

FORMATIVE ASSESSMENT: ENERGIZING LEARNING, EMPOWERS TEACHING

التقييم التكويني : تنشيط التعلم وتقوية التعليم

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ABSTRACT

Formative assessment impact on students' achievement has received recognition among researchers and educators. This study attempts to tackle the fundamental issue of formative assessment in English language teaching. The article discusses some key issues surrounding classroom assessment ranging from conceptual definitions and importance. The paper reviews different roles of teachers and students through the formative assessment process. Next some defining characteristics and key principles are explored. Furthermore, it highlights the ongoing cycle of formative assessment (before-during-after instruction). Subsequently the study states the five key strategies of quality and effective assessment. Finally, the article critically examines the significance of formative assessments by putting much attention on students' achievement, motivation and teachers' efficacy.

Keywords: Classroom Assessment; Formative Assessment; Students' Achievement; Teacher's efficacy; teaching/learning process

ملخص باللغة العربية:

حظي تأثير التقييم التكويني على تحصيل الطلاب بتقدير كبير بين الباحثين والمعلمين. تحاول هذه الدراسة معالجة القضية الأساسية المتمثلة في التقييم التكويني في تدريس اللغة الإنجليزية. يناقش المقال بعض القضايا الرئيسية المحيطة بتقييم الفصل الدراسي والتي تتراوح

بين التعاريف المفاهيمية والأهمية. تستعرض الورقة الأدوار المختلفة للمعلمين والطلاب من خلال عملية التقييم التكويني. بعد ذلك يتم استكشاف بعض الخصائص المميزة والمبادئ الأساسية. علاوة على ذلك ، فإنه يسلط الضوء على دورة التقييم التكويني المستمرة (قبل - بعد - التعليم). وبالتالي تحدد الدراسة الاستراتيجيات الخمس الرئيسية للجودة والتقييم الفعال. أخيرًا ، تبحث المقالة بشكل نقدي في أهمية التقييمات التكوينية من خلال التركيز على تحصيل الطلاب وتحفيزهم وفعالية المعلمين

الكلمات المفتاحية: التقييم التكويني ؛ دورة التقييم التكويني ؛ تحصيل الطلاب ؛ وفعالية المعلمين ؛ الدافعية.

Introduction

Formative assessment, as a viable and powerful process to improve learning, has received increased attention from educators. Significantly, formative assessment is a three-step process by which evidence is collected, interpreted and used. It is a systematic, planned and cyclical process in which teachers continually gather information about what students know, where they are, and where they might go next in their progress to implement instructional activities accordingly. The primary purpose of formative assessment is to inform, adjust and improve classroom practice and policy, and to identify areas for improvement in the teaching/learning process.

Formative assessment process is an integral part of instruction that enhances, empowers and move students' learning forward. It should be applied to the minute-to-the minute and day-to-day interactions between students and teachers. Formative assessment enables teachers ,students and stakeholders with timely, frequent, and constructive feedback which provides information that can be implemented to play an active and distinctive role in ensuring learning by consistently working to build and consolidate students' understanding, skills and knowledge during the course. Most importantly, when students receive high quality, actionable feedback about their progress toward learning outcomes, they will be able to make well-balanced decisions to fully meet their objectives.

The advantages of formative assessment to the student is countless. Teachers can help enhance student performance by sharing significant, substantial and clearly defined learning goals and success criteria for the learners. In this manner, the formative assessment process creates opportunities for students to be active participants in the decision-making

process, which increases their engagement in the classroom and supports the development of a growth mindset. Formative Assessment is essential as a student procedure. It is the springboard for students to take control of their learning and for teachers to align their instruction to their learners' needs. The feeling of command and control can increase the students' intrinsic motivation to learn and can also heighten success to increase students' engagement and ensure that all classroom instruction must fulfill the needs of all students. Designing classroom instruction with the individual strengths and weaknesses of students can create personalized learning opportunities and support all students as they strive to achieve academic success.

1. Formative Assessment Conceptualized

Formative assessment, as a valuable and effective process to improve English language learning at all grade levels, has increased attention from school administration and teachers in recent years. As a matter of fact, it is also called assessment for learning, it is a cyclic instructional process in which teachers continuously gather information about what students know and plan to implement instructional activities accordingly. It is a way of thinking about and organizing the teaching-learning process that has proven to promote successful learning (Black & Wiliam; 1998, Guskey, 2003; Stiggins, 2005)

It is an ongoing process which takes place before, during and after teaching by implementing a wide range of strategies and techniques to collect data and receive timely and constructive feedback that aims at enhancing student learning and improving teacher instruction. This formative feedback enables both teachers and students to answer these three questions:

- What is to be learned?
- How is learning running?
- What will be learned next?

