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Reforming Assessment Methods: Addressing the Gaps in Pakistan's Education System

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Abstract

Introduction: *Present article discusses the current assessment modalities in Pakistan's educational context, highlighting gaps and issues, and provides a framework for improvement based on existing evidence.*

Methodology: *The study reviews Literature as primary sources to identify major concerns in the educational assessment system. Key issues include an over-reliance on end-of-year assessments that reward memorization, and a lack of formative assessments critical for providing feedback and informing instructional methods.*

Results/Findings: *Findings reveal that many educators lack proper training in modern assessment techniques. This deficiency, coupled with the general shortcomings of the educational system, hampers effective student evaluation and progress.*

Future Direction: *The article recommends promoting formative assessments for feedback, implementing long-term professional development programs to*

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enhance teachers' assessment literacy, and encouraging project-based learning. Additionally, the use of technology-based tests is advocated to make assessments more effective and useful, helping to address learning gaps among different student groups.

Keywords: *Pakistan Education Reform, Assessment Methods, Educational Disparities, Teacher Professional Development, Educational Quality Improvement*

Introduction

In the broadest perspective, assessment serves as the means of determining what and how much students have learned, of supporting teaching and learning decisions and for evaluating the achievement of educational goals. Good assessment strategies can reveal areas of weakness, tell about growth of the students or guide in delivery of teaching measures. Nevertheless, this versatility is not good news for the standardized education of all the students in Pakistan because its education system has several inequalities in quality and access, and due to this, the assessment practices must be more efficient (Black & Wiliam, 1998; Darling-Hammond, 2010).

The educational structure of Pakistan consists of government and non-government schools, colleges, "Madrasas", universities and vocational facilities. However, issues to do with education are still evolving and some gaps that have been noted include equitable education, attainment, funding, and enrolment (Shamim & Rashid, 2019). These challenges are worsened by socio-economic enclaves, geographic regions, and political instabilities (Aslam, 2009). Pakistani education system is grouped into the following educational stages; primary education, which comprises of Grade 1-5 and Lower Middle Education, which comprises of Grade 6-8 Popularly known as Middle education then the secondary education which comprises Grades 9-10 that is called secondary schooling or high school and then the higher secondary which consist of grades 11-12 and lastly the tertiary level, the university level. Other challenges that it states include: high dropout rates and the absence of infrastructure and teachers (UNESCO, 2020).

Punjab Examination Commission tests are given to the student to rectify such discrepancies in learning outcomes. It has been seen that there are large gaps which are symptoms of chronic and deep-rooted issues, such as the lack of updated curricula and poor quality or inadequate teacher training (Bashir, 2013). Therefore, structural and combined educational reforms are required to eliminate these quality gaps (Jaffer et al., 2017).

The present situation as evident in the Pakistan education system exhibits several loopholes that hinder the pedagogy. Previous methods of evaluation in educational institution of Pakistan consist of knowledge retention measures such as strictly MCQ-based evaluation systems that do not measure the range of students' abilities to learn (Saeed et al., 2005). These methods fail to measure these important facets of thinking, problem solving, and contextual use of knowledge, resulting in misleading of student potential and abilities, an utmost superficiality of their potentials (Jaffer et al., 2017).

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The main problem with the current model of assessment is that too much emphasis is placed on the end-of-term or terminal assessments like final exams with relatively little formative information being offered to the learners and teacher during the learning process (Darling-Hammond, 2010). Unfortunately, this high stakes testing tends to cause unnecessary pressure on the learners and compromises durability, critical thinking, and retention skills in order to align with the state standards (Black & Wiliam, 1998). As a result, learners are likely to perform well on tests, yet remain ill-equipped in terms of knowledge and skills required by workers and academics in the future careers (Phulpoto, Oad, & Imran, 2024).

Therefore, one of the major disparities in the educational assessment systems of the Pakistan is that there is no utilization of the formative assessment practices. Heritage (2021) said that mainly summative type/External evaluation of current system is missing in Pakistani classroom and formative/assessment for feedback and instructional adaptation is limited. The implication is that many teachers do not get the chance to give formative assessments and gauge which students are struggling to understand lessons as they are being delivered, thus failing to detect such students early enough before they get left behind. It seemed especially if many learners are in class and from various backgrounds that is they have different learning abilities and past experiences (Andrade & Cizek, 2010).

