

THE ADVANTAGES OF FORMATIVE ASSESSMENT VERSUS SUMMATIVE ASSESSMENT IN THE CURRICULUM WITH COMPETENCIES

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Abstract

If we talk about quality education, we cannot leave without mentioning the assessment of students. Until recently, classroom assessment has been considered a mechanism to test students' knowledge and to judge their achievements based on those tests.

In the competency-based curriculum, student assessment is a complex process between traditional (summative assessment) and innovation (formative assessment). Competency-based teaching focuses on the student and his evaluation, as an integral part of teaching and learning, should serve to prepare him with the necessary competencies required by the 21st century. This study is researched through questionnaires, which include representatives from students and teachers of public schools of Higher Secondary Education. The results show that formative assessment affects the encouragement of students throughout the lesson, identifies aspects that need to be improved, helps the student to self-correct, and enables personalized teaching.

Keywords: quality education, formative assessment, summative assessment, curriculum with competencies.

1. Introduction

“The fundamental purpose of assessment in education is to establish and understand the points that students (either as individuals or groups) have reached in their learning at the time of assessment” Masters, (2015)

⁽¹⁾Replacing traditional assessment with alternative assessment was proposed by Grant Wiggins,⁽²⁾ who introduces an assessment not of what the student knows, but of what the student can do with what he or she knows, based on the actual learning performance of the students.

The student may answer correctly in multiple tests, but in a real situation, he does not demonstrate what he knows.

Evaluation becomes useful if it is an integral part of coherent planning and if all actors are involved, understand and appreciate its importance. If this does not happen, teaching has no result, motivation is low, reactions are different, and documentation becomes formal from distorted uses of information (Viganò, 2011)

⁽³⁾ The evaluation should be part of the daily routine and diverse so that it becomes the strength of the education system. (Landri, Maccarini, 2016).⁽⁴⁾

Student evaluation is a complex process between traditional (summation assessment) and innovation (formative assessment)

The concepts of "formative" and "summative" evaluation are essential to this study.

Summative assessment refers to summative assessments of student achievement - including summative tests, year-end exams, and grades. Student summative assessments can be used for promotion, certification, or

admission to the highest levels of education. Formative assessment, in contrast, is based on the information gathered in the assessment process to identify learning needs and to tailor teaching. Summative assessment is called an assessment of learning, while formative assessment is, an assessment of learning.

The rating should be like one per meter teaching, to adapt it to the qualities of students, as long-term research on formative assessment issues learns, that emphasizes the close interplay of assessment and teaching management strategies and student learning. (Scallon, 1999;⁽⁵⁾Allal, 1999; ⁽⁶⁾Black,Harrison, Lee, Marshall, William, 2003 ;⁽⁷⁾ OECD, 2005).⁽⁸⁾

1.1. Understanding formative assessment: Formative assessment is a concept first introduced by Scriven and shows a practice through which it is possible to support the teaching-learning process (Bloom, 1969).⁽⁹⁾

Formative assessment provides the feedback to enable teacher and student to answer three key questions:

What is to be learned?

How is learning progressing?

What will be learned next? (Hattie, J, 2003). ⁽¹⁰⁾

Formative assessment is normally carried out during the learning process. The method is usually carried out by the teacher.

1.2. Purpose: This study aims to examine the role of formative assessment in the school environment and in particular focuses on the effects of the latter on learning in the Higher Secondary School. The aim is to examine, in this specific age group, the impact of formative assessment on student learning. The topic was chosen for the specific importance of the assessment phase in the teaching and learning process.

1.3. Hypothesis: Regular and continuous use of formative assessment increases student encouragement and improves learning.

