



**Topic:**

**FORMATIVE ASSESSMENT IN THE ENGLISH FOREIGN LANGUAGE  
CLASSROOM PRACTICES**

**Research Project prior to obtaining the Title of Master on English Pedagogy  
as a Foreign Language**

**Line of research:**

INNOVATIVE PEDAGOGIES, TEACHING METHODS

**Author:**

Ana Mercedes Revelo Tobar

**Director:**

MSc. Luis Antonio Paredes Rodríguez

**Ambato – Ecuador**

**July 2022**

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO**

**APROVAL SHEET**

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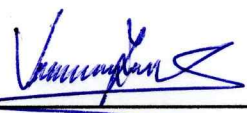
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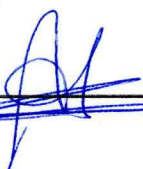
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**PUCESA GENERAL SECRETARY**

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**Ambato – Ecuador**

**July 2022**

## STATEMENT OF AUTHENTICITY AND RESPONSIBILITY

Yo: **ANA MERCEDES REVELO TOBAR**, con CC. **1802335776**, autora del trabajo de graduación intitulado: “**Formative Assessment in English as a Foreign Language Classroom Practices**”, previa a la obtención del título profesional de **Magister en Pedagogía del Inglés como Lengua Extranjera**, en el programa de **Posgrado Maestría en Pedagogía en Inglés como Lengua Extranjera**.

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ANA MERCEDES REVELO TOBAR

CC. 1802335776

**ACKNOWLEDGEMENT**

I would like to express my gratitude to Pontifical Catholic University of Ambato, director and professors for giving me the chance to increase my knowledge through this master's program.

**DEDICATION**

*Dedicated to God, my family and my students.*

## RESUMEN

La actual investigación aborda la temática de la evaluación formativa y sus principales ventajas y beneficios en su aplicación dentro de los procesos de Enseñanza del Idioma Inglés como Lengua Extranjera (EFL). La evaluación formativa se enfoca principalmente en la retroalimentación por parte de los profesores hacia los estudiantes, logrando así que estos puedan tener una mejor autorregulación y mejoras en el componente motivacional, mismos que son de vital importancia dentro de los procesos de aprendizaje. El presente trabajo se realizó bajo un enfoque cuantitativo de investigación, a fin de establecer un taller dirigido a los profesores de la Unidad Educativa Juan León Mera La Salle de la ciudad de Ambato enfocado en conocer las principales ventajas de la evaluación formativa. Se aplicó un cuestionario a los docentes para conocer sus principales perspectivas con respecto a la evaluación formativa, obteniendo como resultado que los profesores tienen conocimiento de la misma, pero no la aplican porque desconocen sus principales beneficios.

**Palabras clave:** evaluación formativa, retroalimentación, autorregulación, taller

## **SUMMARY**

This research work addresses the subject of formative assessment and its main advantages and benefits in its application within the teaching of English as a Foreign Language (EFL). The formative assessment focuses mainly on feedback from teachers to students, thus achieving that they can have better self-regulation and improvements in the motivational component, which are of vital importance within the learning processes. The current work was carried out under a quantitative research approach, in order to establish a workshop aimed at the teachers of the Juan León Mera La Salle High School in the city of Ambato focused on knowing the main advantages of formative evaluation. A survey was applied to the teachers in order to know their main perspectives regarding the proposed methodology, obtaining as a result that the teachers know the aforementioned methodology, but do not apply it because they ignore the main benefits of it.

**Keywords:** formative assessment, feedback, self-regulation, workshop

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## **INTRODUCTION**

### **Theoretical and practical background**

Over the years, educators have misunderstood the real meaning of formative assessment generating confusion with summative assessment. This confusion is the result of many conflicting understandings, varying definitions, views and practices labeled as formative assessment in schools. Although, understanding the real definition is difficult, (Higgins, Grant, & Thompson, 2010) define formative assessment as “work that a student carries out during a course for which they get feedback to improve their learning, whether marked or not”, which still lets us think about the activities that should be assessed and the ones that should not during the learning process, so as to give meaningful feedback to help students achieve their goals.

Therefore, keeping in mind what should be measured is essential because, as it is well known, there are some types of EFL classroom practices that must be considered as part of formative assessment. Additionally, EFL classroom practices are meant to be guided by the teacher who is the facilitator and the one to construct or obstruct learner participation in the class, so for that reason, teachers' ability to select appropriate methods is important as their ability to provide meaningful practices, aiming to a better understanding through effective feedback. Furthermore, innovative formative assessment is fundamental in the learning process because it works as a valuable guide for students, helping them enhance their performance and also teachers can use them to determine if further instruction is necessary.

Nevertheless, one thing to consider is that this type of assessment is used to improve learning through the application of suitable strategies in order engage students in the class. According to Formative Assessment Strategies (Brookhart, 2010) mentions in her book “remember that the main purpose of any formative assessment strategy is to engage the student in the formative assessment cycle”

which give us an important key that is to first state the learning purpose and involve students in the whole process to improve their language learning skills.

According to the Ecuador's Foreign Language Curriculum, the approach to be strongly applied when teaching English is CLIL which works towards the development of the four communicative language skills rather than linguistic content learning, its methodology and classroom procedures are learner-centered which are aimed to respond to learners' strengths and challenges by facilitating the learning process through motivation, so as to engage them with learning. This EFL curriculum is learner-centered which requires teachers to recognize their students as individuals with different learning styles, personalities, and interests, as well as differing levels of motivation and abilities, therefore, they must take these needs into account and adapt their methodology accordingly.

Among the key features of this learner-centered curriculum, the assessment is more formative than summative which means the teacher provides with frequent feedback to shape and support future learning, but this will never be accomplished in that way because teachers are constantly asked to get grades and other evidences in a strictly period time. For this reason, they don't have enough time to give meaningful feedback and they only focus on grading rather than assessing their students' learning practices, instead of helping them improve their language skills as such.

Juan León Mera "La Salle" High School has adapted to the national curriculum too, but implementing other methods aimed to improve the process of teaching and learning, all those approaches have one common objective that help students acquire the foreign language in a more analytical and independent way, even though, teachers have worked under those parameters, students have seemed not been improving their skills and probably the main reason is the lack of assessing students' performance with strategies that will be useful and easy to apply.

One of the principal methods this institution applies is CLIL, the one that has mentioned before in the national curriculum and the second is Conceptual Pedagogy that is aimed to improve learners' cognitive abilities, knowledge and

values, differentiating them according to the type of thinking that each one of them has and the mental age they have. Therefore, conceptual pedagogy has three phases: affective, cognitive, and expressive phase. If the student manages to develop the aforementioned phases, he or she will become an ethical, talented, emotionally strong, expressive person, and capable of analyzing and transforming information according to their learning needs.

Even though, Conceptual pedagogy is aimed to help students learn, there is a disadvantage that all institutions in Ambato city have and it's concerned with the issue of grading and working under the rules of the district. There are so many requirements to be accomplished by teachers that they don't have enough time to assess the teaching-learning process in an effective way. So, this aspect requires teachers to be able to conduct their student's performance in the classroom, which is currently discouraging because they do not have a formative assessment background on how to guide the students' classroom activities development. In brief, based on the different research, it is known that formative assessment is conducted simultaneously with the learning process, and it is important to help students acquire the language meaningfully.

### **Statement of the problem**

How could English Foreign Language classroom practices be improved through the application of Formative Assessment?

### **Hypothesis**

Formative assessment has an effect on English Foreign Language teachers' classroom practices of Juan León Mera La Salle High School.

### **General Objective**

To determine the influence of formative assessment on English Foreign Language classroom practices in Juan León Mera "La Salle" High School.

### **Specific Objectives**

1. To identify the formative assessment techniques needed to improve EFL classroom practices
2. To evaluate teachers' formative assessment background regarding the teaching-learning process.
3. To design a workshop for teachers focused on the use of formative assessment methodology, advantages and benefits in its application within the normal class methodologies.
4. To establish the Formative Assessment workshop as a continuous professional development training course.

For this research work a quantitative research approach was used. This approach allowed the gathering of necessary information which demonstrated the influence of formative assessment techniques on EFL classroom practices in Juan León Mera "La Salle" High School.

Prior to information collection process, the required bibliography was reviewed to construct the theoretical foundations of the formative assessment and the most appropriate techniques for its application. Afterwards, information was collected directly from the EFL area teachers of Juan León Mera "La Salle" High School, in order to know their perspective in relation to the formative assessment. The instruments used for the collection of this information were surveys through structured questionnaires. Additionally, the data was tabulated in the Statistical Package for the Social Science (SPSS) to proceed with the analysis and interpretation of the data. Following the analysis, the proposal was developed to help teachers improve their formative assessment practices.

## Research Justification

Among a variety of assessment methods, summative evaluation has been the most applied one because of its effectiveness at the moment of grading and getting fast results. Although, the information gathered from this type of assessment is essential, this information can only help assess some aspects of the learning process. As they extend and occur after instruction every few weeks, months, or once a year, summative assessment become tools that help the teacher assess program evaluation, school improvement goals, or student alignment curriculum. It occurs too far down the learning cycle to provide classroom-level information and make instructional adjustments and interventions during the learning process, so for that reason formative assessment is needed to accomplish this objective.

Formative assessment types encompass various elements of work, stories such as: informal observation, worksheets, pop-up questionnaires, diaries, diagnostic tests, analysis of student work, including exams, questionnaires, assignments, portfolios, and collections of the students. The aforementioned type of formative assessment allows educators to monitor and update classroom instruction, and these types of assessments are not used in the student's grade point average.

For this reason, it is necessary to train teachers from Juan Leon Mera "La Salle" High School on formative assessment to help them get useful knowledge and improve their student's learning process by giving them meaningful feedback.

## **CHAPTER I. STATE OF THE ART**

### **1.1. English as Foreign Language (EFL)**

Throughout time, the use of two or more languages has been an ability that human beings have to contribute to a new society. Currently, there is a high level of intellectual and even personal competence in the workplace, due to the fact that most of the opportunities that a person can have, is to know different communicative languages. For this reason, the knowledge and handling of a foreign language has become a need to improve in different areas. According to experts, the English language is the most widely recognized and spoken language in the world. As a result, a foreign language for a country that acquires it by learning consciously, can sometimes be challenging because it interferes with the language that surrounds it. The field of a foreign language (EFL) has been connected with today's society. Everyone knows that using a foreign language offers better opportunities to face today's challenges and difficulties. Furthermore, learning a new language is connecting the cultural aspect in which the foreign language is complemented. Learning a new language can take place at any age, in young people, adults, but mainly at an early age. Therefore, it is evident that the importance of learning a foreign language is more likely to lead to the achievement of goals and the fulfillment of dreams.

On the other hand, according to the Ministry of Education of Ecuador, the main objective of teaching EFL is to establish the foundations that allow a better training of students and new professionals in their usual preparation, with the purpose of handling the new language correctly and also finding themselves learning and accomplishing their language objectives. It is also important to mention that, given the context of globalization that humanity has witnessed in recent years, the context on the teaching of EFL has had to be rethought, in order for it to be contained in a natural development that is considered as learning the native language of the student. Although, the English language is projected as one of the most widely used languages within this new globalized context, this globalization model also

generates problems within the teaching and learning processes that are handled worldwide. As a result, the role of English as an international tool or as a lingua franca (ELF) for communication needs to be rethought in the English as a Foreign Language (EFL) classroom (Mansfield & Poppi, 2012).

Within the teaching of EFL, it is considered important to talk about the management those teachers have in relation to all class processes carried out within the classrooms. The correct management of the classroom is one of the main problems that teachers have when properly planning the activities to be carried out in the classroom. Classroom management seems to be one of the most recurrent concerns of teachers, that is, of beginning teachers. This may be related to the fact that the ideals that the beginning teacher formed during teacher training are replaced by the reality of school life, where many of the expectations are often transferred to learning to survive in a new school culture.

As mentioned by Macias (2018), the importance in understanding the classroom management context within the EFL teaching processes lies on understanding the main problems that are generated within this educational environment. These problems must be addressed taking into consideration the different approaches that are presented within the learning of a second language. In that order, behavioral approaches focus on the observable and measurable conditions of language behavior, while language development is a matter of linking various stimuli in the environment to internal responses, and these internal responses to overt verbal behavior.

On the other hand, Macias (2018) mentions interactionist approaches to language development as such. These approaches are divided into cognitive interactionist and social interactionist approaches. The former see language as something emergent or closely linked to advances in children's cognitive development, while the latter see language development "as an ancient, albeit complex, interactive process in which social interaction helps language acquisition and language acquisition allows for more mature social interaction." (p.154).

In other words, each of the approaches applied within the teaching of a new language will be directly related to the advances within the development of students in the teaching-learning processes carried out by an educational institution. These approaches are conveyed through teaching models. These teaching models are as follows:

- **Teaching as transmission:** This model is characterized by the control that the teacher has over the context of the learning imparted to the students. In this model, teachers emphasize activities such as memorization of content, application of exercises, and activities related to questions and answers.
- **Exploratory teaching:** This teaching model proposes that the student be the center of the educational model, being the teacher responsible for helping students to generate knowledge on their own, this through the implementation of activities and strategies focused on the generation of self-knowledge.

