

Integrating formative and summative assessment in learning and evaluation of English language in post basic education schools (secondary schools)

Basim Ahmed Hassan Alfarsi

A PhD student in IIUM, Malaysia

Email: basimfarsi@yahoo.com

Abstract

This study aims to discuss Integrating formative and summative assessment in learning and evaluation of English language in post basic education schools (secondary schools). The methodology used is a qualitative methodology based on last studies, books, and papers. The results of this study show that that the Integrating of formative and summative assessment is very useful in the learning and evaluating English language in post-basic education schools because it provides the students with feedback that helps them in clarifying the extent of the assessment they have achieved and the shortage, Encouraging them to carry out work and improvements in the future, develop their ability to think critically and to develop their educational skills, determine the most successful methods that lead them to improve learning methodology, also Choosing and using the most effective sources and means for learning.

Keywords: formative assessment, summative assessment, English language, evaluation, secondary schools.

Introduction

Recent years have seen a revolution in concepts related to student assessment and tools. The school goals were transformed from the behavioral school which confirms that each lesson should have highly specific goals formulated with observable and measurable behavior to the knowledge school that is based on what is happening within the learner's mind of mental processes that affect his behavior and interest in thinking processes, especially higher thinking processes such as making judgments and decisions and solving Problems are mental skills that enable a person to deal with the data of the information age and the explosion of accelerated knowledge and technology and development Which helps the learner to self-correction (Khalifa, 2014).

Student assessment has a basic role in the educational curriculum because of its role in building students' knowledge, skills, personal growth and Provides them with life-long learning skills. so, the importance of students' assessment is attributed to the fact that the quality of education is not only related to the amount of teaching skills that teachers possess but rather is closely related to the amount of knowledge that students learn. However, the assessment can be defined as the use of judgments about the quality of student responses or their work in improving them by guiding them and reducing learning based on trial and error. It also defined as the evaluation that takes place during the teaching and learning processes to diagnose learners' needs, to plan the next steps in teaching, and to provide demand feedback that helps them in improving the quality of their performance. It also helps them to control their path towards success (alabd-alkareem & alshaye', 2019).

From this standpoint, a good evaluation of students helps us in making appropriate decisions regarding educational work, as it is an ongoing process that begins before, during and after teaching so this process requires the teacher to make the best choice of assessment tools. According to the importance of the above information,

this paper will discuss Integrating formative and summative assessment in learning and evaluation of the English language in post-basic education schools (secondary schools).

Problem and questions

This study aims to discuss Integrating formative and summative assessment in learning and evaluation of the English language in post-basic education schools (secondary schools), by answering the following questions:

1. What is student assessment and what are its types, functions, fields, and methods?
2. What is formative assessment and what its importance and functions?
3. What is a summative assessment and what its importance and functions?
4. what is the effect of Integrating formative and summative assessment in learning and evaluation of the English language in post-basic education schools (secondary schools)?

Methodology

The methodology used in this study is qualitative, based on other studies, books, and articles.

Educational assessment

Student assessment is an essential component of the educational process and is used to judge the extent of success in achieving the desired goals. As the primary goal of the educational process is to bring about desired changes in the behavior of learners, the main role that the evaluation must play is to determine what changes occur in the behavior of learners in light of the goals to know the progress towards these goals. Good teaching requires careful evaluation of the learning aspects, whether capabilities, information, skills, or emotional aspects, before starting education to determine the level at which learning must begin or during it to determine the strengths and weaknesses of students' learning in preparation for treating weaknesses and focusing on strengths. Good teaching also requires careful evaluation at the end of learning to judge the extent to which teaching goals are achieved comprehensively (Dahdhi & Alounas, 2017).

I. educational assessment tools:

Several tools are used to conduct the evaluation through which the choice of the tool depends on the evaluation method followed in addition to its dependence on the teacher himself. The evaluation tools include the following (Shamekh, 2018):

1. Check List:

It is a list of the actions and behaviors monitored by the teacher during the implementation of a specific educational task where he responds to its paragraphs by choosing one of the two words (true or false) or (yes or no) and it is a tool that measures the presence of the skill or not in the student.

