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## ASSESSING TEACHERS' IMPLEMENTATION OF DIFFERENTIATED ASSESSMENT STRATEGIES IN SECONDARY SCHOOLS IN NASARAWA STATE

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### Abstract

Differentiated assessment has become a pivotal approach in modern education, focusing on adapting assessment strategies to meet the diverse needs of students. Mainstream schools are inclusive schools that uphold the principles of equity and equality but provide an assessment strategy that caters to all learners irrespective of the differences that exist among students. Therefore, the study focused on assessing teachers' implementation of differentiated assessment strategies in secondary schools in Nasarawa State. Three research questions and three hypotheses guided the study. A descriptive survey was adopted with a population of 4,560 secondary school teachers in 282 senior secondary schools. A sample of 650 teachers from 65 senior secondary schools. The Teachers' Use Differentiated Assessment Questionnaire (TUDAQ) was used for the study, with a validity and reliability indices of 0.78 and 0.86, respectively. Mean and standard deviation were used to answer the research question, while the t-test of independent samples was used to test the hypotheses at a 0.05 level of significance. The results revealed that the teacher's level of implementing differentiated assessment levels was low, and there was no significant difference between the implementation level of male and female teachers. The study recommended that the state ministry of education, through their area inspectorate offices, should ensure the organisation of teacher training workshops on differentiated assessment implementation in schools and ensure teachers' implementation in classrooms.

*Keywords:* Differentiated assessment, gender, rural and urban

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## **Introduction**

Assessment plays a crucial role in the teaching-learning process. It helps gauge students' understanding of concepts, provides feedback on their progress, helps to identify areas for improvement, and fosters academic growth and achievement. Some studies reveal that teachers' assessment practices make a strong bond between the teachers' assessment practices and students' progress (Moon and McMillan in Rajak & Dey, 2025). Assessment is crucial for proving learning occurs, regardless of students' background or abilities. It helps instructors improve their pedagogical qualities and enhance their teaching practices. Assessment also provides a better understanding of learners' abilities through continuous interaction between assessment and instruction (Al-Mahrooqi & Denman, 2018). However, the traditional assessment method is rigid and heavily relies on a uniform approach to exams for all students. It does not address the individual needs, interests, and weaknesses of all students. Recently, the classroom has been inclusive, and students from diverse backgrounds are present. Therefore, one kind of assessment tool does not fit all (Rajak & Dey, 2025). Differentiated assessment is an alternative assessment method that focuses on applying knowledge and skills to real-life situations, considering individual student features (Caliskan & Kasikci, in Rajak & Dey, 2025).

Differentiated Assessment (DA) was first introduced by Tomlinson (2001) and developed by Tomlinson and Moon (2013a). It emphasises varying assessments based on students' characteristics, backgrounds, learning abilities, learning styles, preferences, needs, parental support, and interests (Majuddin et al., 2022). This method incorporates different assessment formats, accommodates flexible timing, utilizes adaptive technology, offers tiered assignments, and provides constructive feedback to guarantee equitable and significant evaluations for every learner (Rajak & Dey, 2025). In DA, every student participates in the assessment and gains advantages from it. The assessment is designed to be accessible and appropriate for the diverse needs of students, evaluating a variety of content (Douglas et al., 2016).

Differentiated Assessment (DA) is an effective assessment practice that allows teachers to accommodate and modify practices, including assessments, to meet the individual needs, abilities, and learning styles of diverse classrooms (Nivera, 2017; Quansah, 2018).

Ali (2015) stated that differentiated assessment is an alternative assessment method that focuses on applying knowledge and skills to real-life situations, taking into account individual student capabilities. (Appiah-Odame, 2025).

Instead of employing a one-size-fits-all assessment method, the DA method solicits techniques to better support unique strengths and needs for all learners using tri-facet components: "For", "As", and "Of" learning (Manitoba Education, Citizenship and Youth, in Appiah-Odame, 2025).

