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A COMPARATIVE STUDY OF SCHOOL-BASED ASSESSMENT SYSTEMS IN PHYSICS: AZERBAIJAN LYCEUMS AND CAMBRIDGE SCHOOLS

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Abstract. The article deals with the comparison of the school-based physics assessment system in Cambridge School and Azerbaijan lyceums. Taking into consideration that on the one hand, Cambridge Schools contains a very fair and reliable assessment system, and other hand a very capable, pensive students study in Azerbaijan lyceums, so to examine and to improve assessment system in these lyceums is a crucial purpose of this paper. The similarities and differences of these countries' assessment system are examined within the following contexts: character education system; implications of different type of assessment; problem encountered in assessment systems of Azerbaijan lyceums. Different kind of summative assessment problems in Azerbaijan lyceum and the ways leading to its solving is outlined. The results of pedagogical experiment dedicated to obtaining the student' opinion towards on-going assessment system and to disclose the impact of external factor on formative and summative system were analyzed.

Keywords: *School-based assessment, lyceum, Cambridge School, formative assessment, summative assessment.*

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1. Introduction

The "Education Reforms Program" in Azerbaijan adopted in 1999. The demands for these reforms was due to striving to integrate Azerbaijan Education System into the most developed country's education system. The Educational System in Azerbaijan is considered not to be wholly integrated into the world's leading educational systems. Substantial reforms have been carried out in Azerbaijan Educational System since 2003. "General Education Concept" had been adopted on October 30 in 2006. Following this, the Assessment Concept for the Azerbaijan Republic adopted on January 13 in 2009. This Concept comprises recognition of principles that ensure the legality of assessment activity, identification of main areas of this activity, promotion of the social status of institutions implementing assessment activities, satisfy teaching and learning needs. Besides, following this Concept enables to describe the main principles of school-based, national sample-based and international assessments.

According to curriculum standards, the mark given to the student should express not only knowledge and also their practice skills. In this case, in Azerbaijan on January 13 in 2009, Decree # 9 of the Cabinet of Ministers approved the "Assessment Concept in the General Education System of the Azerbaijan Republic". This document contains the principles of assessment, such as objectivity, scientificity, agility and transparency.

Taking account of the fact that the embezzlement of the physics subject by the student is closely associated with their fair assessment and it plays an important role in students' success, so this subject assessment would be appropriate to modernize.

In recent years, there has been an increasing amount of literature on the student's assessment (Myron, 2005; Anderson, 2013; Rita, 2008; Charles, 2013; Wragg, 2004). Numerous studies (Watts, 2013; Reiss et al., 2012; Dillon, 2008) have attempted to explain the impact effect and significance of practical work in science, as well as to develop the best way to assess practical and a range of solutions.

In many countries, including the United States, Britain, Australia, New Zealand, South Africa, and Hong Kong, school-based assessment has been proposed as a means of providing an educational experience that extends the curriculum. Maxwell (2004), as well as the range of assessed results of the curriculum (Board of Studies NSW, 2003; Fung, 1998) and the decrease in the negative "echo" of the total grade (Kennedy & Kennedy, 2006).

Some authors (Black and William, 1998; National Research Council, 1999, 2001) have reported a detailed exploration of formative assessment in school. A longitudinal study of the implications of formative assessment (Wiliam & Black 1996; Black & Wiliam 1998; Natriello, 1987; Crooks, 1988; Brown, 2001; Taras, 2002) reports that this type of assessment plays an essential role in general student achievement. Kluger and DeNisi (1996) examine the significance of feedback among learners. The authors comprehensively explored feedback and its implications. They examined 3000 reports containing oral feedback, covering nearly 13 000 learners, and found that verbal feedback raised achievement on 60 %, but 40 % of them were ineffective.

Cambridge School provides education programmers and exams in over 170 countries. In this way, they unlock the power of education and abilities of millions of learners. To put it differently: the primary purpose of Cambridge Assessment is to help learners to demonstrate and to fulfil their knowledge potential. Cambridge student obsesses qualitative characters such as confident, responsible, reflective, innovative and engaged. Requirements for the reforming assessment system is defined by McGaw (2008) as 'Reforming assessment is essential to enabling any systemic change in education. Moreover, change on a global scale is required to equip students with the skill they need to succeed in the workforce of tomorrow'.

