

# Significance of Online Assessment in Undergraduate Academic Performance

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The initial rationale underpinning the utilization of an interim online assessment system is to monitor and identify, early on in a course, those students who appear to not understand the course material. The most expedient way to achieve this is through the utilization of online Multiple Choice Questiontests (MCQs). Students obtaining low scores here can then be offered additional help and guidance. Furthermore, such a system could additionally be utilizable as a way of identifying students who are failing to attend classes, or students who are attending classes less customarily than other students.

This study sought to investigate four separate issues regarding student performance in a coalesced learning environment in the distribution of a Psychology course offered by a private university in Sri Lanka. Firstly, to investigate the relationship between student performance on three different coursework assignments and their performance on interim online assessments. Secondly, to examine the association between undergraduate performance on coursework assignments and their perceptions of online assessment. Thirdly, to investigate the relationship between students' online assessment scores and their engagement with an online assessment. Determinately, to visually examine the relationship between students' cognitive information processing style and coursework performance, partakers in this study were 140 first year undergraduate students. There were 25 males and 115 females.

The findings revealed that student coursework performance was positively cognate to their engagement with the online assessments. Furthermore, student online assessment scores were cognate to their coursework performance as was cognitive style. The results are discussed in relations to the consideration of these three factors in course design within a coalesced learning framework. In conclusion, the general finding from this study showed several factors determined good performance on coursework assignments. These, were engagement with the course in terms of the amount of online assessment endeavored, classroom community, and cognitive

style. It would therefore seem plausible to consider these factors in the design of course material.

**Key words:** Cognitive Style, Interim Assessment, Online Assessment, Performance, Undergraduate.

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