Abstract—The Assessment for learning (AFL) has been touted as one of the most promising pedagogical approaches for enhancing student learning. Research suggests that engaging students in AFL helps to improve their achievement, develop met cognition and support motivated learning and positive self-perceptions. Students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. Three categories of diversity that have been shown to have important implications for teaching and learning are differences in students’ learning styles (characteristic ways of taking in and processing information), approaches to learning (surface, deep, and strategic), and intellectual development levels. In this paper we propose what would it take to make AFL integration possible and practical within the current context of education? In response to this question, we assert the benefits of using contemporary approaches to teacher professional learning that collect internal and external factors explicitly address gaps, graph and challenges in AFL implementation. Further, we provide grounding for a programmed of research in developing teachers’ assessment capacity by first summarizing challenges to the integration of AFL and then exploring potential directions for professional learning in this area.

Keywords- Data Mining, Educational DM, Prediction, Classification, Clustering

I. INTRODUCTION

The declining interest in school among high school students in recent years has led to steep enrollment decreases in many school programs. Although the problem has been exacerbated by high student dropout rates that have characterized school curricula for decades, many school faculty members continue to view the attrition positively, believing the dropouts are mainly weak students who are unqualified to become school. This belief is wrong. In their classic study Talking about Leaving, Seymour and Hewitt showed that grade distributions of students who leave technical curricula are essentially the same as the distributions of those who stay in. While many of those who drop out do so because of academic difficulties, many others are good students who leave because of dissatisfaction with their instruction, a fact made graphically clear in comments quoted by Seymour and Hewitt. The problem is that no two students are alike. They have different backgrounds, strengths and weaknesses, interests, ambitions, senses of responsibility, levels of motivation, and approaches to studying. Teaching methods also vary.

Internal and External Factors:

This is not to say that instructors should determine their students’ individual learning attributes and teach each student exclusively in the manner best suited to those attributes. It is not possible to discover everything that affects what a student learns in a class, and even if instructors could, they would not be able to figure out the optimum teaching style for that student—the task would be far too complex. Moreover, even if a teacher knew the optimum teaching styles for all students in a class, it would be impossible to implement them simultaneously in a class of more than two students.

Fig 1: The Workflow Diagram
Naïve Bayes Algorithm Process:
It was possible to identify the main influential internal/external and their values for the failure or success of students in a specific school; number of students in a class, number of courses given in an exam, Higher Education Entrance Certificate Examination result of a student were the main determining attributes obtained from this research result.

J48 Algorithm Process
The SQL tool provides a number of options associated with tree pruning. In case of potential over-fitting pruning can be used as a tool for precisng. In other algorithms the classification is performed recursively till every single leaf is pure, that is the classification of the data should be as perfect as possible. This algorithm generates the rules from which particular identity of that data is generated. The objective is progressively generalization of a decision tree until it gains equilibrium of flexibility and accuracy.

Working Process
To collect the teacher internal and external problems. The dynamic interface can also use the constructed models that mean the application worked properly in each considered case. After the tree is fully constructed, this algorithm performs the pruning of the tree.

II. LITERATURE REVIEW

2.1 The Importance of Classroom Assessment And Evaluation In Educational System
Classroom assessment and evaluation is like a feedback. Loop-assessment activities are motivated and shaped by instructional purposes, plans and practices in the classroom and decisions that arise from the results of these activities in turn lead to reshaping of these instructional purposes, plans and practices. Feedback and evaluation are inseparably related to both instructional objectives and classroom learning activities and are indispensable elements in the learning process. In classroom assessment, since teachers themselves develop, administer and analyze the questions, they are more likely to apply the results of the assessment to their own teaching. Objectives refer to goals of a course of instruction whether we consider instruction as a course, a unit, or a lesson. It is important to clarify the distinction between evaluation and assessment. These terms are often used interchangeably, but they are technically different.

2.2 Assessment for learning in the classroom: Barriers to implementation and possibilities for teacher professional learning
The suggest a focus on skills development, in which teachers acquire the skills to critically reflect and think through the challenges inherent in assessment integration and their role in facilitating meaningful assessment programmers in their classrooms. Professional learning can confront the often difficult terrain of learning to implement assessment in schools in the context of competing social, political, economic and practical approaches. Time and class sizes; conceptual confusions related to AFL; perceived misalignment between system priorities and classroom assessment practices; and a lack of effective models. The professional development on assessment have all been cited as critical challenges in promoting the implementation of AFL in classrooms.

Most importantly, we are interested in finding ways to support the development of learning cultures involving students, teachers and administrators that value assessment as a central component of the teaching and learning process.

