

## To Analyze The Impact Of Formative Assessment In Fostering The Students Learning Competencies

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### Abstract

*The purpose of this study was to analyze the impact of formative assessment through classroom teaching and assessment experiences of teachers as well as students' learning outcomes. Education is a vibrant phases. that involves a number of interconnected teaching and learning The method can be performed without effective assessment, which is a key issue for those and serves as an essential function in teaching methodology. A particular lecturer as one of the most effective teaching strategies and practices likely used formative assessment at some point in history. As the primary characteristic of formative assessment, Socrates known as an early practitioner when preparing college students for the questions that are searched and provoked. Their responses are used to gauge their acquired knowledge and direct the instruction. A system of evaluation rewards cultural learning from teachers and students' interest. Formative assessment is utilized in Intermediate College, this qualitative and quantitative study examined that formative assessment had a positive impact on the students' learning and also teachers can review their teaching performance in the classes on the bases of student feedback. The researcher examined that although there were few weaknesses in some areas due to the lack of awareness, which can be removed by conducting a session with the teachers and students. The overall result of the report about the impact of formative assessments was on quite positive for the learning competencies of students at college.*

**Keywords:** *Formative assessment, teacher education, improves teaching, improve learning, educational assessments.*

## **Introduction**

Education is a dynamic process that is related to several components of the teaching and learning process connected with each other's parts. Assessment is a key issue of those, and it performs as an essential function in teaching methodology, without effective assessment, this process cannot be accomplished. A student's progress, strength & weakness shall be indicated through a well-designed assessment process. The procedure of evaluation is no longer only for a concerned authority of teaching; the way the instructor investigates their students, through the mean of grades, written feedbacks or one of a kind approach of assessing them for the benefits of the student's parent, as it's their parent's desire about their child's growth at the college. Students' grades are favorable statistical proof for institutions authorities, educational departments, and the other stakeholders. These grades can be utilized as a reference for further education, mainly as an opportunity of availing higher job positions. Therefore, the teachers should be very vigilant when they assess their students and select the way they will determine their students due to the fact it needs to be apparent for pupil level and additionally for the motive it is chosen to be used. If assessing strategy will not be appropriate it will leave a negative impact on the learning of the students.

## **Background of the study**

Formative assessment techniques are those that give teachers and students' feedback on learning as it happens, rather than just at the conclusion of a project, unit, or academic year. The information is formative because it enables modifications that deepen learning: Teachers use formative assessment to modify their instruction, and students use the feedback from formative assessments to alter their projects and methods for completing them.

The main objectives of formative assessment is to gather specific data that can be used to enhance instruction and student learning in real time. The way an assessment is used, i.e., to guide in-progress teaching and learning modifications, rather than the design of a test, technique, or self-evaluation, is what qualifies it as "formative."

The Researcher assumes that the application of the formative assessment at the college level can bring a significant change in the students learning and teacher's instruction skills. We can assume that formative assessment can produce better results at the college level. The most efficient educating strategies and practices, an individual lecturer has in all likelihood have used formative assessment at the time of the history. An assessment system grants cultural findings of

instructors teaching, students' attention to detail about the taught content, and additionally gives feedback about problem parts for students, which can be revised for their perception and need for learning. It furthermore differentiates between the actual assessments and formative assessment process used by teachers. Moreover, the clarification about misunderstanding concerning formative assessment is that a sequence of summative assessments.

The most crucial part of formative assessment application are utilized in the classroom. It is distributed in such a way that it helps them ensure stable planning and proper preparation that leads to positive success. Formative assessment or assessment for learning involves a continuous way of checks and balances in the teaching-learning processes.

