



FORMATIVE ASSESSMENT SKILLS AMONG UPPER PRIMARY SCHOOL TEACHERS IN ALM CLASSROOM PRACTICES

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ABSTRACT Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning. This study traces the level of formative assessment skills among upper primary school teachers studying in various institutions in Dindigul district. The investigator assessed 100 samples with the help of observation rating schedule contain 10 statements with five points. The students in government and aided institution have high level of formative assessment skills whereas self financing institution students have moderate level.

KEYWORDS : Formative Assessment Skill, Active Learning Methodology and Classroom Practices

Introduction

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning. The one of underpins in formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness. Students need to be involved both as assessors of their own learning and as resources to other students. There are numerous strategies teachers can implement to engage students. In fact, research shows that the involvement in and ownership of their work increases students' motivation to learn. This does not mean the absence of teacher involvement. To the contrary, teachers are critical in identifying learning goals, setting clear criteria for success, and designing assessment tasks that provide evidence of student learning. One of the key components of engaging students in the assessment of their own learning is providing them with descriptive feedback as they learn. In fact, research shows descriptive feedback to be the most significant instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression.

A unit lesson plan in Active Learning Methodology

1. Unit – content – time chart

Atom Model

2. Skills addressed

Reading, mind mapping, Discussion of mind map and summary, consolidation and reinforcement, assessment, remedial and writing.

3. Introduction

Teacher starts the lesson with suitable motivation

4. Reading/underline key words

Students read over all lesson and underline key words, identify words whose meaning is not known, clarify meaning with teacher or ask from peer group.

5. Mind Map

Students mind map topic given to them on their imagination.

6. Summary

Student summarize unit individually and share individual mind maps in the small group.

7. Consolidation and reinforcement

8. Assessment

Student achievement can be evaluated in oral, quiz, fill in the blanks etc. Based on what the students are expected to know at the end of the unit.

9. Writing

Students asked to write exercise of various kinds given in text book.

10. Remedial

Going over the incorrectly understood topic teacher re teach the hard portions for the fellow students.

Need for the Study

There are many classroom instructional strategies that are part of the repertoire of good teaching. When teachers use sound instructional practice for the purpose of gathering information on student learning, they are applying this information in a formative way. In this sense, formative assessment is pedagogy and clearly cannot be separated from instruction. In an Active Learning Methodology classroom, the teacher assess the students' performance based on their involvement and academic achievement. The teacher should assess the students' performance during the classroom activities in each step of the lesson. In this context, the investigator planned to assess the teachers' formative assessment performance during their teaching.

Objectives

To assess the upper primary school teachers' formative assessment skills during their teaching

Sample

100 Upper primary school teacher Education of Natham union in Dindigul district by using stratified random sampling.

Tool

Observation rating schedule contain 10 statements with five points constructed by investigator based on the Active Learning Methodology.

Data Analysis

Table 1 Level of Formative Assessment Skill

Groups	Mean	Level of Assessment Skill
Govt	39.89	High
Aided	37.93	High
Self finance	28.28	Moderate
Urban	38.19	High
Rural	35.97	Moderate

Result and Discussion

The mean value of government and aided institution teachers have high (more than 70%) and the self finance institute teachers have moderate level (in between 30% to 70%). The government and aided institution has experienced subject wise teacher and have orientation training from DIET and SSA in all aspect of teaching skills. The teachers in these institutions appointed through Teacher Eligibility Test conducted by Government of Tamilnadu.

Recommendations

1. The teachers of self financing schools may be trained in components of formative assessment in CCE.
2. The Government should instruct to the self financing school management for appointing the candidates of passing Teacher

Eligibility Test as per RTE 2009 act for producing quality education in upper primary level classes.

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