Wilmut et al. (1996) note a lack of evidence in studies of the possible nature and extent of deviations in the assessment of teachers, which is of great concern. Laming's theories (Laming's, 2004) suggest that the teacher's mark is highly dependent on the environment. Teacher judgments are influenced by the actions of the students around them. Sadler (Sadler, 1998) argues that a teacher does set a standard for grading based on how a student is doing and is behaving most of the group.

According to Carless (2011), restricting formative assessment as a pragmatic, narrow version emphasizing the teacher using assessment to modify their instruction process steadily to make sure they are on target. In an analysis of feedback, Hattie (2012) found that' feedback' has a positive effect on learner achievement, mainly if it involves input from the learner to a teacher about their learning.

Despite literature as mentioned above analysis, there is a general lack of research for the impact of fair formative assessment of the student's achievement in the lyceum. Additionally, Azerbaijan lyceums do not exist a particular assessment concept, and this leads to ineffectiveness of school-based evaluation of the student's activities. This

shortcoming actualizes a comparative study on school-based assessment in Azerbaijan lyceums and school of developed countries.

Azerbaijan lyceums playing an essential place in the education system, is of a high demand to improve its assessment process based on developing countries' assessment system. An aspiration of physics teacher to enhance student's school-based assessment in the classroom is an actual issue in the educational system all over the world. As a most developed country's education system, it was taken England Education System. This paper seeks a school-based assessment system for physics in Azerbaijan lyceum and Cambridge School being one of the most famous educational centers in England. The present study aims to disclose differences and similarities in that system as well as explore assessment problems in Azerbaijan lyceums. Following research questions were determined in the analysis:

1) What is the difference and similarities in physics assessment system of Azerbaijan Lyceums and Cambridge School?

2) Which problems most impact student's physics assessment in Azerbaijan Lyceums?

2. Materials and Methods

Pedagogical experiments based on theoretical and empirical method were carried out. Documents including syllabus of Cambridge School and Azerbaijan lyceums on internet sources as well as from its academic staff were thoroughly examined. To obtain extensive information about the structure and on-going assessment system of those schools and lyceums, their physics teachers comprehensively questioned. Their approach and method towards the assessment system were evaluated.

To determine the effectiveness of physics assessments in Azerbaijan lyceum, it was carried out questionnaires among 250 students from two lyceums. They have been given two questions:

1) Is there fairness in your daily assessment process in physics subject?

2) By which type of instrument assessment in physics subject is your knowledge assessed correctly: multiple-choice, extended-response, short-answer?

To determine the impact of stimulating mark during the formative assessment and different type of test in summative evaluation on the students' success, pedagogical experiments covering 250 students from two lyceums were carried out. Students' developments in physics knowledge were explored based on the exam test. That exam test comprises ten multiple-choice questions: 2-very difficult, 2-very easy, 3-difficult, 3-easy.

3. Results and discussion

Structure of Cambridge Schools and Azerbaijan Lyceum

Cambridge Schools are functioning as a part of Cambridge University. Education for students from 5 up to 16 years at the Cambridge School is compulsory. The structure of Cambridge School encompassed by 4 components (National curriculum in England 2013):

1. Cambridge Primary – Key Stage 1, grade 1 - 2 (5 to 7 years old)
   Key stage 2, grade 3-6 (7 to 11 years old
2. Cambridge Lower Secondary – Key Stage 3, grade 7 - 9 (11 to 14 years)

3. Cambridge Upper Secondary – Key Stage 4, degree 10 - 11 (14 to 16 years)
4. Cambridge Advanced (16 to 19 years)

At the end of each part, students should be required to pass exams such as checkpoint exam at the end of Lower Secondary School and International General Certificate of Secondary Education (IGCSE) exam at the end of Upper Secondary School.

Teaching process in England schools, including Cambridge School National, is organized based on the National Curriculum that was firstly introduced by the Thatcher Government following the passage of the Education Reform Act in 1988. This curriculum demonstrates a list of subjects to be taught and its learning outcomes for each stage — key stages from 1 to 4 students presented under the statutory National Curriculum. However, the National Curriculum is not compulsory in academies and private schools, but regardless of this, nearly all of these schools use the National Curriculum. All the schools in England, including Cambridge Schools, are required to follow the National Curriculum that contains working programs and their learning objectives. Program objectives cover learning outcomes for each topic at each key stage and working plan.