These learning models have presented a remarkable evolution over the years, which has come to represent a transition between educational approaches that focus directly on the teacher and approaches that focus efforts on the student. It is important to clarify that this transition, in the first place, was proposed and raised by professors from the field of EFL. Interestingly, each new teaching method has had implications and consequences for classroom management, since elements such as the roles of teachers and students, interaction patterns and the use of the target language tended to vary between these methods. Therefore, they affected classroom management in different ways (Mansfield & Poppi, 2012).

Although management within the classroom is an activity linked to all teaching activity, regardless of the subject taught, there are key differences within the teaching of EFL that must be addressed and known. These differences can generate significant changes within the management processes in the classroom as such. According to Bastidas (2011), mentions there are eleven characteristics that

differentiate EFL teachers from teachers of other subjects. Within these characteristics, the following are considered the most important:

Foreign language teaching is the only subject where effective instruction requires the teacher to use a medium (language), thus students do not fully understand.

- Effective foreign language instruction requires interaction patterns such as group work, which is desirable but not necessary for effective instruction in other subjects.
- The methodology of language teaching is more diverse and aimed at creating contexts for communication and maximizing student involvement.

Among the points mentioned, it can be observed that factors such as the use of the target language, interaction patterns and teaching methodologies, are fundamental characteristics that allow a better differentiation between EFL teachers and teachers of other different subjects. Consequently, these factors can greatly affect the managing processes carried out within the EFL classroom.

In this sense, it is the responsibility of teachers to establish strategies that allow minimizing the problems that may arise within a learning environment oriented to EFL. Within this perception, Ruiz and Li (2013) mention that teachers must learn, first of all, to value students, considering them as people rather than as students. This situation helps students to feel motivated and, in that aspect, improve their performance within the class.

Another study carried out by Rahmanita and Mukminatien (2019) mentions that the teachers mismanaged the environment and the activities carried out in the classroom, a situation that led to poor performance by the students. On the other hand, the aforementioned authors also point out that proper classroom management was just as important for English learners as it was for teachers, and a fairly strict classroom too, where teachers valued and respected students.

The importance within the teaching of EFL in secondary education institutions is based mainly on the preparation that students have for their professional training. In this regard, Chavez, Saltos and Saltos (2017) mention that the teaching of English anywhere in the world, at present, is seen as a necessity and an urgency that go beyond the student's occupation or age.

Although EFL education is an important point for the development of the student, establishing English as a subject in the study plan does not completely solve the problem, this because in many cases the teaching of English is limited to a few hours within the academic offer that the student has. This is how different institutions at the national and international level have seen the need to establish scholarships and compulsory courses with the requirement of mastering the English language, in order to help the student, understand and appreciate the importance of learning a foreign language, thus increasing the interest that the student may have regarding a poor understanding of it.

Although the need to teach EFL is one of the main points that are dealt with within the different education systems worldwide, several points have been established in which language teaching can improve. Among the points mentioned, the following can be highlighted:

- In many cases, there is a lack of teachers with the linguistic profile to effectively influence language learning.
- There is little interest-motivation for learning other languages, since it is perceived as a subject detached from the study program.
- The necessary infrastructure for language teaching is lacking (libraries, multimedia laboratories, internet, etc.). This situation is a problem of financial resources, and obviously a problem of a structural nature because of the little internal organization progress that has been made or it is done very slowly.

On the other hand, it is common to consider that a university has quality, due to the characteristic of whether it is bilingual. Although, this aspect should not be so strict

or vital because what really matters is the teaching and students' quality (Chávez, Saltos, & Saltos, 2017). Another issue that reaffirms its importance is the need-to-know English to consult certain bibliographies. Without exception of university degrees, most of the scientific articles and documentary sources to be used are in English. Regarding this issue,

Hernandez (2015) mentions the following:

In most areas of knowledge, frontier literature is found in languages other than Spanish, mainly English. Therefore, the lack of this tool limits the comprehensive training of the student, as well as their possibilities of academic mobility and access to scientific communities, and for certain disciplines or training areas, access to the labor market is impossible.

## **1.2. Formative assessment**

Formative Assessment has been an important part of the teaching-learning process, but no many educators apply it appropriately in the educational field, they only focus on evaluating to obtain final results which is not the aim of teaching. This probably arises from misunderstandings as to its true meaning. According to Domingos Fernandes (2011), the origin of the term "formative evaluation" dates back to the 1960s. However, initially, they were used in reference to educational programs rather than to the evaluation of student learning progress. After 10 years, the evaluation area passed from the programs to the learning process, the evaluation would be infrequent (usually at the end of some program), with grades being the main evaluation criterion for learning.

Over the years, educators have misunderstood the real features of formative assessment, which has generated confusion with summative assessment, causing conflicting understandings, varying definitions and views. According to J. Myron Atkin, Black and Janet Coffey (2001), to confirm a better understanding of the characteristics and functions of formative evaluation, it is necessary to compare it with another type of evaluation: the summative evaluation. Radford (2015, p. 8)

affirms that the latter's main objective is "to measure learning and make informed inferences about the student's ability or level of achievement" (Atkin et al., 2001). Therefore, comparing both type of assessments would let us understand the aim of each of them, so as to apply them at the correct time in the teaching instruction.

In the article "Formative assessment in the classroom of English as a foreign language in Polish secondary schools. Report on a mixed method study". Baran Lucarz (2019) points out that in recent years the type of evaluation that has managed to stand out among educational researchers is the formative assessment (FA). This is due to the direct and indirect positive effects it has on the learning process and results of various subjects. He also notes that the method in question was added to the Polish educational system almost 20 years ago, finding safe ground and being used by Polish teachers.

Furthermore, formative assessment is not only an evaluation, instead, is a useful tool to provide meaningful feedback to learners. According to Melmer (2008), formative assessment is a process used by instructors and students during instruction. This assessment provides feedback to adjust instruction and continuous learning to improve student achievement of expected instructional outcomes. Consequently, formative evaluation is a method that help teachers to assist learners' classroom practices in order to advance their learning through timely corrections. For implementing the formative assessment in lecture class, there are series of key questions to be applied: "Where are learners going?", "Where are learners now?" and "How to close the gap?" (Moss & Brookhart, 2010). The information through formative assessment can encourage the instructor for giving the feedback to improve the understanding in a timely manner, which is the most efficient feedback (William et al., 2004).

Traditionally, assessment (final exam, pop-up questionnaire without warning, and low-quality reports) has been used by teachers to challenge students. To maximize learning, teachers create, to maximize anxiety. The evaluation served as the main intimidating factor. The pressure due to high grades and good grades is believed to increase performance and therefore more learning (Stiggins, 2005). Generally,

assessment is also considered to be a key element in the overall quality of teaching and learning (Heritage, Kim, Vendlinski, & Herman, 2008). Assessment in education entails the many processes included in order to accomplish educational aims and objectives (Onjewu, 2006).

Different types of language assessments are broadly applied by teachers and educators in the real world to gather information that is used to make decisions about learners. These applications of language assessments and the decisions that are made have consequences for stakeholders (the individuals, programs, institutions and organizations) that will be influenced by the assessment and the decisions made (Bachman, 2010). In our field, the terms 'evaluation', 'test', 'measurement' and 'assessment' are commonly used to refer to more or less the same activity: gathering information (Bachman, 2010). Evaluation is perhaps the most complex and widest of the terms. Bachman (2010) describes evaluation as 'one possible use of assessment': evaluation includes making value judgments and decisions based on the information, and collecting information to inform such decisions in the primary purpose for which language assessments are implemented.

As Garrison and Ehringhaus (2007) claim, assessment is a very large topic that integrates everything from 'statewide accountability tests to district benchmark or interim tests to everyday classroom tests. He also argues, citing Nitko (1993) that formative evaluation has two main purposes, the first is to choose or, if necessary, modify the learning procedures, and the second is to decide the best solutions to achieve greater effectiveness in teaching processes. The author also points out that formative evaluation is a continuous process of multiple phases that is carried out daily through teacher-student interaction, providing feedback for immediate action, and which aims to modify teaching activities to improve learning processes and results.

According to Widiastuti et al. (2020), in the last decades, the evaluation within the classroom has been taken as more serious within the education system, this because the evaluation within the classroom helps teachers to improve the quality of learning. Therefore, within the global context as well as the global context,

researchers and professionals have attempted to discover assessment methods that are appropriate and efficient to record, measure, and monitor student progress during the learning process. Complementing this idea, the authors point to Stiggins (2002), who mentions that assessment is carried out to identify learning success, and provides information on student skills that can be used as a basis for improving learning and achieve instructional goals. As part of the teaching-learning process, assessment becomes a procedure used by teachers to find out the level of knowledge and skills of their students, learning outcomes, strengths and weaknesses, so that they can motivate them to improve their skills. In addition to this, the evaluation makes the teachers provide corrective feedback on what the students are learning, being able to know how much learning material can be understood and how well the students learned.

Widiastuti et al. (2017) points that the teaching and learning processes always consist of two main activities, which are essential and inseparable main: teaching and assessment. The two cannot be separated because teaching is always followed by assessment to get a clear idea of the learning ability that students possess and their understanding of the learning material taught. In addition, assessment can be used to reinforce student learning achievement and motivate them to learn and develop their understanding of the learning material in depth. It is also used as a tool to indicate whether learning objectives have been achieved by students or whether intensive learning improvement should be achieved.

According to Sahibzada and Himat (2019), the rapid development of technology and the rising unemployment rate worldwide have led many universities to introduce changes in various areas of their teaching and learning. This kind of change can be experienced within class structures, the technology that enables learning, the curriculum, the teaching methodology from a teacher-centered to student-centered approach, to new active learning methods, Student-centered learning, problem-based learning and results-based learning have taken place within traditional learning methods, this in order to produce graduate students who are able to compete in the demands of the 21st century market. Assessment is also the part of

these rapid variations that has changed in parallel from traditional summative assessment of the final process to formative assessment.

As evaluation and teaching learning activities cannot be dealt with separately, this method is the only promise of any quality institution to surprise its students with sufficient evaluation during their careers. These assessments can be run summative at the end of the course, program, week, month, and semester, or they can also be run during the course, semester, program, instruction, study period, or before the course, program, or instruction. The main concern of formative assessment is improvement rather than consistent grades, which is very essential for the professional development of students. Therefore, taking summative assessment into account as a final process does not help with the progress of students in their academic performance, but what helps them is formative assessment.

### **1.3. Characteristics of Formative Assessment**

The term "formative evaluation" refers to the use of the term's "formative" and "summative evaluation" by Scriven around 1967 in the context of program evaluation. Formative assessment became popular when the term was used by Bloom (1971) in his *Manual of Formative and Summative Assessment of Student Learning* (cited in Cizek, 2010; Guskey, 2005). Bloom makes a distinction between formative assessment and summative assessment by referring to summative assessment as assessments that occur at the end of a unit of instruction, and formative assessment as assessments that occur during instruction or in the learning process. As in program evaluation, the purpose of summative evaluation is to aid decision making in order to make a judgment about whether or not learning has occurred. The purpose of formative assessment was to improve learning, and a critical component of formative assessment involved removal of the assessment component.

Bloom conceptualized the solution to reduce variability in student learning or achievement as a lie with the introduction of variability in instructional strategies,

indicative of formative assessment principles. Since Bloom, formative evaluation has been less associated with program evaluation and an integral part of educational evaluation (Torrance, 1993).

According to several authors, three fundamental pillars of formative evaluation:

- know where the student should be
- know where the student is
- know what must be done to achieve that the student reaches the learning goal

The first step involves a clear understanding of the learning objectives and the identification of criteria that have the achievement of the learning objectives. In the second step, evidence of student understanding is obtained through the instructional or assessment activity. In the final step, the information obtained in the assessment process is used to determine if learning has occurred, what it should do, and what strategies and corrections should be closed to close the learning gap (Brookhart, 2007).

The three steps included above can be spontaneous or planned, formal or informal, include oral or written communication, take an individual or group level and with the support of a teacher, a classmate or a computer. In any classroom setting, teachers can use a combination of formative assessment strategies. Therefore, the features of formative assessment in practice have been described in various ways.

Several authors have developed evaluation steps and strategies. Black (2009) characterized five formative assessment strategies based on Ramaprasad's (1983) feedback framework: 1) sharing learning objectives with students; 2) obtain evidence of learning through discourse; 3) provide feedback to students; 4) activate peer review; and 5) activate the self-assessment. Formative assessment, according to this framework, is a continuous process that includes daily educational practices in the classroom. On the other hand, McManus (2008) defines formative assessment as a process where the evidence of learning "is identified by teachers and students to inform instruction and learning during the teaching-learning

process" (p. 3). The specified author provides a list of five attributes of effective formative assessment:

- Instruction must be firmly based on the progressions or learning trajectories established by the content domains. This helps teachers and students work on clear themes to inform feedback and instructional corrections.
- To obtain a successful learning process, the learning objectives and criteria will be articulated and communicated to the students, this must be important for the students to know the final objective as it will regulate their learning.
- Specific, timely and descriptive feedback on student performance should be given, in order to allow them to identify learning gaps and know how they can close them.
- The teaching process should use peer self-assessment as a tool to motivate students to become aware of their learning or metacognition. Providing and receiving feedback can support student reflection and improve their understanding of the criteria used to assess their performance and the quality of work expected. Similarly, self-assessment promotes students' perceptions of their learning and encourages their self-regulation.
- Students and teachers act as collaborative partners in learning.

