

FORMATIVE ASSESSMENTS USED BY ENGLISH TEACHERS IN SMP NEGERI 9 SEMARANG

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Abstract:

This present study attempts to description how formative assessment was implemented a junior high school in Semarang. The objectives of the study are (1) to investigate the types of formative assessment used by English teachers in SMP N 9 Semarang, (2) to identify the obstacle faced by the English teachers in applying formative assessment in SMP N 9 Semarang, (3) to describe the teacher's perception toward formative assessment in the English classroom. To reach those objectives, a qualitative research method was applied. The participants of this study were two English teachers in SMP N 9 Semarang. The data was collected using questioning and interview. The data collected was analyzed and interpreted descriptively. The finding of this present study showed that the types of formative assessment used by the English teacher were quizzes, exit slips, discussion, conferencing, graphic organizers, kinesthetic assessment, laundry day, and response logs. In implementing those Formative assessment, the teachers faced the problems about the student's responses in the class and time limitation. Further the English teachers, had positive perception through formative assessment. Finding it can be concluded that formative assessment had been well implemented in SMP N 9 Semarang. Through this study, a suggestion is proposal that formative assessment should be implemented regularly. So that it will improve the teaching and learning

Keywords: *Assessment, Formative Assessment, English learning*

1. Introduction

An assessment is the most important way teachers or instructors have to do gather some data concerning the matters of the student, teachers themselves and of the process in teaching-learning activities as well(,2018:2).Those, Assessment is one of the main components in the curriculum. The importance of assessment have been discussed for years and it is agreed as an important tool to gather data, significant component of classroom practice, valuable opportunities for involving students in deciding the items of the assessment itself (Cumming, J.J & Smith, C.W, 2009; Sadler,1989, Hanna& Dittmer, 2004). The assessment also plays an important role in teaching contexts and in teacher's and students' lives since it is vital to inform students of their progress in addition to determining their strengths and weaknesses and providing feedback (Richards, 2015).

In education practice, there are many kinds of assessments. One of them is Formative Assessment Benefiting from assessment practices, known as formative assessment or assessment for learning, teachers can modify their teaching practices based on the result (Johnston,2003; Lee & Norbaizura, 2016). Nowadays, the English curriculum 2013 asks the teacher to emphasize the process-oriented whether then product oriented. This is in line with the concept of Formative Assessment which encourages the students' participation and improvement before continuing to the next. This Formative Assessment will help the teachers to decide what step they need to change or improve during the teaching and learning process. Based on the explanation above it is clear that formative assessment is an effective assessment in the English teaching-learning process. In addition, formative assessment becomes one of the solutions for teachers to improve teaching and learning, in order to improve student's English and learning.

In line with the Formative Assessment for the improvement of the English teaching and learning process, it becomes interest for the writer to investigate whether formative assessments are well used at school or not. SMP Negeri 9 Semarang is one of the schools which applies curriculum 2013. As it is known that curriculum 2013 emphasizes the process of learning then the product of learning. So, it is important to know how teachers in SMP N 9 Semarang (especially English teachers) apply formative assessments in English teaching and learning.

Therefore, based on the text above, the writer will formulate the problem as follows:

1. Assessment is an important element used by the teachers in student understanding during the teaching and learning process
2. The writer assumes that the formative assessment does not only focus on the student's need, strength and weakness but the formative assessment also used by the teacher to help to monitor student progress regularly.
3. The writer want to investigate more on types of formative assessment used in English the classroom.

2. Literature Review

2.1 Teaching and Learning Process in Junior High School

Teaching is not indivisible form learning. We can be good teachers only if we know what we mean by learning because on then can we know what we expect our learners to achieve. If our goal is to prepare our students to pass an exam, then this will affect the way in which we teach. If we see foreign language learning as a perennial process which has social to teaching it. As Brown (2007:7) said that teachers play the crucial role in teaching and learning process in helping the learners to master such skills by transferring knowledge, give some instruction to do something by using such kind of techniques and the result, students are understand and able to do and produce something. In 2013 the in Indonesian government published new curriculum which is popular as 2013 curriculum. Teachers must be able to develop the materials which are suitable with the teaching goal, to select the appropriate methods, to manage the class, etc.