1.4. Research questions: The main question that the study aims to answer is:

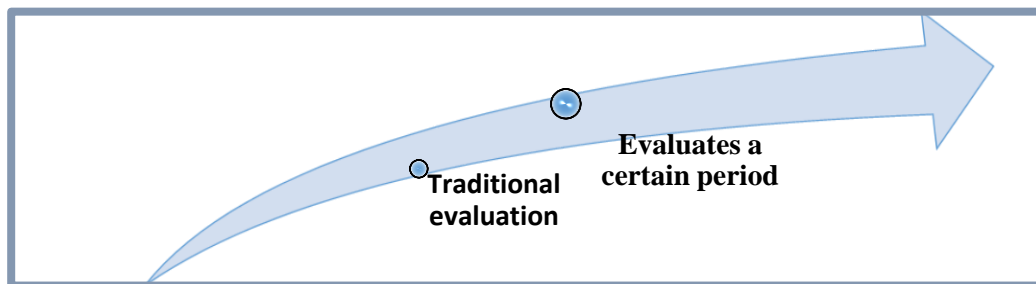
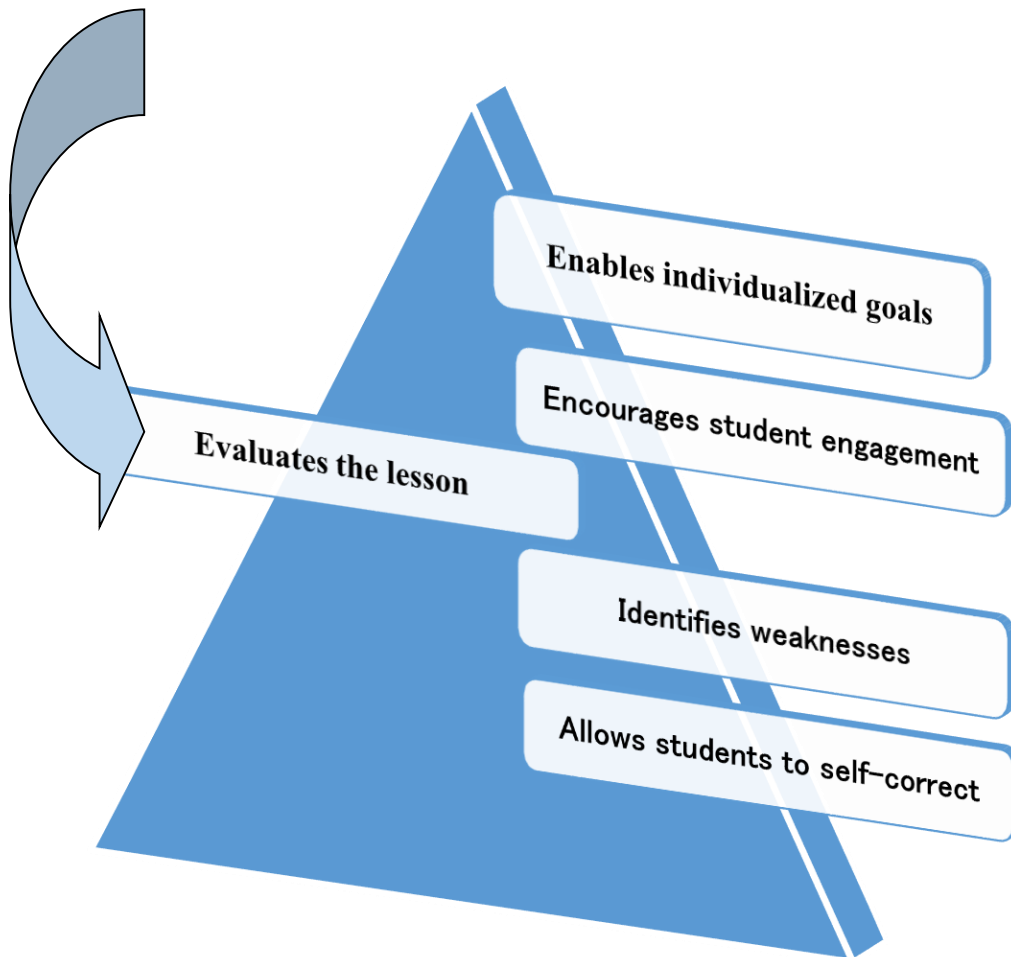
- Does formative assessment have an impact on student and learning outcomes?

Other questions arise from this general wording:

- What are the advantages of formative evaluation over summative evaluation?
- What techniques are used to achieve an effective formative assessment?