Formative assessment has also been interpreted over time based on the extent to which these three steps are implemented in an assessment activity (McMillan, 2010). The following table provides a description of the teacher, student, and context characteristics that represent low, medium, and high levels of formative assessment. This table describes the variations in the formative evaluation characteristics interpreted as low, moderate and high-level formative.

**Chart 1. Variations of Formative Assessment Characteristics**

<b>Characteristics</b>	<b>Low level Formative</b>	<b>Moderate-level Formative</b>	<b>High-level Formative</b>
Evidence of students learning	Mostly objective, Standardized	Some standardized and some anecdotal	Varied assessment, including objective, constructed response, and anecdotal
Structure	Mostly formal, planned, anticipated	Informal, spontaneous, "at the moment" Students	Both formal and informal
Participants involved	Teacher	Some delayed and some immediate and specific	Teachers and students
Feedback	Mostly delayed and general		Immediate and specific for low achieving students, delayed for high achieving students
When done	Mostly after instruction and assessment	Some after and during instruction	Mostly during instruction
Instructional Adjustments	Mostly prescriptive planned	Some prescriptive, some flexible.	
Choice of tasks	Mostly teacher determined	Unplanned	Mostly flexible, unplanned
Teacher-student Interaction	Mostly interactions based primarily on formal roles	Some student determined	Teacher and student determined
Role of student self-evaluation		Some interactions based on formal roles	Extensive, informal, trusting, and honest interactions
Motivation	Extrinsic	Tangential	Integral
Attributions for success	External factors	Both extrinsic and intrinsic	Internal stable factors
		Internal stable factors	Mostly intrinsic
			Internal unstable factors

Source: Revelo, A. (2021)

Note: This table describes the teacher, student, and context characteristics that represent low, medium, and high levels of formative assessment.

Formative assessment can also be described in relation to the evidence from formal assessments used to inform instruction (William and Thompson, 2007 as cited in Brookhart, 2007). Short-cycle formative assessments are produced through daily classroom lessons. Mid-cycle formative assessments occur between units of instruction and are specified to provide evidence of student understanding and inform instructional decisions. Long cycle evaluations occurred in several units, at the end of a semester or year (Brookhart, 2007; Supovitz, 2012). The question of

how the use of this assessment improves student learning is fundamental to their interpretation.

#### **1.4. Issues in the Study of Formative Assessment**

At this point, Bennett (2011) discussed issues in formative assessment research, in particular, issues related to the definition related to formative assessment should be considered an instrument or process. Assessment companies assess item banks and practice tests labeled "formative assessment" with the intent of providing teachers with short or medium cycle assessments to track student progress on standardized assessments.

According to Shepard (2000), the theoretical conceptualization of formative evaluation has focused mainly on the process of a feedback cycle, which implies the self-evaluation of the students and the dialogical interactions between teachers and students. McManus (2008), for his part, conceptualizes formative evaluation as a process in which instructional adjustments are made in student performance where any instrument, including summative evaluations, can serve a formative purpose.

In the most detailed research on formative assessment, Black and William (1998) examining 681 empirical studies of formative assessment and concluded that formative assessment selected greater gains in terms of student achievement than any other educational intervention. Note that the size of the effect of improving student performance could be between 0.4 and 0.7, which is considered important for educational difficulties. The authors reviewed articles from a diverse set of educational research that could be identified as formative assessment.

In the research "The Impact of Formative Assessment on EFL Students' Writing Skill", Iman (2020) tries to discover the impact of formative assessment on the writing ability of EFL students. The basic objective of this research is to identify the

role of formative assessment in the development of the writing ability of first-year master's students at Abdel Elhamid ibn Badis University, in Mostaganem.

An attempt was made to demonstrate that the lack of implementation of formative assessment in the writing classroom was a fundamental problem for the development of this skill. To confirm this hypothesis, two instruments were used to collect data, a questionnaire addressed to students and another questionnaire directed to the teachers of the educational institution.

The survey was conducted with first-year master's students at the university, while the teacher-oriented questionnaire was applied to teachers of written expression. Their results showed that formative assessment is not widely implemented in written expression classes within the university. The two questionnaires revealed that, if the students are formatively evaluated, their writing ability would improve. The study also recommends some ways in which writing teacher advisers can lessen the writing difficulties students face.

The author also points out that evaluation is the process of systematic collection of information. This encompasses a wide variety of methods and tools that educators use to evaluate, measure, and, above all, find options to improve the learning process. What should be kept in mind is that student performance can be measured in two ways; at the end of the learning process by taking summative assessment or during the learning process by taking diagnosis. Most educators choose to apply both types of assessment for best results.

In the article "The effects of teachers 'homework follow-up practices on students' EFL performance: a randomized-group design". Rosário et al. (2017) analyzed the effects of five types of homework follow-up practices (check homework completion; answer homework questions; review homework orally; review homework on the board; and collect and grade the homework) used in class by 26 English as a Foreign Language (EFL) teachers using a randomized group design. To this end, once a week, for 6 weeks, EFL teachers used a particular type of homework practice

to which they had previously been assigned. At the end of these six weeks, the students completed an EFL exam to measure their knowledge.

The results indicated that three of the five types of homework follow-up practices (review homework orally; review homework on the board; and collect and grade homework) had a positive impact on student performance, highlighting thus the role of EFL teachers in the homework process. The effect of EFL teacher homework follow-up practices on student performance was affected by students' prior knowledge, but not by the number of homework follow-up sessions. The author also points out that, within the homework process, teachers have two main objectives: on the one hand, they must design and establish activities, and on the other hand, they must check and provide observations to students about their homework.

The author argues that, for the elaboration of the hypotheses of his research, it was not possible to establish specific hypotheses regarding the relationship between the type of task feedback and the academic performance of the students, this due to the limited results of previous studies. However, taking into account the nature of each type of feedback and its implications for the student learning process, the following hypotheses were developed:

- Comments made by teachers to student homework are differentially associated with student academic performance.
- The magnitude of the impact of teacher homework feedback types on academic performance is associated with the previous level of student performance.

Initially, feedback research, an important component of formative assessment, was based on behavioral learning theories, where feedback is considered a form of reinforcement. Studies examining the effects of feedback were carried out using machine learning tasks in laboratory settings (Ruiz Primo, 2013). In addition, various meta-analytic studies have helped examine the effects of feedback in support of

formative assessment. The importance of the nature and content of feedback has been found to have differential effects on performance.

In this section, the study developed by Kluger and DeNisi (1996) can be specified. This study included 607 effect sizes of feedback complications on performance, finding an average positive effect of 0.4 standard deviations. This study provided important information on which feedback problems are supportive of performance and the affected problems are detrimental to the student; however, the interventions did not represent teaching and learning contexts.

The performance results specified by the research include several non-academic tasks, which may cast doubt on the validity of the conclusions made regarding the effectiveness of the formative assessment. Despite these limitations, Kluger and DeNisi were able to identify important characteristics of feedback and its relationship to the student's internal metacognition, motivation, and personality, which in turn can provide valuable information to formative assessment theory.

Regarding feedback regarding classroom assessment, Ruiz-Primo (2013) notes that there is no research examining the nature of feedback in the ordinary classroom and in regular classroom interactions. Feedback, like learning, is a social process and occurs within teacher-student interactions. Consider it more important to examine feedback practices in different classroom contexts, examine how the characteristics of students can influence feedback practices, and the effectiveness of feedback in different learning contexts.

The vast majority of research related to formative assessment has been done in K-12 settings (Yorke, 2003). Several problems in formative assessment research, including its definition, interpretation, and study, can be attributed to the learning and assessment context of K12 education. In the aforementioned context, Torrance (1993) points out that in the United Kingdom, formative evaluation was determined to be an effective tool to combat the negative effects of large-scale evaluations, a weight of the lack of empirical or theoretical evidence that validates its effectiveness in the context of liability-based testing.

Torrance also claims that the use of formative assessment in the UK educational context was "mechanistic" and "behavioral" (p. 335-336) in contexts where all teachers and students work to achieve the demonstrated objectives through performance in standardized assessments. When making assumptions about formative assessment from the beginning, a key question regarding its role in the learning process has not been answered.

On the other hand, Abrams (2007) reviewed the empirical literature on the impact of high-risk tests on learning, performance and instruction, finding several detrimental effects on teacher morale, as well as increased anxiety among teachers, students increased pressure to cover a large amount of content at the expense of depth, and increased instruction in exam preparation skills to improve test scores. Based on this type of exams, the practice of formative evaluation came to be reinterpreted as any evaluation that is carried out between summative evaluations, where the main objective of the evaluation was no longer focused on the feedback process and instructional corrections, but on frequent tests. This interpretation was reinforced by the growth of commercial products aligned with specific tests labeled and described as formative assessments.

In summary, the current problems related to formative assessment research can be attributed to several factors, including: various interpretations of what formative assessment represents; erroneous claims regarding its difficulty, studies that do not specify authentic learning contexts; a large amount of empirical literature based on these assumptions; and the contextual influences of K-12 environments on the implementation and interpretation of formative assessment.

The most important article regarding the theory of formative evaluation was published by Sadler (1989), who took Ramaprasad's work as a basis to provide a clear foundation for the development of the concept of formative evaluation. According to Sadler, "formative assessment refers to how judgments about the quality of student responses can be modified to shape and improve student competence by short-circuiting the randomness and inefficiency of trial-and-error

learning" (p. 120). For Sadler, the participation of the student in the formation of the knowledge of the same, managing to reach the standard knowledge imposed by the teacher. Also, this practice helps the student to know their real performance and initiate actions that close the gap between real performance and the goal.

On the other hand, Shepard (2000) considers evaluation, especially evaluation in the classroom, as an integral part of the teaching-learning process. In her research, Shepard traced the evolution of pedagogy and evaluation theory based on a historical perspective. Theories of teaching and learning have evolved to consider the strong influences of the social and cultural context on learning and development. Teaching and learning objectives include providing authentic learning experiences and fostering critical thinking and metacognitive skills in students. Shepard also notes that assessments, however, have been kept out of this change, adjusting to traditional and behavioral views of learning. Complementing Shepard, other researchers have also observed that empirical research has failed to inform formative assessment theories (Kluger and De Nisi, 1996; Ruiz-Primo, 2013).

Yorke (2003) defines summative assessment as the assessment of the measure of student achievement in relation to the course objectives through the partial or final exam. Summative evaluation has been contrasted with formative evaluation, which has its roots in the field of program evaluation (Nichols P. et al, 2008). Scriven (1967, p. 7) argues that "all evaluations can be summative (that is, they have the potential to fulfill a summative function), but only some have the additional capacity to fulfill formative functions."

The summative evaluation must specify a tool to verify, at a certain moment, the students' learning in relation to the content parameters set by the teacher. Although the information gathered from this type of assessment is essential, this information can only help assess some aspects of the learning process. As they extend and occur after instruction every few weeks, months, or once a year, summative assessments become tools that help the teacher evaluate program evaluation, school improvement goals, or student alignment curriculum.

Summative assessment is often described as "assessment of education", while formative assessment is known as "assessment for education". Consequently, many researchers and experts in the field identify "assessment of learning" and "assessment for learning" (Black & William, 1988; Arter, 2003). Additionally, summative assessment occurs too far down the learning path to provide classroom-level information and to make instructional adjustments and interventions during the learning process. A formative assessment is needed to accomplish this.

According to Brown (2004), "assessment of learning" involves looking back and identifying to what extent the student has achieved the objectives, however, there are no indicative parameters for future development. Regarding the "assessment for learning", its main objective is to assess students in the process of training their skills and abilities, this in order to help them continue this growth process. The key in this type of evaluation is the delivery (evaluation by the teacher) and internalization (application by the students) of the relevant feedback on performance, with the intention of advancing in the future progress of learning. (Brown, 2004)

According to Black (1998) and Shavelson (2003), formative assessment collects and uses information about students' knowledge and performance to close the gap between the current learning state of students and the desired state through pedagogical actions. Complementing this idea, Garrison and Ehringhaus (2007) argue that, when formative assessment is implemented in the classroom, it provides the information necessary to adjust teaching and learning during these events. In this sense, the informative formative evaluation for both teachers and students about the students' understanding at a given moment, knowing the situation and the context in which they should have appropriate adjustments.

These adjustments allowed students to achieve the stated and determined learning objectives in certain established periods of time. Although formative assessment strategies appear in a variety of formats, there are a few different forms of distinctions from summative assessments. In general, it can be affirmed that the formative evaluation is part of the instruction process. There are a large number of

formative assessment methods available. Formative assessment types encompass various elements of work, stories such as: informal observation, worksheets, pop-up questionnaires, diaries, diagnostic tests, analysis of student work, including exams, questionnaires, assignments, portfolios, and collections of the students. The aforementioned type of formative assessment allows educators to monitor and update classroom instruction, and these types of assessments are not used in the student's grade point average (Airasin, 2008).

As Stern (2010) points out, both types of evaluation will have a strong impact within learning processes. The summative evaluation must be absolutely objective, valid and reliable, avoiding being unfair and discriminatory. On the other hand, formative assessment, if inserted into the teaching and learning process, will constantly provide information that will be helpful for feedback. This method is the most influential means of teaching to improve learning outcomes (Black and William, 1998).