It is also worth noting that there is little training and weak professional development of teachers to enhance their effectiveness in assessment processes. Unfortunately, many educators falling in Pakistan fail to possess the essential knowledge and skills to develop and execute assessment that can effectively capture an overview of the learning and progress of the student, as well as give back useful feedback (Afreen, 2014). Some of the urgent training needs seeking attention for enhancing the quality of education in Pakistan include; postgraduate education with specific training in the higher order understanding and skills and problems solving, professional development programs in formative assessments as well as in the application, and uses of technology in assessment as noted by Bennett (2011).

In light of this context, it becomes imperative to analyze the current assessment practices that have been implemented in Pakistan’s education system, to explore the gaps and challenges in the current system, and to bring forward several recommendations based on empirical evidence to recommend changes to the current system for improvement of the quality and equity of Pakistani education.

Brief Historical Overview of Educational Assessments in Pakistan

The history of educational assessments in Pakistan reflects the broader evolution of its education system, marked by significant shifts and ongoing challenges. Since its independence in 1947, Pakistan has grappled with the need to develop an education system that can serve its diverse and rapidly growing population. Initial efforts focused on establishing a basic framework for primary and secondary education, which included rudimentary forms of assessment aimed primarily at evaluating student retention and rote memorization (Saeed et al., 2005).

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In the early years, the assessment system was heavily influenced by colonial legacies, particularly the British examination system, which emphasized standardized testing and summative assessments. These early assessments were designed to sort students based on their academic performance, often leading to high-stakes exams that determined students' future educational and career paths. The focus was largely on certification and selection rather than on understanding and improving student learning (Shamim & Rashid, 2019).

During the 1960s and 1970s, Pakistan saw several educational reforms aimed at expanding access to education and improving quality. However, assessment practices remained largely unchanged, continuing to rely on end-of-year examinations. The National Education Policy of 1972 attempted to address some of these issues by proposing changes in curriculum and teacher training, yet the implementation of formative assessments was still minimal (Bashir, 2013).

The 1980s and 1990s marked a period of increased attention to educational quality, spurred by both national policy shifts and international influences. The introduction of the Education Sector Reform (ESR) program in 2001 (Government of Pakistan, 2001) aimed to improve various aspects of the education system, including assessments. Despite these efforts, the assessment methods predominantly focused on summative evaluations with little emphasis on continuous or formative assessments (Jaffer et al., 2017).

A significant development in the early 2000s was the establishment of provincial examination bodies such as the Punjab Examination Commission, which aimed to standardize assessments and improve their quality. These bodies introduced more structured and systematic approaches to student evaluation, but challenges remained in ensuring consistency and fairness across different regions and types of schools (Bashir, 2013). The Punjab Examination Commission, for example, began administering standardized exams at the primary and middle school levels, which helped in gathering data on student performance but still faced criticism for its narrow focus on rote learning and high-stakes testing (Shamim & Rashid, 2019).

Current Structure and Types of Assessments Used

Currently in Pakistan it is totalized that the pre-dominance of the assessment framework is rooted in summative type of assessment with limited focus on formative type of assessment though it is gradually evolving. This structure can be linked to the traditional structure that depends more on testing as a yardstick for measuring learner performance at different levels of learning (Bashir, 2013).

Formative assessments: Although there are different forms of assessments, formative assessments still hold little value and are not widely used in Pakistan’s education system. Some among these are the annual examination, the standardized exams for the secondary and higher secondary classes as well as board examinations from the provincial examination boards such as Punjab Examination Commission. The Punjab Examination Commission for example administers standardised achievement tests for grades five and eight and these are important in monitoring the performance of students and also in making decisions relating to the child’s

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progression (Jaffer et al., 2017). These are standardized tests aimed at establishing the progress of students after extended time for learning, ensuring evidential performance outcomes.

Thus, a considerable focus on high stakes tests generates difficulties associated with indoctrinating students with peculiar trends of memorizing and too much attention paid to the preparation for exams is recognized to decrease meaningful skills and abilities, such as critical thinking and problem solving (Darling-Hammond, 2010). These tests commonly encompass more rote memorization or factual data and procedural information rather than conceptual utilization and critical reasoning. Therefore, students are able to achieve test scores without necessarily being able to develop high levels of achievement or even understanding of what is being taught (Black & Wiliam, 1998).