1.5. Conceptual framework:

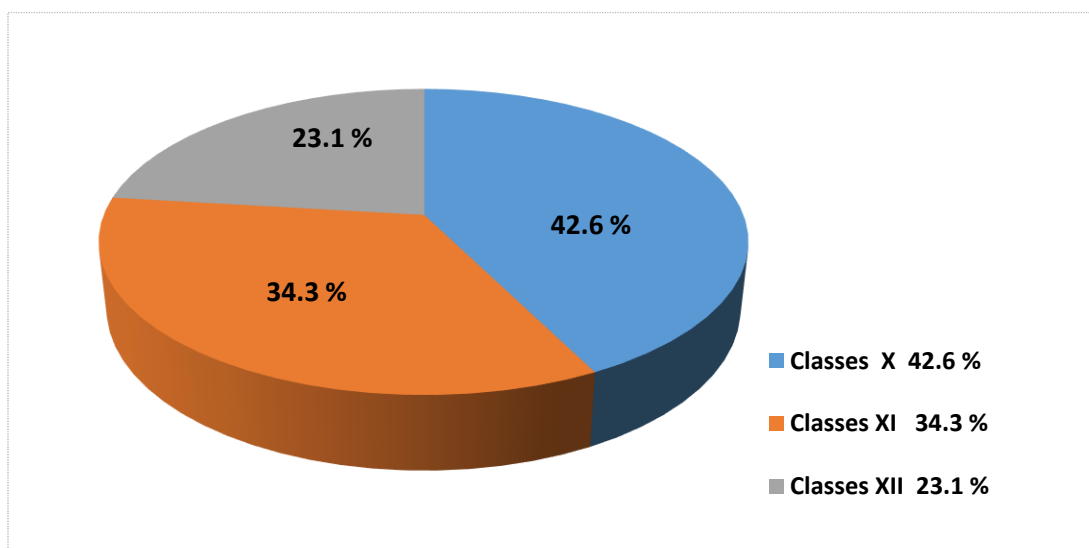
- **Formative assessment**



- **Summative evaluation**

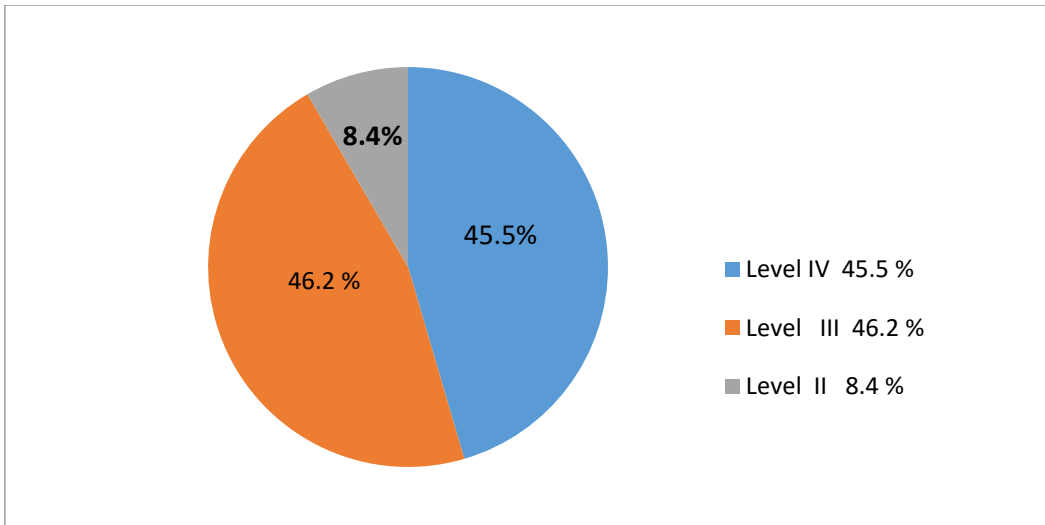
1.6. *Methodological framework:* This study will be performed through questionnaires built into Google Forms, where data processing is performed automatically. The data obtained from the questionnaires will be compared with each other, to identify the effects of formative assessment on student achievement. The research will be conducted on a group of student and teacher representatives, from the schools of Higher Secondary Education of the Local Educational Offices Patos&Permet. (Regional Directorate of Pre-University Education, Fier) Using the online survey opportunity, the questionnaires will be completed by teachers and students of rural and urban schools, who have technological opportunities. The questionnaires are constructed simply and understandably for both students and teachers.