Nitko (1993) rightfully posits two purposes of formative assessment: (a) selecting or modifying learning procedures, and (b) choose the best remedies for improving the weak points in learning and teaching. Put simply, teachers can use formative assessments to modify their teaching practices based on the results received from the data obtained from the appropriate feedback. Learners also find it a vital tool to inform their progress toward achieving the learning outcomes.

Formative assessment as systematic, cyclical and continuous process throughout instruction helps teachers to check the current status and better understanding of their students' language ability and content understanding. In other words, teachers detect what the students know and what they do not know. It give them chances to participate in modifying or planning the upcoming classes.(Bachman&Palmer,1996).

2. Teacher's Role in Formative Assessment

Heritage(2010) points out that teachers when conducting formative assessment, they must bear in mind, the mutual collaboration with their students in constructing their teaching practices and sharing the responsibility in the learning process. To be effective, teachers must have both conceptual and procedural content knowledge that enable them to teach in versatile situations and challenging contexts. Equally important, is the need for the pedagogical content knowledge that enables them to teach the conceptual and procedural content effectively to every student in the class.

Teachers play a vital role in their classrooms by sharing learning intentions and setting clear objectives to be met at the end of the lesson. To be highly effective, teachers should collaborate with their students to actively engage them to create intentions and behaviours to achieve maximum outcomes of the planned objectives. Teachers can detect their students progress through implementing learning indicators to signpost the effectiveness of learning process. When teachers start with the successful end in their minds, they easily garner evidence and data through which they adjust and sustain their students' learning. Teachers implement a variety of tools to collect formative assessment evidence such as formal or informal discussions with their students, observations of their activities or tasks or analysis students' written assignments.

Clark(2011)stated that formative assessment is only effective when teachers work hard to establish a healthy, relaxing and comfortable atmosphere when students' learning can successfully thrive and happen. Most importantly, teachers need to have the indispensable skills, knowledge and attitudes to create and maintain a well-structured classroom culture which helps facilitate the successful integration and sound implementation of formative assessment practices. By creating these classroom conditions teachers with their repertoire full of through understanding of the principles and effective practices can ensure high quality interactions and behaviours

in order for effective formative assessment to take place. Black and Wiliam (2009) clearly state that an interactive dialogue between the two partners of the teaching learning process, which is at the heart of formative, results in generating learning opportunities for the students to be owners for their learning.

3.Student's Role in Formative Assessment

The students as active players in the process of learning, a great responsibility put on their shoulders to reach their goals and achieve the intended outcomes. In the process of cyclic and on-going formative assessment, the students intentionally hold a clear perception of the learning targets. To really succeed, however, students must learn to self-assess so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve (Black & Wiliam 1998).

As an autonomous learners, the students start their way to achieve their goals by a series of self-assessment practices which help them to garner some evidence about their progress. This process of self-evaluation can boost students' motivation and provide them with metacognitive skills like thinking, reasoning, and deducing which directly lead to effective learning. Initially, the students who engaged in self-assessments get feedback that inform and direct them to modify and adjust their learning intentions and strategies.

For formative assessment to affect students' achievement positively, students must be actively involved in the process. Students are encouraged to raise their self-regulated skills and demonstrate areas of improvement in which they truly master and spot the areas in which they lack proficiency and show inability. Teacher should offer myriad opportunities for their students to be actively engaged in a self-reflection process where they can reflect upon their achievement (Dodge, 2009). Moreover, another point about students role in using formative assessment is that they actually use and benefit from the feedback they receive. The students have to reflect on their progress and interpret the feedback to advance learning.

One of the most important tasks the students can fulfill is peer-assessment. Admittedly, in peer-assessments, students can correct their colleagues works and assignments with the guidance of the teacher and then they give a corrective and constructive feedback to their classmates in the purpose of assessing and make their peers make progress towards achieving the goals they aim for. Peer feedback has many benefits both for the students who provide the feedback and for those who receive it. They are trained to assess each other's learning against standard criteria when they

are engaged in self- assessment. Students can enlarge and deepen their understandings of their attitudes, concepts and perception of their learning. In the formative assessment process, the teacher encourages and engages students to develop a shared vision of success criteria and goal setting by which they have the ability to defend their ideas and create more effective ways of communicating their thoughts both orally and in writing (Heritage,2010).

