

Enhancing Error-Visibility of Assessment Practices for Sustainable Educational Reform: A Monitoring and Evaluation Perspective

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ABSTRACT

Assessment remains central to the integrity and effectiveness of tertiary education, serving as a vital tool for measuring student learning outcomes and ensuring accountability. However, hidden errors in assessment practices—including flaws in design, administration, marking, and interpretation—undermine fairness, validity, and trust in higher education. Enhancing error-visibility, the ability to detect and understand such errors, is essential for sustainable educational reform. This paper explores how the potential of unobtrusive observation as a robust monitoring and evaluation (M&E) mechanism, in increasing the visibility of such errors, can promote sustainable educational reform. Through immersion in the lived realities of assessment processes, unobtrusive observers provide nuanced insights into human, systemic, and contextual factors often missed by other data gathering methods. The paper discusses theoretical underpinnings, methodological considerations, benefits, and ethical challenges, emphasizing the role of unobtrusive observation in promoting reflective practice, accountability, and continuous improvement in tertiary assessment systems. Drawing on systems theory and total quality management principles, the study emphasizes the role of error-detection, assessment audits, and stakeholder feedback in improving assessment quality. Recommendations are provided for integrating error-visibility into institutional and national education quality assurance frameworks.

Keywords: Error-visibility, assessment practices, monitoring and evaluation, sustainable educational reform, quality assurance, educational systems

INTRODUCTION

Educational institutions across all levels engage in diverse assessment practices with the objective of enhancing and advancing the different domains of learning. The assessment landscape is undergoing significant changes due to the evolving nature of teaching and learning in the era of e-learning and e-assessment. These advancements have paved the way for a transformative shift in education and the adoption of novel assessment methods. It is crucial to recognize that this drive towards educational transformation and the implementation of more robust assessment practices holds immense potential in enhancing student learning outcomes. Assessment is an integral component of the educational process, playing a crucial role in facilitating teaching and learning. Its implementation has been instrumental in fostering educational progress and advancement within various societies. According to Capraro et. al. (2012)^{1, 2} it is imperative for educators to establish an operational definition of assessment as a preliminary step. Assessment can be described as a systematic procedure aimed at documenting the measurable aspects of a learner's knowledge, skills, attitudes, and beliefs. The process of assessment in the classroom is complicated, even though this concept is quite

¹Barber, P., and Hill, M. 2014. Preparing for a renaissance in assessment. London: Pearson. Retrieved on 5th February, 2021, from https://research.pearson.com/content/plc/prkc/uk/open_ideas/en/articles/preparing-forarenaissanceinassessment/jcr_content/par/articledownloadcompo/file.res/Preparing_for_a_Renaissance_in_assessment.pdf

²Capraro, R. M., Roe, M.F., Caskey, M.M., Strahan, D., Bishop, P.A., and Weiss, C. C. 2012. Research Summary: Assessment. Association for Middle level Education. 1-6.

simple. Teachers are responsible for determining which information, abilities, attitudes, and beliefs need to be assessed in the classroom, when to assess them, and for what purpose. They also need to identify which techniques will work best for conducting these assessments in the classroom. According to the study conducted by Barber and Hill (2014)³, assessment, which can be defined as the systematic procedure for determining students' knowledge and skills, is typically categorised into two overarching types: assessments intended to facilitate teaching and learning within classrooms, and assessments implemented for public reporting, certification, selection, and system accountability purposes. Looney et.al (2017)⁴ say assessment data are now a "publicly acceptable code for quality." This matches⁵. Assessment involves gathering and discussing information from various sources to measure students' knowledge, comprehension, and educational abilities. Assessment results increase learning at the end. Assessment refers to how teachers gather data about their instruction and students' learning⁶. Educational institutions use formative and summative assessment. Hanna and Dettmer⁷ (2004) opine that formative assessment give feedback throughout teaching and learning. Formative assessment measures students' and instructors' success.