Some teachers attempt to identify areas of individual special learner needs through differentiated instruction, yet still get trapped in practising what aligns with the one-size-fits-all approach to assessment. Marlina, Kusumastuti, and Ediyanto (2023) stated there is a need to move beyond this awkward approach to one that appeals to differentiated assessment strategies (Marlina et al., 2023). The traditional straight assessment system is one of the outdated practices that places less emphasis on meeting the diverse needs of all learners. Alternatively, DA is one of the effective assessment strategies that teachers use, aside from teaching to diversity (Katz in Appiah-Odame, 2025), to gather information on students' progress (Tomlinson et al., 2015) DA promotes divergence in creative thinking in teaching and learning, providing information regarding students' progress (CAST, 2024; Rajak & Dey, 2025), through strategic planning (Suprayogi et al., 2017; Tomlinson, 2015). However, as mentioned by Katz in Appiah-Odame, (2025), teachers play a crucial role in addressing the diversities among learners, including their characteristics, backgrounds, learning abilities, styles, preferences, needs, adult support, experiences, and interests (Moon et al., 2020; Westbroek et al., 2020). Therefore, differentiated assessment seeks practical approaches in providing flexibility not only to students but also to teachers in the levels of knowledge acquisition, skills development, and types of assessments to offer students.

To implement differentiated assessment, teachers need to:

**Supporting students with learning difficulties:** A student with learning disabilities has a goal in his individualized program plan (IPP) that points toward the use of particular assessment tools and strategies. The teacher sees the potential of these practices for some of the other students in the classroom, who do not have a diagnosed learning disability but appear to have some similar learning needs. The teacher uses similar assessment methods with these students.

**Rethinking grading practices:** A teacher is rethinking his grading and reporting practices. He sees that he has been using a one-size-fits-all approach that does not consider individual student readiness, interests or learning preferences. He redesigns his grading and reporting practices to include some student choice, different supports for different students as required, opportunities for students to improve their performance on major assessment tasks, and some flexibility in the timing of major assessment tasks.

**Assessment-for-learning practices:** A teacher adopts a number of assessment-for-learning strategies and realises two things. First, assessment-for-learning practices (such as the use of exit slips to determine students' level of understanding after an activity) help identify student strengths and needs and, therefore, support differentiated instruction and assessment. Second, some assessment-for-learning strategies (such as having students keep growth

portfolios, learning logs and reflective journals) are, by their nature, already differentiated assessments since these strategies provide students with choice and a broader scope for how they can respond (Tomlinson, 2015, 2018).

Facilitating metacognition: A teacher is pursuing one of Alberta's Teacher Quality Standards: to help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals. He has reviewed the programmes of study for the subjects he teaches and identifies metacognition, including goal setting, choice, self-assessment and reflection, as an important underpinning of the curriculum. Teachers realise that using a more personalised assessment practice is an important way to encourage their students to reflect on their learning processes and needs.

Differentiated assessment is essential in order to meet the needs of diverse learners (Majuddin et al, 2021). Through differentiated assessment, each student is allowed to choose how they would like to be assessed and how to develop their skills based on their own learning styles and talents (Moon et al., 2020; Varsavsky & Rayner, 2013). Autonomous learning skills can be inculcated by making students aware of their strengths and weaknesses relative to the learning goals and self-regulating their own learning to move forward and eventually achieve the targeted learning goals. Moreover, differentiated assessment allows flexibility in learning progress, whereby there is no obligatory timeline for students to adhere to (Moon et al., 2020).

Previous studies indicated that teachers somehow cater for the needs of the learners through differentiated instruction, but they still follow the one-size-fits-all approach to assessment (Rajak & Dey, 2025). The story is not different in Nasarawa State; therefore, there is a need to avoid the one-size-fits-all approach to differentiated assessment strategies. Hence, improving teachers' assessment knowledge significantly enhances their ability to implement formative assessments (Dorri et al., 2024). Teachers' understanding of assessment is vital for implementing effective assessment practices and making informed decisions regarding assessment data (Mohammadkhah et al., 2022). In addition, the idea of teachers taking on the role of assessors encompasses a wider range of assessment practices, highlighting various unique aspects.