Based on the Kemendikbud book which entitled “Materi Pelatihan Guru Implementasi Kurikulum 2013”, the steps of teaching are pre-teaching activity, whilst activity and post teaching activity.

a. Pre-teaching activity

In this stage, the teacher opened the lesson by greeting, preparing the students psychologically and physically to follow the process learning, reviewing the previous materials, and explaining the next materials which are going to be studied

b. Wishlist activity:

In this stage, the teacher should build up the student's curiosity, interest and attention toward the topic, encourage and motivate students to become actively involved in lessons, check the students understanding and students problem during teaching

c. Post activity

In this stage the teacher gave confirmation toward the materials which have been studied in that meeting, gave or just reminded the students to do homework.

2.2 Assessments in Teaching and Learning Process

a. General concept of assessment

Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement. When learners know and understand these principles, the quality of learning will improve. Assessment for learning is all about informing learners of their progress to empower them to take the necessary action to improve their performance. Teachers need to create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary. Assessment for Learning strategies should be implemented in such a way that quality feedback provided to learners based on. The individuality of feedback, by its very nature, has the facility to support weaker learners and challenge more able learners.

b. Principles of assessment

The general principles of assessment offered below are adapted and synthesized from a variety of sources. (Denman and Rahma, 2018:3-4)

1. Principle 1

Assessment should be valid Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

2. Principle 2

Assessment should be reliable and consistent There is a need for assessment to be reliable and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

3. Principle 3
Information about assessment should be explicit, accessible and transparent. Clear, accurate, consistent and timely information on assessment tasks and procedures should be made available to students, staff and other external assessors or examiners.
4. Principle 4
Assessment should be inclusive and equitable as far as is possible without compromising academic standards, inclusive and equitable assessment should ensure that tasks and procedures do not disadvantage any group or individual.
5. Principle 5
Assessment should be an integral part of programmed design and should relate directly to the programmed aims and learning outcomes. Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that students have the opportunity to develop a range of generic skills and capabilities.
6. Principle 6
The amount of assessed work should be manageable, the scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students.
7. Principle 7
Formative and summative assessment should be included in each program. Formative and summative assessment should be incorporated into programs to ensure that the purposes of assessment are adequately addressed. Many programs may also wish to include diagnostic assessment.
8. Principle 8
Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process. Students are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance.

9. Principle 9

Staff development policy and strategy should include assessment All those involved in the assessment of students must be competent to undertake their roles and responsibilities.

c. Types of assessment

Based on Professional Development by Teach Though Staff (2019) this conducted the study “6 Types of Assessment of Learning stated that, all of the different assessment types work together to provide a complete valid, and reliable of students abilities

1. Pre-Assessment

Your goal is to get to know your student’s strengths, weaknesses and the skills and knowledge the possess before taking the instruction. Based on the data you’ve collected, you can create your instruction.

2. Formative Assessment

Formative assessment is used in the first attempt of developing instruction. The goal is to monitor student learning to provide feedback. It helps identifying the first gaps in your instruction. Based on this feedback you’ll know what to focus on for further expansion for your instruction. According to Wiggins,G & Mctighe,J (2005), The purpose of formative assessment is to provide feedback for learning. This can be:

- a. Feedback to the teacher about how and where to modify the teaching program to meet the needs of one or more of their students
- b. Feedback on what achievement of standards looks like
- c. Diagnostic feedback incorporated into the design of a learning program with learning outcomes in mind (or backward mapped)

3. Summative Assessment

Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. The long-term benefits can be determined by following students who attend your course, or test.