Formative assessment seeks to identify opportunities for improvement. Formative assessment is often done at the start or during a programme to provide pupils immediate feedback on their learning. These non-graded examinations track students' learning development and show teachers how well they use the proper tactics and activities in the classroom. One of the most used formative assessment methods is the evaluation of students in the classroom. This method should not be evaluative or include assigning grades to students; rather, its goal is to enhance the quality of student learning. When particular courses have failed to meet the learning objectives of the students, this may also result in changes to the curriculum. When a course is taught in sections, classroom evaluation can also give valuable program information since it allows programs to analyse whether the learning objectives and goals are accomplished across the entire course or not. By including the faculty in the development and implementation of the course's goals and objectives as well as its impact on the program, it can also enhance the quality of instruction. (Dickson-Omogoye⁸, 2025).

Summative evaluation is all-encompassing, holds people accountable, and determines the degree of learning attained at the conclusion of a course. If students can pass an accreditation examination after finishing a programme, taking the test is summative because it is based on their cumulative learning. Programme goals and objectives may reflect cumulative learning. To ensure students meet goals and objectives, a summative evaluation would be done at the end of the programme. A complete plan requires multiple methods and measurements. Summative assessment data is ultimately the cornerstone of any assessment plan; this kind of data is independent. On the other hand, formative assessment data can support a thorough assessment plan by allowing faculty to track the advancement of learning outcomes and identify specific program points for assessment (e.g., program entry, internship experience, impact of a particular course, and so on.). According to Mwebaza⁹ (2010), continuous Assessment is more than just administering tests; it encompasses every choice a teacher makes in the classroom to raise student accomplishment.

³Barber, P., and Hill, M. 2014. Preparing for a renaissance in assessment. London: Pearson. Retrieved on 5th February, 2021, from https://research.pearson.com/content/plc/prkc/uk/open_ideas/en/articles/preparing-forarenaissanceinassessment/jcr_content/par/articledownloadcompo/file.res/Preparing_for_a_Renaissance_in_assessment.pdf

⁴ Looney, A., Cumming, J., Van Der Kleij, F., and Harris, K., 2017. Reconceptualising the role of teachers as assessors: teacher assessment identity. *Assessment in Education: Principles, Policy and Practice* DOI: 10.1080/0969594X.2016.1268090

⁵ Black, P., & William, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31.

⁶Hanna, G. S. and Dettmer, P. A. 2004. *Assessment for effective teaching: Using context-adaptive planning*. Boston, MA: Pearson A and B.

⁷Hanna, G. S. and Dettmer, P. A. 2004. *Assessment for effective teaching: Using context-adaptive planning*. Boston, MA: Pearson A and B

⁸Dickson-Omogoye, B.T. (2025). Evaluation of colleges of education assessment practices using applied English linguistics of English language education programme in southwestern Nigeria. An unpublished Ph.D thesis of the Institute of Education, University of Ibadan.

⁹Mwebaza, M. 2010. Continuous assessment and students' performance in A' level secondary schools. *Journal of Education and Practice*, 4.13: Retrieved on 5th of November, 2021 from <http://www.iiste.org>.

Assessment serves as a diagnostic and evaluative tool within educational systems. Assessment practices in tertiary education underpin both individual student success and institutional credibility. They inform curriculum design, instructional improvement, accreditation, and broader educational policy (Boud & Falchikov¹⁰, 2019). Yet despite efforts to standardize procedures, errors persist across assessment systems. These errors, which range from technical glitches in online testing to subjective biases in grading, often remain invisible due to opaque institutional structures and limited opportunities for critical reflection (Bloxham et al.¹¹, 2016). These errors can distort learning outcomes, policy direction, and stakeholder trust. Recognizing and addressing such issues is crucial to driving sustainable educational reforms. Error-visibility; the capacity to detect, interpret, and address errors in assessment, has become increasingly important in an era that demands both quality assurance and fairness. Unobtrusive observation, a methodology rooted in ethnographic research, offers a promising avenue for enhancing error-visibility by embedding observers directly into assessment processes, thereby improving educational accountability and long-term outcomes.

Objective of the study

The objectives of this study are to:

1. Discuss the importance of enhancing error-visibility in assessment practices in Nigerian tertiary education.
2. Emphasize the need for the incorporation of unobtrusive observation in the monitoring and evaluation of assessment practices in tertiary institutions.

Theoretical Perspectives

This study adopts:

- Systems Theory¹²: Education is viewed as an interconnected system where failure in one area (e.g., assessment) impacts others (e.g., instruction, policy).
- Total Quality Management (TQM): A continuous improvement model promoting regular feedback and error correction, widely used in quality assurance systems.