Differentiated assessment, a method that tailors assessment to individual student needs, has been explored in various educational contexts. In mathematics, Hajdeu (2023) proposed models for differentiated assessment tests, while Esingeldinov (2021) emphasized the role of teachers in its application. These studies collectively underscore the potential of differentiated assessment in promoting fair and effective evaluation of student learning. Assessment, most importantly, allows instructors to have a better picture of their learners' abilities as it allows continuous interaction between assessment and instruction (Al-Mahrooqi & Denman, 2018).

Differentiated assessment is an approach to alternative assessment that aims to accommodate the diverse needs and abilities of learners. Time and again, studies have shown that learners are different not only in terms of characteristics and background, but also in learning abilities, styles, preferences, needs, adult support, experience, and interests (Kaur, Noman, & Awang-Hashim, 2018; Moon, Brighton, & Tomlinson, 2020). However, Malaysian education predominantly uses standardised tests as a form of assessment, although its practice has been subjected to heavy criticism (Chin, Thien, & Chew, 2019; John, 2018; Wilson & Narasuman, 2020). Standardised tests, which are widely practiced in examination-oriented education, cause excessive learning fatigue and distort learners from growing within their capabilities and educators from being creative (Chan, Looi, Chen, Wong, Chang, Liao, Cheng, Chen, Liu, Kong, Jeong, Mason, So, Murthy, Yu, Wong, King, Gu, Wang, ... Ogata, 2018). The implementation of assessment for learning requires teachers to assess their students using alternative methods that go beyond worksheets and written assignments (Chin et al., 2019).

Differentiated assessment, a form of alternative assessment, is crucial for meeting the unique needs of diverse learners. It empowers students to choose their preferred assessment methods and develop their skills based on their individual learning styles and strengths. By encouraging students to recognise their strengths and weaknesses in relation to learning goals, differentiated assessment fosters autonomous learning skills. This allows students to self-regulate their learning, progress effectively, and ultimately achieve their targeted learning goals. Moreover, differentiated assessment allows flexibility in learning progress whereby there is no obligatory timeline for students to adhere to (Moon, Brighton, & Tomlinson, 2020). Both higher education and training and differentiated instruction advocate formative assessment and mastery learning (Pozas & Schneider, 2019). Mastery learning prioritises skill development over competition. Students have clear learning goals, and the teacher regularly monitors students and provides progress feedback and feedforward. This encourages students to self-monitor and reset goals with their teacher, so the process is dynamic. Both higher education and training and differentiated instruction advocates recognise the importance of goal setting in accelerating student progress.

The components of differentiated assessments, based upon the works of Tomlinson (1999), Tomlinson and Imbeau (2011), and Tomlinson and Moon (2013), can be described under 'when', 'what', 'how', and 'why' headings. 'When' refers to the time of assessment, 'what' refers to the elements that can be differentiated, 'how' refers to the differentiation based on students' profiles and 'why' refers to the reasons for differentiation. The section below explains each of the categories in detail.

When to effectively differentiate, Tomlinson and Moon (2013) emphasise time, which