1.7. *General information from the surveyed students:* The student survey referred to the classes that are included in the higher education system and almost all of them are public schools.



Graphic 1. Participation in the survey by classes

Graph .2 shows the percentage of students who are with very good achievements (level IV, grade 9-10) with good achievements (level III, grade 7-8) and sufficient achievement (level II, grade 5-6)



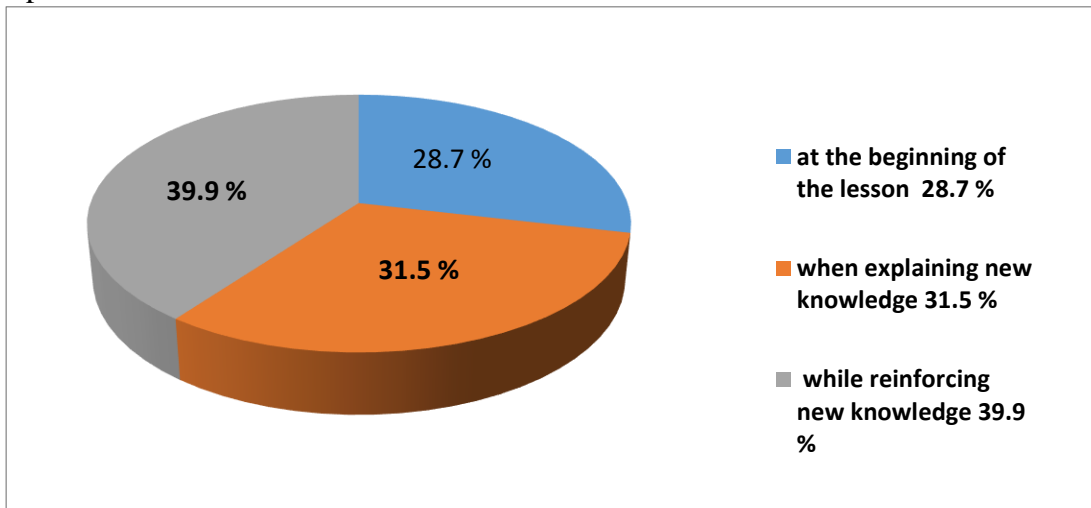
Graphic 2. Level of achievement of surveyed students

92.3% are students belonging to schools in urban areas and the rest (7.7%) are students of schools coming from rural areas, and 69.9% belong to the female gender and 31.1.% belong to the male gender.

2. Questionnaire results

2.1. Student questionnaire results: The first question, if they were evaluated by the teacher during the lesson, to the first question, if evaluated by the teacher during the lesson, 91.6% answered yes and only 8.4% answered no.

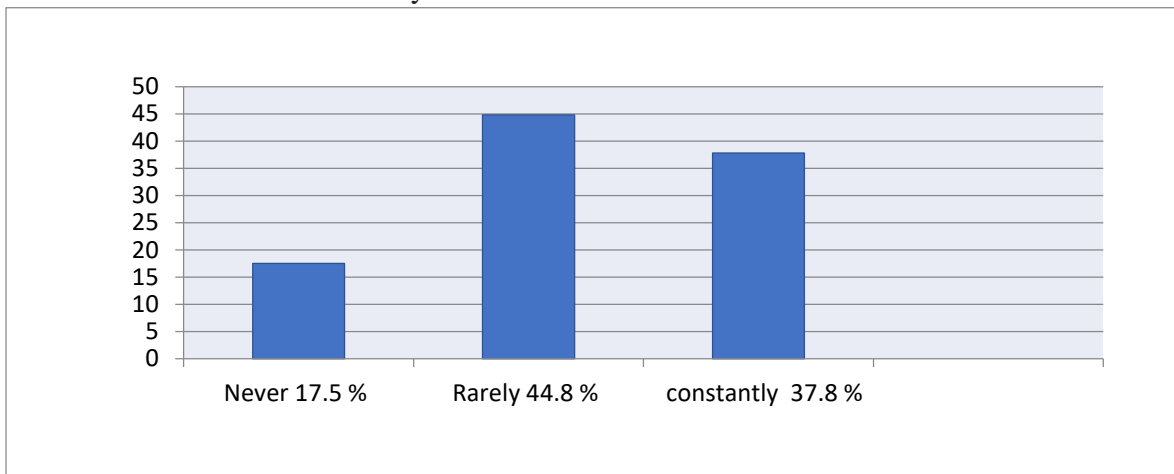
The second question was at what stage of the lesson is the student usually evaluated by the teacher and the following graph shows the results.