Despite gradual changes in the past few years, formative assessments are still not fully assimilated into the education systems and practices, and they are still not utilized systematically and widely. Most of the formative assessments are meant to offer feedback throughout the lessons in order to adjust the classroom practices as well as the learning tasks in order to improve comprehension and achievement among students (Heritage, 2021). These can be in form of quizzes, class discussions, peer and observational assessments as well as feedback from the tutors. As much as formative assessments are known to provide several advantages such as increasing student engagement and providing informative feedback to educators, they are not fully incorporated in the Pakistani class settings mainly because of inadequate teacher training and teaching tools and resources (Afreen, 2014).

Another type of evaluation and assessment which is also employed occasionally in Pakistani education system is diagnostic assessments. These assessments seek to establish learning profiles for students before teaching starts in order to facilitate the formulation of instructional strategies suited for the learning needs of learners (Andrade & Cizek, 2010). However, the role of big diagnostic assessments remains limited, and their promise to improve personalized formative learning has not been fully realized.

In conjunction with these general and specific measurable outcomes, the emphasis on technology or technology-enhanced evaluation methods is increasing. These digital tools may offer various sorts of benefits which may include the provision of real time feedback, the use of a more engaging and dynamic testing system, and the provision of personalized learning (Bennett, 2011). In Pakistan some of the private schools and urban areas have gradually introduced technologies in the assessment to some extend due to utmost constrained infrastructures for blended learning environments as well as Internet access in the rural and even urban areas is still rare (Shamim & Rashid, 2019).

Brief Overview of Educational Policies Related to Assessment

In an early package of education reform in the context of Pakistan under the National Education policy 1972 affecting the assessment forms. This policy sought at addressing the issue of differential development and set both curriculum and examinations nationally and uniformly so that people were exposed to standard education (Government of Pakistan, 1972). However, while these reforms were being made, the adoption of these reforms was a tad bit

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skewed, and the emphasis continued to be laid on the outcomes and tests (Shamim & Rashid, 2019).

Covering a larger part of the education system, the Pakistan National Education Policy of 2009 provided a more extensive framework for assessment reforms. This policy stressed the use of both, formative and summative assessment in the process of realizing goals of education. Of them, the most significant one was to work on the diagnosis of the learning style of students so that the actual need of every student can be recognized at the initial level and the instructional process evolved in compliance with it (Government of Pakistan, 2009). The 2009 policy also emphasized preparation of teachers to use modern assessment for the purpose of providing them with knowledge that help use formative assessments as planned (Jaffer et al., 2017).

The NEPF 2018 provided more specific directions on improving assessment practices in the enhancement of compliance with the Act. This conceptual framework focused on applying the use of technology issues in the assessment with an aim of increasing precision, speed and not leaving out disabled persons. It supported the idea of the establishment of a single body responsible for assessment to provide for the province-to-province consistency in assessments, although systematic scrutiny of educational results was also considered. The framework also recalled that there is a concern for the dissemination of expertise based ongoing training sessions for educators (Shamim & Rashid, 2019).

Identification of Gaps in Assessment Methods

Although, over the year, the various educational policies introduced in Pakistan ensure a change for the better assessment system, there are still several critical gaps that affect the assessment system's efficiency and equity. These gaps reflect the socio educational obstacles that still exist in the current system of education and are supporting the need for a concerted effort in carrying out the education reforms (Saeed et al., 2005).

Perhaps one of the largest concerns to shine through in the existing assessment practices is the overreliance on summative assessment. As mentioned, the current system of education in Pakistan has professed high stakes end of term terminal exams to assess the performance of students. Not only does this approach force the learner to memorize the information but also puts too much pressure on the students and rarely gives a true demonstration of what they have learned. Standardised tests particularly those nose-diving during high stakes exams are largely intended to rank and sort students as opposed to offering useful information that could help inform instruction and enhance learning respectively (Darling-Hammond, 2010).

The second is the lack of formative assessments where one will find formative assessments that were conducted but often the implementation of the results is not consistent. Over the years, there has been an improvement in educational policies' awareness of the formative assessments' role in assisting students' learning, but there is still restricted implementation of the practices in the classroom (Heritage, 2021). Formative assessments that are important for fighting against gaps in learning needs and giving constant feedback to the teachers and students are often implemented improperly due to teachers' lack of training and

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materials. With regard to the formative assessments, the former analyses that the teachers fail to view their teaching practice as a series of continuous formative assessments during which they have a chance to modify their strategies and prevent students from having problems in one or another aspect (Andrade & Cizek, 2010).