These frameworks advocate for proactive error-identification and system responsiveness, both key to reform longevity.

Systems theory in education is an interdisciplinary framework that examines educational processes and practices as complex systems composed of interconnected elements. It focuses on understanding the interrelationships and interactions between different components within the system and how they influence the overall functioning and educational outcomes¹³. A prominent scholar who has extensively explored systems theory in education is David Easton, who developed the "general systems theory" concept in political science, which later influenced the field of educational systems theory as well. In his work, Easton argues that "the general systems theory has the function of providing a language and a conceptual framework for discussing and analysing ordered arrangements or systems"¹⁴. This conceptual framework allows educators to analyse

¹⁰Boud, D. & Molloy, E. 2013. Rethinking models of feedback for learning: the challenge of design. *Assessment and evaluation in higher education*, 38(6), 698-712.

¹¹Bloxham, S., Hughes, C., & Adie, L. 2016. What is the point of moderation? A discussion of the purposes achieved through contemporary moderation practices. *Assessment and Evaluation in Higher Education*, 41, 4: 638–653. Retrieved from 21st of March, 2023 from https://eprints.qut.edu.au/84112/2/84112_ADIE_what%E2%80%99s%20the%point%20of%20moderation_FINAL.pdf

¹²Bertalanffy, L. V. (1968). *General System Theory: Foundations, Development, Applications*. George Braziller

¹³ Totosy de Zepetnek, S. (Ed.). (2015). *Digital Humanities and the Study of Intermediality in Comparative Cultural Studies*. Purdue University Press (CLCweb): Comparative Literature and Culture series.

¹⁴ Easton, D.A. (1965). *A framework for political analysis*, Prentice-Hall / *A systems Analysis of Political Life*, Wiley.

educational phenomena in a systematic and comprehensive manner. Another influential scholar in the field is Ludwig von Bertalanffy, who proposed the foundational principles of general systems theory. According to Bertalanffy, (1968)¹⁵, "the central concept of the theory of open systems is that the whole is not just the sum of its parts, but a complex of interdependencies." This notion of interdependencies and interactions among system components is fundamental to understanding the functioning of education as a complex system.

The application of systems theory to assessment practices in tertiary education can prove to be a valuable tool for improving the overall quality of education and ensuring that students are equipped with the skills necessary to succeed in a globalized world. Systems theory, often referred to as the study of complex systems, focuses on the interrelationships and interactions between different components within a larger system.¹⁶ It provides a framework for understanding how individual elements influence and affect the overall functioning of the system. When applied to assessment practices systems theory can help educators develop a comprehensive approach that takes into account various factors that impact student learning and performance. One of the key benefits of applying systems theory to assessment practices is its emphasis on feedback loops. In a complex system like education and as it pertains to assessment, feedback loops are vital for identifying areas of improvement and making necessary changes to enhance learning outcomes. By implementing regular assessments and utilising feedback from both students and teachers, the effectiveness of teaching strategies and learning materials can be evaluated and adjusted accordingly.¹⁷

Another advantage of applying systems theory to assessment practices is the focus on multiple perspectives. In traditional assessment approaches, the emphasis is often placed on the teacher as the sole assessor. However, with systems theory, the involvement of various stakeholders, including students, parents, and even the broader community, is encouraged.¹⁸ Additionally, when assessing programmes in tertiary education, systems theory highlights the importance of understanding the interconnectedness of different aspects within the education system; it is crucial to consider not only the classroom environment and teaching methods but also factors such as curriculum design, tutor training, resource allocation and assessment procedures. By examination the interdependencies between these components, educators can identify areas that may require improvement to enhance overall system performance.

Furthermore, systems theory promotes a reflective and iterative approach to assessment practices. Instead of viewing assessment as a one-time event, it encourages ongoing evaluation and adjustment. By regularly reflecting on the effectiveness of assessment strategies and making necessary revisions, educators can ensure that assessments are aligned with the goals and objectives of programmes. This iterative approach allows for continuous improvement and ensures that assessments are meaningful and relevant to the students' learning journey. By adopting a systems-thinking approach, educators can develop comprehensive assessment strategies that consider the interconnectedness of various components within the education system. This approach promotes feedback loops, multiple perspectives, and reflective practices, ultimately leading to improved learning outcomes for students. As shown in Figure 1, the Organisation for Economic Cooperation and Development (2019)¹⁹ illustrates the systems theory, describing the interconnectivity among various components of tertiary education, using a comprehensive flowchart which encapsulates stakeholders in the assessment process.