In the decades following, formative assessment began to be more widely explored by Micheal Scriven educationist considered ways to embed it in standardized tests. Bloom (1977), continued his theoretical work, examining several issues relating to formative assessment. He identified two essential elements of formative learning: feedback for students and corrective conditions for each important components of learning. Researchers discovered that Learner assessment in the classroom that gives us an idea of what is important to learn that has a great impact on students learning motivation. In this way, teachers should be able to enhance students learning by the effect of inner motivation. Since education has rapidly changed in the past years, practices have been demonstrated to attain the highest level of achievement. Maximum College student's feedbacks about their teachers' effective teaching are only possible through the sound assessment process. Although there is not much debate in the education community about the value of formative assessment, there may be disputes if the term is interpreted in different ways. For instance, some educators think the term is used indiscriminately to describe assessments that are not "truly" formative, while others think formative assessment is rarely used in the classroom in a way that is appropriate or productive.

Some teachers also distinguish between "interim" or "standard performance" assessments, which are typically periodic or quarterly tests used to gauge where students are in their learning progress or whether they are on track to meet expected learning standards, and "pure" formative assessments, which are those that teachers use daily while instructing students. While some teachers might contend that any evaluation

A few proponents of formative assessment also believe that some interim standardized tests are mislabeled and marketed as "formative" in order to capitalize on and profit from the concept's

growing popularity. A few observers express skepticism that formative assessment is a complicated instructional procedure that requires first hand understanding of the students and professional training development of the teachers.

### **Statement of the Problem**

Generally, it has been observed that the educational institutions do not stress on students' evaluation and they still use traditional methods to evaluate the student's achievements. That does not give a proper view of a student's performance. Mostly these assessments are based on an annual examination or some additional class tests.

The researcher, therefore, selected the above understudy problem to analyze the significant impact of formative assessment on college students learning.

### **Research Questions**

1. How effective is the formative assessment procedure implemented by the teachers?
2. Does Feedback help to improve teachers' instructional strategies and students' Learning?

### **Literature Review**

Formative assessment is an ongoing series of tests conducted by teachers to evaluate the understanding and adaptability skills of students. This process involves conducting tests through various mediums such as quizzes, oral representations, presentations, projects, and assignments. The main aim of this kind of assessment is for the teachers to improve their instructional methods and for students to enhance their learning. This assessment helps the teachers and students, both identify their strengths and work on coping with their weaknesses.

A Study conducted by Kyaruzi (2019), it was stated that the view of teachers on the factors of assessment is more crucial not only to eradicate the space between theory and implementation but also to gain acceptance of the more effective formative assessment to make it a day-to-day practice rather than an alien factor. In the same light William, 2018 highlighted three important points to keep in mind with formative assessments i.e. to evaluate where students stand currently in terms of learning and understanding, where students should be in their learning at the point and what can and should be done to achieve that level. To practically inculcate this strategy we must be clear of three factors involved: the teacher, the student, and the peers.

A study by Huang (2018) stated that assessment is not only limited to taking tests and scoring the students on them. Assessment is beyond that. It is aimed to stipulate a sense of realization in

teachers and students both regarding the achievement of the targets to cope with the course along with the teaching and learning process.

As a study by White Lock and Bektik (2018), the rapid growth of IT has enhanced and attributed to the section of assessments also through presenting more options of various kinds of feedback along with different sources such as computerized feedback structures.

Another form of formative assessment as discussed by Erstad and Voogt (2018) is peer assessments and peer feedback that are more or less on the way to accompany teacher assessment. While it is widely used as part of a curriculum, Van der Kleij and Adie, (2018) studied that it cannot only aid students' learning and understanding but can also attain feedback from peers through social media platforms where students have been noted to discuss about assignments and homework along with writing and studying collaboratively through online and video chats. There have been numerous studies that have been conducted by different researchers over a long period and recently too which includes that of Amoako (2018) that have described the different exercises of formative assessments conducted by teachers of various levels of education and all subjects. Each has its techniques and unique methodology, which have been applied when needed.

