

THE IMPORTANCE OF FORMATIVE ASSESSMENT, ACCORDING TO THE PLAN AND IN A CONTINUOUS AND SYSTEMATIC WAY

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Abstract

One of the requirements of contemporary education and a matter of debate in pedagogical practice is the formative checking and evaluation of the students' achievements. This process should be conducted in a planned and systematic way because the success of students reflects the teacher's work and their relationships with the students in terms of achieving the goals of the educational process. Therefore, this research aimed to ascertain how formative assessment, when carried out according to a plan and continuous systematic approach, improves teacher success. It also explores the importance and priority given to formative assessment by both class teachers and subject teachers. Based on this purpose, and the complexity of the problem posed above, we defined to application of these methods: descriptive method, inductive method, deductive method, comparative and statistical method. The technique that we used was a survey based on teachers' questionnaires, and as a tool used their questionnaires. From the obtained results, we have concluded, that *teachers feel motivated and encouraged throughout the learning process, also they control and assess the knowledge and the achievements of the students continuously and systematically.*

Keywords: student, teacher, achievements, checking, formative assessment, success.

1. Introduction

The modern model of education shall be proceeded by changes in the way assess and evaluate students' knowledge. This model should reflect their requirements and guidelines of modernization in the field of education, where we meet various challenges. One of them is a formative assessment, according to the plan and continuously and systematically.

School-based assessment and more specifically classroom assessment have fallen within the domain of teachers. A monitoring system can assist teachers in obtaining reliable data about their students' learning progress. Such a system can complement the knowledge that the teacher has of the students based on day-to-day progress assessment. (Noijons, J. 2011: 48). Working with a monitoring system should be part of an education system in which teachers will have to make decisions about the progress of the learning process based on data collected.

The teacher has to put some targets in the beginning, that he/she should fulfill. These targets are what students should learn, these are the aims of the lesson. In this way, we can conclude that information, checking, and assessing have a very important function in progressing and in fruitful work in education. Assessing, as an important part of this system, should be present in each step of schoolwork. The evaluation of the teaching activities, at the right time, can help us to get information about the results that students achieve and the teachers' work over time. This information, which we can get through the evaluation system, gives us an

overview of the quality of teaching and the results that students achieve. This can help us to obtain the efficiency and function of students' assessment. From this, we can conclude that assessing knowledge and achievements is one of the most important problems that we face every day in pedagogical practices.

This paper also presents the situation in elementary schools about how much the class teachers and subject teachers give importance and priority to the formative assessment, according to the plan and continuously and systematically, while based on the testing of the research hypothesis:

H-1: The largest number of class teachers and subject teachers give importance and priority to the formative assessment, according to the plan and continuously and systematically."

The placed hypothesis is verified based on the responses taken from a survey which is conducted on 120 teachers from five elementary schools in the city of Tetovo.

2. Literature review

Formative assessment is done through the process of teaching. According to McManus (2008), „*Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Increasing numbers of educators regard formative assessment as a way not only to improve student learning but also to increase student scores on significant achievement examinations.*“ (McManus, 2008: 3) Formative assessment is done through the process of teaching. Its purpose is to gather information and to give efficient information over teaching and learning, to make these processes more successful. (Osmani, 2010, p.50)

The process of monitoring and assessing the students' achievement should be conducted in a systematic and planned manner. We should be informed continuously about the development and progress of the students because they advance in their knowledge. Based on the continuous evaluation during the class, teachers often keep personal notes based on the formative assessment. They use it to keep their impressions (progress, positive sides, difficulties). All notes will help with an objective evaluation, and it will give value to grading during the assessment of the student's achievements. In this way, grading would be more real, and it would be based on the individuality of each student. With the evaluation of multiple learning activities, at the right time, feedback is provided on the results of students' and teachers' achievements in their work. The feedback provided through continuous evaluation and at the right time certifies the quality of learning work and the result that's achieved by the students in it, through which will be provided the efficiency and the functioning of the system of evaluation of knowledge. This way of assessing would also prompt a positive sense to students' work, and help them to get a better success.

Formative assessment, according to the plan and continuously and systematically, is a modern imperative, but it is also a process largely dependent on the support and motivation of the teacher to accept and apply it more frequently and to provide feedback as a key factor in the learning process, which would influence the creative presentation of what is learned by students. (Зенуни-Идризи, В., 2020: 59).

Since the process of teaching and learning is a dynamic one, it is necessary to have continuous checking and assessing, and it is done very carefully by the teacher. (Адамческа, 1996, fq.40) This gives him feedback on the student's efficiency. The information that is taken from the assessing and grading process done systematically and continuously, can be used as feedback about the achievements of the students. According to this, the teacher and the student can plan and realize the work. Feedback can be given directly and in the right moment, and should be individualized for the progress of each student. Teachers should always inform students about their grading but he/she should be careful in the way of the interpretation.

From the way of interpretation of the grading process, it depends on the effect that the feedback has on the student's behavior, his/her self-confidence, and his/her commitment to the learning process. In this way, the student will understand that his/her work leads to progress.

Only in this way we can contribute to education for regularity in the performance of duties and will ensure that the teacher has done successfully and adequately the process of evaluation of students. At the same time, he/she has provided data about the development and the progress of his/her students.

From this, can be concluded that the formative assessment of students' knowledge and achievements is one of the most serious problems with scientific weight, which are facing every day in pedagogical practice.