The Science programs are implemented in Key Stages 1 and 2. Students at upper Key Stage 2 should explore a wide range of scientific phenomena and systematically analyze functions, relationships, and interactions. Physics subject becoming one of the three items that included in the Science subject is taught at key stage 3; however, as an individual issue is shown at key stage 4.

Unlike from the Cambridge Schools, the structure of schools and some lyceums in Azerbaijan are as follows (General Education Concept, 2006):

1. Primary Education – grade 1 - 4 (6 to 10 years old)
2. General (basic) Secondary Education – grade 5 - 9 (10 to 15 years)
3. Complete Secondary Education – grade 10 - 11 (15 to 17 years)

However, some lyceums do not exist in Primary Education.

According to the National Curriculum, education for the students of ages 6-14 in Azerbaijan is compulsory. Afterwards, they can choose a college or vocational training or continue their education in Complete Secondary Education. Physics subject in Azerbaijan Lyceum is taught from 6 grade.

Character Assessment system of Cambridge Schools

As assessment instruments, physics teachers can use a different type of assessment instrument (The Cambridge Approach to Assessment, 2017):

1) Objective-response items
2) Multiple-choice items
3) Short-answer items
4) Extended-response items
5) Coursework/non-examined and teacher assessment
6) Performance assessment
7) Evidence accumulation

All the teaching materials and guide obtained from the syllabus is useful in organizing the teaching process in a physics lesson. According to the syllabus, each topic should be taught under the realization of core or supplement learning outcomes.

As a school-based assessment, students at Cambridge schools are passing through formative, diagnostic, and summative assessments (Developing your school with Cambridge, 2015).

• Formative assessment provides feedback during the teaching process.
• Diagnostic assessment is provided at the beginning of the teaching process
• Summative assessment takes place at the end of a course or unit of study.

Formative and Summative Assessments at Cambridge School are characterized as an informal and a formal. Informal Formative Assessment comprises feedback, peer assessment, self – assessment. Feedback given to the student by the teacher divides into two parts: oral and written.

To support and provide teachers with the materials, for physics subject exists Syllabus and Work Scheme. Cambridge IGCSE syllabus (2016) is one of the critical targets in the educational strategy of many developed countries to ensure the transparency and effectiveness of the assessment.

Each topic obsesses core and extended learning objectives. Therefore, teachers need to figure out whether the class is core-based or extended based. As an example, learning objectives for core and extended based course for the topic of energy from work scheme in 9 grade (Scheme of Work, 2016) are presented in Table 1.

Table 1. Learning objectives of Energy (Source: Scheme of Work. Cambridge IGCSE® Physics 0625, 2016).

Topic: **Energy**	
Core	Extended
Learning objectives	
1. **Identify** changes in kinetic, gravitational potential, chemical, elastic (strain), nuclear and internal energy that have occurred as a result of an event or process 2. **Recognize** that energy is transferred during events and processes, including examples of transfer by forces (mechanical working), by electrical currents (electrical working), by heating and by waves 3. **Apply** the principle of conservation of energy to simple examples	1. **Recall** and **use** the expressions kinetic energy = ½mv2 and change in gravitational potential energy = $mg\Delta h$ 2. **Apply** the principle of conservation of energy to examples involving multiple stages 3. **Explain** that in any event or process the energy tends to become more spread out among the objects and surroundings (dissipated)

Table 1 shows the core and extended learning objectives for the topic of Energy. Comparing learning objectives, it can be seen that the core-based class include only the basic concepts of energy, however, in the extended based course, the students' critical, logical and creative thinking is paid more attention.

Assessment system of Azerbaijan Lyceums

According to the General Education Concept, physics subject is taught based on three content areas (Physical Education Program 2013):

1. Physical phenomena, laws and patterns;
2. Matter and field, interplay impact, related systems;
3. Experimental physics and modern life.

Each content area has its standard, and its standard has its sub-standard. The aim of the physics lesson is based on learning outcomes derived from sub-standards. Physics teachers use mostly the multiple-choice as an assessment instrument.