They have also stated that teachers and students are so accustomed to one kind of assessment technique i.e. formal assessment due to the custom of traditional teaching prevailing in most parts of the world, that formal assessment for them means testing of students' understanding during a specific course. In spite of the fact, that a few foretold information of change might offer assistance to the instructors' reaction to an arrangement. Researchers have found that nature can have a negative impact on usage Spillane & Callahan, (2018) on the component included in changing instructors 'mathematics hones found that a few specified being commonplace with such prerequisites, but most of the members fizzled to consolidate them amid their preparing. Buck & Trauth-Nare (2019) research also found that being able to give students feedback about their work was difficult due to time restrictions. Although this problem was not found in this study, two participants stated that they had difficulty finding time to provide students with additional instruction when needed. Both Buck & Trauth-Nare's (2019) finding and the issue described by the participants identify a greater problem not found in the literature review. This issue relates to teachers not having adequate time to meet the learning needs of students after obtaining data from formative assessments.

Buck & Trauth-Nare (2019) inquire about and found that being able to deliver the understudy's input around their work was troublesome due to time confinements. In spite of the fact that this issue is not found in this consideration, two members expressed that they had trouble finding time to supply understudies with extra instruction when required. Both Buck & Trauth-Nare's (2019) finding and the issue portrayed by the members recognize a more noteworthy issue not found within the writing audit. This issue relates to instructors not having a satisfactory time to meet the learning needs of understudies after getting information from developmental appraisals. As Saeed, Tahir, & Latif, (2018) claims the current conditions in the instruction approach within Pakistan is to point the required for more investigation around directions techniques that are successful in raising understudy accomplishment. With the end of No Child Cleared out behind, the nation is going through an expansive instructive approach move.

Batool h., Asim u., Shah sia., and Chughtai as. (2018) clarifies in their inquiry about the current work highlighted that developmental appraisal incorporates a positive impact on the conclusion of session scores. It is exceptionally imperative to fortify the role of developmental appraisal in therapeutic instruction because it specifically relates to the long-term skill of doctors.

Comparative ponders of different appraisal procedures are of most extreme significance for the headway of therapeutic instruction. A great adjustment of summative and developmental evaluation is prescribed for a beneficial examination methodology. It is advanced prescribed developmental evaluations must be scrutinized and affirmed by senior specialists time recently the understudies are tried on them.

Claudia F. (2019). Exams and expositions alongside speeches and ventures are forms of appraisal. An evaluation may be a basic step in learning preparation. It decides whether or not the course's learning destinations have been met. A learning objective is what understudies ought to know or be able to do by the time a lesson is completed. Evaluation influences numerous aspects of instruction, counting understudy grades, situation, and progression as well as educational programs, guidelines needs, and school funding.

This survey can encourage teachers and schools as an entirety on how to create and utilize developmental evaluation accurately in arrange to reach the most noteworthy level of scholarly accomplishment.

According to this, assessment is truly formative when the data gathered is used to tailor instruction to the needs of students Cañadas (2018). Formative assessment includes her five key strategies:

(a) allow students to own their learning; (b) provide feedback that encourages learning; (c) Activate students as mutual learning resources (d) clarify, share and understand learning goals and success criteria with learners; (e) develop effective classroom activities and tasks that evoke evidence of student learning.

Agung & Surtikanti (2020) also found that students may have trouble understanding the teacher's instructions on the task. Due to the distance, I find it very difficult to ask for clarification. In such situations, offline classroom teacher instruction may be preferable.

A study by Lake & Olson (2020) found that teachers should consider not only at what stage students understand a topic but also how to choose the most appropriate method for designing assessments in the context of a pandemic. One thing is emphasized. In the absence of face-to-face offline interactions, proper assessment becomes more important than ever to provide constructive feedback to students. Conducting this type of assessment may not be easy for many teachers. Online assessments are not all that new, but in the distance learning phase, assessments designed for students require students to apply their knowledge and adapt to change. The question of how well teachers can use technical teaching tools has become a worrying issue. Many teachers may have basic skills for teaching and working remotely. However, more effort is needed to translate online education into practice.

