FORMATIVE AND SUMMATIVE ASSESSMENTS IN EDUCATION: AN EXPLORATIVE STUDY

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> **Abstract**

A particular kind of educational program called evaluation seeks to gauge student progress in all three emotional, cognitive, and psychomotor domains. After considering the procedure and the outcome, a decision is made. The evaluation's findings are always distilled in terms of the participant's altered behavior. Formative assessment is a term used by teachers to describe a variety of formal and informal evaluation techniques used to improve student development and make necessary changes to teaching and learning strategies. Giving instructors and students detailed feedback on both performance and course material is typically required. Evaluation of program participants that has a focus on program outcomes is referred to as summative evaluation. Summative assessments are used to assess students' learning, skill development, and academic achievement at the conclusion of a particular educational session, such as a project, unit, course, semester, program, or school year. The major objective of this essay is to attest to the teacher's instruction while also demonstrating how formative and summative evaluation techniques affect students' behavior. Our evaluation system was taken into consideration when creating the current paper. This essay can be used to point out the benefits and drawbacks of our evaluation procedure and make suggestions for enhancements.

Key words: - Formative and Summative assessment, Skill development, Learning.

Introduction:

Students who attend successful schools are encouraged to participate in all aspects of their education. There are numerous ways to do this. Conferences hosted by students are one such tactic. How can a teacher or administrator make sure that a student's strengths and limits are fairly represented in a student-led conference? The solution to this issue is to collect information on student learning while balancing formative and summative classroom evaluation procedures. Assessment as a whole includes benchmark or interim exams for

districts, statewide accountability tests, and common classroom assessments. In order to solve what seems to be an excessive quantity of testing, educators should reframe their perspective on testing as evaluation and that assessment as information. The more information we know about students, the more accurate our assessment of student achievement or expected achievement disparities is. The results of formative and summative assessments provide information about a student's progress toward his or her learning goals, including how far he or she is behind or ahead of his or her peers, the extent to which behavioral changes have occurred in him, the extent to which he or she can apply the knowledge he or she is currently learning to future situations in life or in the classroom, the difficulty he or she is currently experiencing, and other factors. Therefore, appraisal in this context functions like the diagnostic role of measurement. When a student learns where his accomplishments actually stand, he is inspired to perform better. Additionally, formative and summative evaluations make students' strengths and shortcomings clear so that a teacher can support them appropriately. Teaching and learning processes are improved after pupils are provided the right direction by the teacher following formative evaluation. Formative evaluation is a methodical, pre-planned procedure that advances with the pre-established objectives in mind. The processes of formative and summative evaluation go hand in hand and cannot be separated.

Rational:

Teachers may take into account a variety of areas as they compile information and data about pupils' learning. Teachers must take into account the written and other products their students produce, the examinations they take, observational notes, and ideas about the communication they have with their pupils. A clear picture of where a student is in relation to learning targets and standards emerges when a thorough assessment program at the classroom level integrates formative and summative student learning/achievement information. This common knowledge of their own learning should be expressed by the students. Student-led conferences, a formative evaluation technique, are valid in this situation. The better we can modify instruction to ensure that all students continue to achieve by advancing in their learning, the more we will know about specific students as they participate in the learning process. It gives teachers enough knowledge to change their instruction. Giving pupils detailed feedback as they learn is one of the essential elements of including them in the evaluation of their own learning. In fact, descriptive feedback is the most effective instructional approach for advancing students' learning, according to research. Students can

comprehend what they are doing well thanks to descriptive feedback, which also connects to classroom learning and offers precise advice on how to go on to the following stage of the learning process. In other words, positive reinforcement such as "good job!" or a grade are not descriptive feedback. A substantial body of research suggests that relatively little feedback does not result in better learning for students. The arsenal of a good teacher includes a wide variety of classroom instruction techniques. Teachers employ this knowledge in a formative fashion when they use good instructional practices to collect data on students' learning. In this way, formative evaluation is pedagogy and is inextricably linked to teaching. It is what effective educators do. It's not only about teachers gathering data or information about students' learning; it's also about what they do with that data.

Formative Technique:

Monitoring the instructional process to assess if learning is occurring is the aim of formative assessment. It is intended to strengthen and improve the teaching-learning process, making it a continuous process in the educational system. The assessments identify both students' and teachers' areas of weakness, allowing both parties to get feedback. After realizing their problems, both students and teachers adjust their conduct to overcome them. This evaluation's purpose is therefore remedial in character. The second purpose of this review is to encourage teachers and students to put in more effort in order to get better results if the evaluation deems the teaching and learning process to be satisfactory. According to Tanner (1972), "formative evaluation refers to the use of tests and other evaluative procedures while the course and instructional programme is in progress."Tests that are both norm-referenced and criterion-referenced are used to guide pupils toward content mastery. The learning stages are tested at each of these times are - after the course as a whole and the final grade for the entire course.

Benefits:

1. It gives teachers enough knowledge to change their instruction.

2. It aids in creating individualized and collective corrective programs.

3. Both teachers and students receive feedback from it.

4. It helps with learning transfer and memory.

5. It enables the teacher to modify his instruction to better meet the needs of the students.

6. Once the results of this examination are known, students can also change their conduct.

7. It rewards great achievers with reinforcement.

8. Learners can use it as a tool for self-evaluation.

Summative Technique:

At the end of the lesson, students are evaluated to determine their overall performance. Exams given annually, internally, or externally are instances of summative evaluation. This evaluation's goal is to declare the product a success or failure. Formative evaluation is related to the outcome of instruction if it is connected to the teaching process. Students are assessed here based on the entire curriculum. A choice is made regarding whether a student should be remained in the current class or advanced to the next one based on this evaluation. Summative assessments, on the other hand, measure students' learning, knowledge, proficiency, or accomplishment at the end of a teaching period, such as a unit, course, or program. Although they are not required to be, summative examinations are virtually always formally assessed and frequently severely weighted. Instructors might examine a variety of methods to combine these approaches. Summative assessment can be used in conjunction and alignment with formative assessment to great success.