The Azerbaijan Education system exists three types of assessment:

- International assessment. The assessment purpose is to check the capacity for the use of the gained skills, and it is implemented every three years. This type assessment also gives one to evaluate potential factors being influenced students' learning outcomes and to comment on differences between the outcomes as well as identify main learning targets under the framework of developing new outcome-oriented curriculum
- Nationally -based assessment. It is periodically implemented at the end of certain teaching period and ensures evaluation of student achievements. As a rule, it is conducted every 4-5 years using unbiased tests, questionnaires and relevant manuals among 4 and 9-grade students. This type of assessment determines the quality of the teaching and learning process as well as facilitates obtaining additional information on the learning environment, teaching practices.
- School-based assessment. This assessment covers the components such as monitoring of student performance and progress, identification of correspondence of teaching standards. Assessment on curriculum is being conducted to define whether teaching results conform the content standards. This type of evaluation is closely related to content standards and subject curricula developed within the context of the National Curriculum.

School-based assessment in Azerbaijan is similar to those existed at Cambridge School. So it consists of formative, diagnostic and summative assessments. Formative assessment is a tool to monitor student progress continuously and is held following the learning outcomes. This assessment enables to teacher rearrange his teaching process. Table 2 presents an overview of the plan for the topic titled "Total mechanical energy in 10 grades. Conservation of mechanical energy" (Teacher guide 2017).

In Table 2, the sub-standards and learning outcomes as well as its 4-level grading system for the topic of "Conservation of Mechanical Energy" are presented. It enables the teacher to get a comprehensive view of how all students understand the new item in the classroom.

Formative assessment is implemented based on learning outcomes obtained from sub-standards. The result of this assessment is sent to his parents as feedback, and at the same time, each student's paper containing formative assessment is placed in their portfolio. Formative assessment is carried on two schemes called holistic and analytic. Holistic scheme illustrates the global success of student about physics subject. In most cases, holistic assessment based 1-5 points that reflect the student's activities.

Analytic assessment distinguishes from the holistic one for its being long – term assessment process that monitors student's skill to be considered to obtain for a long time. This assessment is also based on 1-5 points. By continuous implementation of analytic evaluations, student's activities are assessed, and this enables a physics teacher to obtain more information about their success.

The other type of school-based assessment in Azerbaijan is summative assessment the result of which is considered as an official and this type of assessment defines the student's understanding degree of a chapter as well as the effective rate of realization of physic knowledge in semi-annual and annual. Summative assessment exists in two types: short summative assessment (SSA), large summative assessment (LSA). SSA is carried out at the end of each chapter, and it provides the physics teacher with a great

deal of information about a student's knowledge of the previous chapter. However, LSA is implemented at the end of each semi-annual assessment conclusion of which forms final LSA. In other words, LSA divides into two parts called LSA1 and LSA2.

Table 2. Sub-standards and its learning outcomes for the topic called "Total mechanical energy. Conservation of Mechanical Energy" (Source: Teacher guide for physics textbook on 10th grade, 2017 Azerbaijan)

Topic		Total mechanical energy. Conservation of Mechanical Energy		
Sub – standards		1.1.1. Student **interprets** the law and regulation of mechanical and heat event 1.1.2. Student **constructs** and **solves** exercises associated to law and regularity (graphic, quantitative, qualitative) of mechanical and heat events 3.1.2. Student **determines** dependencies between physical quantities characterizing mechanical and heat events		
A S S E S S M E N T				
LEARNING OUTCOMES	**I level**	**II Level**	**III Level**	**IV Level**
Student **interprets** the concept of "Total mechanical energy"	Student **interprets** the concept of "Total mechanical energy" with serious mistakes	Student hardly **interprets** the concept of "Total mechanical energy"	Student **interprets** the concept of "Total mechanical energy" basically correctly	Student **interprets** the concept of "Total mechanical energy" completely correctly
Student **explains** the law of Conservation of Mechanical Energy	Student is not able to **explain** the law of Conservation of Mechanical Energy	Student hardly **explains** the law of Conservation of Mechanical Energy	Student partly **explains** the law of Conservation of Mechanical Energy	Student **explains** the law of Conservation of Mechanical Energy correctly
Student **constructs** and **solves** exercise associated the law of Conservation of Mechanical Energy	Student **constructs** exercise associated the law of Conservation of Mechanical Energy by the means of teacher and is not able to **solve** it	Student **constructs** exercise associated the law of Conservation of Mechanical Energy with fewer mistakes and hardly **solve** it	Student **constructs** exercise associated the law of Conservation of Mechanical Energy unusually and **solves** it partly	Student **constructs** exercise associated the law of Conservation of Mechanical Energy and **solves** it correctly

To obtain and determine the student's opinion towards their assessment system, two question questions were given to them to answer sincerely, and its results have been presented in Figure 1.