Formative assessment is not a straightforward teacher working strategy that rapidly adjusts the assessment process but requires gradual changes in time and quality of teaching/learning Kenna, J., & Russell, (2018).

There is considerable similarity between the term knowledge and the teacher's belief in the concept of personal knowledge. Practical knowledge was first researched in classroom practice by Elbaz (2018)

The benefit of formative assessment in mathematics education is crucial to cater to students with opportunities to analyze their knowledge and reflect on and enhance the aspect of their learning Swan & Foster, (2018). Formative assessment is a progressive process used by teachers and students to administer instruction that can be used as feedback to enhance learning in the

classroom Wylie, (2020). In formative assessment, students earnestly participate in the learning process to attain goals Xiao, & Yang, (2019).

Learning objectives and success criteria are the main factors that guide the formative assessment process Beesley et al., (2018). Objective information is necessary to enable students to evaluate their work Frey et al., (2018). This allows you to follow the learning process Moss & Brookhart, (2019). In this way, student participation and satisfaction with their learning progress are enhanced Kasten, (2019).

The student's part is to take liability for the learning process (Box, 2019). From a comprehensible mindset, feedback can be viewed as a necessary starting point of instruction to improve the task Wisniewski et al., (2020). & Brookhart, (2019). Hattie and Clarke (2018) highlight that feedback is a powerful tool for improving learning. As such, feedback plays an important role in formative assessment Ardington & Drury, 2017; Box, (2019).

However, details and queries in student-to-student interactions provide teachers with clues about the current level of comprehension of students. Studies have shown that self-assessment and peer assessment can improve student learning Wanner & Palmer, (2018), and peer assessment has a positive impact on metacognitive perceptions and self-efficacy Zheng et al., (2018). Studies show that formative assessment is a powerful tool for improving students' mathematics performance Chen et al., (2020) and have a positive effect on student motivation. Beesley et al., (2018). A study of mathematics education in Turkey shows an insufficient number of courses at the secondary level Er & Biber, (2020). However, research that considers education and evaluation in high school mathematics education in an integrated manner is still fading. The purpose of this study is to examine the impact of formative assessment practices on students' academic performance, attitudes toward mathematics, and perceptions of formative assessment practices. Identify four types of feedback and focus on (a) processes; (b) tasks; (c) individuals; and (d) self-regulation they contradict that these have distinctive purposes and different effects on student learning. As a result, effective implementation requires different strategies. Most feedback is verbal or written. Verbal feedback is often arranged in the context of dialogue. From this perspective, Perry et al., (2020), portray feedback as a 'movement' in interactive approaches to teaching and learning as said. For example, feedback can range from a simple assessment of accuracy, identifying parts of an answer that can be developed or improved, referencing previous posts, or soliciting opinions and ideas. Written feedback can take the form of alteration, grading,



written comments, questions, goals, and approaches designed to encourage written dialogue.

Written feedback focuses on providing corrective or additional information to improve student understanding rather than informing the classroom.

