

EFFECT OF FORMATIVE ASSESSMENT ON STUDENTS ACADEMIC PERFORMANCES AT PRIMARY LEVEL

Abstract

The purpose of the study was to determine the effect of formative assessment on student's academic achievements at primary level. Assessment considered key to success for learning more effectively. Assessment is a very important for both teachers and students. It became an essential part of education at every level in many countries. In this research simple random sampling technique was used. The sample of 150 teachers and 50 students from primary schools were selected for getting opinions. A questionnaire was organized to seek opinion of respondents. According to respondent's point of view formative assessment has a good effect on students' academic performances at primary level.

Key terms: *Formative assessment, Academic achievement, interest toward the lesson*

Introduction

Formative assessment is a type of assessment which carried out at any time in a class. Formative assessment can be defined as “frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately” (OECD, 2005, p. 21). Properly administered formative assessment can provide useful data for educators so that they can understand in which areas their students are obtaining solid understanding and in which areas their students may need recommendations. Where formative assessment can occur organically within a classroom setting in the form of discussion, observed group work, or simple student, teacher interaction. Educators have long taken the beneficial impact of formative assessment for granted.

The most recent assessment data from the National Assessment of Educational Progress calls attention to the need to improve the state of public education. With the additional pressure added to school districts brought on by the No Child Left behind Act, assessment results are becoming increasingly more scrutinized by both those in education and those in the public. The public release of large-scale assessments results calls attention to the need to improve public education nationwide. According to the Nation's Report Card (Statistics, 2009), the assessment results for 4th grade and 8th grade students were well below the expectation. Fourth grade students have not improved math scores for 3 years, and 8th grade students have marked only marginally better. Only five states increased math scores for both tested grade levels. Reading scores increased only four points since the national assessment began 15 years ago 30 states had no change in reading performance as measured (Statistics, 2009).

However, background shows the importance of formative assessment in the past. The current tradition of grading encourages a student climate focused on point collecting and finding right answers, as opposed to authentic learning. All activities become graded and thus used as a summative measure. Students are not encouraged to continue to learn after the assessment because the grade has already been given. Significant changes to grading policies to encourage a climate focused on learning, instead of point collecting (Maranon, 2006; O'Connor, 2002; Reeves, 2009). the single most important change to affect student achievement was to change the report card to a standards-based grading system and the subsequent instructional shift on learning required to support such a change Reeves (2009). The remark and included several changes to individual grading, such as identify the learning target, use appropriate, high quality assessments that match the target, avoid using non-academic factors in determining a grade do not score

everything, allow students the opportunity to learn and show mastery even after the assessment; and the most important involve the students in the assessment process (O'Connor, 2002).

Problem Statement

Effect of formative assessment was measured especially in science subject. This research was greatly emphasized on the effect of formative assessment on student's academic achievements and student's interest in study which correlates their achievements. This study was designed to assess treatment and evaluate the intervention design on students' interest and achievement in Science and overall academic performance. This study undermines the future of many students that are in schools that persistently perform poorly. This study was conducted to "determine the effect of Formative assessment on students' academic performance at primary level".

Objectives

1. To examine the effect of formative assessment on students' academic achievements.
2. To determine the effect of formative assessment on student's interest

Methodology

Quantitative research was done. Questionnaire was developed and data collected using this instrument. Design would capture as much data as possible from the research process that may provide foundation for future research. The population is a group of people with a least one and or more one common characteristic which is the focus of the researchers. Research population of this study was consisted of primary schools. Sample is the sub group of population. Sample is the true representative of population so that from its maximum information will obtain with minimum effort. For questionnaire, data was gathered from 100 teachers and 50 students. which selected randomly. In order to ascertain the validity of instruments, expert opinion was sought from the supervisor, lecturers, and peers on face, content, and format of the questionnaires.

Consultations with the supervisors, other lecturers, and peers helped to identify errors and offered the opportunity to modify and improve the instruments. Instrument was finalized after modifying the questionnaire under the guidelines of expert opinions, pilot testing, instructions, and approval by the approval of supervisor. It was found that some items were ambiguous so, they were modified and simple English was used. Then data was collected and analyzed on SPSS latest version.

Results

Following are the study results;

Table 1:

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|--|-----------|----|----|----|----|-----|------------|
| Formative assessment has a positive effect on students' academic performances. | F | 60 | 39 | 1 | 0 | 0 | 4.59 |
| | % | 60 | 39 | 1 | 0 | 0 | |

Table 1 described that 0 %were strongly disagree, 0%disagree and 1% teacher were undecided,while39 % were agree and 60% were strongly agree. Majority of the respondents (60%) said that Formative assessment has a positive effect on students' academic performances with mean score 4.59.

Table 2:

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|---|-----------|----|----|----|----|-----|------------|
| Academic performance of students is directly proportional to formative assessment | f | 50 | 30 | 10 | 5 | 5 | 4.15 |
| | % | 50 | 30 | 10 | 5 | 5 | |

Table 2 described that 5%were strongly disagree, 5%disagree and10 % teacher were undecided about this, while 30%% were agree and 50% were strongly agree. Majority of the respondents (50%) said that academic performance of students is directly proportional to formative assessment with mean score of 4.15.

Table 3:

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|---|-----------|----|----|----|----|-----|------------|
| Formative assessment has no effect on Academic performance of students. | f | 5 | 10 | 5 | 50 | 25 | 2.03 |
| | % | 5 | 10 | 5 | 50 | 25 | |

Table 3 described that 25% were strongly disagree, 50% disagree and 5% teacher were undecided about this while 10 % were agree and 5% were strongly agree. Majority of the respondents (50%) was disagree, that Formative assessment has no effect on Academic performance of students with mean 2.03.