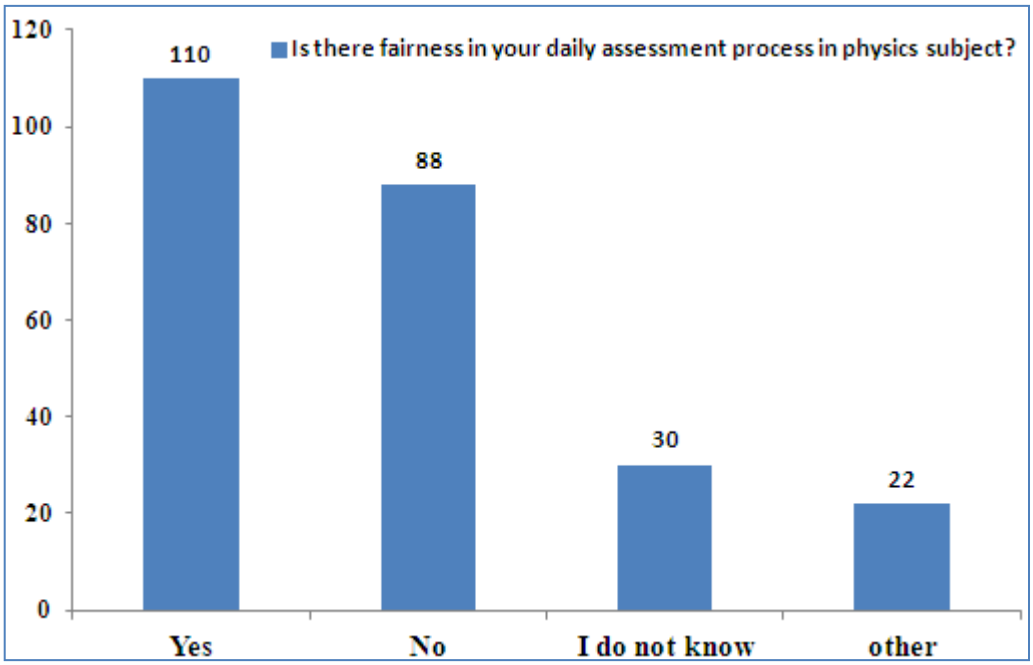

Figure 1. The overview of students' attitude towards daily assessment in Azerbaijan lyceums

Figure 1 shows the student's answers to question "Is there fairness in your daily assessment process in physics subject?". As can be seen from the Figure 1, 44% of voters think the daily assessment is fair, while 35.2% of them think it unfair. The difference of 8.8% between them may be due to their teachers' failure in the assessment system. Among the other answers, the following are the most common:

- It would be better if there was no assessment
- Assessment of physics is a complicated process.
- Assessment is better if it happens not quickly.
- I do not study for to be assessed.
- There is always a subjective factor in the evaluation.

Another questionnaire asked for them to define which type of answers they prefer to assess their physics knowledge correctly. The results are shown in Figure 2.

Figure 2 provides summary statistics for the student's answers. About 32% and 29.2% of voters suggest finding fairness in only answering with extended-response questions and short-answer, respectively. Their giving advantages to the extended-response and short-answer over multiple-choice may be associated with negative cases such as copying and giving an incidental answer during multiple-choice. Most of the other answers are:

- None of them
- Multiple-choice with six options
- For both extended and short answer.
- Multiple-choice and short-answer

The results of the pedagogical experiment obtained from the exploration of the impact of the stimulating applying mark on formative assessment tests are shown in Figure 3.