William (2018) points out that comparably few feedback studies have acknowledged these principles of cognitive science, and instead explore the deeper long-term development of memory acquisition and learning. Focuses on more short-term performance goals related to how feedback is communicated. Much of the evidence base currently comes from laboratory studies rather than from 'real-world' (i.e. ecologically valid) teaching and learning environments, whereas cognitive science is based on quizzes and frequent tests. There is a renewed focus on specific teaching strategies, including feedback strategies such as; embedded in evidence rooted in recall and recall practices Weinstein & Sumeracki, (2018). Cognitive science may continue to provide theoretical underpinnings and relevant evidence for a better understanding of feedback. In practice, however, the formative use of assessment instruction has been difficult to implement because changes in teacher practice take time and are often skewed by current policies such as: A formative assessment that focuses on supporting learning can be a convenient tool for schools dealing with the impact of the Covid-19 pandemic worldwide. Models from seasonal learning studies suggest that performance may decline or decline during prolonged school closures. Kuheld and Tarasawa, (2020). Others suggest that disadvantaged children are more likely to suffer from such "learning loss", further widening the gap between children from lower socioeconomic practice and their more affluent peers. Education Endowment Foundation, (2020); Müller and Goldenberg, (2020). However, if you put too much emphasis on "detecting gaps" when you return to school, you may miss the point of formative assessment. Focusing on "missing learning" through frequent testing has long been considered a misconception of formative assessment. Because it states that the "gap" is only a precursor to formative behavior. Questionnaires and interviews disclosed that teachers and students lacked a certain awareness of motivational factors, invalidating some of the formative assessment beliefs. Some solutions that can support student motivation are proposed later. Formative evaluation should be treated informally according to its nature. The goal of formative assessment is to provide accurate feedback to students, teachers, and other stakeholders so that the latter can rationally adjust their activities. Formative assessment does not award students grades in all cases. In this way, formative assessment can be used to improve student performance, innovate teacher methods and

curricula, and encourage students to invest time and energy in completing assignments. . In addition, the fact that examiners provide accurate feedback to students helps make students aware of the limitations and benefits of recreating their plans according to expected learning outcomes. Used as a guideline for

Students needs to understand their strengths, weaknesses, and inner values. If students do not understand what they need to improve and how they need to improve, they won't be motivated. In this case, teachers should ensure that students are aware of their values, encourage efforts to improve those values and enjoy learning. To achieve this goal, teachers must diversify classroom activities and accurately assess students' strengths, weaknesses, and intrinsic values in a highly individualized manner.

Teachers and other stakeholders should design the content and methods of formative assessment to give students control over their educational progress. Self-assessment and peer assessment should be prioritized because these assessment methods mobilize students' skills, autonomy, self-esteem, and self-determination. When students understand and develop these skills, they create intrinsic and extrinsic motivation.

Another key challenge is to reduce the gap between students' actual performance and the benchmarked expected learning outcomes. To address this issue, teachers and other stakeholders should consider how to design formative assessment schemes and what students need to achieve at any point in the educational process. . A formative assessment content and scheme matrix is required before the start of training and should be made available to all relevant stakeholders. A clear plan and content motivate students to work hard to achieve their goals.

Teachers should encourage students to work harder by rewarding students for making significant progress through formative assessment results. A reward is a factor of extrinsic motivation and can be handled in many ways.

The purpose of formative evaluation is to improve educational excellence by examining societal needs, student needs, feasibility, and problems in the educational process. The characteristics of formative evaluation are:

1. Formative assessment uses both nonverbal and vocal data. Teachers making books, comments, homework, and listening to students' speeches and questions are all forms of formative assessment. Various learning situations can be set up by the teacher to provide the opportunity to collect these data.

2. Formative assessment is a type of assessment that focuses on improving ongoing educational activities. As such, this is an ongoing evaluation, not the entire process of a teaching exercise. In short, formative assessment is analytical, emphasizes student and teacher feedback, and engages the educational process in complex ways. Formative assessment helps identify educational problems so that new or modifiable practices can be implemented as early as possible 3) Goals with formative assessment are the most important features. Formative evaluation has two basic purposes:

Inform student learning and teacher education. Part of the FA's goals to support student learning is to monitor progress and learning and understand students as they learn and teach. Pedagogical decision planning; recognizes when to adopt innovative thinking, when to move on to the next topic, and evaluates steps taken in previous formative assessments and pedagogical methods. Determine if the student understood the material. Examples of educational purposes include sharing information with children, caregivers, and reporting agencies, and providing assessment data related to achievement figures Asamoah, Shahrill, & Latif, (2022).

