



EXPLORING THE BENEFITS OF FORMATIVE ASSESSMENT IN THE CLASSROOM

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ABSTRACT

Formative assessment is an evaluation technique used in the learning context to track students' progress over time and gauge their grasp of the material. This article employs a library research or literature review methodology. This page describes the many forms of formative assessment that can be applied, including exit tickets, quizzes, peer evaluation, class observations, and more. Because formative evaluation offers so many advantages, it should be carried out. By using formative assessment, teachers may better understand their students' needs and comprehension while also empowering them to take ownership of their education and giving them constructive criticism that helps them advance.

Keywords: *Formative Assesment, Technique, Benefits.*

1. INTRODUCTION

The process of assessment is used to evaluate a person or group's knowledge, skill, attitude, and many other qualities. The primary goal of the assessment is to gather pertinent data and an objective that can be utilized to measure progress, make decisions, or provide feedback in a particular situation. Assessment, according to Brown (1990) as referenced in Yambi (2018), is a collection of measuring tools used to ascertain, collect, and analyze data about a person or group. It can also be used to establish a student's level and achievement in relation to the learning objectives. Stated differently, assessments can be carried out in a variety of domains, such as business, psychology, education, and health. Assessments in the subject of education can be used to gauge students' knowledge, abilities, and skills as well as the efficacy of the curriculum and teaching strategies. A psychological evaluation seeks to understand a person's mental and emotional state, identify illnesses, or establish if a certain intervention or course of therapy is appropriate. In the business world, assessments can be made to determine what

needs to be changed, how well employees are performing, or how effective the organization is. According to Watson (2022), there are a number of ways to conduct the assessment, such as tests, exams, observations, interviews, surveys, or performance assessments. Insight is gained by analyzing and interpreting the data gathered during assessment.

In the framework of a traditional educational setting, assessment is crucial for gauging students' knowledge, growth, and accomplishment following instruction. It can also be used to analyze how well the teaching and learning process is working. According to Brown (1990), referenced in Yambi (2018), there are four fundamental elements to the assessment process, which are as follows:

Assessment can be used for the following purposes:

- a) Tracking progress over time;
- b) Inspiring students to learn more about the subject matter;
- c) Assessing the effectiveness of the teaching strategy being used; and
- d) Ranking students according to their performance in the whole group evaluation.

The teacher has numerous challenges while evaluating pupils' performance in a real classroom setting. According to Ardiansyah et al. (2018) and Mahendra et al. (2021), one of the most crucial steps in carrying out the assessment is planning. A number of crucial components go into the assessment preparation step in order to guarantee that the evaluation is completed accurately and in line with the learning objectives. Meldia and Melani (2022) have indirectly said that summative and formative assessments are the two types of assessments that are frequently utilized in educational settings. Although measuring pupils' progress and accomplishments is their shared goal, there are still differences between them in terms of execution time and context. Summative assessment is the final evaluation that is completed at the conclusion of a certain learning period (Yambi, 2018). It can also be completed by assigning a grade or score to an exam or paper (Meldia & Melani, 2022). On the other hand, formative assessment is the process of evaluating students' knowledge and growth as they are learning (Ardiansyah, et al., 2018; Mahendra, et al., 2021; Meldia & Melani, 2022).

2. METHODS

The library research approach is used in this study. Library research, sometimes referred to as a literature review, is the act of gathering and evaluating pertinent data that is based on information found in published works, whether those materials are digital or physical. This approach is used to acquire a thorough understanding of a particular subject by examining earlier research and pinpointing knowledge gaps that may serve as the basis for more recent studies. Qualitative data are used in the data collection process. The advantages of formative evaluation in the classroom are shown by this research.