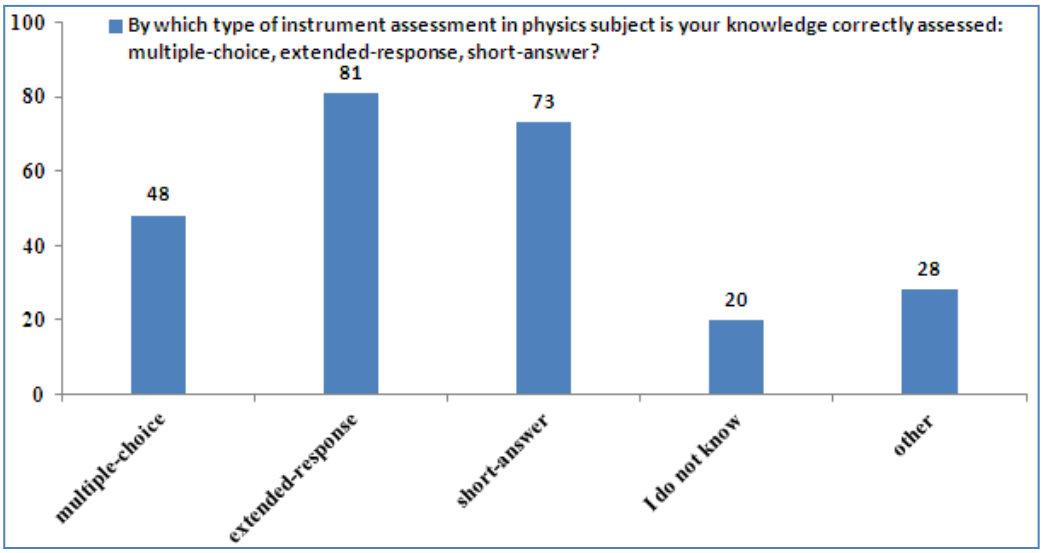

Figure 2. Questionnaire conducted among student to determine which type of physics exercise impact on fair assessment

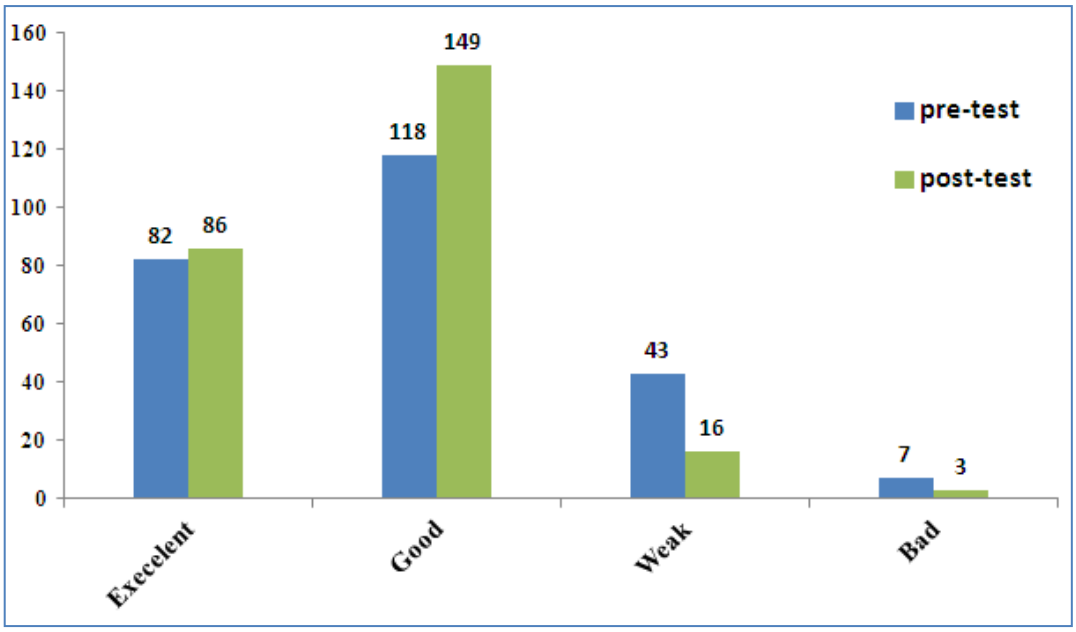

Figure 3. The application of stimulating mark during formative assessment in Azerbaijan lyceums

Figure 3 compares the results obtained from the analysis of pre-test and post-test of students on whether the encouraging mark given to the students' knowledge impacts their further success in the physics subject.

Compared with the pre-test results, students in post-test have improved their knowledge after getting a good stimulating mark. The results show that the impact of incentive pricing has had the most effect on the student getting a weak and a good score. After encouraging students during a formative assessment, the students getting good mark increased by 26%, while those getting a weak mark decreased by 63%. Slight improvements in the number of the bad and weak-mark-obtainers may be associated with the development of the formative assessment process.

To disclose the effect of different factors on students' summative assessment success, three exams, each of which consisting of ten multiple-choice, ten short answers and ten extended-response, were conducted (Figure 4).