In the article "Understanding Classroom Assessment Practices and Learning Motivation in Secondary EFL Students", Zhendong et al. (2019) investigate the use of assessment in the classroom as a means of promoting student learning. The authors argue that the evaluation process is strongly supported by current international educational research and policies.

The results of this study showed that although teacher-oriented performance-oriented assessment was used more in the EFL classroom, interactive-informal teacher-student assessment and student self-assessment emerged as the best measurement tools in intrinsic student motivation and positive attitudes towards the EFL course. This study also revealed that not all types of assessment practice in the classroom were equally motivating. The implications of the results are discussed to create a more meaningful learning-oriented assessment environment in the EFL classroom.

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An attempt was made to demonstrate that the lack of implementation of formative assessment in the writing classroom was a fundamental problem for the development of this skill. To confirm this hypothesis, two instruments were used to collect data, a questionnaire addressed to students and another questionnaire directed to the teachers of the educational institution.

The survey was conducted with first-year master's students at the university, while the teacher-oriented questionnaire was applied to teachers of written expression. Their results showed that formative assessment is not widely implemented in written expression classes within the university. The two questionnaires revealed that, if the students are formatively evaluated, their writing ability would improve. The study also recommends some ways in which writing teacher advisers can lessen the writing difficulties students face.

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In the article "How Learning Motivation Influences Feedback Experience and Preference in Chinese University EFL Students", Gan (2020) argues that his research will be based on the argument that the different learning behaviors of students, including their perceptions and commitment with feedback, they could be important in the fundamental motivational characteristics of the students. This study examines how different motivational variables of second language learning can

predict the feedback and preference experience of EFL (English as a foreign language) students.

Data was collected from EFL students from three universities in an Asian region (# 409) through three self-report questionnaires. The results of structural equation modeling (SEM) revealed that different components of the second motivational construction of language learning appear to show differential associations with the experience and feedback preference of EFL students. The results of this study also provide relevant information about a complex and dynamic vision of how students' preference for different types of comments really works in the feedback process.

The author concludes by arguing that EFL teachers are obligated to make the EFL classroom a supportive environment that promotes positive self-concept and self-confidence as the first step in stimulating the active use of student feedback, and that it is necessary to develop conditions that allow connection with the students' interest in learning, this achieving feedback oriented to the action processes, in order to maximize the fundamental role that students play in the classroom and the learning process.

In addition, the author also claims that, for several decades, researchers in educational psychology and evaluation have considered feedback as an important component within the process of student learning and development. This technique has been recognized among researchers as a tool with enormous potential to improve student learning and reduce the gap between the learning goal and the current state of the student, since feedback allows students to evaluate their own work and thus improve their self-regulation.

Department of Education and Skills (2006, p. 5) -2010 Vision: Report of the Teaching and Learning in 2020 Review Group, states:

... Formative assessment has become a more important and sharper tool. It is not an infrequent activity at the end of a work, but a complex, joint activity between teacher and students. It helps teachers to determine what students

have or have not achieved, while students increase their understanding of the standard expected, their progress towards it and what they need to do to reach it. All this, of course, provides information to help teachers adjust their teaching (Department of Education and Skills, 2006).

As the definitions above suggest, formative assessments are primarily intended to support learning and aid targeted instruction through feedback that informs teachers of students' progress toward valuable learning objectives. Such assessments can help educators measure learning outcomes or identify learning gains in short periods of time, rather than just after one year of instruction (Black and William, 1998). These assessments can identify in order to illustrate the learning of Asian students to assess instructional methods. Because formative assessments are intended to improve instruction, they lean toward specific and sensitive learning objectives, rather than broad academic ones (Shepard et al., 2005). Black and William (1998) point out that "the term formative assessment not only means how the data is used, but also refers to a family of related assessment processes."

Black and William (2009) also provide several opportunities to include student cognition and motivation in formative assessment theories. Their first theoretical framework defined formative and summative assessment by the role they played, in the case of formative assessment, whether or not it results in instructional adjustments that regulate individual learning (Black & William, 2009; William & Leahy, 2007). To try to describe the different uses of the term formative evaluation, William and Thompson (2007) proposed the typology of formative evaluation shown in the following table. The research base reveals that short- and medium-term formative evaluations improve student performance in relation to long-term formative evaluations (such as benchmarks or provisional tests).

In order to provide a comprehensive framework for formative assessment, William and Thompson (2007) propose three criteria that they believe are essential for the development of such assessment:

- Determining where learners are in their learning

- Determining where they are going
- Determining how to get there

In considering the role of teacher, student, and classmates separately, William and Thompson (2007) proposed that formative assessment could be constructed from three "key strategies" as shown in the following table.

Chart 2 Aspects of assessment for learning

	<i>Where the learner is going</i>	<i>Where the learner is right now</i>	<i>How to get there</i>
Teacher	Classifying and sharing learning intentions and criteria for success	Engineering effective classroom discussions, questions, activities, and tasks that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	Activating students as instructional resources for one another	Activating students as instructional resources for one another
Learner	Understanding learning intentions and criteria for success	Activating students as the owners of their own learning	Activating students as the owners of their own learning

Source: Revelo, A. (2021)

Note: This table shows the three strategies of formative assessment.

Reviewing the literature on formative assessment within the language teaching-learning process and taking into account the views of experts in the field (Chappuis and Chappuis, 2007; William and Black, 1998; Izard and Jeffery, 2003; Angelo, 1995), the following table presents the advantages and disadvantages of formative assessment.

Chart 1 Advantages and disadvantages of formative Assessment

Advantages of formative Assessment	Disadvantages of formative Assessment
<p><b>Continuous Improvement.</b> This allows for incremental feedback to determine problems at their earliest stages (Chappuis &amp; Chappuis, 2007).</p>	<p><b>Labor Intensive.</b> Productive formative assessment may be difficult to attain at scale. It may be unfeasible to give detailed descriptive feedback for each student in a large class (William and Black, 1998).</p>
<p><b>Flexibility.</b> Formative assessments do not have a designated time at which to be implemented. This flexibility lets teachers to modify their lessons and assessments to the needs of their students (Chappuis &amp; Chappuis, 2007).</p>	<p><b>Lack of Motivation.</b> It may be difficult to motivate students' performance on low stake assignments (Izard &amp; Jeffery, 2003).</p>
<p><b>Easy to Implement.</b> Because of their flexibility, formative assessments are quite easy to apply. They can be as large or small, in-depth or general, as needed. This reduces teacher preparation time as well as time spent on grading (William &amp; Black, 1998).</p>	<p><b>Time Consuming.</b> Even with a smaller number of students to deal with, formative assessment is time-consuming as it demands important, constant enthusiasm and attempt from the teacher to sustain (Izard &amp; Jeffery, 2003).</p>
<p><b>Checks for Understanding.</b> Formative assessment can take many forms. Nevertheless, in any form, it is an assessment of understanding. Applying many formative assessments as the class moves through material enables a teacher to grasp and solve any misconceptions the class or individual students may face (Chappuis &amp; Chappuis, 2007).</p>	<p><b>Accountability.</b> The layered accountability chain in education - student to teacher, teacher to school, school to district, etc. - produces systemic pressure for student performance to be objectively and relatively assessable at each level. Formative assessment, by its definition, does not easily provide that type of accountability (Angelo, 1995).</p>
<p><b>Assesses Teacher.</b> Formative assessments give teachers opportunities to assess their own performance. The results of the assessments can disclose weaknesses or strengths in the delivery of instruction (Chappuis &amp; Chappuis, 2007).</p>	

Source: Revelo, A. (2021)

Note: This table presents the advantages and disadvantages of formative assessment.

## **CHAPTER II. METHODOLOGY**

### **2.1 Design of the investigation**

The investigation design used in this research was quantitative, whereby there was the application of questionnaires before and after the intervention phase to the group of twenty teachers. The depth level of this study was descriptive because it studied the population and situation, and correlational because it explained the influence of the independent variable into the dependent one. A quantitative research approach was applied with the help of questionnaires to collect the data, so as to get valid and reliable statistics.

This approach allowed to measure the level of influence that formative evaluation had on the EFL classroom practices guided by teachers from Juan León Mera “La Salle” High School. Hernandez (2010) states that the data collected is the product of measurements made with measuring instruments, for this reason, the information was analyzed through the use of statistical methods.

For this research, the type of sampling used was non-probability sampling for convenience. This sampling allows the researcher to select the sample to be used according to criteria such as ease of access to it. For this reason, the sample size was twenty teachers.

#### **Instruments**

The technique applied for the data collection in this study was a questionnaire, to ensure a high response rate a ten-item survey of Guttman Scale questionnaire was administrated. This is one of the most widely used data collection instruments for quantitative research, mainly for its way of measuring the intensity of the attitude through a set of items. The researcher uses this cumulative quantitative instrument technique for measuring attitudes in a single dimension. Therefore, this technique

ensures a high response rate, filters and analyzes the closest set of statements that teachers agree with.

In order to validate the pretest, an operationalization of variables was made to determine which statements work best within the overall layout of the survey, so in that way it helped to verify if the scales were standardized, reduced measurement error and determined whether or not the subjects of study were interpreting the questions correctly. Moreover, the operationalization of variables and the survey were socialized with three experts in the English foreign language teaching who validated the questionnaires taken at the beginning and at the end of the research study, so as to validate the instruments the experts considered the scales according to the technical characteristics of the items, the language used, the scales towards the technical part of the approach of the items, and the relationship between the items and the content proposed in the operationalization of the variables.

The quantitative analysis of the survey results was processed by employing the Cronbach's Alfa to measure the reliability level of the answers gotten from the participants of the study. According to Andrew (2011), it's a method used for measuring the internal consistency reliability of a group of items and a correlation between the item responses in a questionnaire, the values range from 0 to 1. Therefore, the aforementioned method was applied to determine the teachers' perception towards formative assessment and EFL classroom practices.

Table 1 Statistics

		<b>Statistics</b>									
		Formative assessment is used during the teaching instruction	Formative Evaluation is part of the learning process	Students are involved when the teacher gives feedback	Formative Assessment reinforces learning	Formative Assessment is aimed to make adjustments in students' performance	Evaluation Instruments can serve as formative purpose	When teaching a foreign language, it is important to give meaningful feedback	The implementation of formative assessment helps to improve EFL classroom practices	In EFL classroom practices, the context is only controlled by the teacher when assessing the learning process	Activities and strategies are implemented in EFL classrooms by the teacher, with the purpose of assessing results fast
N	Válido	20	20	20	20	20	20	20	20	20	20
	Perdidos	0	0	0	0	0	0	0	0	0	0
Media		2,9000	3,9000	3,2500	3,7500	3,8000	3,2500	4,1000	3,8500	3,6000	4,2500
Mediana		2,0000	4,5000	3,0000	4,0000	4,5000	3,0000	5,0000	4,0000	4,0000	5,0000
Moda		2,00	5,00	2,00	5,00	5,00	3,00	5,00	5,00	4,00	5,00
Mínimo		1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
Máximo		5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00

Note. This table shows the statistics gotten from the survey taken to the teachers.

Table 2 Data Processing Summary

<b>Resumen de procesamiento de casos</b>			
		N	%
Casos	Válido	20	100,0
	Excluido <sup>a</sup>	0	,0
	Total	20	100,0

a. La eliminación por lista se basa en todas las variables del procedimiento.

Note. This table evidences the valid number of statements from the survey.

Table 3. Reliability Statistics

<b>Estadísticas de fiabilidad</b>			
Alfa de Cronbach basada en elementos			
Alfa de Cronbach	estandarizados	N de elementos	
<b>986</b>	,987	10	

Note. This table evidences the value gotten from the Cronbach's Alfa measurement.

Table 4 Matrix of correlations between elements

<b>Matriz de correlaciones entre elementos</b>										
	Formative assessment is used during the teaching instruction	Formative Evaluation is part of the learning process	Students are involved when the teacher gives feedback	Formative Assessment reinforces learning	Formative Assessment is aimed to make adjustments in students' performance	Evaluation Instruments can serve as formative purpose	When teaching a foreign language, it is important to give meaningful feedback	The implementation of formative assessment helps to improve EFL classroom practices	In EFL classroom practices, the context is only controlled by the teacher when assessing the learning process	Activities and strategies are implemented in EFL classrooms by the teacher, with the purpose of assessing results fast
Formative assessment is used during the teaching instruction	1,000	,756	,935	,809	,790	,914	,710	,811	,847	,675
Formative Evaluation is part of the learning process	,756	1,000	,826	,967	,977	,820	,959	,961	,892	,946
Students are involved when the teacher gives feedback	,935	,826	1,000	,880	,880	,877	,804	,898	,901	,772
Formative Assessment reinforces learning	,809	,967	,880	1,000	,963	,825	,944	,980	,897	,914
Formative Assessment is aimed to make adjustments in student performance	,790	,977	,880	,963	1,000	,822	,948	,963	,917	,944

Evaluation Instruments can serve as formative purpose	,914	,820	,877	,825	,822	1,000	,805	,855	,898	,792
When teaching a foreign language, it is important to give meaningful feedback	,710	,959	,804	,944	,948	,805	1,000	,941	,913	,957
The implementation of formative assessment helps to improve EFL classroom practices	,811	,961	,898	,980	,963	,855	,941	1,000	,910	,924
In EFL classroom practices, the context is only controlled by the teacher	,847	,892	,901	,897	,917	,898	,913	,910	1,000	,908
Activities and strategies are implemented in EFL classrooms by the teacher, with the purpose of getting fast results	,675	,946	,772	,914	,944	,792	,957	,924	,908	1,000

Note. This table shows the average inter-item correlation.