4. **Confirmative Assessment**
The goal with confirmative assessments is to find out if the instruction is still a success after a year, for example, and if the way you're teaching is still on point. You could say that a confirmative assessment is an extensive form of a summative assessment.
5. **Norm-referenced Assessment**
This compares a student's performance against an average norm. This could be the average national norm for the subject History
6. **Criterion-referenced Assessment**
Criterion-referenced tests are used to evaluate a specific body of knowledge or skill set, it's a test to evaluate the curriculum taught in a course

2.3 Formative Assessments

Formative assessment refers to “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). Formative assessment is increasingly being used to refer only to assessment which provides feedback to students (and teachers) about the learning which is occurring during the teaching and learning and not after. The feedback or dialogue is seen as an essential component of formative assessment interaction where the intention is to support learning (Clarke, 1995; Perrenoud, 1998; Sadler, 1989). It is through the teachers-student interaction during learning activities (Newman, Griffin & Cole, 1989) that formative assessment is done and that students receive feedback on what they know, understand, and can do. It is also in these student-teacher interactions during learning activities that teachers and students are able to generate opportunities for furthering the students understanding. As formative assessment is viewed as occurring within the interaction between the teacher and students, it is at the intersection of teaching and learning (Gipps, 1994).

a. **The characteristic of formative assessment**

The nine characteristics of formative assessment discussed by the teachers were

1. **Responsiveness**

The essence of formative assessment in the definitions cited earlier is the component of action or responsiveness of the teacher and students to the assessment information gathered or elicited.

2. The sources of information and evidence

Formative assessment, like summative assessment, may use student written or oral work but the teachers commented that formative assessment relies on nonverbal as well as information.

3. A Tacit Process

A frequent comment from the teachers was that they were not always consciously aware of doing formative assessment and in particular unplanned or interactive formative assessment.

4. Using professional knowledge and experiences

The professional knowledge and experiences of the teachers were seen as important in attending to some source of information (rather than others) in interpreting the elicited information, and in taking action.

5. An integral part of teaching and learning

Taking action to enhance learning is an integral part of the definition of formative assessment. The teachers commented on the variety of actions they took in response to the formative assessment information as well as the way in which they evaluated their action.

6. Formative assessment is done by both teachers and students.

The teacher's comments highlighted the involvement of students as assessors, in addition to the teachers.

7. The purpose of formative assessment

In particular, they identified that the two main purpose of formative assessment were to inform the students learning and to inform their teaching.

8. The contextualized nature of formative assessment.

The eight characteristic was that the formative assessment undertaken by the teachers was contextualized. In other word, the purpose, the information elicited, the interpretations made, the actions taken, depended on many contextual factors.

9. Dilemmas

The word "dilemmas" is used as there was no obvious solution to the situation and the decision made in response to each situation would depend on contextual features and the teachers and students concerned.

b. Types of formative assessment

This lesson will detail several types of formative assessments that you can use to monitor student learning in your classroom.

1. Quizzes

Perhaps the most classic formative assessment, quizzes can be given to students at any point during a unit or lesson. Quizzes are short, specific assessment that serve to give quantitative data about student learning. Quizzes can sometime be graded but are most useful when used to gauge student understanding of a topic.

2. Exit Slips

Classroom exit slips are also effective formative assessment tools. These exit slips are small pieces of paper on which students are required to write or respond to a question in order to leave the room to move on to another class. Exit slips are very flexible and can be tailored to the specific lessons you are teaching.

3. Discussion

The teacher asks targeted questions and records informally student responses. This can be done whole group small group Later this information can be transferred to the student's grade pages.

4. Conferencing

The teacher meets with students to discuss a specific targeted skill. The teacher can record the students' progress toward the standard and what is the next step for them.

5. Graphic organizers

The teacher present a variety of graphic organizers and allows students to choose from a sample to demonstrate their knowledge on a given standard. As they work, the teacher can circulate around the room and discuss choices with the students.

6. Kinesthetic assessment

This assessment requires students to incorporate movement to demonstrate their understanding. The teacher can make notes on their understanding for further learning.

7. Laundry day

This is a student self-assessment where they select a group with which to study for a summative assessment. Previous class work can also be used as criteria.

8. Response logs

Students maintain a log where they record their learning, or respond to a lesson regarding their understanding.