2. Rating Scale:

It is a tool that measures the student's skill in carrying out a specific task or the amount of what he gained from a specific skill. It is similar to the list of actions and behaviors in the monitoring list, but instead of answering each of its paragraphs with (yes or no), It answers with a number or word that expresses the low or high level of achievement of this skill.

3. Learning Log) Workflow description record (:

It is a record or notebook in which the student writes expressions about some of the things he has read, learned, witnessed or passed through, whether in his private life or the classroom, and he can express his views freely with this record. however, this record is considered a strategy for self-review, whereby the student maintains the record with him, and the teacher collects the records from the students periodically so that he reads it and comments on it positively and constructively. It also helps the teacher to assess the level of students and to understand and know what is on their minds and thus evaluate them more accurately.

4. Anecdotal Record:

It is somewhat similar to Learning Log, but it is a record maintained by the teachers and they have a special record for each student that records what the student does and the state at which the observation was made.

the record also contains the teacher's notes on student behavior, homework, and observations of his recurring patterns shown by location and date. Also, these events are recorded descriptively.

II. Educational assessment characteristics:

The contemporary concept of assessment stands on several foundations and characteristics. The availability of these characteristics in the evaluation program is considered one of the necessary and imperative matters for it to become an effective means in developing and improving the educational process. Among these characteristics are the following (Ammar, Sharif, & Ali, 2012):

- The evaluation is a purposeful process:
the purposeful evaluation is the one that begins with clear and specific goals, and without defining these goals, the evaluation is a "random" act that does not help in issuing sound judgments and taking appropriate solutions.
- The evaluation is a comprehensive process:
As long as the evaluation is related to clear and specific goals, and without defining these goals, the evaluation is a "random" action that does not help in issuing sound judgments and taking appropriate solutions.
- Evaluation is an ongoing process:
The evaluation process is continuous and accompanies the educational process and takes place throughout the school year.
- Evaluation is an integrated process:
Since the evaluation aims to diagnose, treat and prevent. So, the evaluation process is therefore complementary to the aspects of the educational process.

III. Types of educational assessment

Many types of assessments can be employed in the educational process. The most prominent of these types are (Mustafa, 2016):

- Diagnostic assessment:

It is meant to diagnose the status of students and their level in certain aspects of education. This happens either at the beginning of the school year so that the teacher will get to know the level of his students in a subject, or during the school year when the teacher feels the weakness of his students in one aspect of the school curriculum.

- Initial assessment:

The evaluation that does by the teacher for the students before starting teaching a specific topic to determine the students 'level and their previous experience on the topic.

- Structural evaluation (formative):

The evaluation that does by the teacher for the students during educational situations and the educational process to ensure the extent to which the goals are achieved or not.

- summative assessment(final):

The evaluation that does by the teacher for the students at the end of the learning period to measure the achievement of students in the school curriculum.

- Consequential assessment:

This evaluation is carried out after the completion of the curriculum or program after a period of the final evaluation to know and measure the impact of it.

Formative assessment

Formative assessment is a type of test that teachers use during daily teaching practice, but they differ from those tests held at the end of the semester. however, The formative evaluation is defined as an organized evaluation process that occurs during teaching and it aims to provide the teacher and learner with feedback to improve the teaching and learning processes, know the extent of student growth and guidance, diagnose the student's weaknesses and develop a plan to address them. Also, the formative evaluation is a series of educational evaluation experiences that aim to care for the progress of the learner at the level of learning and record estimates or

marks are made for him indicating the development of his educational course only. moreover, these estimates or Interim signs or notes do not affect him and do not condemn him in any way Rather he chooses for him the best of them to be a facet of his overall performance evaluation (Azizi, 2018).

There are four patterns for formative assessment, as shown below (Maryam, 2016):

1. Initial formative assessment:

It is an educational procedure used to know the level of students and the nature of previous acquisitions to discover the topics that must be planned to benefit from them.

2. Interactive formative assessment:

It is an educational practice that is carried out during the lesson to correct and address the weaknesses and difficulties of some students.

3. Retrospective formative assessment: It is an educational process that is carried out after several works to review the performance of students who suffer from delay or some difficulties.

4. Regular formative assessment:

It is an educational process that takes place immediately after learning, to consolidate the most educational gains and clarify the uncontrolled points in the lesson.