3. RESULTS AND DISCUSSION

Formative Assessment

Formative assessment, sometimes referred to as classroom assessment, is, to put it simply, an evaluation that is carried out while the student is still learning (Dwiyanti & Suwastini, 2021). It is an assessment procedure that is carried out in order to gather data regarding the comprehension, aptitude, and growth of the students. Formative assessment is an essential component of instruction that involves student-teacher interaction to improve student achievement and assist teacher and student reflection. This can be achieved by receiving feedback so that teacher and students can identify and provide effective learning activities (Black & William (1998) and Nicol-Macfarlane-Dick (2006) as cited in Ardiansyah et al., (2018); William (2013) as cited in Mahendra, Dewi & Wahyuni (2021). The term "formative assessment" refers to an evaluation technique used in the learning process to track students' progress and provide insightful comments. The goal of formative assessment is to collect data on a regular basis in order to better understand how pupils are improving as they are learning.

According to Mahendra, Dewi, and Wahyuni (2021), formative assessment should take into account the formative assessment cycles suggested by McCharty (2017), as referenced in Mahendra, Dewi, & Wahyuni (2021), since planning is one of the crucial steps in the assessment process. The steps in the cycle are as follows: 1) gathering student data; 2) analyzing student data; 3) organizing the learning extension and intervention; and 4) carrying out the

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formative evaluation. Stated differently, there is a strong correlation between formative assessment and planning. Mahendra, Dewi, and Wahyuni (2021) cite Andrade & Heritage (2017) as the source of three formative assessment planning dimensions that should be considered in addition to the formative assessment cycles. These aspects include the learning objective, success criteria, and learning curve. Planning for formative assessments involves relationships and influences between the third dimensions. To support effective learning and raise student accomplishment, formative assessment design and implementation must take into account the learning objective, success criteria, and learning progression that emerges from the process.

According to Hera Adinda et al., (2021) explicitly, there are several characteristics of formative assessment.

- 1) First, formative assessment is conducted when learning certain units/chapters/competencies take place. In other words, it can be done by giving feedback to the students in which the feedback should be specific, clear, and relevant to learning objectives. Teacher can directly give feedback to the students, give instructions, or give suggestion related to the effective learning strategy.
- 2) Second, formative assessment intends to know the progress of students' mastery of units/chapters/competencies being learnt. It intends to support and improve the process of learning. The main focus is to give constructive feedback to the

students, so that they can improve their understanding and their skill. The feedback not only focus on giving score, but also on students' competency improvement.

- 3) The result is used as the of fixing the learning process of the units/chapters/competencies being studied. The feedback given in formative assessment is constructive and focuses on improvement. It aims to help students understand their strength and weakness in comprehend the learning material, also give instruction related how to improve their comprehension.
- 4) The results of the assessment are not used in assessing report card. On the other hand, the result of the assessment can be used to encourage students actively involved during the learning process. Students are encouraged to reflect their comprehension, participate in discussion, and contribute in evaluating self-performance. It can help students to improve their in depth understanding.

The Importance of Formative Assessment in the Classroom

Since formative evaluation plays a crucial part in the evolution of the learning process, it is extremely important in the classroom. According to Brown (1990), referenced in Yambi (2018), formative assessment is what drives students' learning in the classroom. It entails continuous evaluation. Teachers can keep track of their students' learning progress and how well they comprehend

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the subject matter by using formative assessment. Through student participation in the assessment process, teachers are able to determine each student's areas of strength and weakness and modify the curriculum and teaching style to best meet the needs of the class. In addition, teachers can gauge the accomplishment of learning objectives through formative assessment. Regular use of formative assessment allows teachers to track their students' progress toward meeting learning goals. They are able to recognize which kids require extra support and offer that support in order to guarantee that every student meets the required benchmarks.