Formative assessment greatly enhances students' confidence in their suitability and ability to engage in independent inquiry and learning. All classroom activities require active student participation, and depending on the information received, these activities can be modified to help students achieve their learning goals. It is widely recognized that students' abilities can play a role in the learning process, and teachers and students can change their behavior to achieve their goals based on their responses. Formative assessment helps students develop their innate abilities and guide the learning process to improve performance Ahmed, (2022)

The university is going through a very difficult time due to its low ranking even in the context of South Asian countries Mahmud, (2019). Regarding assessment, national HEIs still rely primarily on traditional summative assessments as the primary method of measuring student learning outcomes Rahman et al., (2019). Furthermore, a study by Muhammad et al. (2019) showed that many universities in Bangladesh do not have a clear idea of what formative assessment is. As a result, students simply memorize the course material and receive a certificate for the final exam Muhammad et al., (2019).

The use of assessment in the classroom is an area where teachers are assessed using their ability to efficiently assess students and traditional assessment techniques. All teachers are expected to teach a complete curriculum and ensure that students perform well on standardized and critical

tests. The use of formative assessment has been shown to improve students' comprehension, comprehension, and higher-order reasoning skills more than traditional summative assessment. The use of formative assessment in the classroom can also reduce test anxiety and improve student performance on traditional summative assessments. Their study examined how and why both prospective and capable educators use specific formative probe assessment strategies to elicit responses from participants. They found that the type of formative appraisal used was determined by three main factors: expectations, traits, and educational experience. They found that both prospective and experienced teachers had biases regarding formative assessment tasks that contradicted those of educational researchers who designed and studied the significant effects of formative assessment strategies. In particular, for experienced teachers, we found that experienced teachers often chose high-quality formative assessment strategies because they believed their students would be unable to cope with the task. Finally, teachers need to analyze the reality of training environments, learning schemas, and learning outcomes to use formative assessment in a flexible, efficient, and timely manner. Research shows that students are more inspired, adaptable, and progress when they are formative assessed and given adequate feedback.

The main point of this literature review aims to improve our understanding of specific formative assessment strategies that lead to improved student performance and motivation. We also examine effective professional development for educators to help bridge the gap between research findings about the use of formative assessment and the actual implementation of formative assessment by teachers in the classroom.

### **Research Methodology**

A mixed method of research was used and the research was carried out within the framework of entrenched mixed-method design. Entirely research is based on collected facts. Its dependent and independent variable shall be used to select the research instrument.

In this study we used a quantitative approach. The quantitative approach derives from the philosophy of rationalism and follows a set of investigative procedures, inflexible and pre-structured and defined, aimed at determining the extent of change in a phenomenon. it focuses on measuring the variables and process objectivity; it relies on truth support based on sample size; it gives validity and credibility to knowledge and conveys the knowledge in analytical and synthetic form, drawing conclusions and meanings that can be generalized. (Kumar, 2017, p.15).

Quantitative methods can show, for example, what percentage of the population is in favor of assisted conception, its distribution by age, marital status, place of residence, etc., and changes from one survey to the next (Kovacs et al., 2012)

A qualitative research case study consists of the intensive study of an incident. The researcher explains that quality research to any incident is to give an idea to conduct the case study research. If we review the history mostly researches conducted on incident bases. Therefore, we say accident causes of achievements.

As far as management is concerned, even on such occasions as feedbacking, the translation classroom can be treated as “a space for shared, negotiated student-teacher interactions and relations” (Klimkowski 2015).

An autonomous trainee should be encouraged to react when the teacher gives feedback. Trainees who take part in the whole process of assessment-based training are empowered to justify their translational decisions and negotiate with the teacher

The Researcher shall evaluate the impact of formative assessment on students learning and also review the feedback for the further improvements of the teachers teaching,

### **Research Design**

The researcher decided to conduct a research study on the selected students of intermediate and lecturer those who were teaching them at the Intermediate level. A Selected sample of the population has common characteristics and knowledge about the impact of formative assessment on students learning and teacher’s instructions. The Research study designed is mix method qualitative phenomenological and quantitative research. This was basses of focused group discussion and review of the literature to develop close-ended questionnaire which is known as the Likert scale. The scale consists of 11 dimensions and 35 items. The scale was a 5-point Likert-type with the options of “strongly agree (5),” “agree” (4) “neutral/ undecided (3),” “disagree (2)” and “strongly disagree (1)” Research questionnaire was used to conduct Quantitative research of sample population.

