

# [Formative classroom assessment:](https://assignbuster.com/formative-classroom-assessment/)

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Formative room Assessment in Education FORMATIVE ROOM ASSESSMENT IN EDUCATION The world’s view on assessment has changed over the last century. The use of formative assessment techniques in classrooms has gained popularity over the past few decades. Initially, there were no clear boundaries on the existing assessment methods. There were no ways of determining the effectiveness of assessment methods. Currently, focus has turned on formative assessment techniques. Studies on the teachers’ effectiveness reveals that an assessment which is learner centered bring out the best of teaching practice. Such an assessment was to aid the student make advancement (McMillan, 2007).
Formative assessments are on-going examinations and reviews in a classroom. Examples include oral questioning, ticket to leave, turn to your partner, one word summary, one minute essays, analogy prompt, concept maps, misconception check, student conferences, 3 minute pause, observation, self assessment, exit card and port folio check. Instructors use formative assessment to advance instructional techniques. They also bring into play the students’ feedback all through the learning and teaching process (Bell, 2000).
Constructive quizzes are one of the easiest methods of collecting and analyzing the students’ learning. They get used to investigate the students’ factual knowledge and concepts. They also help bring out the individual skills of each student. Administering constructive quizzes can be done alongside their regular work (McMillan, 2010).
Quizzes can be made richer by including questions that would require students to explain their thinking. One way involves setting up quizzes that would require the student to apply their thinking in solving a new situation. One example is that of a new situation. This is a situation which no learner is familiar with in the class. This brings out to the educator the students thinking process. This discourages memorizing (Bell, 2000).
The most crucial thing to do as an educator is to retain the best thought processes. This can help the educator improve on his part and become an effective teacher. For instance, if some learner does not get a concept, the teacher can give a review activity quiz or use a dissimilar instructional technique (McMillan, 2007). Also, students can check their progress using periodic quizzes and discussions. The output of formative assessments can be used to alter and validate instruction. This would call for suppleness of thoughts in the learners.
More research needs to be done on improvement of the constructive quizzes technique. There are gaps that need to be filled. One example is that the quizzes are not a satisfactory indicator of what optimal performance should be. Secondly, it does not encourage peer and educator dialogue around learning. Thirdly, it suppresses self esteem of the learners (McMillan, 2010). This is a setback to positive motivation of the learner. As a result, such gaps widen the rift between desired and actual performance of the learners.
In seeking solutions to the existing gaps, research teams need to be setup to investigate such issues. Teachers should find a way of incorporating the other formative assessment techniques with the constructive quizzes (Bell, 2000). This can help cover up the adverse gaps while offering the merits of the other systems. With this combination technique, the rift between teacher and student can reduce. This can help promote dialogue between teacher and student.
Reference
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