Consequently, Formative assessment helps students to be engaged in their target language and this in turn raises their awareness to enhance their motivation. It is worth noting that formative assessment seeks to provide students with explicit learning goals or outcomes of the lesson or the course at hand ,which in turn enables them self-assess their current progress according to the aforementioned goals and to equip them with tactics to close the gap between the first and the latter. Essentially, high quality, effective formative assessment must help students to answer these questions:

- **Where Am I Trying to Go?** Students need clearly articulated, concise learning targets to be able to answer this first question. Learning is easier when learners understand what goal they are trying to achieve, the purpose of achieving the goal, and the specific attributes of success. Teachers should continually help students clarify the intended learning as the lessons unfold—not just at the beginning of a unit of study(Clarke,2001).
- **Where Am I Now?** All of these strategies help students ascertain—and, even more important, learn how to ascertain—where they are and where they need to be, an awareness that is central to their ultimate success.
- **How Do I Close the Gap?** Assessment for learning helps students know what to do to move from their current position to the final learning goal. To meet learning goals, students must participate fully in creating the goals, analyzing assessment data, and developing a plan of action to achieve the next goal.

4. Aspects of Formative Assessment

In very simple terms, these three core principles mould the theoretical underpinning of formative assessment. Admittedly, extensive body of research proves that teachers, students, and peers

all play a role in the learning process. Likewise, all the three partners play significant roles in formative assessment. Table 1 below clearly states the five main strategies associated with assessment for learning and defines them as they relate to the various players in assessment. Teachers' roles emphasize setting clear goals, making aspects of success explicit, providing useful feedback, and encouraging peer- and self-reflection. Systematically, peer and learner needs focus on understanding oriented learning objectives and continuously assessing progress against these standards.

Actor	Where the learner is going	Where the learner is right now	How to
Teacher	1Clarifying learning intentions and criteria for success	2Engineeringeffective classroom discussions	3Providing that moves forward
Peer	Understanding and sharing learning intentions and criteria for success	and other learning tasks that elicit evidence of student understanding	
Learner	Understanding learning intentions and criteria for success	4Activatingstudents as instructional resource another	
		5Activatingstudents as the owners of their l	

Table 1:Aspects of Formative Assessment(source:Black and Wiliam,2009)

5.The Cycle of Formative Assessment

There are three steps of conducting formative assessments used by teachers before, during and after their instruction. In this part they are explained in detail below.

5.1.Formative Assessment Prior to Instruction

In this phase, teachers conduct pre assessments to collect information or data to make sound diagnoses and prescription for student's learning. It can take place before or at the beginning of the school year or before launching a new unit of study to find out more about what the students learned, what they are interested in and how they work best.

Pre-assessment results provide teachers with reflections about students learning experience where they detected their misconceptions and challenges. Teachers can use a wide range of tools where conducting pre-assessments like tests, quizzes, discussions, asking students to fill out graphic organizers or write journals.

According to Greenstein (2010) stated that pre-assessment is a focal element in instruction and it is the first indispensable step in running formative assessment where instruction can be customized to meet the learning outcomes in a more relevant, engaging, and motivating for every individual student and differentiated instruction. Collecting information about individual student's understanding before beginning a unit help teachers gauge student's needs and plan activities that increase motivation to learn and help them succeed.

In a nutshell, pre-assessments determine student's increasing knowledge and skill levels. Reveal student's depth of knowledge, illuminate student's incoming attitudes, dispositions and beliefs, identify sources of incoming information, guide students and teacher planning. Clarify the gap between current and desired achievement levels, prepare students' brains for learning.

It is essential to organize and analyze the data collected so that the most accurate picture of what the class already knows, doesn't know, and needs to work on. The data will support decisions about how to adjust instruction to improve learning outcomes. Pre-assessments provide essential data about the knowledge, skills ,and dispositions students bring to learning tasks. They stress that teachers need this information to plan appropriate and effective instructional activities.

5.2. Formative Assessment During Instruction:

In this phase, teachers adjust their teaching plan in response to pre-assessment results. During this process use some techniques regularly measure student's progress like checking for understanding during the instructional process. Assessing during instruction allows teachers to

customize their teaching to match the current status of learning in classroom.