¹⁵Bertalanffy, L. V. (1968). *General System Theory: Foundations, Development, Applications*. George Braziller

¹⁶ German, J. D. 2015. Assessment literacy: What pre-service teachers know and need to know. *Journal of Education and Practice*, 6.10: 128–134.

¹⁷ Mallillin, L. L. D. 2022. Student perceptions on oral examination: A case study. *International Journal of Social Learning (IJSL)*, 2.1: 16–26.

¹⁸Gaicha, A. 2016. Theoretical framework for educational assessment: A synoptic review. *Journal of Education and Practice*, 7.24: 212-231. ISSN 2222-288X (Online)

¹⁹OECD. 2019. *Education at a glance 2019: OECD indicators*, OECD Publishing, Paris, <http://doi.org/10.1787/f8d7880d-en>

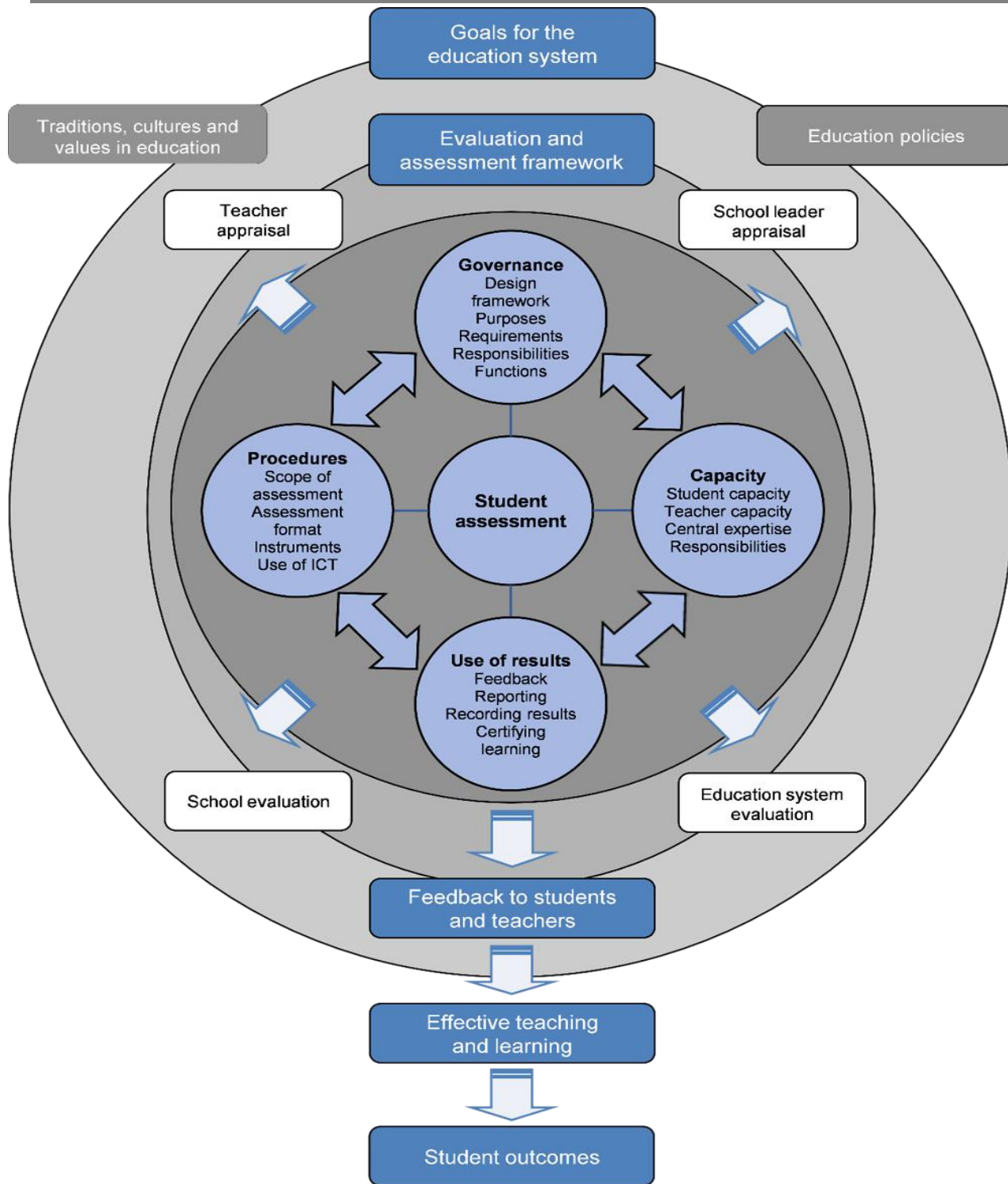


Figure 2.1: Conceptual framework for student assessment by Organisation for Economic Cooperation and Development (OECD, 2019)

Error-Visibility

Errors in assessment are deviations from expected standards of fairness, validity, or reliability that compromise the accuracy of results. In higher education, such errors can stem from ambiguous test items, misaligned grading rubrics, institutional pressures, or unacknowledged biases. Error-visibility refers to the transparency with which these flaws are identified and addressed within the assessment system, ranging from poorly worded test items to examiner bias and misinterpretation of results. Improving error-visibility helps ensure fairness, maintain institutional credibility, and create feedback mechanisms that support continuous improvement. Traditional quality control mechanisms, such as external moderation and statistical analysis, frequently fail to

uncover subtle or systemic errors.²⁰ Unobtrusive observation, a methodology rooted in ethnographic research, offers a promising avenue for enhancing error-visibility by embedding observers directly into assessment processes. This paper explores the application of unobtrusive observation to reveal and address hidden errors in tertiary education assessments.²¹

Common Errors in Assessment Practices

Several errors, often overlooked, undermine assessment credibility. Some of these errors are:

1. **Design errors:** This involves poor alignment with curriculum, lack or absence of test blueprint, as well as ambiguous phrasing.
2. **Administration flaws:** This often includes, security breaches and inadequate timing.