refers to the occasion when assessment should be conducted. According to them, pre-assessment that is conducted at the beginning of teaching any particular unit is the most appropriate and effective time. Information obtained from pre-assessment serves the diagnostic purposes to make amendments to instructional plans. Another occasion that Tomlinson and Moon (2013) suggest as effective for differentiated assessment is the ongoing assessment that goes along with the teaching of a lesson or a unit. Pre-assessments and ongoing assessments are two significant occasions for differentiation to occur. It is then that a teacher can learn about the students' preferences, interests and learning profile. For such assessments, teachers can employ a range of strategies such as taking observation notes, journal entries, short-answer quizzes, entry and exit cards, answering using hand gestures, and so on to gain more information on students' current knowledge. This practice can provide immediate feedback to teachers on students' progress as well as their instructional effectiveness. However, pre-assessments and ongoing assessments are rarely used for assigning a grade. Summative assessments that are conducted at the end of a lesson or unit, or school year, have different roles in comparison to the other two assessments (Airasian in Kaur, Noman, & Awang-Hashim, 2018) and are focused on assessing students' learning against a predetermined criterion and are used for the assignment of grades. Their outcomes have broader implications for students, teachers, parents, and policy matters. Although summative assessment is a formal process, Tomlinson and Moon (2013) recommend that a variety of tools and approaches can facilitate differentiation for this form as well. Primarily, for differentiation purposes, summative assessment can be conducted in multiple forms such as exams, quizzes, writing prompts, presentations, and application tasks. Thus, avoiding closed tasks or traditional paper-and-pencil tests. Furthermore, elements of differentiation could be introduced in each form. For example, for a writing assignment, students can choose to provide an explanation in their preferred language or use images, charts, music, or templates as other options to finish their assignments. However, in all instances, the assessment goals remain consistent across options.

What to differentiate? Tomlinson and Moon (2013) suggested that the major mediums that teachers use for differentiation are content, process, product, and environment. Tomlinson and Imbeau (2011) explained that 'content refers both to what students are expected to learn – what they should come to know, understand, and be able to do (KUD) – and how students access the essential knowledge, understanding, and skill' (p. 18). Teachers can adjust or adapt the contents to be assessed in order to differentiate effectively. Tomlinson and Imbeau (2011) described the process as activities that enable children to apply, transfer, and connect their own ideas to their lives and experiences. This indicates that the process which is central to differentiated instruction becomes equally relevant in differentiation for assessment when the teacher offers a variety of activities based upon students' traits (interest, readiness, and learning

profile) to give them the opportunities to demonstrate their knowledge. Product refers to the outcome produced at the end, while students interacted with the material (content) and worked with the content in a variety of ways (process) (Tomlinson & Imbeau, 2011). It is also identified as a summative assessment that presents knowledge, understanding, and skills (KUD) acquired during the instruction. Teachers can adjust the criteria and nature of the final product (on the basis of students' traits) to be submitted for the summative assessment. However, in order to maintain equity and fairness in assessment criteria, Tomlinson and Moon (2013) emphasized the importance of clear identification of learning goals in terms of KUD. Assessment criteria for all forms of assessment must be tightly aligned with the assessment goals. To ensure this, Tomlinson and Moon (2013) provided five indicators that are (1) the assessment should mirror the learning goals, (2) the content of the assessment must reflect the relative importance of each learning goal, (3) the format of the assessment must be aligned with the cognitive level of the learning goals, (4) the range of knowledge indicated by the learning goals should be in the range of knowledge reflected in instruction, which, in turn, is the range of knowledge needed to appropriately respond to assessment items, and (5) an assessment should not require students to have specialised knowledge, understanding, skill, or resources beyond what is targeted by the learning goals and is taught or available in class. Differentiated assessment can allow students to demonstrate their KUD in a variety of ways. However, to ensure equitable differentiation, the five stipulated criteria must remain the same across all options. Manipulating the learning environment is one of the ways that can make differentiation possible. It refers to both physical and emotional support for differentiation (Tomlinson & Imbeau, 2011). Teachers can adjust the environment to facilitate differentiation during the assessment by extending a variety of supports such as manipulating the physical environment, facilitating cognition, showing empathy, and providing motivation.