3. Research methodology and data

Based on the purpose, and the complexity of the problem posed above, we defined to application of inductive, deductive, comparative, and statistical methods. The technique that we used was a survey based on teachers' questionnaires, and as a tool used their questionnaires. There were posed to 120 teachers from five elementary schools in Tetovo. To enable the teachers to be honest, the questionnaire has been anonymous.

4. Results

Because the main objective of this research was to prove how much teachers give importance to the formative assessment, according to the plan and continuously and systematically, the teachers were asked „*How much important is for you the formative assessment, according to the plan and continuously and systematically?*”.

To achieve this goal, the following hypothesis was addressed, *the largest number of class teachers and subject teachers give importance and priority to the formative assessment, according to the plan and continuously and systematically.*

Results from the survey received from teachers regarding the abovementioned question are presented in the table below (table no.1).

Table no.1. Teachers' attitudes about the importance they give to the formative assessment, according to the plan and in a continuous and systematic way

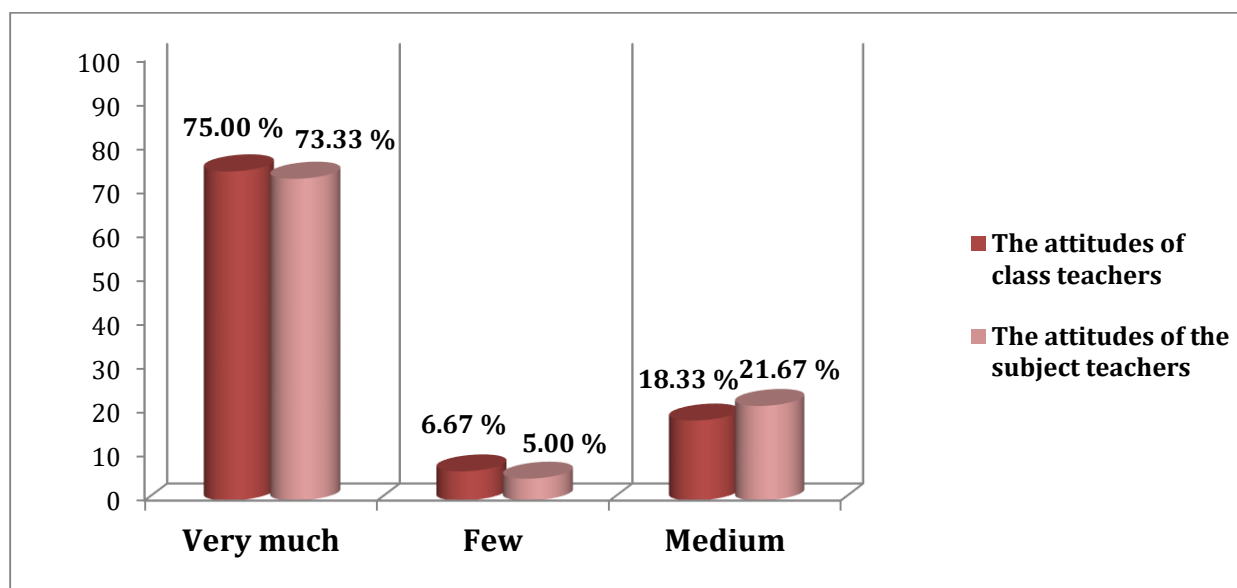
How important is the formative assessment, according to the plan and continuously and systematically?		Class teachers		Subject teachers		In total:	
		f	%	f	%	f	%
a)	Very much	45	75,00	44	73,33	89	74,17
b)	Few	4	6,67	3	5,00	7	5,83
c)	Medium	11	18,33	13	21,67	24	20,00
d)	None	0	0,00	0	0,00	0	00,00
<i>In total:</i>		60	100,00	60	100,00	120	100,00

$\chi^2=0,31$	$df = 3$	$p >0,05$
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During the analysis of the data presented in *Table No.1*, it's been noticed that the majority of the teachers surveyed, 74,17 %, *very much* give priority and precedence to the checking and assessing by plan and continuously and systematically, while the percentage of teachers is low (5,83 %), who stated that they give priority and precedence to the checking and assessing by plan and continuously and systematically. Meanwhile, a small number of the teachers that were asked, have declared that they *few* importance to this way of checking and assessing, and others approximately 20 % of them give *medium* importance to it, and *no one* of the teachers that took part in this study accepts that they do not practice in part and do not give importance to this type of evaluation.

Support to this conclusion is the value of the Chi-squared test (χ^2) which is 0.31, and which is not statistically significant, indicating that there is no significant difference between the responses received by class teachers and subject teachers regarding this question.

To get a clearer picture of the difference, for this proportion, the data we present also in the following graph. (*Grafton no.1*)



But the problem that we can pose now is, can we be sure that the information that we get from the teachers is trustworthy? We still feel the necessity of other research in this direction.

4. Conclusions

From the results above we conclude that the process of checking and grading in our schools needs to be up to date. We see that the information and checking are needed to determine the level of assimilation of the new knowledge, and not grading of students. The teacher should check the students' prior knowledge before he/she presents the new learning content. The examination should ascertain the level of understanding of content, students' capabilities, and skills. It is needed to ascertain the individual needs of students and to analyze and eliminate causes that make it difficult for them during acquisition. After learning goals or topics, we can check the level of overall acquisition of the material learned by students.

The results obtained in this research will be focused on raising the awareness of teachers to use the formative assessment according to the plan and continuously and systematically, and in this way, they will undoubtedly have an impact on raising the success of their students and understand its role and importance in students' achievements assessment in general.

All the above, if properly respected, will result in a pedagogical framework for the controlling and assessing process and would give to the process of checking and grading a contemporary character.

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