3. **Scoring inconsistencies:** This has to do with lack of standardization among markers. It involves the inadequate development of marking guide, inconsistencies in applying the marking guide.
4. **Feedback gaps:** Several authors have identified the problem of insufficient communication about assessment performances with learners in tertiary education.
5. **Interpretation errors:** There is one thing to acquire wrong data, of which, wrong conclusions would be drawn; and then, there is another thing to misuse accurate data for wrong decision-making. These errors often persist due to weak evaluation systems, lack of trained personnel, or institutional inertia.

Conceptualizing Error-Visibility in Assessment

Errors in assessment are deviations from expected standards of fairness, validity, or reliability that compromise the accuracy of results.²² In higher education, such errors can stem from ambiguous test items, misaligned grading rubrics, institutional pressures, or unacknowledged biases.²³ Error-visibility refers to the transparency with which these flaws are identified and addressed within the system.

Why Error-Visibility Matters

Error-visibility is imperative because of the following:

- **Fairness and equity:** Undetected errors can disproportionately disadvantage specific student groups.²⁴
- **Trust and credibility:** Institutions risk reputational damage when assessment errors come to light belatedly.
- **Quality enhancement:** Visible errors provide opportunities for iterative improvement in assessment design and delivery.

Despite the recognized importance of error-visibility, most higher education systems rely heavily on summative metrics and retrospective evaluations, which fail to capture the dynamic and socially constructed nature of assessment.²⁵

²⁰ Hughes, C. (2020). Assessment reform in higher education: Opportunities and challenges. *Assessment in Education*, 27(4), 401-415.

²¹ Angrosino, M. (2007). *Doing ethnographic and observational research*. Sage.

²² Brookhart, S. M. (2018). *How to create and use rubrics for formative assessment and grading*. ASCD

²³ Sadler, D. R. (2013). The futility of attempting to codify academic achievement standards. *Higher Education*, 65(1), 49-64

²⁴ Gipps, C. (2012). *Beyond testing: Towards a theory of educational assessment*. Falmer Press.