Another problem is the variation of the assessment being implemented from one type of a school to another. Dept capacity, remuneration, and teaching quality differ significantly between public schools, private institutions, and madrasas, and students in these institutions are also assessed in accordance with different standards and methods (Shamim & Rashid, 2019). This sort of inconsistency has the effect of lessening one's ability to fairly gauge student performance across various education environments while at the same time hindering the fair distribution of equity and standardization of education within schools. Therefore, learners who attend poorer schools or has poor background may encounter challenges when it comes to showcasing their competencies in the standardized manner (Afreen, 2014).

Moreover, there is a research gap in the domain of using diagnostic assessment in Pakistani educational system. It is recommended that formal and informal diagnostic assessments be done so that a teacher can be knowledgeable on how much the students already know as well as where the student needs more help (Bennett, 2011). Educators never get a chance to make the assessment, and as such, they teach their students without properly understanding them, thereby reducing the effectiveness of their teaching. This means that putting in place diagnostic assessment can go a long way in improving the status of implementation of educational solutions in adopting the approach that suits each and every individual especially those with learning difficulties, hence improving the general performance.

Furthermore, one of the key areas of deficiency is the introduction of technology into the field of assessment. Even though there is a shift towards digital and tech-based assessments, the foundational issues and technology disparities, especially in the rural regions, pose a limitation in the use of such technologies (Shamim & Rashid, 2019). Computer based and technology advanced assessments can give results within a blink of an eye, make learning adaptive and also can take the load of administrative work, but sadly they are not much used in Pakistan.

Lastly, despite improvement, the areas of teacher training and professional development linked to assessments are still inadequate. Some of the deficiencies that teachers in Pakistani schools' face include; lack of preparation on how to use new assessment approaches such as formative and diagnostic ones (Afreen, 2014). Teacher professional development was identified with regard to assessments critical for the improvement of quality and effectiveness of educational assessments (Jaffer et al., 2017).

Analysis of How These Gaps Impact Students, Teachers, and Overall Educational Outcomes

The gaps which have been identified in the current assessment scenario in Pakistan are as follows: The effects of the identified gaps are quite transformative for students and teachers

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and have repercussions regarding the achievement of educational goals. To achieve the desired goals, it is important to fill these gaps in light of improving education quality and its equity in Pakistan (Black & Wiliam, 1998).

The overemphasis on the termination tests and high stakes assessments impacts learners mainly due to: In the curriculum and classroom learning processes, the role of formative assessments is unclear and dominated by termina tests/high stakes exams which prepares learners to cram knowledge without any understanding of the concepts. To a great extent, this approach hinders the development of higher order thinking skills and learning becomes more and more routinized involving the application of low level thinking skills and abilities (Darling-Hammond, 2010). As a result, their abilities to solve problems and use abstract thinking are relatively low, making them unfit for colleges and jobs. Also, it has adverse effects on learners, such as increasing stress levels and making the student reluctant to engage in other valuable activities that enhance encompass learning (Heritage, 2021).

However, there is an inadequate and inequitable pro forma assessment that hinders students from receiving constructive feedback at the right time that is vital in their learning process. The reason is because; students cannot know areas that they need to focus more on, or those that they are very good at, in order to make the necessary changes towards enhancing their learning. This absence of formative assessment also limits differentiation since instructors fail to track students' progress and cannot adapt their pedagogy to encompass the different learning styles seen among the learners (Andrade & Cizek, 2010).

Such gaps in assessment practices also affect teachers, in fact, in a big way. This reliance on summative assessment fosters a form of learning, where educators have to 'teach to the test' hence a pressure towards emphasizing on matters that are most likely to be tested rather than ensuring students attain competency in the curriculum (Darling- Hammond, 2010). They give the teachers a very narrow scope of exercising their creativity in teaching strategies which could be of great help in improving the students' engagement and learning (Black & Wiliam, 1998).

Moreover, deficiencies in practice and training which do not include the modern age formative and diagnostic tests mean that many teachers are unable to address these assessments appropriately (Afreen, 2014). Lack of professional learning makes teachers to develop unconstructive forms of assessments that do not offer valuable feedback to learners or enhance their learning. This situation does not only have an impact on the educational process but also reduces the satisfaction and training of employees and their professional development, which hinders them from applying their abilities to enhance the students 'achievement (Jaffer et al., 2017).