The feedback teachers gather help them go back to the points of strength or confusion or pass to another level of the topic. It helps teachers to support and make adjustments for the whole class or some members.

Formative assessment helps teachers identify their individual students who are struggling with particular concepts or applications and respond with personalized feedback, assistance, and redirection to get learning back on track.

Assessing during instruction can help teachers monitor how they deeply students are understanding and thinking about a topic. The ability to evaluate one's own performance of learning is a skill that develops study. Offering students opportunities to self-assess during a lesson furthers this competency. Through formative assessment, teachers can bring to students' attention both areas that need more review and areas in which they are showing growth(Greenstein 2010).

Together, teachers and students can build a learning plan, which means setting goals and marking steps to reach those goals. Feedback during a unit also tells students that teachers are interested in them and their progress. In addition, including students in the assessment process tends to inspire a feeling of agency in their own learning.

During the course of unit, assessment serves three different purposes:

- To encourage self-direction and collaboration;
- To monitor progress;
- To check for understanding and encourage metacognitive skills.

Teachers use learning logs, observations, and conferences to collect information about student's skill development and how their thinking and understanding of the topic is progressing. Knowing how students how students are thinking about a topic also helps the teacher "to make adaptations for individual learning differences to ensure that all students understand, practice ,and master each component as they progress toward the final goal"(Guskey,2005,p.33).

Instruction that meets the student's individual needs give them self-confidence and motivation, engagement in the topic and take more risks, challenges with their learning where they can correct misunderstandings and improving their skills. The purpose of assessment is to develop thoughtful, self-directed or regulated learners.

Students receive frequent feedback on how they are doing and what they can do to improve .in this process students have learned strategies for assessing their own thinking and work in comparison to students of excellence.as a result, they have opportunities to reflect individually and in groups on how well they work together to solve problems. When they use their assessment

to set specific goals, they can take advantage of instruction to improve their work , to be more like the exemplars (Shepard,2005).Peer and self-assessments help students become independent learners who understand their own strengths and needs and how to set goals for their learning and monitor their own progress and thinking as team.

Teachers can use a variety of formats such as exit cards, journal entries, systematic teacher conversations with individual students, problems to solve, think-alouds, etc. Formative assessment meant to help the teacher understand how each student's development is progressing and the teacher can clearly plan next steps for the class as a whole and for small groups of students and individuals. Rarely graded, but can provide clear important feedback that helps a student determine next steps in learning.

5.3Formative Assessment After Instruction:

Used at the end of key segments of a unit and at the end of a unit. Tightly aligned with for the whole a unit or recently completed key segment. Meant to determine the level of mastery each student has achieved at the end of a unit or at key junctures in the unit. Typically graded ;should also include clear, actionable feedback to help students understand how to continue learning.

When the instruction is complete, teachers have one more opportunity to help students cross the finish line and meet learning goals. Teachers today are regularly asked to count for their students learning. As a teacher used formative assessment before and during instruction and has been responding instructionally to data gathered, students should not be too far behind.

The last assessment will identify areas in which students could use a bit more clarification, practice, or reinforcement before a summative assessment, whether it is a standardized or teacher-created test, a final submission of student work, or the assignment of a grade.

Post-instruction assessment data help teachers select final, customized interventions to support student learning in identified trouble spots. Student reflection can be a part of the post instruction formative assessment of writing presentations, products, problem-solving techniques, and portfolios. It leads to numerous positive outcomes including increased engagement and development of critical thinking skills such as analysis and evaluation.

The effectiveness of this student reflection and self-assessment depends on the teacher's providing clear guidelines on the purpose of the activity or project to be evaluated and identifying the critical content students should focus on. To accurately judge their own performance, students need to be able to measure it against set criteria, such as the content of a rubric. Asking students to identify strategies that they can use or steps they can take to improve the quality of their work in another beneficial strategy that supports learning (Greenstein 2010).

6. Classroom Assessment Literacy :

Is assessment literacy merely a fashionable focus for today's professional developers or, in contrast, should it be regarded as a significant area of professional development interest for many years to come? It is argued that educators inadequate knowledge in either of these arenas can cripple the quality of education. Assessment literacy is seen, therefore, as a sine qua non for today's competent educator. A clear, systematic, coherent and flexible classroom assessment literacy can be defined as the knowledge and skills needed to do two things: (1) gather accurate information about student achievement, and (2) to use the assessment process and its results effectively to improve achievement.