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|--|-----------|----|----|----|----|-----|------------|
| Formative assessment enables teachers to identify weaknesses of student. | f | 60 | 39 | 1 | 0 | 0 | 4.59 |
| | % | 60 | 39 | 1 | 0 | 0 | |

Table 4:

Table 4 described that 0% were strongly disagree, 0% disagree and 1% teacher were undecided, while 39 % were agree and 60% were strongly agree. Majority of the respondents (60%) said that formative assessment enables teachers to identify weaknesses of student with mean score 4.59.

Table 5:

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|---|-----------|----|----|----|----|-----|------------|
| The students learn to revise from time to time which increases retention of memorization. | f | 70 | 20 | 5 | 5 | 0 | 4.55 |
| | % | 70 | 20 | 5 | 5 | 0 | |

Table 5 described that 0% were strongly disagree, 5% disagree and 5% teacher were undecided about this, while 20 % were agree and 70% were strongly agree. Majority of the respondents (70%) said that the students learn to revise from time to time which increases retention of memorization with mean 4.55.

Table 6:

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|--|-----------|----|----|----|----|-----|------------|
| Formative assessment improves learning process leading to improved academic performance. | f | 75 | 20 | 0 | 5 | 0 | 4.65 |
| | % | 75 | 20 | 0 | 5 | 0 | |

Table 6 described that 0% were strongly disagree, 5% disagree and 0 % teacher were undecided about that statement, while 20 % were agree and 75% were strongly agree. Majority of the respondents (75%) said that Formative assessment improves learning process leading to improved academic performance with mean 4.65.

Table 7:

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|--|-----------|----|----|----|----|-----|------------|
| I always use formative assessment assessments when I want to improve my students' academic performances. | f | 10 | 80 | 6 | 4 | 0 | 3.96 |
| | % | 10 | 80 | 6 | 4 | 0 | |

Table 7 described that 0% were strongly disagree, 4% disagree and 6% teacher were undecided about that statement, while 80% were agree and 10 % were strongly agree. Majority of the respondents (80%) said that I always use formative assessment assessments when I want to improve my students' academic performances with mean 3.96.

Table 8:

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|---|-----------|----|----|----|----|-----|------------|
| Formative assessment arouses students desire to pay attention in class. | f | 60 | 26 | 10 | 2 | 2 | 4.4 |
| | % | 60 | 26 | 10 | 2 | 2 | |

Table 8 described that 2% were strongly disagree, 2% disagree and 10 % teachers were undecided about that statement, while 26 % were agree and 60% were strongly agree. Majority of the respondents (60%) said that Formative assessment arouses students desire to pay attention in class with mean 4.4.

Table9:

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|--|-----------|----|----|----|----|-----|------------|
| Formative assessment refreshes student's mood. | f | 20 | 65 | 0 | 10 | 5 | 3.85 |
| | % | 20 | 65 | 0 | 10 | 5 | |

Table 9 described that 5% were strongly disagree, 10% disagree and 0% teacher were undecided about that statement, while 65% were agree and 20% were strongly agree. Majority of the respondents (65%) said that Formative assessment refreshes student's mood with mean 3.85.

Table 10:

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|--|-----------|----|----|----|----|-----|------------|
| I use formative assessment to increase a student's interest. | f | 80 | 18 | 0 | 2 | 0 | 4.76 |
| | % | 80 | 18 | 0 | 2 | 0 | |

Table 10 described that 0% were strongly disagree, 2% disagree and 0% teacher were undecided about that statement, while 18% were agree and 80% were strongly agree. Majority of the respondents (80%) said that I use formative assessment to increase a student's interest with mean 4.76.

Table 11:

| Statement | Responses | SA | A | UC | DA | SDA | Mean Score |
|--|-----------|----|----|----|----|-----|------------|
| I predict students' scores in final exams with the help of formative assessment. | f | 25 | 55 | 5 | 10 | 5 | 3.85 |
| | % | 25 | 55 | 5 | 10 | 5 | |

Table 11 described that 5% were strongly disagree, 10% disagree and 5 % teacher were undecided about that statement, while 55 % were agree and 25% were strongly agree. Majority of the respondents (55%) said that I predict students' scores in final exams with the help of formative assessment with mean 3.85.

Conclusion

Based on the study results it is concluded that formative assessment positively impacts student learning and academic achievements. This conclusion was reached through quantitative data

techniques and shows that students' academic scores increased as a result of formative assessment. Along with this, the data also shows that students believe formative assessment increases confidence, learning, and preparedness. Teachers can benefit from the use of formative assessment to help inform their teaching and to help identify what students know versus what is unknown. Usually teachers use formative assessment techniques for to improve the academic achievements of students to; develop interest of students in study, check weaknesses of students, improve teaching learning process, and solidified the memorization of content. Students can benefit from the use of formative assessment as well to determine what content more effectively is understood and to also serve as a guide to what needs to be improved upon. Overall, both teachers and students thought that, formative assessment practices were beneficial for both participants.

Recommendations

The following recommendations have been derived based on the study results.

- It is recommended that teachers may use the formative assessment in the teaching of every subject because it leads to increase in academic performances and enhances students' understanding.
- It is recommended that proper time may be given for formative assessment practices.
- The students may be given chances to conclude results which obtain from their formative assessment practices. It enhance their skills and confidence.
- Formative assessment practices may be applied in schools for developing interest of students in study.
- Formative assessment practices may be applied in schools for determining of weaknesses of students.

References

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