The data collected consisted of two stages, a pretest and a posttest, the first was a ten-item form questionnaire taken at the beginning of the research on 21 April, 2021 at 10h00 am, via zoom to a group of twenty teachers. The second was a posttest that consisted of fifteen statements, it was applied at the end of the workshop on 22 June, 2021 at 10h30 am, via zoom to the same group of teachers.

After obtaining the required data through the collection instrument, the data was tabulated in a spreadsheet by using the SPSS statistic program, so as to order such information and prepare graphs related to the results gotten from survey applied to the English area teachers from Juan León Mera “La Salle” Ambato” High School, so this procedure allowed to know the level of influence of formative assessment.

## **2.2 Characterization of the institution**

This research project will be carried out at Juan Leon Mera "La Salle" High School. This high school is located in Celiano Monje parish, in Ambato, on Los Chasquis Av. and Guayllabamba St. The institution belongs to Sierra School System. This institution offers a modality of in person classes in the morning. The institution has a total of 64 teachers, divided into 37 women and 27 men. The institution has a total of 1926 students and 10 workers in the administrative area.

**Image 1: High School location**



Source: Google Maps

## 2.3 Research proposal

### Introduction

The evaluation processes are a vital part of the development of the skills of learning a new language. These evaluation processes go hand in hand with the knowledge acquired by the student throughout their process of learning a new language. Within the field of English as a foreign language (EFL), it is important to find assessment tools that are appropriate for the connection between teaching and the assessment of knowledge, providing the necessary information for the development of strategies to improve the quality of the knowledge acquired by students in their training in the new language.

Within the context of evaluations, there are different methodologies that are used in order to measure the knowledge and improvement of skills acquired by students. Different authors mention that traditional assessments do not focus on measuring the degree to which students have acquired a more in-depth understanding of the subject matter. These types of evaluations (such as

summative evaluation), cause anxiety situations in students, a situation that influences the grade obtained in the evaluation.

In this case, formative assessment encourages student participation, a situation that helps to put aside stressful situations caused by traditional assessment methodologies. This is mainly due to the fact that students, when they hear the word "assessment", associate it with processes focused on measuring their knowledge, for which they must study and reinforce what have been learned, in order to improve their language skills. Effective assessments should monitor student learning and progress and identify student strengths and weaknesses to gain evidence of what students really know and can do, to monitor teaching effectiveness, and to assist teachers to plan and modify teaching according to the needs of the students.

That is why this research proposal consists of holding a workshop aimed at the teachers of "La Salle Educational Unit" High School. This workshop will show the main advantages and generalities of formative assessment and its benefits in its application in the traditional methodology of EFL classes.

### **Background of the proposal**

Formative assessment has had a high growth in recent years, this as one of the most widely used assessment mechanisms for the improvement of students as such. Several studies have focused on establishing the parameters and advantages in the application of this type of evaluation within the EFL processes. Among the investigations that can be mentioned, the work prepared by Angelini (2016) can be cited, where the main strategies focused on the application and implementation of the formative assessment methodology are addressed.

Formative evaluation allows obtaining self-regulated students, which allow the loose handling of different learning strategies, which include elements of intrinsic, metacognitive and cognitive motivation. Within this aspect, evaluation is defined

as learning achieved through the design of evaluation tools, which are focused on learning.

In this regard, seven elements can be identified that make it possible to ensure success in assessment as learning. The aspects are as follows:

- Detect the desire to learn
- Take charge of that need to learn
- Learning by doing (practice-error, experimentation, repetition)
- Learn from feedback (compensation, criticism, observation of results)
- Make sense of what has been learned
- Transmission of what has been learned to others (teaching)
- Making value judgments regarding one's own work, the work of others, one's own evaluation and peer evaluation.

On the other hand, various studies show that formative and shared assessment positively affect the involvement of students in their own learning, as well as helping to develop critical analysis, self-criticism and student autonomy (Angelini, 2016).

Formative assessment has also been interpreted over time based on the extent to which these three steps are implemented in an assessment activity (McMillan, 2010). The following table provides a description of the teacher, student, and context characteristics that represent low, medium, and high levels of formative assessment. This table describes the variations in the formative evaluation characteristics interpreted as low, moderate and high-level formative.

Chart 4 Characteristics of the formative assessment

<b>Characteristics</b>	<b>Low level Formative</b>	<b>Moderate-level Formative</b>	<b>High-level Formative</b>
Evidence of students learning	Mostly objective, Standardized	Some standardized and some anecdotal	Varied assessment, including objective, constructed response, and anecdotal Both formal and informal
Structure	Mostly formal, planned, anticipated	Informal, spontaneous, "at the moment"	
Participants involved	Teacher	Students	Teachers and students
Feedback	Mostly delayed and general	Some delayed and some immediate and specific	Immediate and specific for low achieving students, delayed for high achieving students
When done			Mostly during instruction
Instructional Adjustments	Mostly after instruction and assessment	Some after and during instruction	
Choice of tasks	Mostly prescriptive planned	Some prescriptive, some flexible. Unplanned	Mostly flexible, unplanned
Teacher-student Interaction	Mostly teacher determined	Some student determined	
Role of student self-evaluation	Mostly interactions based primarily on formal roles	Some interactions based on formal roles	Teacher and student determined
Motivation		Tangential	Extensive, informal, trusting, and honest interactions
Attributions for success	Extrinsic	Both extrinsic and intrinsic	Integral
	External factors	Internal stable factors	Mostly intrinsic
			Internal unstable factors

Source: Revelo, A. (2021)

Note. This table is about the description of the teacher, student, and context characteristics that represent low, medium, and high levels of formative assessment.

There are a large number of formative assessment methods available. Formative assessment types encompass various elements of work, stories such as: informal observation, worksheets, pop-up questionnaires, diaries, diagnostic tests, analysis of student work, including exams, questionnaires, assignments, portfolios, and collections of the students. The aforementioned type of formative assessment allows educators to monitor and update classroom instruction, and

these types of assessments are not used in the student's grade point average (Airasin, 2008).

As Stern (2010) points out, both types of evaluation will have a strong impact within learning processes. The summative evaluation must be absolutely objective, valid and reliable, avoiding being unfair and discriminatory. On the other hand, formative assessment, if inserted into the teaching and learning process, will constantly provide information that will be helpful for feedback. This method is the most influential means of teaching to improve learning outcomes (Black and William, 1998). As the definitions above suggest, formative assessments are primarily intended to support learning and aid targeted instruction through feedback that informs teachers of students' progress toward valuable learning objectives. Such assessments can help educators measure learning outcomes or identify learning gains in short periods of time, rather than just after one year of instruction (Black and William, 1998).

These assessments can identify in order to illustrate the learning of Asian students to assess instructional methods. Because formative assessments are intended to improve instruction, they lean toward specific and sensitive learning objectives, rather than broad academic ones (Shepard et al., 2005). Black and William (1998) point out that "the term formative assessment not only means how the data is used, but also refers to a family of related assessment processes."

## Proposal objective

The main objective of this proposal was to design a workshop for teachers focused on the presentation of the formative assessment methodology and its advantages and benefits in its application within the normal class methodologies.

## Development of the proposal

For the development of this proposal, the teachers of the English Area of "Unidad Educativa La Salle" High School were taken into consideration. A series of workshops were held to show the main advantages with respect to formative assessment, showing the main benefits of this methodology and the advantages it presents with respect to the different evaluation methodologies used.

The process followed to carry out this proposal was based on the acronym for Analysis, Design, Development, Implementation and Evaluation (ADDIE) methodology. The use of this methodology allowed the execution of the proposal as such to be better executed.

The Instructional Design methodology was defined as a support process in the development of instructional materials. This type of methodology was used by teachers and designers of teaching activities, in order to develop tasks that were as practical as possible. To ensure that this methodology was applied correctly, the use of ADDIE method was recommended.

The ADDIE method, as mentioned by Templos (2020), is a model that consists of 5 phases, which when carried out correctly can generate a quality educational product, thus allowing the objectives set for the educational program to be met.

The ADDIE method is based on the following points:

- **Analysis:** Within this phase, the importance of the product is analyzed after the collection of the necessary information for its development. This reflection exercise allows to reduce the negative risks that may occur once the course is finished (Gazca, Otero, Sánchez, & Zabala, 2018).

- **Design:** At this stage, a strategy is carried out to reach the instructional goals, among which are the audience to be achieved, the objectives set, the work schedule and the delivery methods.
- **Development:** This is considered as the most creative part of the process, because the instructional designers use the resources that they have at their disposal for the elaboration of the materials that will be used within the elaborated proposal.
- **Implementation:** Once the course is finished, it is made available to users and its scope is evaluated. It is essential that students know the main objectives from the beginning in order to organize their learning itinerary (Góngora & Martínez, 2012).
- **Evaluation:** Within this phase, it is not only evaluated if the designed program has achieved the objectives under the perception of the instructional designer, but also the perspective of the students is considered. One of the most effective methods is the final surveys and, increasingly, the interactions or opinions of the students through social networks (Preciado, 2011).

The development of each of the sections of the methodology is detailed in the following tables.

Chart 5 Phase 1 - Analysis

<b>Phase 1: Analysis</b>	
<b>Information</b>	Name of the course: Formative assessment and its application advantages in the EFL teaching process
<b>Profile of the trainees</b>	Genre: Male and female Study center: Unidad Educativa Juan León Mera "La Salle" Ambato
<b>Resources</b>	Support material (slides) Computer Projector Question sheets
<b>Topics</b>	Advantages of using the formative assessment methodology over other types of assessment methodologies
<b>Tutor</b>	Ana Revelo
<b>Time</b>	1 week

Source: Revelo, A. (2021)

Chart 6 Phase 2 - Design



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PHASE 2: DESIGN			
INFORMATION:			
<b>OBJECTIVE:</b>	Upon completion of the training, teachers will be able to better understand the main advantages and benefits that the implementation of the formative assessment methodology entails within their EFL teaching processes.		
<b>TOPIC:</b>	Benefits of the implementation of formative assessment in EFL teaching processes.		
CONTENT	RESOURCES	STRATEGIES	EVALUATION
Advantages of using the formative assessment methodology over other types of assessment methodologies	<ul style="list-style-type: none"> <li>• Power Point Presentation</li> <li>• Videos</li> <li>• Digital Pictures</li> </ul>	<p><b>Part 1: Presentation</b></p> <ul style="list-style-type: none"> <li>• Greetings and welcome</li> <li>• Explanation of the contents of the course</li> </ul> <p><b>Part 2: Content development</b></p> <ul style="list-style-type: none"> <li>• Definition of formative assessment</li> <li>• Formative Assessment History</li> <li>• Main applications of formative assessment</li> </ul> <p><b>Part 3: Benefits of formative assessment</b></p> <ul style="list-style-type: none"> <li>• Benefits and advantages in the use of formative assessment in relation to other types of assessment</li> <li>• Comparison of the mechanisms used in formative assessment with respect to other types of assessment</li> </ul> <p><b>Part 4: Questions and answers</b></p> <ul style="list-style-type: none"> <li>• Receiving questions and answers</li> <li>• Get opinions from experts on the subject</li> </ul>	<p><b>Formative Assessment</b></p> <p>Online Worksheets Controlled practice completion</p> <p><b>Summative Assessment</b></p> <p>Posttest</p>

Source: Revelo, A. (2021)

Chart 7 Phase 3 - Development

<b>Phase 3: Development</b>	
<b>Content development</b>	<ul style="list-style-type: none"> <li>- Review the information regarding the topic</li> <li>- Choose the most relevant information for the presentation</li> <li>- Preparation of the presentation</li> </ul>
<b>Trainer Materials</b>	Slideshow
<b>Trainee activities</b>	<ul style="list-style-type: none"> <li>Questions</li> <li>Brainstorming</li> <li>Polls</li> </ul>
<b>Proposal purpose</b>	The main objective of this proposal is to provide teachers with the necessary information that allows them to know the benefits of the formative assessment methodology in order to facilitate its implementation in high school.

Source: Revelo, A. (2021)

Chart 8 Phase 4 - Implementation

<b>Phase 4: Implementation</b>	
<b>Published materials</b>	Presentation slides
<b>Revision</b>	Ana Revelo
<b>Administration</b>	Unidad Educativa Juan León Mera La Salle
<b>Approval for implementation</b>	Unidad Educativa Juan León Mera La Salle

Source: Revelo, A. (2021)

Chart 9 Phase 5 - Evaluation

<b>Phase 5: Evaluation</b>	
<b>Course Evaluation</b>	Final satisfaction survey
<b>Economic resources</b>	<ul style="list-style-type: none"> <li>Office supplies \$55</li> <li>Travel allowances \$35</li> <li>Elaboration of material \$45</li> <li>Total: \$135</li> </ul>
<b>Cost of the course for those trained</b>	None

Source: Revelo, A. (2021)

This administration will be carried out mainly by the educational institution, who will be directly involved in the total implementation of the project. The teachers of the educational institution will be in charge of controlling, organizing, planning and executing the proposal under the direction of the person in charge of the investigation.