The purposes of formative assessment can be defined in two areas (Dahdhi & Alounas, 2017):

1. The direct purposes of formative evaluation which represented as follows:

- Learn about student learning and monitor their progress and development step by step.
- Directing student learning in the right direction.
- Obtaining data to diagnose teaching inefficiency.
- Helping the teacher to improve his teaching style and find an alternative learning method.

- Develop a plan for teaching and correcting treatment to eliminate pupils from weaknesses.
2. Indirect purposes for formative evaluation which represented as follows:
- Strengthening the student's motivation towards learning as a result of his immediate knowledge of his results and mistakes and how to correct them.
 - Install or increase retention of learning.
 - Increasing the transmission of the learning impact through the effect of the previous new learning.

Summative assessment

It is the evaluation that occurs at the end of a stage, semester, lesson, or educational path where it presents the outcome of what the student has learned and acquired from knowledge, skills, and competencies. in addition, this evaluation enables teachers to make decisions to direct students to different educational tracks and to determine the educational level of each student relative to other students' levels (Ammar, Sharif, & Ali, 2012).

Also, it is a procedure that takes place at the end of the lesson, the educational unit, or the school stage. It aims to measure the extent to which the objectives of the lesson, the unit, or the school stage have been achieved, so it is possible to identify and limit students' achievements after completing the teaching process. On the other hand, it enables the teacher to know the achieved goals and the unfulfilled goals also enabling the administrative apparatus to issue judgments about the effectiveness of the educational process. in addition, it measures the difference between the goals pursued and the goals that have already been achieved. Accordingly, students are transferred to higher academic levels and scientific degrees are awarded at the end of the academic levels (Maryam, 2016).

On the other hand, summative assessment refers to the evaluation process that takes place at the end of the educational program after the student has completed all his requirements in the time specified for completion and the final evaluation is the one that determines the degree of learners

achieving the main outputs of learning course. It is represented by the exams that deal with the various subjects at the end of each semester such as the general secondary exam and the general examination for community colleges. The final evaluation takes place in the light of certain determinants, the most prominent of which is the appointment date of the assessment, its administrators and observers, in addition to taking into account the confidentiality of the questions, setting out typical answers to them, and taking into account the accuracy of the correction (Shamekh, 2018).

The summative evaluation achieves a set of goals that can be summarized as follows (Maryam, 2016):

- Measuring the students 'achievement level after the end of a training period, and this results in either transferring students to higher levels of education or keeping them at the same level or giving them graduation certificates.
- It enables the teacher to know the difference between the desired goals and the achieved goals.
- Reveals the strength or deficiency of the educational or training system at one of its stages.
- It completes the educational process and covers its various aspects, as it reveals the shortcomings in these procedures Evaluative.
- Determining the strengths and weaknesses of the curriculum with all its components: its objectives, contents, and methods, to reform and amend them to obtain better results.
- provides feedback for teachers and learners, as based on its results, appropriate improvement measures are taken that enable them to overcome weaknesses and allow achieving better results.

Integrating formative and summative assessment in learning and evaluation of the English language in post-basic education schools (secondary schools)

Recently, interest in student assessment has emerged as a result of the development of teaching and learning theories. moreover, the evaluation is no longer a separate evaluation aimed at classifying and arranging students Rather it has become associated with teaching and support for student learning so that it provides feedback to the teacher and student to improve teaching and learning processes. on the other hand, there has been a major development in the field of educational assessment, especially in its goals and functions. also, the goal of assessment is no longer limited to giving grades to students only, but exceeding this goal to more useful and effective goals for the educational learning process, such as its verification of the appropriateness of teaching methods, educational means and the treatment of student weaknesses by touching aspects Their shortcomings and then trying to cure them immediately, as it has become an active role in motivating the student and encouraging them to study, in addition to his major role in developing and updating curricula, and raising the level of the education profession to the position it deserves among other professions (Azizi, 2018).

The importance of educational assessment includes all who are related to the educational process, including teachers, learners, supervisors, and parents, represented by the following points (Maryam, 2016):

1. The importance of educational evaluation for the student:

- To provide students with feedback that helps them in clarifying the extent of the assessment they have achieved and the shortage.
- Encouraging them to carry out work and improvements in the future.
- To develop their ability to think critically and to develop their educational skills.
- The importance of educational assessment for teachers:
- Provide them with information on the degree to which students have achieved the desired educational results.
- Determine the most successful methods that lead to improvements in the field of learning.