The Example of Formative Assessment

According to Dwiyanti & Suwastini (2021); Gloria et al., (2018) Ardiansyah et al (2018); Meldia & Melani (2022); Mahendra, Dewi, & Wahyuni (2021); Andersson (2017) there are some kinds of formative assessment which usually conducted in the classroom, those are:

1. Feedback is crucial to formative evaluation processes. Dwiyanti & Suwastini reference Dolin & Evans (2018) as saying that feedback can be the formative assessment's follow-up. Feedback can be used to tell students about how well they grasp the subject matter, how they are learning it, how they are improving, and what they can do to further their success.
2. Quizzes: Teachers may provide brief tests that consist of multiple choice questions pertaining to the content being studied. Written quizzes and online learning platforms like Quizzez, Kahoot, Duolingo, and many more are available for completion. The quiz's objective is to routinely assess students' comprehension and provide prompt feedback.
3. Students actively gather information about themselves, do analyses, and evaluate their own performance. This process is known as self-assessment. Pupils might be able to assess their own strengths and weaknesses, gauge how well they comprehend a particular subject, or gauge their degree of proficiency in a particular area.
4. Peer evaluation: Students are able to evaluate one another or provide comments on the outcome of their work or presentation. The teacher can provide the students with assessment criteria and ask them to provide constructive feedback based on those criteria. Peer evaluation can assist students in raising the caliber of their work, strengthening their analytical abilities, and expanding their knowledge.
5. At the conclusion of the lesson, the teacher may assign an exit ticket or lesson-ending test, in which the students are asked to write down one or two questions about the content they have just learned. Pupils can use an online learning tool or write down their response on paper.
6. Group projects or presentations: provide students with the chance to collaborate in groups and showcase their completed work. As part of a group project or presentation, students exchange knowledge, have discussions, and provide comments to one another. The presentation can

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be assessed by the teacher using the assessment rubric.

7. Quick writes: Teachers can ask students to write down a brief response in a limited amount of time in response to questions or remarks pertaining to the content being learned. Quick writings provide pupils the chance to reflect on how well they comprehend the subject matter and allow teachers to monitor their progress.
8. Through class observation, teachers can see students while they study and record information about their engagement, comprehension, and proficiency. There are two types of observation: formal and casual. The note can be used by the teacher to prepare the next lesson or to provide direct feedback to the students.

Benefit of Formative Assessment

The learning process can benefit greatly from formative assessment. According to Anderson (2017) and the Center for Educational Research and Innovation, (n.d.), formative assessment has the following advantages:

1. Formative assessment allows for the understanding of students' needs and comprehension. Teachers can learn more about how well their students are understanding the information being taught by using formative assessment. Teachers can monitor student responses and determine which kids require extra attention by using a variety of formative assessment techniques, such as quizzes, questions, and discussions. This can assist students in creating

lessons that are appropriate for their needs.

2. Empowering learners to take charge of their own education. Students are encouraged to participate actively in the learning process through formative evaluation. Pupils have the chance to take part in debates, provide answers to questions, or complete learning tasks requiring critical thought. This encourages pupils to take an active role in developing their own understanding and critical thinking abilities.
3. Giving students feedback that helps them advance. Giving pupils prompt feedback is one advantage of formative evaluation. Students can learn their strengths and weaknesses in understanding or a particular talent by receiving feedback promptly. Students who receive detailed and direct comments are better able to recognize their mistakes and make improvements.

Furthermore, Gloria et al. (2017) state that when formative assessment is used appropriately, it can promote the development of 16 mental habits, including persistence, impulse control, listening with empathy and understanding, thinking flexibly, metacognition, aiming for accuracy, questioning and problem-posing, applying prior knowledge to new contexts, gathering information using all senses, creating, imagining, and innovating, responding with wonder and awe, taking responsible risks, finding humor, thinking interdependently, and remaining open to ongoing education.

4. CONCLUSION

Formative assessment is crucial to the learning process. Formative assessment can assist teachers in identifying areas in which students need improvement, in giving prompt, pertinent feedback, and in creating lessons that are suited for each student. Students are encouraged to actively participate in the learning process, hone their critical thinking abilities, and take ownership of their own success through formative evaluation. The use of formative assessment can greatly enhance students' learning. Through the provision of focused and ongoing feedback, educators can assist students in grasping the material thoroughly, cultivating metacognitive abilities, and accomplishing learning objectives. When putting formative assessment into practice, it's critical that teachers select an appropriate technique and assessment instruments that foster an environment that supports student-centered learning.

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