6.1. Keys to Quality classroom assessment

All of the pieces contributing to sound classroom assessment instruments and practices are built on a foundation of the following five keys to quality:

6.1.1. Clear Purpose: Clear Purpose Assessment processes and results serve clear and appropriate purposes. Does the assessment author have a clear picture of how the assessment results will be used and by whom?

The assessor must begin with a clear picture in mind of why he or she is conducting the assessment. The assessor use the assessment to inform students about their progress in formative manner. And in a summative way when he test them by giving them results as a grades. The purpose is to inform others like policy makers, program planners, supervisors, teachers, parents and the students themselves about the overall level of student's performance.

Some questions asked when planning and designing assessments:

- Who will use the information?
- How will they use it?
- Is distinction between assessment for and of learning clear?

The first guiding principle is to start with a clear purpose which is why am I assessing? The purpose of assessment is to improve achievement, to support learning, and to measure, verify learning. Assessment information can serve a variety of users such as students, teachers, administrators ,parents and uses both formative and summative.

a. Identify the key users of classroom assessment information and know what their information needs are. b. Understand formative and summative assessment uses and know when to use each.

6.1.2.Clear Learning Targets: Clear Targets Assessments reflect clear student learning targets

Does the assessment author have a full picture of what he or she is trying to measure?

The teacher needs to have a clear picture of what achievement he or she intends to measure. If we don't have clear begin with clear learning intentions in mind we can't reach sound assessments.

- Are learning targets clear to teachers?
- Are the learning targets focused and reasonable?
- What kind of achievement is to be assessed ?
- Are these learning targets the focus of instruction?
- Are they appropriate? Do they represent the heart of the discipline and are they worth the instructional and assessment time devoted to them?

Being with intentions in mind, we must start with clear and appropriate achievement targets. The quality of any assessment relies on how clearly and appropriately you define the achievement target you are assessing. The teacher assessor should hold for their students ,they also bear in mind the content standards at the focus of instruction. When our learning targets are

clear to us as teachers, the next step is to ensure they are also clear to students.

It is further noted that teachers cannot validly assess academic achievement targets unless they precisely and completely defined.

6.1.3. Sound Assessment Design: Sound Design Learning targets are translated into assessments that yield accurate results.

Has the assessment developer translated the learning targets into high quality assessments that will yield accurate results?

Some questions:

- Do some methods match learning targets?
- Does the sample represent learning appropriately?
- Are the items, tasks, and scoring rubrics of high quality?
- Is the assessment controlled against bias?

In choosing the best method we should know if the method has been chosen consciously to fit the learning targets to be assessed and the purpose for the assessment. Teachers should be aware of the variety of learning targets are being assessed and which methods are to be implemented in a practical and balanced ways.

In this guiding principle teachers must create high-quality assessments that yield dependable information which can in turn produce accurate and consistent results. Assessment that meet these standards can support valid and reliable inferences about student learning.

6.1.4.Effective Communication:

Assessment results function to increase student achievement. Results are managed well, combined appropriately, and communicated effectively.

- Can assessment results be used to guide instruction?
- Do formative assessments function as effective feedback?
- Is achievement tracked by learning target and reported by standard
- Do grades communicate achievement accurately?

6.1.5.Student Involvement:

Students are active participants in the assessment process.

- Do the assessment practices meet students' information needs?
- Are the learning targets clear to students?
- Will the assessment yield information that students can use to self-assess and set goals?
- Are students tracking and communicating their evolving learning?

- Am I allowing my students to monitor and take responsibility for their own learning?
- Are my learning targets in terms that my students will understand?

Source: Adapted from Chappuis, Stiggins, Chappuis, and Arter 2012, p. 11

7.The Significance of Formative Assessment

Formative assessment is an important part of the teaching-learning process and its benefits are limitless. Initially, formative assessment can lead to significant learning goals. Accordingly, formative assessment is designed to make students thinking clear and worthwhile. Research confirms that effective formative assessment has a positive impact on students' achievement: "Formative assessment has been found effective to students' achievement if done very well" (Black and Wiliam,1998). Put it simply, if formative assessment properly employed in the classroom, it will substantially lead to better results.

