

**SOME TOOLS IN FORMATIVE ASSESSMENT AT SCHOOL LEVEL - A STUDY****B. Sreekanth Reddy** Research Scholar (JNTUA - Anantapur) Andhra Pradesh – 515002**Abstract**

The term 'evaluation' is most commonly used for the assessment of the students. Evaluation is both qualitative as well as quantitative process. The evaluation process produces the data for cognitive, affective and psychomotor objectives. The experts in educational field always propose for continuous and comprehensive evaluation at all stages of learning. In formative assessment the process of learning enables the learner to reflect on his own performance. To fulfill this purpose self assessment tools have been included at the end of each unit of the textbook. Some of the tools for formative assessment are – 1) Reflections. 2) Written works. 3) Project works. 4) Slip test



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INTRODUCTION: The main purpose of educative process is to improve the performance of the students. The learning outcomes are measured with the help of various tools and tests. The term 'evaluation' is most commonly used for the assessment of the students. Evaluation is both qualitative as well as quantitative process. The evaluation process produces the data for cognitive, affective and psychomotor objectives. The experts in educational field always propose for continuous and comprehensive evaluation at all stages of learning. It is continuous in the sense that it is a day – to – day activity and it is inseparable from the learning process. As it is comprehensive it covers almost all aspects of learning and all domains of academic standards. The evaluation process has mainly two types of assessment – Formative assessment and Summative assessment

In summative assessment we cannot assess the progress of the learners in terms of his/her oral performance. If the oral skills are left out, then the assessment will not be comprehensive. Particularly we cannot justify the areas of academic standards in terms of the domains of discourses. That's why we have to opt for formative assessment. This largely contributes to the

development of language of the learner. In formative assessment the process of learning enables the learner to reflect on his own performance. To fulfill this purpose self assessment tools have been included at the end of each unit of the textbook.

Tools for Formative Assessment: The following tools for formative assessment are proposed:-

1. Reflections.
2. Project works
3. Written works.
4. Slip test.

Reflections

Reading is one of the major inputs for language development. The students should be facilitated to read authentic materials other than text textbooks and develop their own perceptions. They should be able to come out confidently with their own reflections on the reading experience both orally and in writing. This will be an excellent example of evidence of social auditing regarding the students performance. The teacher records the oral performance of the students in his diary / notebook.

Ideas to facilitate reading

1. The teacher is expected to provide reading materials such as magazines, article, newspapers, library books etc to the learners twice in a formative period.
2. The learners should read the reading materials and write their reflections in their notebook. (Separate notebook should be maintained by students to write reflections, project work and discourses during classroom transaction)
3. They should be asked to present their reading experience orally before the class.
4. The teacher should check the written notes of the children and award marks for the individual writing based on the indicators included in the academic material.
5. Both oral and written performance carry 5 marks each. The teacher should maintain a cumulative record for recording the individual performance. All the oral targeted discourses can also be considered while awarding 5 marks.
6. The average marks of all performances should be consolidated to 5 marks under observation/ reflections.
7. The learners shouldn't be discouraged if they commit some errors in their writing. However, positive feedback may be given.

Written Works : The written works include the discourses written individually as part of classroom process, the answers to the analytical questions assigned to the learners as home task,

the textual exercises such as vocabulary, grammar and study skills. Teachers have to ensure that children are writing individually and not by copying from others. A few of the distinctive indicators that are common for all discourses. They are coherence, sequence of ideas, well formed sentences and writing conventions. They should be guided to write simple and short sentences and paragraphs

Project Work: The project work tests not only the comprehension skills of the student but it also test the ability to collect information and co-relate it to the assigned task. It includes a lot of pedagogical aspects. A project may involve both individual and group work, their assessment has to be done carefully. Each unit in the textbook has a project work. The nature of work done by the individuals at various stages may be as given below:

- Individual Writing

1. The tools developed by the individual after the brain storming session.
2. The data collected and how it is entered in the notebook.
3. Individual report
4. Individual Oral performance

- During the brain storming stages.
- sharing of ideas in the group.
- Presentation of different parts of the report

The following indicators can be useful for the written work

- Tools relevance, well formed structures
- Data collected: relevance of the data, comprehensiveness
- Report: appropriate title, organization of data, cohesive devices, coherence etc.

The project work carries 6 marks for the written work (collection of data, analysis ...) and 4 marks for oral presentation (responses during the process and presentation).

Slip Tests: Slip test is more or less similar to summative assessment but it is still different from the former in terms of the following:

1. There is no prior intimation of the slip test.
2. It is done in the regular period of about 40 minutes.
3. There is only limited number of tasks.
4. The tasks are displayed on the chart or black board.

5. There should be one discourse, one item for vocabulary & grammar, one comprehension passage.
6. The slip tests should cover the discourses to prepare the students for summative tests.
7. Assess the written part and give feedback to the learners.
8. Marks should be recorded in the cumulative record.

Formative Assessment – Cumulative Register

No	Name of the student	FA1				FA2				FA3				FA4				Total (4summatives)				Reduced to 5 marks				Total
		R	W	P	S	R	W	P	S	R	W	P	S	R	W	P	S	R	W	P	S	R	W	P	S	
1																										
2																										

Note: R- Reflections; W – Written works; P – Project work; S – Slip test.

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