3. Research Methodology

3.1 Research Design

The writer used the qualitative method with a content analysis method. The writer relies on written data and non-numerical in the same manner as the basis of analyzing and creative problem solving of the research. Thus, the research is qualitative research. According to Creswell (2008), qualitative research is a type of educational research in which the research relies on the views participant, asks broad, general questions; collects data consisting largely of words for the theme, and conducts the inquiry in subjective. This study has the purpose to analyze the benefit of the used formative assessment by English teachers in SMP N 9 Semarang. Qualitative the writer presents the data and writer in the form qualitative description. Analysis of this type is done by word to see how often the used formative assessment in SMP N 9 Semarang. Qualitative analysis involves organizing, accounting for and explaining the data; for an instant, making sense of data in terms of the participant definitions of the situation, noting patterns, categories, and regularities. (Coben, Manion and Marrison, 2007)

2.3.1 Roles of the study

In this study, the writer has a role as an observer a data collector also data analyze. After the writer has done the questionnaire the writer collect some data as the support data to observe in the classroom during learning process. In this case, the writer collected the data which taken data from interview with English teachers in SMP N 9 Semarang. Then, the writer analyzed is used of formative assessment by English teachers.

2.4 Object of the study

In this research analyzed the data are taken from observation with English teachers in SMPN 9 Semarang during learning process. The writers got all of the English teachers in SMP N 9 Semarang. SMP N 9 Semarang is one of the most schools in the Semarang city. This school has a total number of teacher's four teachers. There are four English teachers to teach 1st grade, 2nd grade and 3rd grade

2.5 Method of data collection

The focus of this study is to investigate used formative assessment by English teachers in teaching learning process. In this study the writer used the data on the teaching-learning process in the classroom analyzed it used formative assessment by English teachers in SMP N 9 Semarang.

Data source takes an important role in a descriptive qualitative research. Getting goal of the writer optimally, data source should be made in such a way data could be valid as possible.

2.6 Research instrument

This study analyzed the type of formative assessment is used as the research instrument to gather the data. The writer was observation, interview with teachers, and questionnaire.

2.7 Method of the data analysis

The writer will analyze the data using qualitative analysis method.

1. After doing observation and interview, the writer will order of the collect data
2. Then the data was make a transcript.
3. The data was analyzed by clarifying types of formative assessment used by English teachers in SMP N 9 Semarang.
4. The last is verification to makes conclusion. Based on the show the data use table or transcript of interview and observation. The important thing of data analysis technique is makes conclusion

4. Findings

4.1. Sub Findings

1. The type of formative assessment used by English teacher in Junior High School 9 Semarang.

a. Quizzes

Quizzes is the most frequently used formative assessment by both of English Teachers of Junior High School 9 Semarang, that are Mrs. Dewi Ari Kusuma M.Pd, and Mrs. Endang Rahayu Ningaih S.Pd. Quizzes can

be given in any point, it can be given during the lesson, after the lesson, or even after the unit of the lesson is finished.

b. Exit Slips.

Exit Slips is effective formative assessment tools, the exit slips is usually in pieces of paper that filled by the question that needs to be answered by students before they lead the class.

Table 4.1
Example of Exit Slips

No	Question	Answer
1.	Things I have Learned today are...	
2.	Things I found interesting are.....	
3.	Question I still have are....	

c. Discussion.

Discussion is the interactive learning that done by teachers and students, where the teacher ask students targeted question regarding the material given, and record students respond informally, this formative assessment can be done in small group that formed by students or the teacher itself.

Both of English teacher of Junior High School 9 Semarang are used discussion as their formative assessment, but discussion is only suitable for some material that need deep understanding such as, grammar, and genre of text.

d. Conferencing

Conferencing is one of the formative assessment used by English teacher in Junior High School 9 Semarang, it is similar with Discussion, Conferencing is focus on individual of the student, teachers meet students to discuss specific targeted skills. such as reading, speaking, writing and etc.

e. Graphic Organizers

The teacher present a variety of graphic organizers and allows students to choose from a sample to demonstrate their knowledge on a given standard. As they work, the teacher can circulate around the room and discuss choices with the students. Both of Mrs. Dewi and Mrs.