On the other hand, the following tables show the human, material and financial resources available for the correct development of the socialization proposal.

Chart 10 Human resources

<b>Human Resources</b>	
1	Trainer teacher
2	High school administrative staff
3	Director of the educational institution

Source: Revelo, A. (2021)

Chart 11 Material resources

<b>Material resources</b>	
1	Slideshow
2	Internet
3	Office supplies
4	Audio and video resources

Source: Revelo, A. (2021)

Table 5 Financial resources

<b>Financial resources</b>	<b>Budget</b>	<b>Total</b>
1 Office supplies	\$ 55	\$ 55
2 Travel allowances	\$ 35	\$ 35
3 Design of training material	\$ 45	\$ 45

Source: Revelo, A. (2021)

The activities that will be dealt with in the designed workshop proposal are presented below.

### **Workshop: Formative Assessment - Didactic guide for the teacher-trainer Objectives**

- To differentiate formative from summative assessment
- To demonstrate techniques for formative assessment of learners
- To develop and solicit formative assessment of Communication skills, information, strategic planning, attitudes and disposition.

### **What is assessment?**

- Establishing clear, measurable expected learning outcomes

- Ensuring sufficient opportunities to achieve those outcomes
- Systematic gathering, analysis and interpretation of evidence to determine extent to which (how well) learning matched expectations
- Using the resulting information to understand and improve learning

The stages of the formative assessment cycle are as follows:

- **Administer tasks:** It is directly related to the administration of all the activities that the teacher will carry out in order to evaluate the students during the performance of said activities.
- **Examine the students' work:** It is the important part of the formative evaluation. It consists of the review and evaluation of the activities carried out and planned, with the aim of knowing the progress of the student during the study program.
- **Inform teacher's background knowledge:** It consists of knowing the level of knowledge that the teacher has with respect to the given class. Teachers must have a high level of knowledge to teach classes and carry out the formative assessment methodology.
- **Inform instruction:** It is about reporting the methodological processes that will be carried out within the class in order to establish improvements or changes within the process.

### **General purpose of assessment**

- Defines what learners will regard as important and ensuring sufficient opportunities to achieve their learning outcomes
- High value placed on marks and grades
- Ultimately students focus their efforts on assignments and what they will be tested on
- Ensures that what is important is learned

## **Planning EFL classes**

When planning EFL classes, it is important to consider the paradigm on which the class will be based. There are two types of paradigms, which are used within planning, the traditional paradigm and the new educational paradigm. Each of the aforementioned paradigms presents questions that are raised when planning the class as such. The questions used by each paradigm are the following:

### **Traditional paradigm**

- What topics should we teach?
- How do we test that the topics were learned?
- What are the criteria for determining sufficiency of learning (what earns an A, B, C, etc.

### **New educational paradigm**

- What do students need to know?
  - critical understandings, theories, models; knowledge, skills and attitudes
- How will we assess their learning?
- How do we structure the educational experience to ensure that they learn?

## **Characteristics of formative assessment and summative assessment**

Although both types of assessments have the same objective, to know the state of the knowledge acquired by students, each type of assessment has its own characteristics, which allow them to be applied in one or another context, depending on the application needs. The main characteristics of the summative assessment are the following:

- It is an evaluation where the objective is given priority over the subjective
- It is a comparative and relational evaluation
- The evaluation is individual, that is, it is applied individually to each student
- It has a retrospective character

On the other hand, the main characteristics of formative assessment are the following:

- Focus is given to the subjective
- It is considered a personal and reflective approach to evaluation
- The evaluation is carried out in an interactive and social way
- It has a prospective character

Alternatively, the following table presents a comparison between both types of evaluations.

Chart 12 Comparison of Formative and Summative Assessment

<b>Comparison of formative and summative assessment</b>		
	<b>Formative assessments</b>	<b>Summative assessments</b>
Purpose	To improve instruction and provide students feedback	To measure student competency
When administered	Ongoing throughout unit	End of unit on course
How students use results	To self – monitor understanding	To gauge their progress toward course.
How teachers use results	To check for understanding	For grades, promotion

Note. This table illustrate the comparison of formative and summative assessment.

### **Evidence-based Strategies to Promote Lasting Learning**

There are different strategies that focus on lasting learning in students. These strategies always go hand in hand with the type of assessment that will be used at the end of the course. With regard to formative assessment, the following lasting learning strategies can be considered:

- Understand goals and characteristics of excellent work
- Relate new learning to prior experiences
- Spend significant time studying and practicing, using and applying new knowledge in some way
- Diverse learning styles are respected
- Engage in multi-dimensional, real-world tasks, and interact with others
- Assessments are learning activities in their own right
- Reflect on what and how they learned, seeing coherence in their learning

### **TRAINING ASSESSMENT TECHNIQUES IN CLASSES**

Next, different strategies focused on formative assessment are presented, which focus on aspects related to English language skills.

In general, the information necessary for the evaluation should have the following characteristics:

- Recognize the need for information
- Identify what information is needed
- Find the information
- Evaluate information critically for credibility and relevance
- Use information to answer questions or solving problems
- Use information legally and ethically

### **How Students Can Contribute to Assessment**

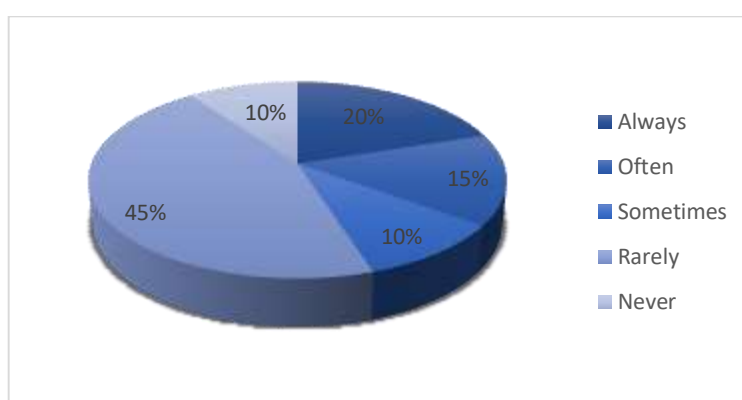
- Identify the purpose of the assessment and ensure that they are relevant and worthwhile
- Articulate learning goals, their importance and value
- Design tools (rubrics, surveys, portfolios)
- Advise on how to share results with students
- Review logistics of assessments for feasibility and undue burden

### CHAPTER III. ANALYSIS OF RESULTS

After obtaining the population and the sample necessary for the application of the surveys applied to the teachers of Juan León Mera “La Salle” High School, the data obtained was tabulated and the respective analysis of the results was carried out, where the following findings were obtained:

#### 1. Formative assessment is used during the teaching instruction.

Graph 1: Question 1 results

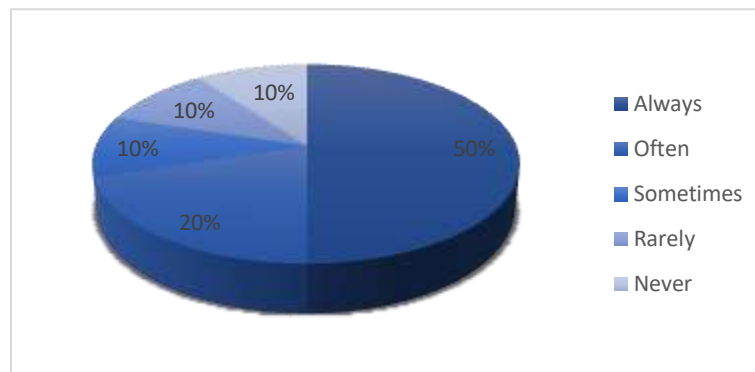


Source: Revelo, A. (2021)

When asking teachers if they apply formative assessment during the teaching instruction, most of them answered that rarely do it. Consequently, it can be seen that they must use formative evaluation more frequently to help students identify what they are doing wrong in the activities given in the class. Also, it is identified that teacher do not know how to improve students' performance and language skills which affects students' language learning.

## 2. Formative Evaluation is part of the learning process.

Graph 2: Question 2 results

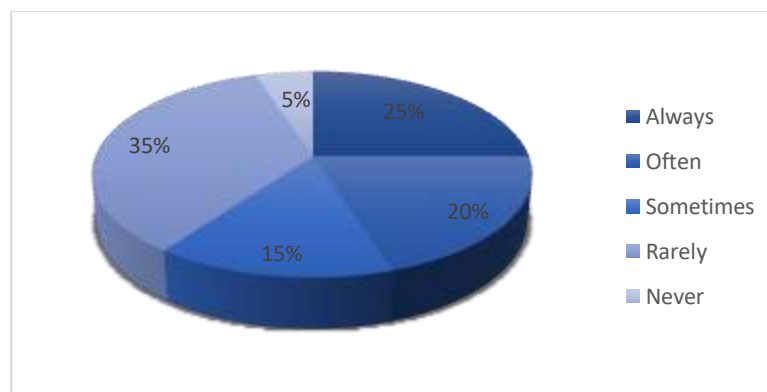


Source: Revelo, A. (2021)

Half of the group of teachers affirm that formative assessment is used during the teaching instruction, which means they are conscious or know that this method must be applied to improve students' learning. Nevertheless, the other half mentioned that they sometimes and often do it, so for that reason students probably are not getting proper feedback from their teachers and that won't help them to improve their language acquisition.

## 3. Students are involved when the teacher gives feedback.

Graph 3: Question 3 results



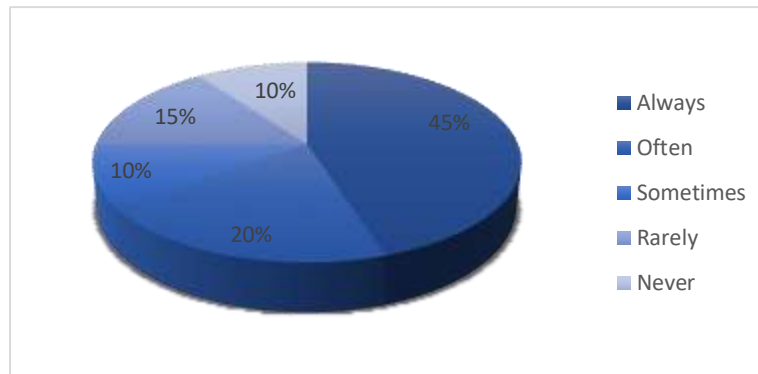
Source: Revelo, A. (2021)

Data showed that 35% of the interviewed group think that students rarely are involved when the teacher gives feedback, what let us know they do not understand what formative assessment actually does in the classroom activities

and in the students' performance too. Unfortunately, not knowing the benefits of formative evaluation either can affect students' activity development and teachers' way of assessing.

#### 4. Formative Assessment reinforces learning.

Graph 4: Question 4 results

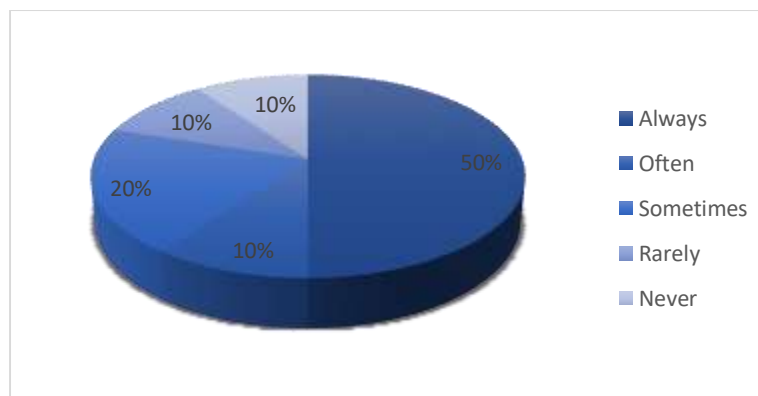


Source: Revelo, A. (2021)

These results demonstrated that the majority of teachers know that formative assessment always reinforces learning, but also it is evidenced that the other percentage of them are not sure of it. Therefore, it can be identified that teachers need to know this method and its strategies to reinforce learning by using formative evaluation during the teaching-learning process so as to improve students' development in the class.

#### 5. Formative Assessment is aimed to make adjustments in students' performance.

Graph 5: Question 5 results

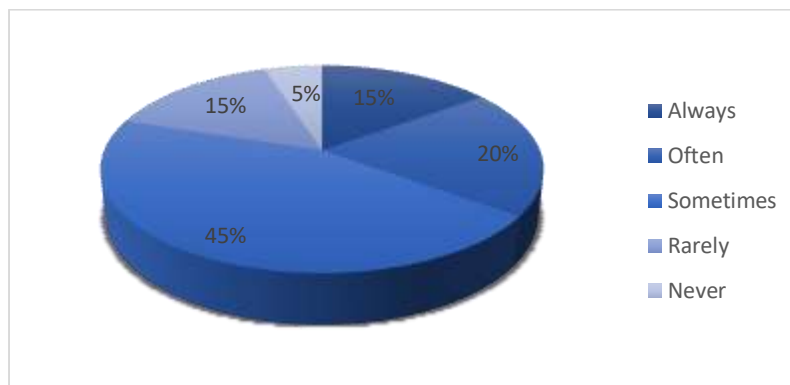


Source: Revelo, A. (2021)

According to these results fifty percent of the teachers mentioned that formative assessment is aimed to make adjustments in students' performance which let us identify that the other half probably ignore the way of applying the correct strategies of formative evaluation at a right time. As a consequence, it is seen that teachers do not conduct adequate assessment, a situation that makes it difficult to improve language skills related to teaching EFL.

