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Promoting Assessment for Learning to Ensure Access, Equity, and Improvement in Educational Outcomes in Ghana

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ABSTRACT

This study looked at assessment for learning as a criterion for promoting inclusiveness and equitable access to educational opportunities in Ghana. It compared assessment for learning and assessment of learning and recommended measures to evaluate students' performance to allow for equitable access and progression in education. The study found the deployment of assessment of learning as discriminatory, restrictive, and ineffective for judging the overall worth of students after several years of learning. It is recommended that to ensure equitable access and fairness such that no child is left behind in the Ghanaian educational system, the criteria for progression of students be based on interest and academic strengths using assessment for learning approaches and not necessarily standardized tests.

Keywords: access, assessment of learning, assessment for learning, educational outcomes, equity, formative, summative

INTRODUCTION

Education is key to development. The heart of the 2030 Agenda for Sustainable Development, which was adopted by the Member States of the United Nations in the year 2015, was the 17 Sustainable Development Goals. The fourth goal focuses on quality education (UN, n.d.). As noted by Kopnina (2020), the SDG Goal 4 on quality education expects all learners to acquire the knowledge and skills that are required for sustainable development.

The emphasis on quality, inclusiveness, and education for all as indicated in Goal 4 provides opportunities for everyone to access education regardless of race, gender or ethnicity. One of the key tenets of the SDG 4 is to ensure that all boys and girls have access and equal opportunities to free basic and senior high schools. The implementation of the SDGs has contributed to the adoption of several measures by Member States of the UN. In Ghana, the President of the Republic launched a Free Senior High School policy in September 2017 and a double-track system in 2018 as a way of expanding access to secondary education in the country. The policies seek to provide every Ghanaian child access to senior high school by absorbing all senior high school fees. Such a policy can be effective if the assessment procedures are structured, constructive, flexible, open, and favourable for progression to higher levels of learning (Kwapong, 2019; Kutame & Kwapong, 2019; Shepard, 2019).

Assessment, irrespective of its kind or aim, has a significant impact on how educational processes and outcomes are measured (McCarthy, 2017). An educational assessment could be formative or summative. In some instances, assessments are categorised as assessment ‘for’ learning, assessment ‘of’ learning, or the assessment ‘as’ learning (Stiggins, 2002). Any of these forms of assessment is intended to effect improvement in educational delivery and students' learning outcomes. As a concept in education, assessment is a critical criterion for bringing about continuous improvement and ensuring that no child is left behind in education regardless of background, culture, socio-economic status and, perhaps, level of intelligence (Polikoff, 2012). Thus, assessment in education is meant to ensure access, equity and provide opportunities for all.

The purpose of this paper is to review challenges associated with the use of the assessment of learning approach and argue for the use of assessment

for learning practices for improving access, equity and enhance students learning outcomes in the country. The significance of the review is to inform educational policymakers, researchers, educational leaders, and political pundits to rethink the best options for assessing students in Ghana's education sector.

The present praxis and methodology of assessment in formal education in Ghana show that it is alienating many learners. In Ghana's educational system, assessment for progression from the basic level to the secondary level is more of an assessment of learning approach than assessment for learning. Students are expected to pass a national standardised examination before they can progress from the basic level to the secondary level and then finally to the tertiary level. This form of evaluation negatively impacts a student's academic progression in the Ghanaian educational system and consequently results in a large number of school dropouts (Akyeampong et al., 2006). Assessment in the Ghanaian education arena is two-fold. First, the formative assessment is usually referred to as the continuous assessment, and the summative assessment is usually conducted at the end of a programme. The latter judges the entire performance of students at the end of a programme while the former seeks to identify and determine the day-to-day learning needs and gaps in students' learning outcomes and their related challenges (Harlen & Deakin, 2002). The deployment of summative assessment in the education system is unfair and not ideal for the promotion of equality, access, and judgement of the overall worth of students after several years of learning (Iannone & Simpson, 2017; Harlen, 2005). The study argues that the nature of assessment in Ghana's education system is unfair, biased, and discriminatory as it ignores an individual's several years of training and uses a day or a few days of examination to judge, qualify or disqualify a person's entry into higher levels of learning.