Endang used Graphic organizers in teaching English, they used graphic organizers when they teach procedure text.

f. Kinesthetic Assessment

Mrs. Endang and Mrs. Dewi once again used this formative assessments in teaching Genre of text, which is focus on Report and descriptive text, this is suitable to be used in report and descriptive text since it explain something in general, or explain something in specific.

2. Obstacles in Using Formative Achievement in Junior High School 9 Semarang

a. The condition of the class.

The first obstacle that met by English teacher of Junior High School 9 Semarang is the condition of the class, based on the interview with Mrs. Dewi Ari Kusuma M.Pd, explained that the condition of the class is one of important parts of the successful teaching and learning process, if the class is conducive, the students pay attention to the teacher explanation, and the learning is fun and happy the teaching and learning process will be successful.

b. Bad habit of students in Learning English.

Mrs. Endang explained that there are some bad habit of students in learning English, such as, cheating, did not have a good confident, and etc. Those bad habit can be the biggest obstacle in using Formative assessment in teaching English, for example when the teacher give the assignment, a lot of students keep asking the correct answer to their friends, the student mostly did not have good confidence when they are finish the assignment by themselves.

c. Time Limitation for teacher in Explaining Material

In explaining the material, the teacher sometimes needs more time in order to make sure that the student is understand the material given, commonly the teacher also have their own target for example chapter genre of text must be finished in four meetings, the target itself is set by the teacher because of the limitation of teaching time.

d. Formative assessment need to be implemented routine.

The last obstacle is formative assessment need to be implemented routine, it still has relation with the limitation of the

time that given to teacher in teaching English. because of the teacher is required to finish each chapter quickly, the implementation of formative assessment cannot be routine, sometimes the teacher is too focus on how to finish the material as soon as possible, in conclusion the teacher sometimes conduct formative assessment in teaching English, but sometimes it is not.

3. **The teacher perception towards formative assessment**

The Implementation of those formative assessment is based on the condition and situation of the class, also the goal that want to be achieved in the end of teaching and learning process, for example when the material is about genre of text, which is focus on procedure text both of them are using graphic organizers to give students stimulation and knowledge on what procedure text is, in conclusion based on the knowledge and the teacher intensity in using formative assessment we can conclude that the perception of English teacher in Junior High School 9 Semarang towards formative assessment is good, the teacher understand what is formative assessment, how to use it and when we used formative assessment

5. **Discussion**

The implementation of formative assessment used by *English* teacher of Junior High School 9 Semarang is based on the material that will be explained, both of *English* teachers of Junior High School 9 Semarang explained that the teacher implement formative assessment based on the material given.

1. **Quizzes is formative assessment for teaching vocabulary Building**

Mrs. Dewi Ari Kusuma, M.Pd explained that she applied quizzes for three times or more in teaching learning process, the implementation of quizzes itself can be placed before the teaching, and learning process, or after the teaching learning process. Mrs. Endang Rahayu Ningsih usually implement the Quizzes after the lesson, Mrs. Endang explains the material first, then after Mrs. Endang finished of explaining, she will give the students quizzes to make sure that the student understand the material given.

a. **Exit Slips is formative assessment for any kinds of material**

Mrs. Dewi Ari Kusuma, M.Pd is using exit slips every time when she is teaching, she applied Exit Slips after the end of the

lesson, she gives the student a piece of paper and ask them to answer the question regarding student's comprehension towards material given. Mrs. Dewi believes that exit slips is formative assessment that applicable for every material because it has a function to find out the obstacle that met by the student in understanding the material given.

b. Discussion is formative assessment for teaching Writing

Discussion is formative assessment that suitable for teaching writing, according to Mrs. Endang Rahayu Ningsih, S.Pd, the goal of discussion is to solve the problem together, the student can express their thought and opinion freely. Mrs. Endang Rahayu Ningsih, S.Pd usually implement discussion in teaching writing, because Mrs. Endang will ask the student to write something, for example writing recount text, narrative text and etc. and Mrs. Endang commonly ask student to finish the assignment given, in addition Mrs. Endang believes that in creating great writing needs a lot of ideas therefore the discussion is the right choice in teaching writing.