Benefits:

When a summative evaluation is taken into consideration in the academic setting, there are many benefits. Several of them are listed below.

1. To determine whether kids have understood: A summative evaluation adheres to specific evaluation procedures through the use of projects, assignments, tests, and more. These methods allow the teacher to determine whether or not the pupils have learned and comprehended the material. An assignment's use, not the exam, assignment, or self-evaluation's design, determines if it is a summative one. The instructor can determine how well the pupils have understood the topic being presented by doing this.

2. They determine achievement: Summative assessments are often completed at the conclusion of any instructional period. Summative evaluation is therefore considered to be of an evaluative rather than diagnostic nature. The actual meaning is that this evaluation is being utilized to track students' academic progress. They are also used to gauge how well educational initiatives are working. The fact that they are used to gauge progress toward objectives and goals is another significant benefit. Furthermore, summative evaluations are used to determine course placement.

3. They provide academic records for students, which include grades or scores that reflect the results of summative assessments. Test results, letter grades, or report cards

may be used in the college admissions process. Many schools, districts, and courses typically view summative evaluation as a crucial component of the grading process.

4. Opportunity: Having summative evaluation is motivating since it aids individuals and provides them with a chance to foster a learning environment. Based on the outcome, this rating is meant to be instructive.

5. Energizes people: A successful summative evaluation is viewed as a motivating factor. This type of evaluation increases self-assurance and acts as a motivator for particular behavior change in the workplace or institution.

6. The utilization of summative evaluation data allows trainers and instructors to identify weak areas where performance is regularly poor. Several approaches could be applied in this method to improve the results. New training might be employed for upcoming events that are aimed towards success.

7. Thanks to this form of evaluation, which helps determine their efficacy, training programs' success may be quantified. They are looked at and evaluated against others.

8. The summative design is applied as an evaluation strategy while developing educational materials. Depending on the success of the intervention, summative evaluation offers helpful information. The final value or worth of the intervention is assessed using a summative evaluation.

A few examples of formative and summative evaluations include, In-class discussions, Weekly quizzes, Homework assignments, Surveys etc. are the formative; while Instructor-created exams, Standardized tests, Final projects, presentations, reports etc. are the summative.

Research Methodology:

The author did his research studies using secondary sources of data, keeping in mind the resources at his disposal and the viability of the current research report. Secondary information was acquired from a number of books, journals, theses, and dissertations as well as from other psychological and sociological ideas and publications. The approach of the study also takes into account the thoughts and writings of numerous authors who are involved in the academic and scientific communities. As a result, for the current research project, the author thoroughly utilised all available resources and carried out extensive research.

Recommendations:

Formative assessment procedures, in an ideal world, would improve both teaching and learning. Instructors can help students progress as learners by actively encouraging them to examine their own talents and knowledge retention, as well as by offering clear instructions and feedback. Here are some sensible suggestions:

1. Maintain a firm understanding of what constitutes good performance. Instructors can make the requirements for papers receiving an A-F grade apparent through office hours, rubrics, post-grade peer reviews, exam/assignment wrappers, and other ways, and promote student reflection on these standards. Teachers may also undertake class-wide discussions regarding performance objectives at key points throughout the term.

2. You may assist students become more self-aware by encouraging them to review their own or a peer's work using the course criteria and to discuss the types of comments they find most useful. Teachers may also invite students to write about or argue in groups what factors contribute to the success of their best work.

3. The option to alter or adapt information before final submission enables teachers to provide students with specific, actionable feedback that is tied to predefined criteria on a frequent basis. Feedback can be more than an assessment; it can also be corrective and directional. Critiques of numerous paper drafts, discussions of criteria in one-on-one sessions, and continuing online quizzes are some examples.

4. Encourage instructors and students to have conversations about learning

5. Encourage motivated thinking that is positive and self-worth

6. Obtain information that can be utilized to inform instruction

7. Use a Rubric or Table of Specifications

8. Create Simple, Clear Questions

9. Effective summative exams give students the chance to analyze the entirety of a course's content, drawing broad conclusions, showcasing synthesizing abilities, and delving deeper into the concepts that underpin or serve as the foundation of a course's ideas and content.

10. Establish Clearly Defined Parameters

11. Think about blind grading

Conclusion:

Formative evaluation, which occurs regularly during the educational process, is an excellent way to assess a student's performance throughout instruction. When we evaluate student learning for formative purposes, there may not be a final mark on a student's paper or a

summative grade in our grade book. Instead, formative evaluation can serve as practice for our children, much like a well-designed homework assignment. And the descriptive feedback we give our students as teachers is the key to effective formative assessment. Summative evaluations can be used to develop instructional tactics. In the classroom, everyone of us has a unique teaching style. Summative evaluations can promote teamwork and continuous process improvement. Summative assessments can benefit both teachers and administrators in terms of curriculum enhancement and curriculum development. Standards-based learning is critical in today's classrooms. When summative evaluations demonstrate persistent gaps between student knowledge and learning objectives, schools may deploy new curricula or improve curriculum preparation.

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