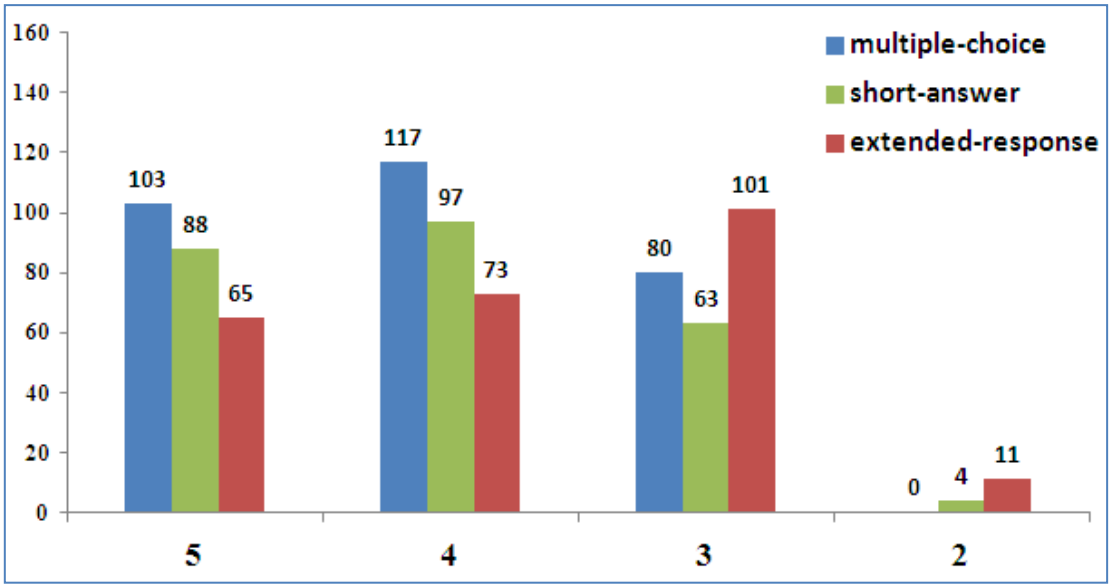

Figure 4. The result of three types of summative assessment in Azerbaijan lyceums

Figure 4 shows the results of the three exams conducted among the 250 students. The number of the student getting an excellent mark in the multiple-choice exam was 41,2%, while in the extended – response exam their number was 26%. A significant increase in the number of participants obtaining weak and bad mark was recorded. This shows that students are not able to understand and adopt the physical events as well as are lack of skill in solving physics exercises.

Compared to Azerbaijani lyceum, the Cambridge Education System has passed years of experience; however, the Education System in Azerbaijan has progressively developed since 1993. Through the theoretical analyzing the educational structures of both countries, it is disclosed that the Cambridge School structure divides into four parts, but in Azerbaijan lyceum three parts. A division of the educational system into four levels indicates that psychological and pedagogical aspects in the students' mental development are shown to be detailed analyzed.

National Curriculums have been adopted in the educational system of both these institutions, and these curricula are strictly observed for appropriate state-sponsored educational institutions. A comparison of the physics curriculums in the two countries shows that physics learning objectives in Cambridge schools are separated into the core and the extended, while there is no such distribution in Azerbaijani lyceum.

The assessment criteria are different in education centers in both countries. There are three objective assessments in Cambridge schools, and there is no single assessment system in Azerbaijani lyceums. Some lyceums try to evaluate how the sub-standards and their learning outcomes are embezzled by the students through the National Curriculum.

A comparison of school-based assessment demonstrates that more attention has focused on the feedback at Cambridge School. This feedback divides into oral and

written ones. Moreover, giving feedback in a formative assessment (Shute, 2008) is the most crucial tool for monitoring the student's development. The structure and implementation process of formative evaluation in Azerbaijan is more correct. Unlike Azerbaijan, oral feedback becomes essential and makes a profound impact on the students than written feedback at Cambridge schools. The challenge for teachers is to make their spontaneous verbal feedback more specific and to encourage students to think deeply. Lack of a single curriculum that identifies student's knowledge and abilities in Azerbaijani lyceums forces them to use the curriculum standards that were adopted for schools. In contrast to Cambridge Schools, in Azerbaijani schools, the teachers use the diary to deliver daily mark representing the student's knowledge to his parent. Formative assessment is not considered an official document in Azerbaijan. Figure 1 shows the students' confidence towars daily assessment, however, 35,2% negative thinking may be associated with the teachers' lack of in-depth knowledge about daily assessment system i.e. formative assessment. Futhemore, Figure 3 proves that sometimes physics teachers should give stimulating mark during formative assessment in order to improve learning process. In terms of phycologist issue, this mark will make a great effect on student's future achievement.