Graphic 3. The learning phase when students are assessed

In addition, we wanted to learn the perception of students from formative assessment, and 81.8% confirmed that they feel motivated and only 18.2% of them are indifferent to assessment.

Regarding the evaluation of students by each other 17.5% state that they have never been activated, 44.8% are rarely activated and 37.8% are constantly activated.



Graphic 4. The evaluation of students by each other

Moreover, 82.5% of the students stated that the teachers create situations for their self-assessment. In the next question, whether it helps in self-correction of the formative assessment, 82.4% answered yes.

60.1% of students claim that they happen to be demoralized by teacher evaluation and the main reasons are evaluation after only one or two questions, and activation in the classroom of only a few students so they are evaluated less by our expectations.

Regarding the impact of assessment on the motivation/encouragement of students during the lesson, 54.5% are positive for formative assessment, 25.9 for portfolio assessment, and 19.6 for test assessment.

We asked to know the opinion of students directly if the continuous assessment affects their learning outcomes and 91.6% of respondents answered yes.

At the end with an open question, we asked to get the student's opinion on the improvement regarding the evaluation from their point of view some of the answers were:

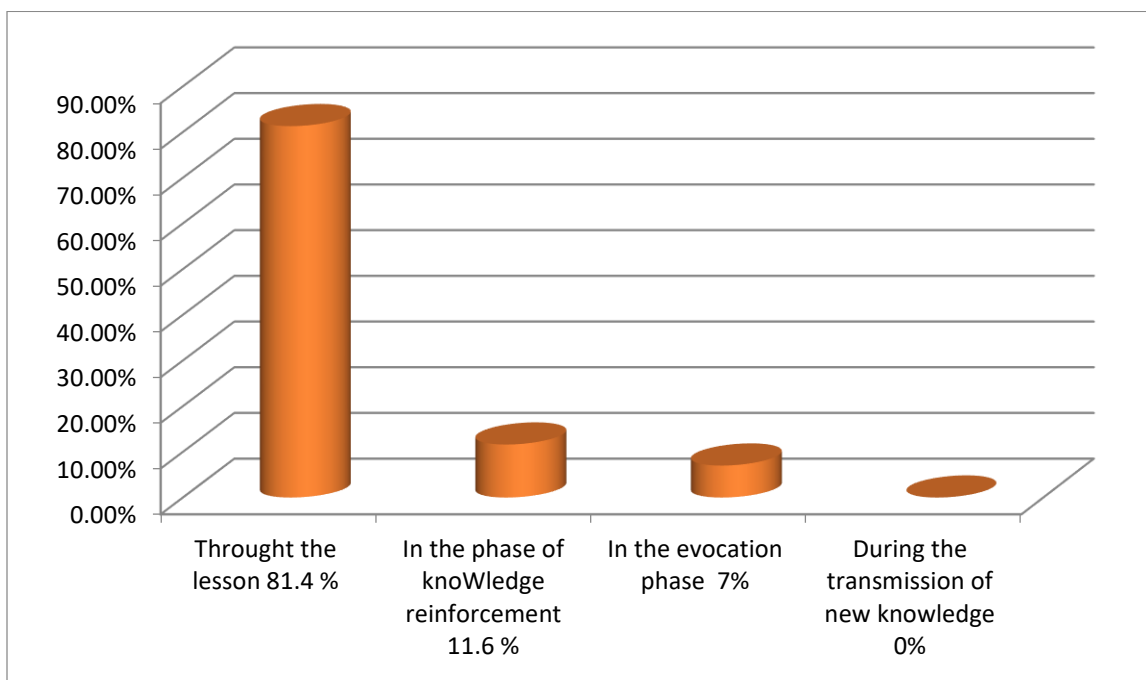
- they should make our questions as clear and understandable as possible
- ask more often and activate all students
- the teacher has to make the lesson more interesting so that everyone is focused and encouraged
- the teacher should focus on student assessment because this will be an incentive to increase student outcomes.
- not to consider the test grade for formative assessment.