The fields of assessment practices also dictate the broader educational outcomes that are of significant importance in Pakistan. The reliance on exams and tests distorts a holistic view towards the definition and assessment of learning outcomes since the learning processes may put a lot of emphasis on important skills such as problem solving, innovation, and skills to apply the learning. such curricular niche results into an imbalance of the skills enumerated

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in the curriculum and higher learning and job market skills which hampers their career growth and marketability in the future (Bennett, 2011).

How schools being evaluated vary from one type to another makes education unfair and unbalanced, a factor that may be worsened when schools that lack proper funding offer the same quality and level of evaluation as those schools that are well endowed. Such a widening disparity adds to social economic disparities and reduces chances of achievement by disadvantaged students in their academic and professional pursuits (Saeed et al., 2005: Hussain, et al., 2023).

The sparse use of diagnostic assessments is also crucial to the overall assessment of educational performance because such assessments do not ensure that learning difficulties are detected and corrected as early as possible. In an unfortunate development, it was realized that students who perform poorly academically are likely to deteriorate further, therefore contributing to raised dropout levels, as well as decreased achievement in learning (Andrade and Cizek, 2010).

Comparison with International Best Practices

Formal assessment strategies are known all over the world and accepted as the key input towards enhancing students' learning. Successful implementations of formative assessments have been seen in places like Finland, Singapore and United Kingdom, where students and their teachers are actively involved in the process of assessment rather than at fixed intervals (Black & Wiliam, 1998). As exams continue to be an essential component of education systems across the globe, the best performing countries have embraced balanced systems where the emphasis is not solely put on examinations. For instance, in Australia and New Zealand formative assessments are combined with other summative kinds of assessed works, and project and performance tasks for the evaluation of learners' skills of knowledge practical application (Klenowski, 2009). These various methods of assessment are much more comprehensive in giving a view of students' learning compared to the predominantly examination-based system in Pakistan Darling-Hammond (2010).

The diagnostic use of the achievement assessments is helpful in the countries such as United States and Canada for establishing the students learning profile and providing necessary support from the beginning. The learning intervention model known as Response to Intervention (RTI) in the United States is a good example of how diagnostic efforts are used to screen students and then offer individualized treatment (Fuchs & Fuchs, 2006). On the other hand, the adversaries of education system of Pakistan are in the line of one standard diagnostic check-up assessment not implemented in comprehensive manner across the country leading to great variation and no consideration to the children learning back ground (Saeed et al., 2005).

Edtech is increasingly being integrated into assessment practices across the globe, and most prominently among, countries such as Estonia and South Korea. These nations use IT to give feedback, choose learning activities based on the learners' needs, and administer tests that adapt to the student's learning capacity as identified by Kim and Cho (2018). For instance, Estonia has adopted the e-assessment systems that result in the use of innovative and

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entertaining assessment techniques (Kori et al., 2016). One of the areas for improvement that is evident after the analysis of the Pakistani assessments is the reduced number of technological integration in the assessment procedures even though there are strengths belonging to technological incorporation in the method of assessment in order to improve the preciseness and inclusion of the assessment (Shamim & Rashid, 2019).

The use of project work as an assessment method has gained popularity in the global education systems. This shift is informed by the following considerations, which are major advantages of the project-based learning system (PBL), particularly to students in their transition to the workplace. Project based learning can be adopted in many countries including Finland, United States of America and United Kingdom whereby countries such as Finland has adopted and inter-disciplinary method of learning whereby issue solving is integrated in the learning process the United States of America has adopted common core standards that promote PBL while United Kingdom focuses on coursework and project work to be incorporated in the assessment process (Larmer, Mergendoller, & Boss, 2015). Moreover, what are seen to be rising emerging in educational policies are the Supports Project Work. According to UNESCO, PBL is one of the active learning approaches within classrooms and thus the organization encourages the use of PBL in education for development of critical thinking and problem-solving competencies (UNESCO, 2017). The increasing use of digital environment in education has created an ability to use and manage project works thus enhancing feasibility of its application in different educational contexts (Bell, 2010).

First, it was observed that project work aids in skill development in numerous ways. It promotes decision-making as when working on projects, learners have to mind and work on information that is presented to them (Barron & Darling-Hammond, 2008). Cooperation is also a major advantage since learning fosters teaming and sharing accordingly as Boaler (2002) presented. Moreover, projects foster creativity since students are required to come up with ways of applying knowledge that is not well elucidated in classrooms (Thomas, 2000).