Due to the lack of a uniform assessment system for Azerbaijani lyceums, there are some difficulties in compiling small summative assignments in lyceums. The evidence for this is the results demonstrating in Figure 2 and 4. These findings will contribute to a better understanding of the role of extended-response in the assessment process. As to the teacher's following the current curriculum standard (Assessment Concept 2009), it would be noted that not all the teachers ensue difficulties distribution in the preparation of SAA and LAA papers lyceum. However, 20% of the physical task should be very easy, 30% easy, 30% difficult, and 20% very difficult.

The results, as shown in Figure 4, indicate that the ratio of quantitative and qualitative tasks on the physics subject should be paid more attention. But it would be useful to change this distribution depending on the topic. For example, in the 7th grade, it would be more appropriate that 60% of the SSA and LSA papers in the matter of pressure were of quantitative and 40 % of the qualitative. Because within this topic, the students would be more aware of the patterns and equations. But in the 8th grade, 40% and 60% of the task on the topic of heat engines can be composed of quantitative and qualitative, respectively This will allows the students to be aware of the types of heat engines and its principles of operation.

It is known that admission exams with the multiple-choice test system for the university in Azerbaijan were applied in 1993. This has played an essential role in transparent student assessment. But over the past ten years, specific problems have been encountered in the test system. It has been revealed that pupils who have scored high points do not comprehensively understand the physical phenomena and find it challenging to solve life-related physics tasks. In other words, they are lack of practical skill in physics and not able to apply their knowledge in life. The summative assessment of educational institutions in both countries highlights the importance of situational tasks of physics. However, based on the experience of advanced world countries, almost part of the task in physics is just situational. It is widely acknowledged that the new teaching methods in a physics lesson should encourage students to think deeply in terms of interactivity of the situational assignments and its relationship with life. For example, if we ask students to find the density of diamond given the mass and volume, the student will find the density only through the formula. Solving this exercise in this way

does not make a student think comprehensively about the density. However, if the student is presented the picture or photo of the diamond on the electronic scale and the water level difference between the two cases: the diamond is outside and inside a can filled water. Afterwards, the student calculates the density of diamond referring to finding its mass from the electronic scale and the level difference registered on the can. As a result of this exercise, the student adopts the essence of density concept as well as the working principle of the balance, and the physical meaning of the different level of water and tries to associate his findings with a life.

Detailed analysis of Figure 2 revealed that lack of plenty of situational physics task in the lyceum and its non-using in SSA and LSA results its being ineffective in assessing student's knowledge and pragmatic skills. Regarding this, it should be recommended that at least 30% of the assignments in lyceums should be situational exercise. In this case, students will realize a close relation between physics subject and nature, and they will seek the causes of physical events more sensitively.

From summative assessment explorations, one can conclude that in Azerbaijan lyceums, no enough attention is paid to the allocation of difficulties in summative assignments.

In spite of the different levels in the papers, each answer to the assignment is assessed by the same point. However, Cambridge schools have a more democratic and transparent approach towards the evaluation in physics subject. So, due to the assessment system, each answer is represented as the different points depending on its difficulties. This point is given in the paper. This also leads to student's being able to use a specific strategy in the exam. In other words, taking into account the time limit of the exam, student prefers to solve a high-pointed task rather than to solve the low pointed task. On the other hand, a fair assessment of the subject is leading cause of increasing interest towards the subject and respect for the subject teacher as well as gaining confidence in their achievement in embezzling of physics subject.

4. Conclusion

Based on the problems as mentioned above, it should be noted that the accurate, honest assessment of pupils in lyceums will encourage the successful development of the teaching process in lyceums and will give transparency to the results of the students' evaluation and will give a clear direction to the work done to improve physics.

As a result of a comparison between Cambridge School and Azerbaijan lyceums, it should be outlined that a comprehensive analysis of advantages and drawbacks and development of new continuous assessment system models in the context of the most developed educational system will give a significant contribution to the realization of a fair school-based assessment system for physics subject. This will lead to their enhancing self-confidence.

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