III. DATA COLLECTION

3.1 Data Set
To collect the internal and external factors intuitors performed significantly better than sensors in courses with a high level of abstract content, and the dataset was observed in courses of a more practical nature. Thinkers consistently outperformed feelers in the relatively impersonal environment of the school curriculum, and feelers were more likely to drop out of the curriculum even if they were doing well academically teacher internal and external factors.

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Grade</th>
<th>Project</th>
<th>Assignment</th>
<th>Class Size</th>
<th>Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Math</td>
<td>A</td>
<td>90</td>
<td>85</td>
<td>30</td>
<td>92</td>
</tr>
<tr>
<td>2011</td>
<td>Science</td>
<td>A-</td>
<td>88</td>
<td>80</td>
<td>32</td>
<td>87</td>
</tr>
<tr>
<td>2012</td>
<td>English</td>
<td>A</td>
<td>92</td>
<td>88</td>
<td>30</td>
<td>95</td>
</tr>
<tr>
<td>2013</td>
<td>History</td>
<td>B+</td>
<td>85</td>
<td>78</td>
<td>32</td>
<td>82</td>
</tr>
<tr>
<td>2014</td>
<td>Physics</td>
<td>B</td>
<td>80</td>
<td>75</td>
<td>30</td>
<td>78</td>
</tr>
</tbody>
</table>

3.2 List Of Modules
1. Admin
2. Teachers Evaluation
3. Students Feedback
4. Students Evaluation
3.2.1 Modules Description

1. Admin
   Admin module is the highest powerful user role in our system. Admin can view all the details available in the system. Admin can control all the operations in our system. Admin can view the users list. Admin can see the community list also.

2. Teachers
   Evaluation Designing and governing a comprehensive framework for teacher evaluation entails a range of aspects. First, it needs to be framed in the context of the overall objectives for schooling and the approach to its development depends on a range of established practices in the school system such as the extent of school autonomy, the existence of national curricula and standards, or the culture of evaluation.

3. Students Feedback
   The systems of school evaluation and teacher appraisal and feedback have both the objective of maintaining standards and improve student performance, there are likely to be great benefits from the synergies between school evaluation and teacher evaluation. Taking forward human resources management is ideally embedded in a system of school quality assurance, where the school strategy and the school self-evaluation results ensure a continuous monitoring and improving of school and teacher quality.

4. Students Evaluation
   The role of school leaders in teacher evaluation differs across countries. In some countries, it may consist of the simple implementation of centrally-dictated regulations. In this case, real and recognised pedagogical leadership is necessary to use the teacher evaluation process developmentally and avoid the image of a bureaucratic device. In others, the inspectorate does not take responsibility for individual teacher evaluations but, instead, has an important role in stimulating both the quality of school leadership and the quality of teaching.

3.3 Sql (Structure Query Language) Server design

3.4 Table design

<table>
<thead>
<tr>
<th>Column Name</th>
<th>Data Type</th>
<th>Is Null</th>
</tr>
</thead>
<tbody>
<tr>
<td>name</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>gender</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>class</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>daily_staff</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>daily_staff</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>faculty</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>test</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>test</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>test</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>test</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>test</td>
<td>varchar</td>
<td></td>
</tr>
<tr>
<td>test</td>
<td>varchar</td>
<td></td>
</tr>
</tbody>
</table>

3.5 Related Work
   Contextual knowers take responsibility for constructing knowledge for themselves, relying on both objective analysis and intuition and taking into account (but not accepting without question) the ideas of others whose expertise they acknowledge. The students who adopted a deep approach also generally expressed greater satisfaction with their instruction.

The authors speculated that 0.5–0.6 might be an upper bound to the correlation coefficient between ratings obtained using interviews and objectively-scored instruments.

1V. CONCLUSION

Promoting teacher evaluation is clearly in the national interest as well as serving students and their families and communities. Teachers need feedback on their performance to help them identify how to better shape and improve their teaching practice and, with the support of effective school leadership, to develop schools as professional learning communities. At the same time, teachers should be accountable for their performance and progress in their careers on the basis of demonstrated effective teaching practice. Developing a comprehensive approach may be costly but is critical to conciliate the demands for educational quality, the enhancement of teaching practices through professional development, and the recognition of teacher knowledge, skills and competencies. The expectation is that teachers engaging in reflective practice, studying their own methods of instruction and assessment, and sharing their experience with their peers in schools, becomes regular a routine part of professional life.
V. FUTURE WORK

The work can be further we will continue to explore initial teacher education experiences that provide the grounding for teachers’ continued professional learning throughout their careers. Most importantly, we are interested in finding ways to support the development of learning cultures involving students, teachers and administrators that value assessment as a central component of the teaching and learning process.

VI. REFERENCES