How to differentiate: Tomlinson in Kaur et al., (2018), Tomlinson and Imbeau (2011), and Tomlinson and Moon (2013) described how or upon what basis a teacher can possibly differentiate. According to them, teachers can differentiate on the basis of students' readiness, interest, and learning profiles. Tomlinson and Moon (2013) described readiness as 'a student's current proximity to specific learning goals, targets, or outcomes' (p. 10). A teacher can differentiate assessment by attending to students' readiness needs, such as providing explicit instructions, giving them flexible time limits or using technology to assist with reading and writing needs. Interest refers to students' inclination or passion for a particular topic or topics and skills. Directing students' activities toward their area of interest is well known for keeping students engaged and motivated to perform (Kaur, Awang Hashim, & Noman, 2015). Teachers can differentiate assessment activities by providing choices for students according to their interests to display their knowledge and skills. For example, if an assignment requires a

critical essay on a piece of art, then teachers can give students multiple options such as poetry, music, or other kinds of artwork of their interest to choose from. A learner's profile comprises factors that define an individual's personality, such as gender, race, culture, language, and other preferences for learning modes. The goals for attending to students' personal profiles in creating assessments are to facilitate and create a variety of ways for students to become engaged and demonstrate their learning (Noman & Kaur, 2014; Tomlinson & Moon, 2013). For example, some students feel more empowered working individually rather than working in a large group. Teachers can facilitate differentiation at the time of assessment by acknowledging the personal profiles of students.

Why differentiate? Tomlinson (1999) proposes three important reasons for differentiation, namely, accessibility, motivation, and efficiency for learning. Differentiation in assessment, created with the intention to make learning accessible to all students, refers to giving opportunities or creating ways for all students to demonstrate their understanding. Differentiating for motivation refers to encouraging students to perform by relating it to their interests and learning profile and having them believe in their capability to perform. Differentiating assessment for efficiency refers to generating valid information to make effective decisions about students' progress (assessment of learning) and instructional planning (assessment for learning) (Tomlinson & Moon, 2013).

In general, for effective differentiation, teachers must identify students' interests, gauge their readiness, and consider their personal profiles to tailor the content, process, product, and environment. Teachers can incorporate these principles for pre-assessment, ongoing assessment, and summative assessment. Moreover, if teachers' reasons for differentiation are accessibility, motivation, and learning efficiency, then this can serve as an exemplary practice in teaching and learning.

The idea of differentiation in the classroom is grounded in sociocultural theory (Vygotsky, 1978) and principles of inclusion and equity which propose that developmentally appropriate activities, according to a particular social and cultural context, will enable teachers to take full advantage of every student's ability and allow each one of them to participate and learn (Tomlinson in Vacalares, Elbanbuena, & Comon, 2024). The practice and educational effectiveness of differentiated instruction have gained popularity for improved instruction (Vacalares, Elbanbuena, & Comon, 2024), student engagement (Kaur, Noman, & Awang-Hashim, 2018), and learning and achievement (McAdamis in Kaur, Noman, & Awang-Hashim, 2018).

Although it is established that differentiated assessment is at the core of effective assessment and learning, the literature on teachers' assessment literacy suggests that several

teachers remain ill-prepared for designing, developing, and implementing assessment in an effective manner (Kaur, Noman, & Awang-Hashim, 2018). This study focused on assessing teachers' implementation of differentiated assessment strategies in secondary schools in Nasarawa State.

### **Research Question**

1. What is the mean of teachers' implementation levels of differentiated assessment in senior secondary schools in Nasarawa state?
2. What is the mean of male and female teachers' levels of implementation of differentiated assessment in senior secondary schools in Nasarawa state?
3. What is the mean of rural and urban school teachers' levels of implementation of differentiated assessment in senior secondary schools in Nasarawa State?

