderstand it, or fail to know how to use it. Teachers therefore need to create structured opportunities for students to respond to feedback.

A further challenge is excessive focus on grades. When students become primarily concerned with marks, they may pay less attention to the feedback itself. Teachers can address this problem by emphasizing learning goals, improvement, and revision.

Assessment can also become ineffective when it is used only to rank students. The purpose of assessment should be to provide useful information about learning and guide future instruction.

9. Discussion

The evidence indicates that assessment and feedback are most effective when they are integrated into everyday teaching rather than treated as separate activities. The teacher should continuously move through a cycle of setting learning goals, gathering evidence of student understanding, interpreting that evidence, providing feedback, and adapting instruction.

The OECD describes this as an ongoing process in which teachers diagnose student learning, provide feedback, and respond to student thinking. Similarly, the EEF emphasizes that effective feedback should be built on high-quality instruction and formative assessment. Teachers first need to understand learning goals and students' learning gaps before deciding what feedback to provide.



Therefore, the teacher's role is much broader than simply marking assignments. Teachers act as interpreters of assessment evidence and use that evidence to make pedagogical decisions. They also help students understand feedback and develop the ability to use it independently.

The most effective approach is consequently a collaborative one in which teachers and students share responsibility for learning. Teachers establish clear expectations and provide guidance, while students actively interpret feedback, reflect on their performance, and make improvements.

10. Recommendations

Based on the discussion above, the following recommendations can improve assessment and feedback practices:

- Teachers should establish clear learning objectives and success criteria before assessing students.
- Formative assessment should be used regularly to identify learning gaps.
- Teachers should analyse students' mistakes rather than focusing only on marks.
- Feedback should be specific, constructive, timely, and actionable.
- Feedback should focus on learning tasks, strategies, and improvement rather than personal characteristics.
- Students should be given opportunities to act upon and respond to feedback.
- Teachers should use a combination of written, verbal, peer, self, and digital feedback where appropriate.
- Schools should provide professional development to strengthen teachers' assessment literacy and feedback skills.
- Assessment should be used to improve teaching as well as to measure student achievement.



- Teachers should encourage students to develop self-assessment and self-regulation skills.
- Excessive assessment and unnecessary marking should be avoided when they do not contribute meaningfully to learning.

11. Conclusion

The role of the teacher in assessment and feedback is fundamental to improving students' learning. Assessment provides teachers with evidence of what students know and understand, while feedback helps students recognize their strengths, identify areas for improvement, and determine their next steps.

Effective teachers do not use assessment simply to assign grades. Instead, they use it as an ongoing source of information for making instructional decisions. They diagnose learning difficulties, adapt teaching strategies, provide appropriate feedback, and create opportunities for students to apply that feedback.

Research and evidence reviews indicate that feedback can have a substantial positive influence on student learning when it is appropriately designed and implemented. However, feedback is not automatically effective. It must be connected to learning goals, focused on meaningful aspects of performance, and followed by opportunities for students to respond.

Ultimately, effective assessment and feedback create a continuous learning cycle: **establish goals → assess learning → identify gaps → provide feedback → allow students to act → reassess and adapt teaching**. Teachers who use this cycle effectively can support academic achievement, motivation, independence, and lifelong learning. Therefore, developing teachers' assessment and feedback skills should remain an important priority in educational practice.



References

- Education Endowment Foundation. (2021). *Teacher feedback to improve pupil learning*. Education Endowment Foundation.
- Education Endowment Foundation. (2026). *Feedback: Teaching and Learning Toolkit*. Education Endowment Foundation.
- OECD. (2005). *Formative assessment: Improving learning in secondary classrooms*. OECD Publishing. <https://doi.org/10.1787/9789264007413-en>
- OECD. (2025). *Unlocking high-quality teaching: Using formative assessment and feedback*. OECD Publishing.
- Wisniewski, B., Zierer, K., & Hattie, J. (2020). The power of feedback revisited: A meta-analysis of educational feedback research. *Frontiers in Psychology*, 10, 3087.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21, 5–31.