STRUCTURE OF EDUCATION IN GHANA

Formal education in Ghana begins at age six, with a structure of six years of primary education, three years of Junior High School (JHS), three years of Senior High School (SHS), and four years of university or tertiary education. After three years of Junior High School, students sit for a national standardised examination, named Basic Education Certificate Examination (BECE). Students who perform creditably in this examination gain admission to Senior High Schools. After three years of studies at the Senior High School,

the students sit for another standardised sub-regional examination, titled West African Senior Secondary Certificate Examination (WASSCE). Successful students can then enrol in polytechnics, teachers-training colleges, universities, or other tertiary institutions depending on the performance of the student, the entry requirements, and the students' interest.

Per the grading scale as displayed in the table above, students who obtain Grades D7, E8, and F9 in the WASSCE do not qualify for admission into tertiary institutions. Meanwhile, the performance of students across the nation in the standardised tests has not often been found to be good over the years. According to the Ghana Education Service (GES), only about 60 per cent of Basic Education Certificate Examination (BECE) candidates qualify for enrolment into Senior High Schools (Osam, 2014).

Table 1
The grading system for BECE and WASSCE

No.	Mark (%)	Grade	Rank	Remarks
Basic Education Certificate Examination (BECE)				
1.	90-100	A+	1	Highest
2.	80-89	A	2	Higher
3.	70-79	B+	3	High
4.	60-69	B	4	High Average
5.	55-60	C+	5	Average
6.	50-54	C	6	Low Average
7.	40-49	D+	7	Low
8.	35-39	E	8	Lower
9.	0-34	F	9	Lowest
West Africa Secondary School Certificate Examination (WASSCE)				
1.	75 – 100	A	1	Excellent
2.	70 – 74	B	2	Very good
3.	65 – 69	B	3	Good
4.	60 – 64	C	4	Credit
5.	55 – 59	C	5	Credit
6.	50 – 54	C	6	Credit
7.	45 – 49	D	7	Pass
8.	40 – 45	E	8	Pass
9.	0 – 39	F	9	Failure

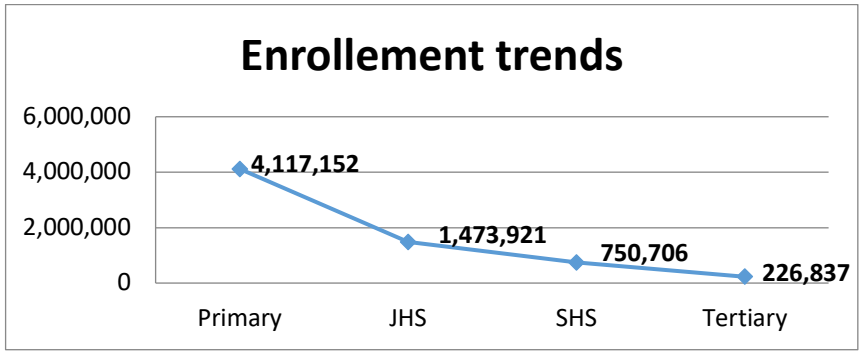
Source: Alabi (2020); US Embassy in Ghana (n.d)

Some of the news headlines on the overall performance of the students nationwide have been as follows:

- "WASSCE 2018 61.67% fail to achieve pass mark" (Myjoyonline, 2018);
- "Over 190,000 SHS graduates to miss varsity due to failure in Mathematics" (Ghanaweb, 2018);
- "Seventeen per cent pass English and Maths as WAEC releases 2017 WASSCE results" (Adesuli, 2018); and
- "WASSCE: 99,917 fail Science and Maths" (Ghanaweb, 2015).

If this is the performance of students in the standardised tests, then there is the need to take another look at the assessment processes by which students are evaluated. Otherwise, the formal education system will jeopardise the future of the very people that it is supposed to support. Not only that, but the Free SHS policy will correspondingly be affected. The government will invest resources into formal learning to widen access for the common good, but the current model of assessment will impede students' progression from one level to the next. By way of emphasis, Figure 1 reflects the enrolment trends of the Ghanaian formal education system. Figure 1 shows the enrolment figures for the year 2014 from basic to tertiary level.