## 6. Evaluation Instruments can serve as a formative purpose.

Graph 6: Question 6 results

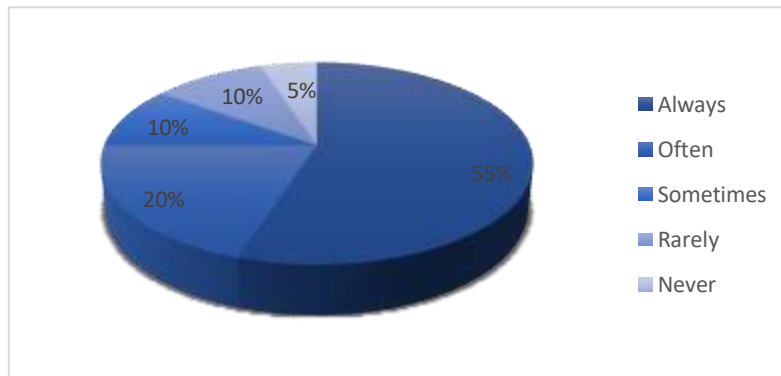


Source: Revelo, A. (2021)

Data shows that almost half of the group interviewed, consider evaluation instruments can serve as a formative purpose, which let us detect they may have used them to monitor students' learning or have applied tests or other evaluation instruments aimed to achieve learning purposes. Whereas, the other percentages of teachers mentioned that sometimes or rarely evaluation instruments work as formative purpose, perhaps this group have not considered using them to improve their teaching or to identify students' strengths and weaknesses.

**7. When teaching a foreign language, it is important to give meaningful feedback.**

**Graph 7: Question 7 results**

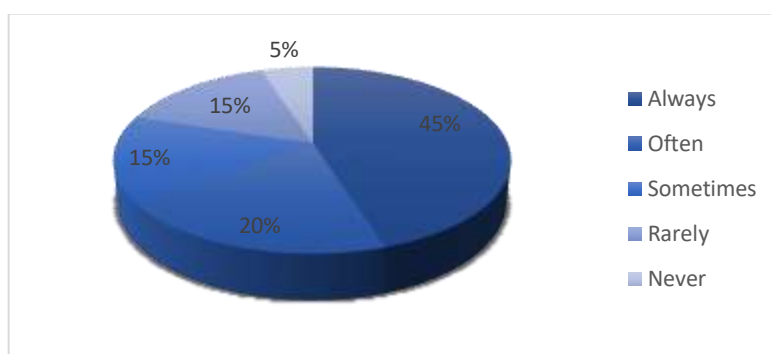


Source: Revelo, A. (2021)

According to these results it can be seen that fifty five percent of the teachers said that it is important to give meaningful feedback when teaching a foreign language, this means they give greater importance to this aspect of formative evaluation in EFL classroom practices, meanwhile a twenty percent of them said that it is often important to give feedback, so we may say they do not always use that type of evaluation as part of teaching-learning process.

**8. The implementation of formative assessment helps to improve EFL classroom practices.**

**Graph 8: Question 8 results**

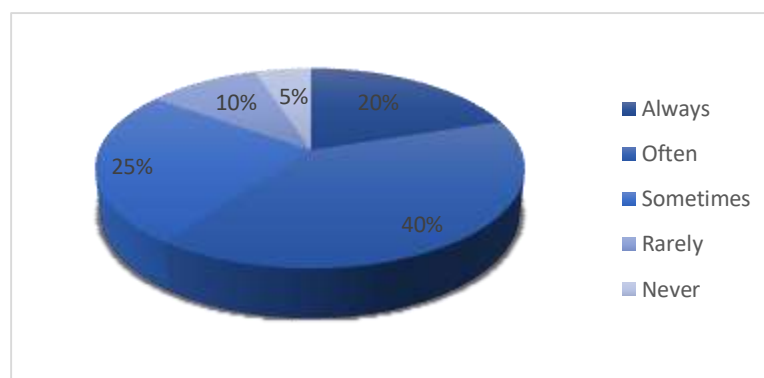


Source: Revelo, A. (2021)

These results show that a forty five percent of teachers think that the implementation of formative assessment helps to improve EFL classroom practices which indicates they know the method and its benefits towards students' learning process. On the other hand, twenty percent of the teachers said that the implementation of formative assessment often helps to improve classroom practices what let us identify they do not know how useful this method is and that by applying it they would identify their students' weaknesses and strengths.

**9. In EFL classroom practices, the context is only controlled by the teacher when assessing the learning process.**

**Graph 9: Question 9 results**

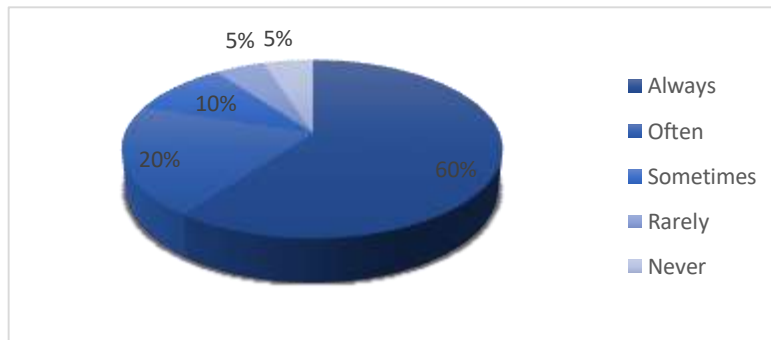


Source: Revelo, A. (2021)

When asking if the context is only controlled by the teacher when assessing the learning process, a forty percent of the interviewed mentioned that context it is often controlled by them and a twenty five percent said that sometimes. Half of the group knows about classroom management and that activities and context are always carried out by the teacher and focused on the development of students in the teaching learning process, but the other half do not know the importance of this fact.

**10. Activities and strategies are implemented in EFL classrooms by the teacher, with the purpose of assessing results fast.**

**Graph 10: Question 10 results**



Source: Revelo, A. (2021)

Data shows that sixty percent of the teachers said that activities and strategies are implemented in EFL classroom with the purpose of assessing results fast, what let us identify they give greater importance to get scores, but they do not pay carefully attention to what happens with their students when acquiring the language. Also, the forty percent of the teachers do not really know that the application of activities and strategies are not only to get grades, they are to improve students' learning too.

### **Post-test Analysis**

After applying the workshop, the teachers of Juan León Mera “La Salle” Ambato High School, there was an improvement in the knowledge of Formative Assessment, regarding the questions asked in the survey at the end of the workshop, when asking teachers if they considered that the formative assessment methodology can help improve learning in their group of classes, 90% of teachers answered affirmatively, while the remaining 10% answered negatively. It can be seen that the majority of teachers who participated in the workshop consider that the formative assessment methodology will be very helpful in the development of their regular classes, thus improving the learning of their group of students.

When asking teachers if they consider that there is an improvement when comparing formative assessment with summative assessment processes, 95% of teachers answered affirmatively, while 5% answered negatively. It can be seen that the majority of teachers consider that the formative assessment methodology presents some aspects of improvement, compared to the summative assessment.

Regarding the types of strategies that can be used within the application of formative evaluation, 50% of teachers stated that they do know the evaluation strategies that can be applied, while 50% mentioned that they do not know them. It can be seen that a large percentage of teachers know the strategies that can be used for the application of formative assessment, however, this knowledge should be reinforced with new workshops.

In relation to the advantages and benefits that the application of formative evaluation entails in students, 100% of teachers considered that the methodology presents benefits in its application. This question is complemented by the following one, where the teachers mentioned that the implementation of this methodology will increase and improve the levels of student participation.

Table6 Results of the survey conducted at the end of the workshop

N	Question	Yes	%	No	%
1	Do you think that the formative assessment methodology can help to improve learning within your group of classes?	16	90	4	10
2	Do you consider that there is an improvement between formative assessment and summative assessment?	18	95	2	5
3	Do you know the types of strategies that can be used within the formative assessment methodology?	10	50	10	50
4	Do you consider that the application of formative assessment brings advantages and benefits compared to summative assessment?	20	100	0	0
5	Do you consider that the implementation of the formative assessment will significantly improve the levels of participation in class of your students?	20	100	0	0

Source: Revelo, A. (2021)

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions:

After carrying out the literature review, it can be stated that Formative Assessment is a method that influences EFL classroom practices through the application of strategies and techniques focused on the improvement of learners' skills. Moreover, the application of this method also enhances instructors' teaching skills through its grading strategies during the learning process.

Based on the diagnostic by means of the questionnaire, it can be inferred the formative assessment is known by teachers from a theoretical perspective, but that knowledge is barely put into practice during the teaching-learning process. As a consequence, this lack of knowledge leads many inconsistencies in the way of assessing the activities done in an EFL classroom.

Reinforcement is accomplished when the instructor gives appropriate feedback during the teaching-learning process aiming to improve students' development in class. Additionally, evaluation instruments can serve as a formative purpose as long as instructors develop them towards students' needs which is the main aim of developing evaluation activities.

Establish the Formative Assessment workshop as a continuous professional development training course to improve the English teachers' teaching abilities, so as to keep them updated on the latest trends and evaluative strategies in the educational field, in this way, not only teachers would have the opportunity to streamline the evaluation process, but the students will also benefit through useful feedback.

**Recommendations:**

Teachers should apply formative evaluation in their classroom practices more frequently to help students identify their strengths and weaknesses in the learning process.

Formative assessment is aimed to make adjustments in students' performance, so teachers should conduct adequate assessment towards their students' activities development.

The implementation of formative assessment must take place in all teaching-learning stages by applying its strategies and techniques.

Classroom management and the activities given always must be developed according to the students' skills level.

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## ANNEXES

### SURVEY FOR TEACHERS

**Directions:**

Mr./Mrs.

Dear teacher, we kindly request your help by answering this survey, which will serve as support for the research entitled "FORMATIVE ASSESSMENT IN ENGLISH FOREIGN LANGUAGE CLASSROOM PRACTICES". In this sense, read the questions carefully and mark with an X the answer that you consider appropriate.

Do not forget to bear in mind the parameters as follow:

Frequency scale: 5: A= always, 4: O=often, 3: S=Sometimes, 2: R=rarely, 1: N=never

**Objective:**

To identify relevant information on formative assessment to consolidate a set of strategies and principles in EFL classroom practices.

		Frequency scale	A	O	S	R	N
N°	ITEMS	Quantitative scale	5	4	3	2	1
1	Formative assessment is used during the teaching instruction.						
2	Formative Evaluation is part of the learning process.						
3	Students are involved when the teacher gives feedback.						
4	Formative Assessment reinforces learning.						
5	Formative Assessment is aimed to make adjustments in students' performance.						
6	Evaluation Instruments can serve as a formative purpose.						
7	When teaching a foreign language, it is important to give meaningful feedback.						
8	The implementation of formative assessment helps to improve EFL classroom practices.						
9	In EFL classroom practices, the context is only controlled by the teacher when assessing the learning process.						
10	Activities and strategies are implemented in EFL classrooms by the teacher, with the purpose of getting fast results.						

## Operationalization of Variables and Survey Validation

Ambato, 5 de marzo de 2021

Magister

Adriana Vásquez

Pioneer and highly trained professional on the field of English Teaching and learning. Through this document, I have the delight of asking for your unfailing collaboration in the validation of the instrument to be used in the data collection of the research work entitled "FORMATIVE ASSESSMENT IN THE ENGLISH FOREIGN LANGUAGE CLASSROOM PRACTICES."

Please help yourself in following the directions in detail that are enclosed below. Do not forget to have a look at the operationalization of variables and the instruments that have been kindly included.

I will feel rather grateful to your support and help in this research work if accepted my request.

Kind regards,

A handwritten signature in blue ink that reads "Ana Revelo". The signature is written in a cursive, flowing style.

Ana Revelo

180233577-6

## Operationalization of Variables

<b>Independent Variable</b>					
<b>Definition</b>	<b>Dimensions</b>	<b>Indicators</b>	<b>Techniques</b>	<b>Instruments</b>	<b>Items</b>
<p><b>FORMATIVE ASSESSMENT:</b></p> <p>Is a process used by instructors and students during instruction. This assessment provides feedback to adjust instruction and continuous learning to improve student achievement of expected instructional outcomes.</p>	<p>Characteristics of Formative Assessment</p> <p>Issues in the Study of Formative Assessment</p>	<p>Formative Evaluation</p> <p>Part of learning process</p> <p>Occurs during the course</p> <p>Participants involved feedback</p> <p>Reinforces learning</p> <p>Students' self-evaluation and dialogical interactions</p> <p>Adjustments in student performance Instruments, can serve as formative purpose</p>	Survey	Questionnaire	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<b>Dependent variable</b>					
<b>Definition</b>	<b>Dimensions</b>	<b>Indicators</b>	<b>Techniques</b>	<b>Techniques</b>	<b>Items</b>
<p><b>EFL CLASSROOM PRACTICES:</b></p> <p>Are related to the actions and strategies teachers and students deploy in class during the teaching and learning process.</p>	<p>English as Foreign Language</p> <p>Teaching Models:</p>	<p>Learning English in a non-English-speaking country</p> <p>Use of two or more languages</p> <p>Teacher controls the context of the learning.</p>	Survey	Questionnaire	<p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>

	Teaching as transmission				
	Exploratory teaching	Teacher implements activities and strategies			
		Self-knowledge.			