2.2. Teacher questionnaire results: From the teachers' point of view, formative assessment is presented as a challenge for 74.4% of the surveyed teachers.

60.5% of them see traditional evaluation as more effective.

However 95.3 of teachers claim that they plan assessments according to achievement levels so they adapt the assessment technique to the learning outcomes.

The following graph shows at which stage of the lesson the surveyed teachers develop the formative assessment.



Graphic 5. The stages of the lesson when formative assessment takes place

We also wanted to learn from the experience of the surveyed teachers' which techniques they think are most effective for formative assessment 51.2% consider verbal responses to be effective for formative assessment, 25.6 % consider the mini-test, 14% method of evaluating each other, and 9.3% self-evaluation.

72.1% of teachers claim that continuous assessment helps to identify students' weaknesses and for personalized interventions.

3. Discussion

It is worth mentioning first that 45.5% of the surveyed students are between 9-10 grades, 46.2% are between 7-8 grades, and 91.6% claim that they are evaluated by teachers throughout the lesson. This fact confirms the effectiveness of assessment for learning during the lesson.

81.8% of students feel motivated by formative assessment, 82.5% of the surveyed students stated that teachers create opportunities for self-assessment, 82.6 % stated that they evaluated each other's answers, and 82.4 % of students claim that assessment for learning helps them to self-correct. From the results presented above we see that we have a coincidence of the same number of students responding that they feel motivated, that they value each other and self-esteem, and that they self-correct during formative assessment. If we compare the percentage of students with grades between 9-10 (45.5%), % of students who claim to be continuously assessed

during the lesson, (44.8%), and% of students who think that assessment during the lesson affects motivation and their commitment (54.5%) we see the positive impact and advantages of formative assessment. We also learn from teacher questionnaires that 74.4% see formative assessment as a challenge, but nevertheless, 72.1% of them distinguish student encouragement and motivation. 81.4% of the surveyed teachers admit that they develop continuous assessment throughout the lesson and if we notice we have 82.4% of students who manage to self-correct through formative assessment. 93% of teachers stated that they adapt the teaching method based on the result of the formative assessment of the previous lesson and the benefits of formative evaluation are evident.

4. Conclusions and recommendations

In conclusion, we can say that this study highlights the advantages of formative assessment from both the teachers 'point of view and the students' point of view.

Formative assessment influences students to encourage throughout the lesson, identifies aspects that need to be improved, helps the student to self-correct, and enables personalized teaching.

The teacher questionnaire will focus on these questions:

- 1- What are your challenges regarding formative assessment?
- 2- What techniques are used for ongoing assessment?
- 3- At what stage of the lesson do you develop continuous assessment?
- 4- Do you plan the evaluation according to the levels of achievement?
- 5- Do you adapt the assessment technique to the learning outcomes?
- 6- Do you use self-assessment techniques for the student?
- 7- If yes, which one is used often?
- 8- What are the benefits you see from the ongoing evaluation?
- 9- Do you match the teaching method with the result of the continuous assessment?
- 10- Mention a technique of mutual evaluation between students.
- 11- Which techniques are most effective for ongoing evaluation from your experience?
- 12- Does continuous assessment for personalized interventions help you, according to the difficulty that the student presents?
- 13- What do you think; you need to know more about assessment in the competency curriculum?

The student questionnaire will contain the following questions:

1. You are a student of class X, XI, or XII?
2. Your grades are between 5-6,7-8, 9-10.
3. Are you evaluated by the teacher during the lesson?
4. At what stage of the lesson do you usually get an evaluation from the teacher?
5. Is the teacher involved in peer assessment?

6. Does the teacher create situations for self-assessment?
7. Do you feel motivated by the assessment during the lesson?
8. Do you happen to be demotivated by classroom assessment?
9. If yes, what problem did you face?
10. Who has a positive impact on your motivation, assessment during lessons, or assessment with a summative test?
11. What do you think the teacher should improve about continuing assessment techniques?
12. What impact does the assessment with the summative test have on you as a student?
13. Have you ever had dissatisfaction with teachers because of the assessment?

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