### **Research Hypotheses**

1. There is no significant difference in the mean of male and female teachers' implementation level of differentiated assessment in senior secondary schools in Nasarawa state
2. There is no significant difference in the mean of rural and urban schools' teachers' implementation level of differentiated assessment in senior secondary school in Nasarawa state

### **Methodology**

The study employed a descriptive survey design with a population of 4,560 secondary school teachers (1,684 female and 2,976 male; 2,068 rural and 2,492 urban) in 282 senior secondary schools in Nasarawa State during the 2024/2025 academic year. A sample of 650 teachers (236 female and 414 male; 315 from rural areas and 335 from urban areas) from 65 senior secondary schools was used, employing a multi-stage sampling procedure that involved stratified and simple random sampling techniques. The Teachers' Use Differentiated Assessment Questionnaire (TUDAQ) was used for the study, with a validity and reliability indices of 0.78 and 0.86, respectively. The respondents' scores (which lie between 20 and 100) were collected and analysed using mean and standard deviation to answer research questions, while a t-test of independent samples was used to test the hypotheses at a 0.05 level of significance.

Results

The respondents' scores collected were analysed, and the results were presented as follows:

**Research Question One:** What is the level of teachers' implementation of differentiated assessment in senior secondary schools in Nasarawa State?

**Table 1**

*Mean and Standard Deviation of Level of Teachers' Implementation of Differentiated Assessment Strategies in Secondary Schools in Nasarawa State*

	N	Minimum	Maximum	Mean	Std. Deviation
score	650	20.00	100.00	60.06	12.04
Valid N (listwise)	650				

*(Mean: 20-46=Low, 47-72=Medium and 73-100=High)*

Table 1 shows the mean (60.06) and standard deviation (12.04) of teachers' implementation of Differentiated Assessment Strategies level in secondary schools in Nasarawa state. The mean of 60.06 of the respondents' scores, which lies between 20 and 100, is a medium level of implementation.

**Research Question Two:** What is the level of male and female teachers' implementation of differentiated assessment in senior secondary schools in Nasarawa State?

**Table 2**

*Mean and Standard Deviation of the Level of Female and Male Teachers' Implementation of Differentiated Assessment Strategies in Secondary Schools in Nasarawa State*

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Score	Female	236	60.95	11.58	0.75
	Male	414	59.50	11.99	0.59

*(Mean: 20-46=Low, 47-72=Medium and 73-100=High)*

Table 2 indicates the mean (60.95) of female and (59.50) of male teachers' implementation of Differentiated Assessment Strategies level in secondary schools in Nasarawa state. These show females have a higher implementation level than males. In fact, the female teachers' implementation level is medium, while the male teachers' is low.

**Research Question Three:** What is the level of rural and urban school teachers' implementation

of differentiated assessment in senior secondary schools in Nasarawa State?

**Table 3**

***Mean and Standard Deviation of the Level of Rural and Urban Teachers' Implementation of Differentiated Assessment Strategies in Secondary Schools in Nasarawa State***

	Location	N	Mean	Std. Deviation	Std. Error Mean
Score	Rural	315	60.24	11.74	0.66
	Urban	335	59.82	11.98	0.65

(Mean: 20-46=Low, 47-72=Medium and 73-100=High)

Table 3 displays the mean (60.24) of rural and (59.82) of urban teachers' implementation of Differentiated Assessment Strategies level in secondary schools in Nasarawa state. This shows rural school teachers have a higher implementation level than urban school teachers. More so, the rural schools' teachers' implementation level is medium, while the urban schools' teachers' is low.

**Hypothesis One:** There is no significant difference in the mean of male and female teachers' implementation level of differentiated assessment in senior secondary schools in Nasarawa state

**Table 4**

***Independent Sample t-Test of the Level of Female and Male Teachers' Implementation Level of Differentiated Assessment Strategies in Secondary Schools in Nasarawa State***

**Levene's Test for Equality of Variances**

		t-test for Equality of Means				95% Confidence Interval of the Difference				
		F	Sig.	t	df	Sig(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	0.042	0.84	1.51	648	0.13	1.46	0.97	-0.42	3.36
	Equal variances not assumed			1.52	503.12	0.13	1.46	0.96	-0.42	3.34

Table 4 displays  $t = 1.51$  and  $p = 0.13$ , indicating a p-value greater than the level of significance 0.05; therefore, the null hypothesis is not rejected. This implies that the teachers' implementation level is not significantly different across the sampled schools.