- Choosing and using the most effective sources and means for learning.
2. The importance of educational assessment for parents:
 - It provides the parents with information about the level of their children and thus shows them the methods and ways in which they can use in helping their children to make more progress.
 3. The importance of the educational assessment for school supervisors:
 - Learn about the effectiveness of school programs.
 - Verify the strengths and weaknesses of teachers which helps to improve their teaching methods.

Since the educational assessment that is based on a good foundation and a solid base in collecting accurate data and free from errors leads to making sound decisions in the field of development, improvement and building various programs in the field of education, so the educational evaluation should be characterized by the following characteristics (Maryam, 2016):

a) Objectivity:

Objectivity means that the results of the assessment are not affected by the subjective factors of those in charge of the assessment and that the evaluation does not depend on personal views, such as sympathy for some, favoritism, or vice versa. Or, the rectifier may be tense or agitated due to special circumstances that he passes, and this will be reflected negatively on the evaluation results he provides. Therefore, the rectifier must control one and specific criteria in analyzing and interpreting the results of the evaluation process.

b) Structural:

A good assessment is that aims to improve reality and develop it away from negative criticism and focus on defects and shortcomings that relate to the right thing.

c) Economic Expenditures:

A good assessment is one that is built on an economic basis in its expenses, that is, it must be at the lowest possible material cost and with the lowest possible time. For example, students should not spend a long time on the exam, and the process of setting exam questions should not cost a high price in printing and excessive paper consumption.

d) Feasibility:

The assessment should be of benefit and be realistic to facilitate the procedures of its implementation. This requires predicting the possibility of different views between the individuals in charge of the evaluation process and taking into account that difference when planning and implementing the evaluation processes in a way that allows them to cooperate and not hinder the work or bias against the results.

Conclusion and recommendation

In this study, many sections used to discuss Integrating formative and summative assessment in learning and evaluation of the English language in post-basic education schools (secondary schools). The first section discusses the Educational assessment. The second section discusses Formative assessment. The third section discusses Integrating formative and summative assessment in learning and evaluation of the English language in post-basic education schools (secondary schools). The research found out that the Integrating of formative and summative assessment is very useful in the learning and evaluating English language in post-basic education schools because it provides the students with feedback that helps them in clarifying the extent of the assessment they have achieved and the shortage, Encouraging them to carry out work and improvements in the future, develop their ability to think critically and to develop their educational skills, Determine the most successful methods that lead them to improve learning methodology, also Choosing and using the most effective sources and means for learning.

References

- alabd-alkareem, I., & alshaye', f. (2019). The effect of a proposed evaluation model for learning on the achievement of sixth grade students in the science subject. *University of Sharjah Journal for Humanities and Social Sciences*, 87-115.
- Ammar, A., Sharif, M., & Ali, M. (2012). *The reality of formative evaluation in our education and building competencies for mathematics professors in intermediate education - a field study with municipal averages in Salt*. Master Thesis, University of Mohamed Boudiaf, Missilah.
- Azizi, I. (2018). Effectiveness of Formative Assessment in Improving Academic Achievement among Students of Thinking and Scientific Research Skills Course, Faculty of Business Administration, Shaqra University. *Journal of the College of Basic Education for Educational and Human Sciences, University of Babylon*, 678-711.
- Dahdhi, I., & Alounas, M. (2017). Educational evaluation, its concept and importance. *The Journal of Humanities and Social Sciences*, 115-127.
- Khalifa, A. S. (2014). *Contemporary trends in the educational evaluation and its role in developing the educational process*. Egypt: DAR ALMANDUMAH.
- Maryam, N. (2016). *The reality of formative evaluation for primary education professors: a field study in primary education institutions - Qasr Al-Subaihi district*. Master Thesis, Arab Bin Mahdi University.
- Mustafa, A. (2016). *The current Status of Islamic Education Teacher's Practice of Alternative Assessment Techniques and Ways of their Development in the Low Elementary Stage*. master thesis, The Islamic University–Gaza.

Shamekh, N. (2018). *Education evaluation*. Saudi Arabia: Alukah Network.