Because formative assessment has been shown to improve students' learning, many educators have adopted it in the hope that it will also raise their students' performance. Moreover, formative assessment has long been recognized as a key process in effective instruction and it is regularly conducted by teachers to check and follow the progress of their learners .Formative assessment is one important component tint he learning progression of students. It should be an integral part of classroom assessment practices because it has the potential to develop and deepen their thinking.

Formative assessment enable teachers to adjust instructional practices according to based-evidence results, altering modifications and introducing improvements to the activities that will add extra value and beneficial feedback for students' learning. Formative assessment ensures

that the students have the responsibility to generate the current progress and are able to monitor, manage and adapt their own learning as active and real agents of change in the process. Formative assessment's raison d'être is to improve students' learning and automatically enable teachers to improve how they are teaching. Notably, teachers find formative assessment process as an indispensable tool to adjust their current practices and adjust their teaching methods.

Formative assessment focuses on two main things: teachers and students gathering accurate information in the moment, and teachers using that information to quickly adjust instruction. Ongoing formative assessment practice strategically transforms both students and teachers into decision-based data collectors. Through the process of formative assessment, students learn many strategies and techniques like the metacognitive skills. They will be able to think about their thinking, set goals and track them and reflect on assessments.

Formative assessment give us the ability to provide constant feedback to our students to be part of the learning environment and to develop self-assessment strategies that will help with the understanding of their own thought process. Undoubtedly, the power of feedback is essential and critical. In order for feedback to be effective, all partners should know what constitutes feedback. The purpose of formative assessment is to provide feedback to the teachers about how ,when and where to adapt the teaching activities to reach students' needs.

The findings indicate that students who receive formative assessment perform better on a variety of achievement indicators than their peers do. Learning objectives are the subject of a significant body of research, though most research has been conducted at the higher education level. Finding indicate that learning intentions, specifically as a part of guided

instruction methods, positively impact students' learning. Similarly, studies demonstrate that statement of learning objectives and assessment criteria improve students' self-assessment abilities and, as a result, improve learning outcomes.

Formative assessment is important because it has the potential to:

- create self-directed and independent learners
- increase student achievement
- ensure that we meet the needs of all students where they are and move them forward
- create improved instructional insight
- increase instructional decisions that are based on evidence of learning
- improve teacher knowledge
- improve knowledge of disciplinary content and how kids learn that content
- improve teacher retention (Guskey, 2003).

Black and Wiliam (1998) proposed that effective formative assessment involves

- teachers making adjustments to teaching and learning in response to assessment evidence;
- students receiving feedback about their learning with advice on what they can do to improve; and
- students' participation in the process through self-assessment. They concluded that the student learning gains triggered by formative assessment were amongst the largest ever reported for educational interventions with the largest gains being realized by low achievers. This was, and remains, a powerful argument for formative assessment.

The assessment activities or tasks provided by the teacher should contain or reflect characteristics that promote meaningfulness. They are meaningful if they are novel and diverse, and if they promote excitement or pleasure. They should reflect the student's specialist world, have a clear purpose and clear instructions ,meet their needs ,make students think and share their opinions and own experiences and allow to develop their confidence and fluency.

Assessment perform the following roles:

- To measure progress;
- To measure achievement/outcomes in terms of knowledge and skills;
- It provides the basis for decisions on whether a student is ready to proceed;
- It enables students to obtain feedback on their learning;
- It helps students to improve their performance;
- It enables staff to evaluate the effectiveness of their teaching.

schools where teachers collaborate, adopt evidence-based teaching strategies, have professional conversations about how to improve their teaching. Evidence must be directly observable(the teacher should be able to see it, touch it, or hear it) (Stiggins ,2005).

Conclusion:

Formative assessment is one of the most powerful ways of improving student achievement. Recently, there has there been an increased interest in formative assessment as a student-centered procedure that informs teachers and students about students' learning. It is conceived as a practice implemented by teachers in collaboration with their students, then

its promise as an enabler rather than an evaluator of learning can be realized. The information obtained can be used as feedback to modify teaching and learning activities. In a nutshell, for assessment to be effectively utilized, accurate and succinct information must be acquired to gather evidence to reflect on student achievement and also to enrich students' motivation. Teachers collect and collate evidence based on adjustable data that can be transformed into signposts about how student learning is progressing during the course of instruction so that necessary instructional adjustments can be made to close the gap between students' understanding and the desired goals. The process requires the teacher to share learning goals with students and provide opportunities for students to monitor and measure their ongoing progress.

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