Figure 1
Enrolment Trends from Primary to Tertiary



Source: NCTE (2014); MOE (2015).

As reflected in figure 1, the gap between enrolment at the basic and the tertiary level is very wide. The enrolment at the primary level is over 60% of the total number of students, and those at the tertiary level are about 5% of the total student population for the year 2014 (MOE, 2015). The total enrolment in the tertiary institutions for the year 2017/2018 academic year was 443,288, which is still low compared to the numbers that enrol at the basic and secondary levels (Kwapong, 2019).

Assessment in Ghana could be employed to equalise the difficulty in accessing education regardless of the level if educators would not only look at the results but systematically observe and offer suggestions for continuous improvements in the students' performance. It is advocated that students be judged based on interest area(s) and in particular strengths and not necessarily on the attainment of grades, which may not necessarily be an ideal criterion for judging the overall worth of an individual (Berendonk et al., 2013). It is, therefore, advocated that assessment for learning should be the basis for judging students' worth and for a recommendation for higher learning. It is believed that assessment for learning would offer opportunities for all to access higher education, have a trade or employment for self-development, and for better participation in the growth and development of the nation.

The large percentage of failure due to the nature of assessment and the demerits associated with it, call for a critical analysis of the prevailing assessments to ascertain ideal criteria for ensuring a smooth transition from a lower level to a higher level in the educational system in Ghana with less or no dropout casualty. There is, therefore, the need to take a careful look at the assessment of learning and the assessment for learning approaches to ascertain the best way to ensure inclusiveness, access, equity, and improvement in students' learning outcomes to meet the SDG Goal 4.

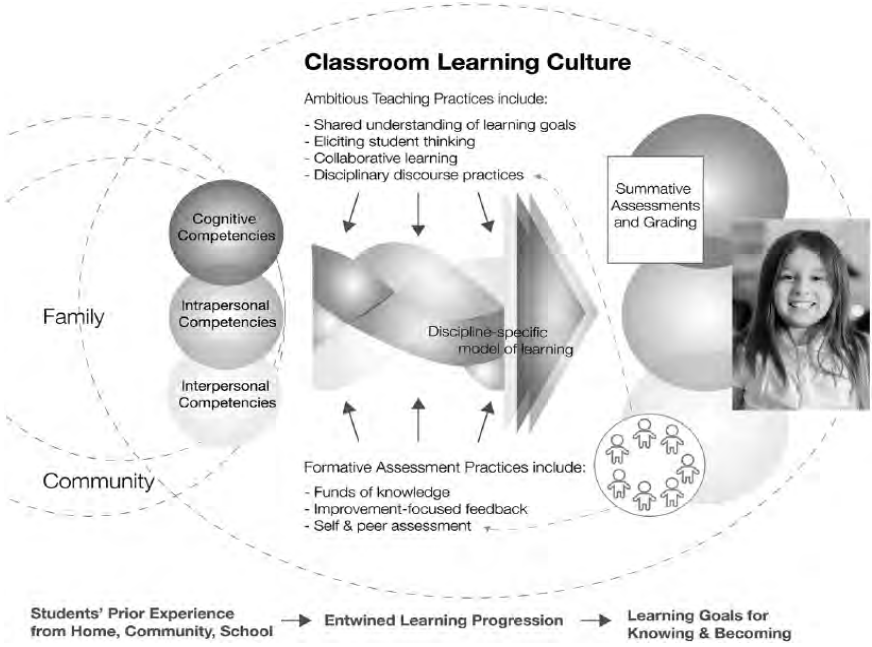
THEORETICAL BACKGROUND

Drawing on old and new paradigms of perceiving learning, Shepard has developed frameworks for conceptualising learning and assessment. The frameworks fit in well with the rationale of this paper (Shepard, 2000; 2019). Shepard (2000) takes cognisance of the cognitivist and constructivist learning theories in connection with the reformed vision of curriculum and classroom assessment. The model shares the principles of curriculum theories, psychological theories, and assessment theory that characterise an emergent, constructivist paradigm (Shepard 2000, pg. 8, Figure 4). According to Shepard, cognitive abilities are developed through socially mediated learning

opportunities as parents or other significant adults interpret and guide children in their interactions within the environment. Her notion that 'All students can learn' and insistence on 'Equal opportunity for diverse learners' provides a strong philosophical underpinning to this study.