c. Conferencing is Formative assessment for teaching speaking

Mrs. Endang Rahayu Ningsih explained that conferencing is used to teaching specific target language such as speaking, Mrs. Endang Rahayu Ningsih commonly will ask the students to write one of genre of text such as recount, report text, and etc. and after that will ask the student to speak up in front of the class, the goal of the implementation of conferencing is to find out how is the knowledge and ability of the student in this case the teacher wants to investigate the improvement of students speaking skills.

d. Graphic Organizers is formative assessment for teaching Procedure text

Both of Mrs. Endang Rahayu Ningsih, S.Pd, and Mrs. Dewi Ari Kusuma, M.Pd implement graphic organizers as formative assessment for teaching procedure text since procedure text is a genre of text that have a goal to explain how to do something, or how to make something steps by steps.

The teacher will ask students rearrange the pictures or graphic that have been provided by the teacher before the lesson begin to be a procedure text that explain how to do something, or how to make

something in a pictures, so that the student can understand what procedure text means and how is the generic structure of procedure text itself.

e. Kinesthetic Assessment is formative assessment for teaching Descriptive and Report text.

The *English* teacher of Junior High School 9 Semarang applied kinesthetic assessment in teaching descriptive and report text. Kinesthetic assessment itself is formative assessment that need movement of the body or required the students to move actively. Descriptive and Report text is genre of text which is explaining something, it can be animal, person, and etc

There are some ways for the teacher to overcome the problem that occurred in implementing formative assessment as follows:

1. Reward and Punishment to control the condition of the class and decreasing the bad habit of the student

The English teacher of Junior High School 9 Semarang applying reward and punishment to control the condition of the class to be conducive, the teacher will give special reward such as free snack, free pencils, pens or book for the student who is pay attention to teacher's explanation, and can easily answer the question given by the teacher, otherwise the teacher will give punishment such ask the student to stand alone in front of the class until the class is finished, if there is a student who is trouble maker, cheating, make a noise, and did not pay attention to teacher's explanation during the teaching and learning process.

2. The implementation of additional lesson to overcome the limitation of the time in explaining material and Formative assessment need to implemented routine problems

The implementation of additional lesson is a solution to overcome the limitation of time in explaining material, because of the teacher cannot explain the material fully, since the teacher is required to finish every chapters as soon as possible due to school agendas, such as the mid semester test, final semester test, national examination and etc. therefore the additional lesson can be useful for the student, as the student can obtain more knowledge and time to understanding the material that they still confuse.

6. Conclusion

Based on the research findings and discussion of formative assessment used by English teacher in SMP N 9 Semarang, the writer organized conclusion of the research as follows:

1. There are total six formative assessments used by both of English teachers of SMP N 9 Semarang, which are, Mrs. Dewi Ari Kusuma, M.Pd, and Mrs. Endang Rahayu Ningsih , the formative assessment used by both of them are : Quizzes, Exit Slips, Discussion, Conferencing, Graphic Organizers, and Kinesthetic Assessment. All formative assessment are implemented based on the situation and condition of the class, the English teacher of Junior High School 9 Semarang also applied the formative assessment based on the material, for example, the implementation of Graphic Organizer assessment is applicable for procedure text, conferencing assessment and Kinesthetic Assessment for descriptive or procedure text, and etc.
2. There are some obstacle assessment English teacher of SMP N 9 Semarang in using formative assessment, the obstacles are as follows: The condition of the class, the bad habit of the students, such as cheating during the test, or did not pay attention to teacher's explanation, limitation of the time for the teacher in explaining the material, and the last is the formative assessment need to be used routine.
3. The last conclusion is about English teacher of SMP N 9 Semarang perception of formative assessment, the English teacher of SMP N 9 Semarang is good it has been proven by the types of formative assessment that the teacher used. The teacher applying total six formative assessments during the teaching and learning process, when the teacher used until six formative assessments means that the teacher great understanding about formative assessment itself, because when the teacher going to use certain formative assessment, the teacher should master it first.

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