**Hypothesis two:** There is no significant difference in the mean of rural and urban schools' teachers' implementation levels of differentiated assessment in senior secondary schools in Nasarawa state.

**Table 5**

*Independent sample t-Test of the Level of Rural and Urban Teachers' Implementation Level of Differentiated Assessment Strategies in Secondary Schools in Nasarawa State*

		F	Sig.	t	df	Sig(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	0.182	0.67	0.45	65	0.65	0.42	0.93	1.41	2.25
	Equal variances not assumed			0.45	646.89	0.65	0.42	0.93	1.41	2.25

Table 5 shows the value of  $t = 0.45$  and the  $p = 0.65$ , indicating the p-value is greater than the level of significance, 0.05; therefore, the hypothesis is not rejected. This signifies that the level of rural and urban teachers' level of implementation of Differentiated Assessment Strategies is not significantly different.

### Discussion of Results

From the analysis, the results revealed that the implementation level of differentiated assessment strategies is medium. The results agreed with Onyishi and Sefotho (2020), which indicated that the extent to which teachers implement DI was low and that teachers need more information on how to develop rubrics and directed assessments and how to manage large classes while implementing differentiated assessments. Again, the results are similar to Smale-Jacobse, Meijer, Helms-Lorenz and Maulana (2019) who show that differentiated instruction

has been operationalised in many different ways. The selection includes studies on generic teacher trainings for differentiated instruction, ability grouping, antiaging, individualisation, mastery learning, heterogeneous grouping, and remediation in flipped classroom lessons. The majority of the studies show small to moderate positive effects of differentiated instruction on student achievement. Again, Etinosa and Nkhensani (2025) found that 52% of teachers in Nigeria indicated that they always plan identical class lessons and assessments for all learners. The findings further indicated that most teachers in Nigeria and South Africa are considerate and want to support learners' assessments against all odds. However, due to challenges such as time constraints and a lack of support, subject learners do the same assessment with little adaptation at the end of the term. The quantitative results revealed that 48% of the teachers in Nigeria and 24% in South Africa ensure that learners with special needs are always provided with accommodations on all assessment tasks. Rajak and Naru (2025) identified several challenges, including inadequate resources and infrastructure, insufficient teacher training, time constraints, complexity in planning and execution, and resistance to adopting a new approach. Hanna, Lisette, Ed van, and Fred (2020) results of data-analysis shows that all teachers changed their practices permanently and implemented AfL and WTDI (differentiated assessment types). Although they considered some aspects unpractical, the study reveals that the heuristic support was overall practical for the teachers involved and therefore contributes to insight in how to improve implementation of change proposals. Izevbigie E. (2021)'s findings suggest that the Foundation Phase teachers had a limited perception regarding differentiated assessment, which was hinged on Bloom's taxonomy. The findings further revealed that the teachers are not adequately supported by the District Based Support Teams (DBSTs) in differentiating assessments in their classrooms. Appiah-Odame (2025) reveals that while differentiated assessment fosters inclusivity and meaningful evaluation, implementation is hindered by challenges, including limited resources, insufficient teacher training, time constraints, and resistance to change.

### **Conclusions**

Based on the findings of the study, the researchers concluded that differentiated assessment is implemented at a moderate level by the secondary school teachers, irrespective of gender or school location in Nasarawa State.

### **Recommendations**

The following recommendations were offered based on the findings of the study

1. School administrator, ministry of Education and other stakeholders in Education should organize workshops, seminars and conferences to enhanced appropriate professional

development of teachers and improve teachers' classroom practices of differentiated assessment in schools in Nasarawa State

2. Institutions with Pre-service teacher education programmes should not only focus on strengthening theoretical knowledge of the use of differentiated assessment but engage the practical ways of using the differentiated assessment strategy to promote the professional capabilities of teachers while on the field.

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