The most recent model by Shepard (2019), Figure 1 below, proposes a productive classroom learning culture. Instead of "seeking coherence with standardised tests which undermines the learning orientation of formative assessment", Shepard has rather proposed "seeking coherence with ambitious teaching practices" (page 183). The model makes provision for minimising the negative effects of grading on learning.

Figure 2:
A Progression-Based Model of a Classroom Learning Culture Connecting Formative Assessment Practices with Ambitious Teaching (Shepard 2019, pg. 190).



The social learning theories and perspectives shared by Shepard support our thinking on the assessment of students. What we will call a qualitative approach to assessment is what we perceive to be suitable for fairness in educational assessment. In this vein, Shephard has noted that "priming student motivation by connecting topics to students' personal lives and interests, engaging students in collaborative problem solving, and drawing attention to the knowledge and skills students are developing, rather than grades or scores" is of utmost importance (Shephard, 2019, pg. 192).

One may argue that the involvement of family and community in one's learning activities as conceptualised by Shephard could interfere with the learner's output, since learning may be perceived as more individualistic. Undoubtedly, human beings are not islands, but rather social animals and do not do anything in isolation, including learning. Plato's position that truth and knowledge are within, that it is natural, and people have an intrinsic desire to do what they do, is still very relevant and sits well with this study. One can hardly fail in a teaching and learning endeavour when assessed on what the individual can do best. Besides, giving consideration to learners' social circumstances and bringing their family and larger community into the picture is a way of understanding the learners individually and thus finding ways of ensuring equity in assessments and other engagements.

ASSESSMENT OF LEARNING APPROACHES AND RELATED CHALLENGES THAT INHIBIT ACCESS TO EDUCATION

Conceptualising assessment and using it has become an ever-increasing element in contemporary classroom practices. An assessment has broad definitions irrespective of the type and there are a variety of definitions on the types and purposes of assessment in our current educational practices. Empirical evidence that supports assessment as a critical factor for bringing about improvements in educational outcomes exists (Bernhardt, 2017; Briggs et al., 2012; Cotton, 2017; Kingston & Nash, 2011).

The terms formative and summative assessments have become key assessment criteria in education. An assessment could be considered either for learning or of learning depending on the use of the results. Black and William (2003) and Broadfoot (2007) have therefore substituted summative assessment as an assessment of learning while formative assessment is referred to as assessment for learning. Summative assessment is directed at ascertaining the knowledge of all the learning that an individual goes through

at the end of an instructional process. The summative assessment focuses on putting together all the achievements of learners in education and is normally done at the end of an assignment or task (Shavelson, 2007). The principle is not necessarily to judge students' learning needs and provide feedback for improvement in a learner's ability to grasp concepts but rather as criteria for judging a person's level of acquisition of concepts (Erkens, 2009).

Per most educational practices, assessment of learning is the basis for the provision of legitimacy in the form of certification that learners have gained some skills and experience (Wininger, 2005). It provides evidence of one's achievement. Usually, the results on the performance of an individual in the assessment of learning are made public to depict how a student fared in a test. Credibility and defensibility underline assessment of learning. In an assessment of learning procedures, instructors have to give a fair report of the learning outcomes of the students (Briggs et al., 2012; Fabiano et al., 2018).

The situation of students' performance in the assessment of learning shows that continuously adhering to an assessment of learning approaches could limit students' ability to explore (Harlen, 2005). This is because an assessment of learning does not provide opportunities for students to identify their weaknesses and seek support for improvement (McCarthy, 2015). As a consequence, this may lead to school dropouts in the process, which would defeat the essence of providing Free SHS or equal educational opportunities for all (Akyeampong et al., 2006).