Unobtrusive Observation As A Methodological Approach

Unobtrusive observation is a qualitative research method in which the researcher immerses themselves in a group or process, simultaneously engaging and observing²⁶. Within assessment contexts, unobtrusive observation involves researchers or quality assurance personnel taking part in every stage of the assessment cycle: test design, administration, grading, moderation, and feedback.

Theoretical Underpinnings

Rooted in ethnography, unobtrusive observation assumes that social practices can only be fully understood when experienced from within.²⁷ This insider perspective allows for a richer understanding of the complex interactions and contextual influences that contribute to assessment errors.

Modes of Participation

- **Complete participant:** The observer fully engages in assessment processes, such as designing tests or marking scripts.
- **Participant-as-observer:** The observer participates openly, with their role known to colleagues and students.
- **Observer-as-participant:** The researcher engages minimally, focusing primarily on observation.
- **Complete observer:** The researcher observes without direct involvement, minimizing their influence on the process.

The chosen mode depends on institutional culture, ethical considerations, and research objectives.

Data Collection Tools

Unobtrusive observers use field notes, reflective journals, document analysis, informal interviews, and visual mapping to capture lived experiences and error-generating dynamics within assessment systems²⁸.

Enhancing Error-Visibility through Unobtrusive Observation

Unobtrusive observation enhances error-visibility in the following ways:

a. *Detecting Hidden and Systemic Errors*

Immersion in assessment environments allows observers to notice subtle but consequential errors, such as misinterpretations of marking rubrics, inconsistent application of grading standards, or flawed question wording that disadvantages students.²⁹

²⁵ Bearman, M., Ajjawi, R., & Boud, D. (2017). Identifying productivity gaps in assessment research. *Assessment & Evaluation in Higher Education*, 42(3), 431–447

²⁶ Spradley, J. P. (1980). *Participant observation*. Holt, Rinehart and Winston

²⁷ Altheide, D. L., & Johnson, J. M. 1994. Criteria for assessing interpretive validity in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 485-499). Sage

²⁸ Angrosino, M. (2016). *Doing ethnographic and observational research*. Sage.

²⁹ Bloxham, S., Hughes, C., & Adie, L. 2016. What is the point of moderation? A discussion of the purposes achieved through contemporary moderation practices. *Assessment and Evaluation in Higher Education*, 41, 4: 638–653. Retrieved from 21st of March, 2023 from https://eprints.qut.edu.au/84112/2/84112_ADIE_what%E2%80%99s%20the%point%20of%20moderation_FINAL.pdf

b. Contextualizing Quantitative Data

While statistical analyses can reveal anomalies, unobtrusive observation uncovers the social, organizational, and human factors underlying these discrepancies. For instance, time pressures and inadequate training may explain inconsistent grading.³⁰

c. Facilitating Reflective Practice

Observers can provide formative feedback to educators, fostering a culture of reflection and continuous improvement in assessment design and marking.³¹

d. Bridging Stakeholder Perspectives

Unobtrusive observation enables triangulation of insights from students, faculty, and administrators, thus promoting holistic error detection and shared accountability.³⁰

Benefits for Tertiary Education

The integration of unobtrusive observation into assessment practices offers several benefits:

- **Improved validity and reliability:** Systematic error detection enhances the accuracy of student performance measurement²¹.
- **Increased transparency:** By exposing hidden processes, unobtrusive observation builds trust among students and stakeholders²².
- **Capacity building:** Educators develop reflective skills that improve future assessment design and implementation (Sallis, 2014).
- **Complement to digital systems:** As assessments shift online, unobtrusive observation provides qualitative insights that complement automated error-checking tools (Boud & Falchikov, 2019).

Challenges and Ethical Considerations

Despite its benefits, unobtrusive observation raises several challenges:

- **Observer bias:** The dual role of unobtrusive and observer may affect objectivity²³.
- **Ethical concerns:** Observers must maintain confidentiality, secure informed consent, and minimize disruption (Angrosino, 2007).
- **Institutional resistance:** Faculty may perceive observation as intrusive, necessitating trust-building and clear communication (Sallis, 2014).

³⁰ Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

³¹ Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31.