However, this article will argue that inbound project work enhances students' participation and passion. A study by Helle, Tynjälä and Olkinuora (2006) showed that project work, which enables learners to assume responsibility for learning, promotes enthusiasm and interest. Another advantage of adopting diverse assessment means for handling is that they are sensitive to the various learning modalities and give a more valid assessment of the students' capabilities (Wurdinger & Rudolph, 2009).

Triple bottom line positive impacts are; Increase in learning outcomes is also one of the main benefits of doing project work. Students are able to know more about the subject areas they explore through activities and practical experience, since they pass through the material more than when they are doing assessments (Barron & Darling-Hammond, 2008).

Lastly, project work introduces the importance of various soft skills discipline. According to Blumenfeld et al. (1991) managing a project enable student to develop good time management skills such as how to organise and sequence tasks. Projects also help students in the aspect of self-directed learning meaning no one has to be forced to learn since they have taken the responsibility by themselves (Bell, 2010).

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Recommendations for Improving Assessment Methods

The best approach towards enhancing tests as ways of giving assessments is by using formative assessments as part of the teaching-learning process; such an invention of formative assessment gives feedback to students and instructors during teaching-learning processes and modifies the approaches accordingly (Heritage, 2021). Possible types of quiz for these assessments can feature quizzes, peer review and self-assessments as well as observational assessments. By adopting the use of formative assessments, the teachers will be able to determine the strengths and weaknesses of the students so that they could attend to those weaknesses earliest possible and thus making the learning enhance (Black & Wiliam, 1998). Diagnostic formative assessments that are implemented right at the start of coding intervals can assist in evaluating students' pre-existing knowledge as well as their learning demands (Bennett, 2011). These assessments can then help the teacher to effectively identify how to address strengths and setbacks then make the learning process more personal.

As with the majority of innovative approaches in the classroom, new assessment strategies require engagement in teachers' professional training. It is recommended that training programs should consider the following in delivering assessment strategies and plans, the appropriate use of formative and diagnostic assessments and integration of technology in assessment (Afreen, 2014). There should also be improved collaboration approaches to professional development that entail activities for instance lesson study groups because they provide opportunity to share best practices in addition to giving mastery on how to conduct various assessments (Lewis et. al 2006). It is especially important to assure that teachers are prepared to align, develop and implement various kinds of assessments, so that reforms are properly supported.

Selecting project work when conducting tests as well as from the Grade 11 and a realist has advantages. The performance happening within the project work is realistic, and therefore applicable to different real-life tasks. The students are able to transfer what they learn in classes and apply it to actual problem-solving situations which is in line with Krajcik and Blumenfeld (2006) concept of applicability. This approach is helpful for career preparedness because most of the tasks could be taken as sample tasks of a job; it shall be directed to their future job (Markham, 2011).

There are many advantages in utilizing technology to improve and facilitate assessments, including accuracy, efficiency, and inclusivity. Digital assessments are helpful in giving instant feedback during learning, conducting timely and accurate tests and adaptation of learning programs as opposed to the traditional paper-based tests and assessments (Kim & Cho, 2018). You provide a list of methods in which an assessment can be made technological and one of those methods includes the use of online quizzes and those with simulations. Secondly, there is a need for increased technology to reach underprivileged areas so that all children can have an equal opportunity for enhancement through the technology available (Shamim & Rashid, 2019).

Therefore, its importance lies in the need to adopt assessment with the active participation of all stakeholders such as the learners, parents, instructors, and policy makers.

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Engaging the stakeholders makes the process thorough and capable of capturing all the issues in light of the reforms and the various groups that are affected. Feedback received from the stakeholders of an organization can also aid in tweaking and enhancing assessment policies as a social process (Andrade & Valtcheva, 2009).

Conclusion

While the challenges facing Pakistan's educational system are significant, the targeted reforms discussed in this article hold the promise of fostering a more equitable, effective, and inclusive educational framework. By integrating formative assessments, standardizing practices, enhancing teacher professional development, and adopting technology-enhanced assessments, Pakistan can improve educational standards and outcomes. The success of these reforms, however, will depend heavily on their thoughtful implementation, consistent support from all stakeholders, and ongoing evaluation and adjustment to meet the evolving needs of Pakistan's diverse student population.

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