Although some proponents of assessment of learning advocate that it serves as a useful metric for assessing the success of students and institutions and as evidence of academic attainment, critics of assessment of learning indicate that if such evaluation is carried out in isolation, it would risk educational outcomes; especially when a student fails or underperforms, it will reduce self-esteem and make the student develop negative self-concept that may psychologically mar his or her desire to pursue formal education to higher levels (Harlen & Deaking, 2002). Besides, students who prefer innovative and creative learning may be disadvantaged since they are unlikely to do well in summative assessment. Moreover, the results from an assessment of learning may cause institutions to become overly concerned about performance to the neglect of learning goals. Harlen and Deaking (2002) stated that:

> Lower-achieving students are doubly disadvantaged by summative assessment. Being labeled as failures has an impact not just on current

> feelings about their ability to learn, but lowers further their already low self-esteem and reduces the chance of future effort and success. Only when low achievers have a high level of support (from school or home), which shows them how to improve, do some escape from this vicious circle **(**Harlen & Deaking, 2002, p. 5**).**

The next section of the paper looks at how assessment for learning could be considered as an option for making formal education equitable to all as expected in the SDG 4 and the Free SHS policy of Ghana.

HARNESSING THE POTENTIAL OF ASSESSMENT FOR LEARNING FOR INCLUSION, EQUITY AND ACCESS TO FORMAL EDUCATION

Bloom (1969) describes assessment for learning as an evaluation approach that seeks to facilitate improvement in an educational programme. The process is continuous and systematic for collecting data as evidence of student's acquisition of knowledge (Heritage, 2007; McCarthy, 2017). Briggs et al. (2012) acknowledged that assessment for learning is a responsive, usually tacit process dependent on student discovery, professional knowledge, and experiences and plays a crucial role in teaching and learning. Assessment for learning is broadly classified into four components: the design of the assessment task; asking questions that will request students to think critically; giving meanings to students' ideas and concepts; and finally giving feedback that will enhance student thinking and creative abilities (Brookhart, 2013). Adhering to these four processes and adding a fifth component where students will give their feedback on the process on the conduct of the assessment or the entire design could help promote a student-centred approach in the educational process. Andersson (2015) found that learners can independently reflect on their performances and make the necessary corrections to their learning through the continuous use of assessment for learning in the teaching and learning process. It was established that continuous class assessments support students to take responsibility for their learning needs (Harris et al., 2017). There is no doubt that assessment for learning helps to minimise the existing discrepancy in learner's achievement levels in the classroom (Wheatley, Lord, McInch & Fleming, 2015).

Assessment for learning creates an opportunity to produce students who think critically (Kingston & Nash, 2011). According to Black and

William (2003), assessment for learning focuses on questioning learners in a manner that will increase their idea development and boost their morale to partake in effective learning. Besides, assessment for learning enables the classroom teacher to: align lessons to specific needs of learners; make appropriate choice of teaching and learning materials; employ different teaching strategies; provide varied learning opportunities for learners to advance in their learning engagements (McCarthy, 2017); and provides a means to motivate and commit students to learn hard (Panadero et al., 2018) and improve teaching practice (Heritage, 2007; Pryor, 2015).

There are diverse opinions on the benefits of assessment for learning. While some studies (e.g., Carnell, 2016; Ratnam-Lim & Tan, 2015) have shown that there are minimal positive effects of assessment for learning as a means to improving pedagogical practices and enhancing students' learning outcomes, other studies have found assessment for learning as crucial for providing access, equal opportunities for learners and seeking improvement in educational outcomes (Fabiano et al., 2018; McLaughlin & Yan, 2017; Pryor, 2015; William et al., 2004; Wilson, 2017)

The rapid technological changes in the global economy have dramatically changed the expectations of students in the 21st century. In this knowledge economy that is fast driven by information and communications technology, the rote form of learning has outlived its usefulness and is no longer considered as valuable for learning (López-Pastor & Sicilia-Camacho, 2017; Shavelson, 2007; Heritage, 2007). Assessment for learning is targeted at meeting the needs and aspirations of weak students and building students' ability to learn and cope with the stress associated with their learning.

Black and William (1998) undertook a comprehensive review of 250 peer-reviewed publications on assessment for learning and found significant positive student learning gains in the assessment for learning approach. Again, Black and William (2003) extensively investigated the strengths and weaknesses that are associated with formative assessment and found low-performing students making some improvement in their academic achievements. Dunn and Mulvenon (2009) also confirmed the overreaching importance of formative assessment as a useful assessment strategy for enhancing students' learning outcomes (Cotton, 2017).