*Author: Revelo, A. (2021)*



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL  
ECUADOR  
SURVEY FOR TEACHERS**

“Formative Assessment in the English Foreign Language Classroom  
Practices”

**Directions:**

Mr./Mrs.

Dear teacher, we kindly request your help by answering this survey, which will serve as support for the research entitled “FORMATIVE ASSESSMENT IN ENGLISH FOREIGN LANGUAGE CLASSROOM PRACTICES”. In this sense, read the questions carefully and mark with an X the answer that you consider appropriate.

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9	In EFL classroom practices, the context is only controlled by the teacher when assessing the learning process.						
10	Activities and strategies are implemented in EFL classrooms by the teacher, with the purpose of getting fast results.						

**Directions for the validation of the instrument about “Formative Assessment in the English Foreign Language Classroom Practices”**

Read carefully the objectives, operationalization of variables and survey.

1. Conclude about the correspondence between questions from the instrument with the objectives, variables and indicators in the items.
2. Determine the technical quality of each item as well as the representativity of this instrument.
3. Assign observations in space provided if required.
4. Choose and write every parameter in each item by using the following scale.

**A. Correspondence between questions from the instrument with the objectives, variables and indicators.**

Mark each box with the following:

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

**B. Technical quality and representativity.**

Mark each box with the following:

I: Ideal

G: Good

R:

Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

**C. Language**

Mark each box with the following:

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided

Thank you for your collaboration



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**

**SURVEY FOR TEACHERS**

“Formative Assessment in the English Foreign Language  
Classroom Practices”

- (A) Correspondence between questions from the instrument with the objectives, variables and indicators.

**Mark each box with the following:**

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

item	A	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

Validation Signature



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL  
ECUADOR  
SURVEY FOR TEACHERS**

“Formative Assessment in the English Foreign Language Classroom  
Practices”

(B) Technical quality and representativity

**Mark each box with the following:**

I: Ideal

G: Good

R: Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

item		Observations
1	I	
2	I	
3	I	
4	G	
5	I	
6	I	
7	I	
8	G	
9	I	
10	I	

Validation Signature



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL  
ECUADOR**

**SURVEY FOR TEACHERS**

“Formative Assessment in the English Foreign Language Classroom  
Practices”

(B) Language

**Mark each box with the following:**

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided.

Item	A	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

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Validation Signature



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL  
ECUADOR  
SURVEY FOR TEACHERS**

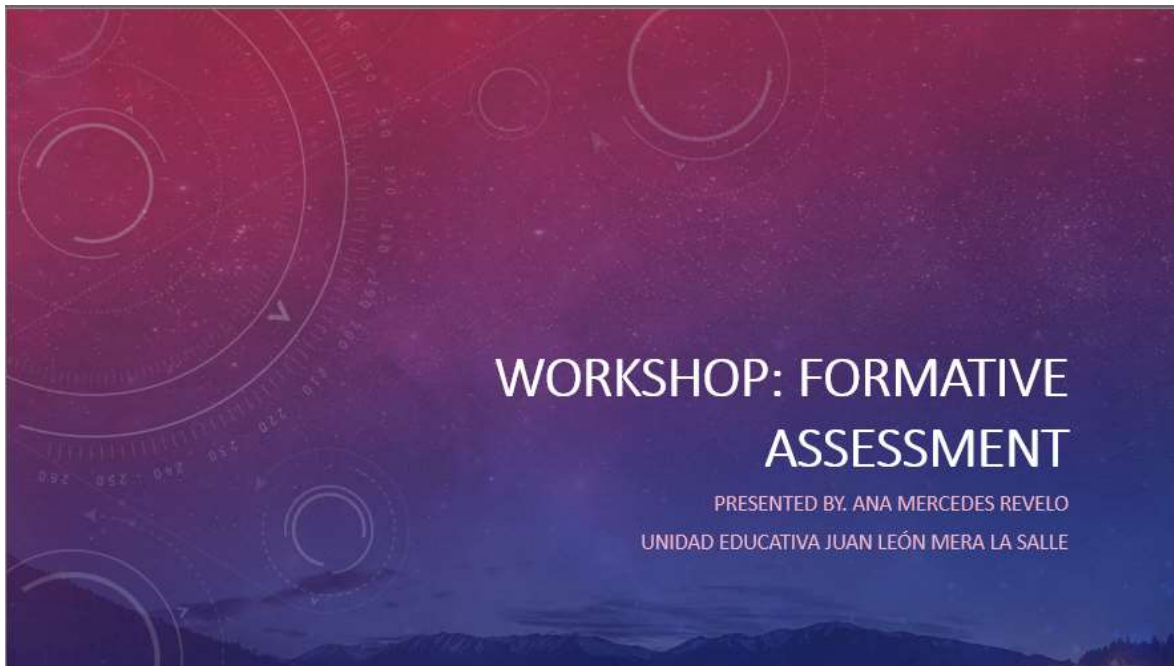
“Formative Assessment in the English Foreign Language Classroom  
Practices”

Validation Data

Name : ADRIANA LISSETTE VASQUEZ LÓPEZ
ID card: 1803932019
Degree: MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
Field of study: LINGUISTICS
Phone: 099 872 5424
Email address: adryana.vasquez@hotmail.com
Institution: UNIVERSIDAD TECNICA DE AMBATO
Validation Date: 9 de marzo del 2021
General Observations: The instrument keeps correspondence between questions with the objectives, variables and indicators in the items. The technical quality of each item as well as the representativity of this instrument are optimal for the research.

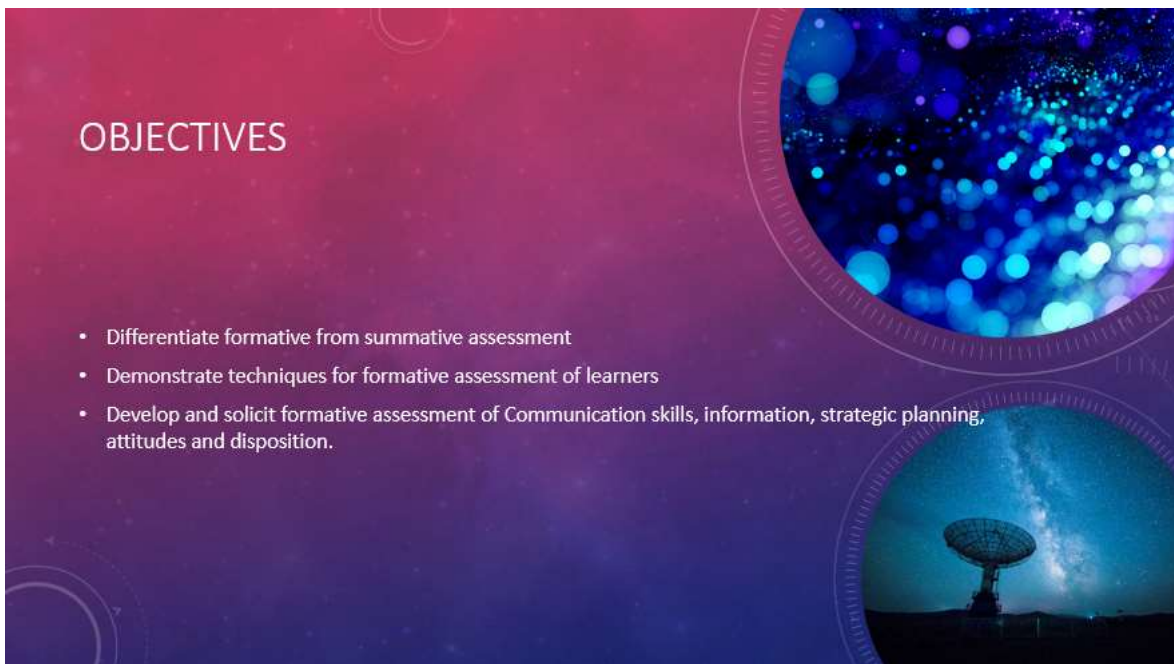
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ID: 1803932019



## OBJECTIVES

- Differentiate formative from summative assessment
- Demonstrate techniques for formative assessment of learners
- Develop and solicit formative assessment of Communication skills, information, strategic planning, attitudes and disposition.

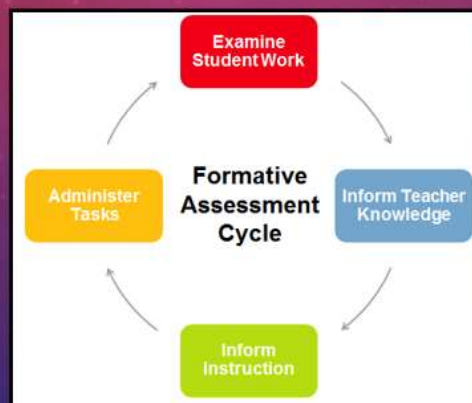


## WHAT IS ASSESSMENT?

- Establishing clear, measurable expected learning outcomes
- Ensuring sufficient opportunities to achieve those outcomes
- Systematic gathering, analysis and interpretation of evidence to determine extent to which (how well) learning matched expectations
- Using the resulting information to understand and improve learning

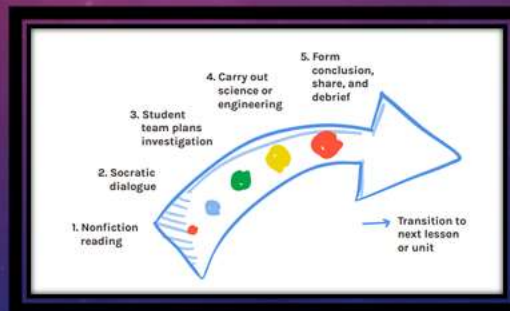


## WHAT IS ASSESSMENT?



## GENERAL PURPOSE OF ASSESSMENT

- Defines what learners will regard as important Ensuring sufficient opportunities to achieve those outcomes
- high value placed on marks and grades
- ultimately students focus their efforts on assignments and what they will be tested on
- Ensures that what is important is learned



## PLANNING EFL CLASSES

### • Traditional Paradigm

- What topics should we teach?
- How do we test that the topics were learned?
- What are the criteria for determining sufficiency of learning (what earns an A, B, C, etc)?

Teacher-Centered

### • New Paradigm

- What do students need to know?
  - critical understandings, theories, models; knowledge, skills and attitudes
- How will we assess their learning?
- How do we structure the educational experience to ensure that they learn?

Learner-Centered

## CHARACTERISTICS OF ASSESSMENT

### • Summative Assessment

- Objective > Subjective
- Comparative, Relational
- Solitary
- Conclusive, "Add-on"/Post Hoc
- Retrospective: were goals met?

### • Formative Assessment

- Subjective > Objective
- Personal, Reflective
- Interactive, Social
- Midstream, Guiding
- Prospective: are goals being met?

## Evidence-based Strategies to Promote Lasting Learning

### STUDENTS LEARN MOST EFFECTIVELY WHEN THEY:

- Understand goals and characteristics of excellent work
- Relate new learning to prior experiences
- Spend significant time studying and practicing, using and applying new knowledge in some way
- Diverse learning styles are respected
- Engage in multi-dimensional, real-world tasks, and interact with others
- Assessments are learning activities in their own right
- Reflect on what and how they learned, seeing coherence in their learning

## TRAINING ASSESSMENT TECHNIQUES IN CLASSES

### INFORMATION LITERACY

- *Recognize* the need for information
- *Identify* what information is needed
- *Find* the information
- *Evaluate* information critically for credibility and relevance
- *Use* information to answer question/solve problem
- Use information *legally & ethically*

## ASSESSING PROFESSIONAL ATTITUDES/DISPOSITION

WHEN A TRAINEE FAILS TO PERFORM A TASK AS EXPECTED, IT IS MOST OFTEN BECAUSE:

- A. s/he doesn't value the task or see it as personally relevant.**
- B. s/he does not understand what is being asked of her/him.**
- C. s/he is overburdened or fails to plan for timely completion.**
- D. s/he lacks required knowledge or skill to complete the task.**

## ASSESSING PROFESSIONAL ATTITUDES/DISPOSITION

WHEN AN EDUCATOR DEVIATES FROM A PROFESSIONAL STANDARD, IT IS MOST OFTEN BECAUSE :

- A. s/he opposes or disagrees in general with the standard.**
- B. s/he is unaware of the standard.**
- C. practical realities make the standard difficult or impossible to follow.**
- D. s/he deems the standard to be inapplicable or inappropriate for the particular situation.**

## HOW STUDENTS CAN CONTRIBUTE TO ASSESSMENT

- Identify the purpose of the assessment and ensure that they are relevant and worthwhile
- Articulate learning goals, their importance and value
- Design tools (rubrics, surveys, portfolios)
- Advise on how to share results with students
- Review logistics of assessments for feasibility and undue burden