²¹ Harlen, W. (2015). *Testing and assessment: Policy and practice in education*. Routledge

²² Dickson-Omogoye, B.T. (2025). *Evaluation of colleges of education assessment practices using applied English linguistics of English language education programme in southwestern Nigeria*. An unpublished Ph.D thesis of the Institute of Education, University of Ibadan

²³ Gold, R. L. (1958). Roles in sociological field observations. *Social Forces*, 36(3), 217–223.

- **Generalizability:** Findings are often context-specific, limiting broader applicability (Cohen et al., 2018).

Addressing these challenges is quite feasible, however, it requires rigorous ethical protocols, triangulation with other data sources, and institutional commitment to quality enhancement.²⁴

Monitoring and Evaluating Assessment Practices for Sustainable Educational Reform

Sustainability in education reform implies long-term, data-informed, inclusive changes that result in enduring improvements in quality, equity, and learning outcomes. Monitoring and Evaluation refers to structured approaches used to track, assess, and refine programs or systems. In assessment contexts, it enables institutions to evaluate the validity, reliability, and fairness of tests and grading.³²

Monitoring Tools

Real-time oversight mechanisms that improve transparency include:

- Assessment checklists
- Teacher-examiner reporting logs
- Script-marking audits.³³

Evaluation Mechanisms

In-depth evaluation of assessment tools can reveal:

- Curriculum misalignment
- Socio-cultural biases
- Learning outcome disparities

Evaluation reports can serve as tools for feedback and reform, especially when tied to institutional planning.³³

Practical Techniques to Improve Assessment Processes

- Assessment Quality Audits: Periodic review of item banks, rubrics, and marking schemes
- Feedback Surveys: Gathering student and teacher perceptions
- Third-party Reviews: Involving independent experts in exam validation³²

Case studies in Assessment Evaluation and Policy reforms

1. Rwanda

NESA (National Examination and School Inspection Authority) implements school-level assessment audits that have reduced irregularities and informed policy revisions.³²

²⁴Dickson-Omogoye, B.T. (2025). Evaluation of colleges of education assessment practices using applied English linguistics of English language education programme in southwestern Nigeria. An unpublished Ph.D thesis of the Institute of Education, University of Ibadan

³² UNESCO (2017). Education for sustainable development goals: Learning objectives. UNESCO Publishing

³³ Sallis, E. (2014). Total quality management in education (3rd ed.). Routledge.

2. Nigeria

WAEC and NECO demonstrate initial steps toward digitalizing assessments and marking, but still lack comprehensive monitoring and evaluation integration. There remains limited capacity for internal audits or post-assessment evaluations.³³

Implications for Reform

Implementing error-visibility tools in assessment systems contributes to:

- Improved decision-making: Data-driven interventions in teacher training or curriculum
- Greater accountability: Transparency among assessors and policymakers
- Equity in learning outcomes: Early detection of marginalized student challenges
- Continuous quality improvement: Institutions become learning organizations

CONCLUSION

Error-visibility is not merely a technical concern but a foundational requirement for credible, equitable, and sustainable education systems. Unobtrusive observation provides a powerful tool for enhancing error-visibility in assessment practices within tertiary education. By embedding observers within assessment processes, institutions can identify hidden and systemic errors, understand their root causes, and foster reflective practice among educators. While challenges exist, the benefits, including improved fairness, transparency, and validity, underscore the method's potential to strengthen the integrity of higher education assessment systems. When supported by a strong monitoring and evaluation framework, assessment practices can be continually refined, thereby ensuring they serve the evolving needs of learners and society. Policymakers and institutions must embrace transparency and data-informed correction mechanisms to achieve lasting reform in education.

RECOMMENDATIONS

1. The government, at state and federal levels, should institutionalize monitoring and evaluation units in examination boards and ministries to oversee assessment audits.
2. National University Commission²⁵ as well as Ministry of Education should provide capacity-building for assessors on assessment literacy and bias detection.
3. Administrators and regulatory bodies of tertiary education should mandate periodic assessment reviews as part of the accreditation requirement.
4. Tertiary institutions should be encouraged to use digital platforms to track item performance and student progress. This would also ease record keeping in the assessment process.
5. Tertiary institutions should incorporate student feedback into assessment review processes.

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²⁵UNESCO. (2020). *Reimagining our futures together: A new social contract for education*. Washington, DC

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