According to Broadfoot (2007), through the use of assessment for learning, students can develop deeper levels of thinking, effectively solve their learning problems and challenges, ask intelligent and thought-provoking questions and take full ownership of their learning. Besides, López-Pastor and

Sicilia-Camacho (2017) and Heritage (2007) posited that since assessment for learning is a continuous activity, it aids teachers to collect adequate information and gather evidence about students' learning progress and enables them to revise techniques for teaching to cater for the specific learning needs of students. Lekwa et al. (2017) assert that applying assessment for learning in the course of teaching and learning guides instructors to investigate what their students already know, and to understand their dilemmas and pre-conceptions, conceptions, and misconceptions. Comparatively, McCarthy (2017) argued that the summative assessment does not inform current teaching practice. Therefore, it is ideal to employ assessment for learning since it provides instructors with continuous and useful information to personalise learning by providing information before teaching and learning and after.

Anderson (2015) indicated that assessment for learning is perhaps the only assessment that offers instructors timely information in the course of the instructional process that is useful to influence students' learning outcomes. It is emphasised that the use of assessment for learning provides students the opportunity to receive constructive and immediate feedback, which permits them to adjust their actions and activities to support them to persevere, solve problems, and develop a critical thinking mind-set (Konopasek et al., 2016; López-Pastor & Sicilia-Camacho, 2017).

If teaching and learning are set up in such a way that it does not challenge learners to think deeply, it is less likely for instructors to develop students' critical thinking and foster their growth and development (Heritage, 2007). Therefore, any educational policy that seeks to widen access to education as expected in the SDG 4 cannot succeed by overlooking assessment for learning. Asking questions that will foster an increase in a student's idea development is an important step in the assessment for learning in this knowledge-based economy. As the globe becomes more integrated, grows, and changes at an alarming rate, today's learners become inquisitive and curious as they reflect on what they learn. This implies the need for students to develop constant critical thinking skills, which can only be envisaged if the educational institutions use assessment for learning as a fundamental strategy to the contemporary student's education (Andersson, 2015; Vingsle, 2014). Assessment for learning helps to adequately prepare students for lifelong learning so that they become independent (Heacox, 2012). There is no doubt that assessment for learning provides an array of chances for students to discover their learning, become independent lifelong

learners, and to develop their peculiar ideas devoid of fear that may prevail in summative assessment (Shavelson, 2007).

Students have different learning styles, abilities, and capabilities. Thus, they have to be handled differently in a diversified assessment process such as diagnostic assessment, confirmative assessment, norm-referenced assessment, and criterion-referenced assessment. It becomes very challenging to measure the output of the diverse individuals in a standardized one-time one-size-fits-all assessment. Teachers need to analyse the varied techniques of learning among students to be able to make well-informed and sound instructional decisions based on the observations of the different learning styles of the students (William, 2006).

Lessons from Finland could be useful to the Ghanaian situation. In this case, the Finnish system of education is a novel model that a country such as Ghana can draw lessons from.

Wood (2018) has noted that Finland's education system has emerged as one of the best in the world, and other nations are striving to emulate its structure of well-paid teachers, plenty of recess time, and less emphasis on homework and tests. The strides that Finland has made in informal education has gained global attraction and has been topping the rankings of global education systems (Williams-Grut, 2016). The country has designed its core curriculum of education to meet the needs for 21st-century skills or competencies (Søby, 2015). Historically, Finland developed from a remote agrarian and industrial state in the 1950s to a model knowledge economy that is based on their educational development. The country has attained a steady improvement in student learning through education policies that are based on equity, flexibility, creativity, teacher professionalism, and trust. Their educational accountability has not been based on high-stakes testing (Sahlberg, 2007). Educators in Finland are of the view that schools should teach what young people need in their lives rather than trying to focus on national test scores (Søby, 2015). The focus of teaching in Finland is on learning, rather than on preparing students for tests.

On intelligent accountability, Sahlberg (2007) has written that Finland has not followed the global standards that make schools and teachers more accountable for their performance. Teachers in Finland and the schools are responsible for the assessment of student outcomes. The schools give relatively little homework and have only one mandatory test at age 16 (Williams-Grut, 2016). The only standardized, high-stakes assessment is what they call Matriculation Examination, which is taken at the end of general

upper secondary school before students enter tertiary education. All assessment of student learning is based on teacher-made tests, rather than standardized external tests. By law, grades are prohibited in Finnish schools. By fifth grade, the pupils are no longer given numerical grades that will enable them to be directly compared to each other. Students are given only descriptive assessment and feedback, which is qualitative but not quantitative.

Teacher-made classroom tests are perceived as opportunities for learning and assessment of a student's achievement. The primary school system is reserved for learning to know, to do, and to sustain natural curiosity. Teachers have freedom in curriculum planning and they do not have to focus on annual tests or exams. These approaches give room for teachers to innovate and own the teaching and learning process (Sahlberg, 2007).

The Finnish assessment system, therefore, has lessons for Ghana. Accountability for teaching and learning is predominantly school and student-centred. External assessment is not dominant. This gives room for innovation, originality, and students' progression. The school becomes a system for building the human resource of all students irrespective of individual abilities. No one will be left behind in its real sense. This is the kind of system that will serve Ghanaian society better. At the launch of the free Senior High School policy, the president stated in his speech that no matter the level of individuals - be they market women, fishermen, farmers, traders, entrepreneurs, office workers, taxi drivers, artisans, or hawkers – they all hope to harness the potential of education to enhance the lives of their children so that they can escape poverty and have a good life. The speech of the president also made note of the extent to which the poor results of an assessment of learning affect the ability of students to progress on the educational ladder. Students keep dropping out in all the stages of formal education. To compound this situation, records show that "the number of students, who could not have access to senior high school was 36,000, not because of the cost of high fees, but because, unfortunately, they could not attain the requisite qualification mark" (Akufo-Addo, 2017, "Full Text of President's Speech," para 3, 5, 7, 9, 21). One way by which such issues can be addressed is by reviewing the assessment approaches.

It is generally acknowledged that assessment drives learning. What and how students learn depends largely on how they think they will be assessed. Given this, assessment should become a strategic tool for enhancing teaching and learning at all levels including higher education (Preston et al., 2020). Erkens et al. (2009) have noted that assessment for learning helps to

generate data for making decisions that will increase a student's achievement. According to Scott (2020), as far back as 1928, Dewey noted that to avoid mental slavery, students should be made to feel a sense of purpose in their learning. This is because mental slavery could lead students to push for attainment of high marks or positive feedback. The desire to obtain a reward at the expense of learning is a possible undesired consequence of assessment. Thus, learners strive to demonstrate high performance at the expense of learning. Educators, therefore, have to be cautious of the what, when, how, and where of educational assessment to serve students better rather than defeat the purpose of formal education.

CONCLUSION, RECOMMENDATION, AND IMPLICATIONS

There have been both international and local calls to widen access to formal education for all. The reliance on the assessment of learning approaches for determining the progression of students from one stage of education to the other will not help meet the targets of SDG 4 and the Government of Ghana's free SHS policy. The deployment of assessment for learning across all levels of formal education in Ghana will no doubt ensure that every student succeeds and no individual is left behind in the education process. That way every individual is given equal opportunity to access quality formal education, which is what the country needs most for building its human resource for national development.

It is therefore recommended that the assessment for learning, which is an all-encompassing approach that looks at both the narrative and numeric approaches to transforming students' learning outcome for successful progression into higher levels, be considered as an ideal criterion that could be deployed to fill the gap in the assessment of students in the Ghanaian education system. It is believed that assessment for learning could bring about better judgement on the worth of students and help identify areas of need and recommend appropriate programmes for the girl child in Ghanaian education.

The following can be drawn from the study:

1. Policy decision-makers must review the assessment criteria for student promotion to ensure that it provides equal opportunities to all learners to progress in education.
2. A broad range of assessment for learning criteria must be utilised rather than solely relying on assessment of learning to determine the worth and progress of learners.

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