### **Research Instrument**

To analyze the impact of formative assessment in fostering the students learning competencies at college levels of Karachi. Research data was collected through a designed questionnaire.

### **Research Strategy**

The basic purpose of this research is to analyze the impact of formative assessment in fostering the students learning competencies at college levels. The researcher applied the designed questionnaire on 20 selected respondents as a pilot test. In this way, they found the Instrument's weakness or flaw in sentences which has rectified to make it a valid instrument to apply on the sample population to collect the data of the research.

### **Data Collection Method**

Research data was collected through the Five Likert Scale questionnaire which has been designed after the review of the literature and focus group discussion. The Collection of data was not an easy task due to less interest of related respondents. The researcher approached personally to take their consent and to explain them the purpose and value of the conduction of the research and they were convenience to be a neutral participant of this research. Assured them your identity will not be disclosed with anyone and collected data used only for this research. At the college level, there are large numbers of lecturers engaged in teaching. Therefore the research sample technique randomly was applied to various college lecturers and students of intermediate classes of the selected college for the purpose of data collection. A Research questionnaire was distributed to 25 Female Lecturers and 25 Male Lecturers 50 Female and 50 Male students.

### **Data Analysis**

Mixed methods were applied for the collected data analyze through a statistic method to convert the data into results.

### **Definition of Population**

The Population of this research contains on College Lecturers and Students of intermediate they all individuals possessed common characteristics. But the sample population has considered only those lecturers and students of intermediate who has been selected from various College to take part in this survey research.

### **Population Size**

The researcher selected 50 Lecturer those were teaching at intermediate level and 100 students those were studying at intermediate level as respondents to take their opinion through structured questionnaire and for further validity and reliability of response nonstructural interview was conducted with the prior permission of respondent from selected sample population for the research survey.

### **Selection of Sample**

To analyze the impact of formative assessment in fostering the students learning competencies at college levels of Karachi.

While speaking of Karachi has a vast collection of Colleges which results in a larger number of lecturers and students. The Research was not possible on such a large scale at the College level; therefore it was taken on a smaller scale which was applied on 20 respondents for the pilot survey which was taken as a sample and if needed the sample can be taken by 150 respondents for a structural questionnaire.

Then instrument was applied to a sample population on various occasions to get reliability of responses.

### **Discussion and Analysis**

Teachers require organizing a good lesson plan on the bases of students' needs and learning capacity. The proper implementation of assessment procedures will develop students' individual and teamwork abilities.

Most lecturers have a dim approach to students learning relation with the content and their teaching plan. If emphasized on it might help elevate the students' engagement in learning how to memorize and learn ahead. The data collected by the lecturers received by regular assessments while keeping criticism in mind helps in achieving their learning targets. The teachers should alter their instructions while keeping the students' concerns and responsibilities in mind.

The reason of this research was to determine the effect of the formative assessment in fostering the students learning competencies at college levels The matter that uncovered in this research was that the teachers knew as what to expect and had a better understanding about it whereas, the students were a little confused and setback. To accomplish the understudy research topic a neutral opinion of the sample population is required to verify the Research question & hypotheses.

various College was chosen as the site for the survey research because it was a well known College of the Karachi. The researcher organized the first meeting with the participants which provides the researcher an opportunity to share the purpose of the research, review the consent forms for Lecturers and student which was necessary as the researcher had to review the students' learning & Lecturers' teaching performance during the conduction of the research survey.

The researcher has arranged the Focus group discussion session separately for the ten Lecturers and ten students. The researcher had recorded the group's conversations to convert the given information in research data. These Focus Group discussions were supported by a designed survey questionnaire. This initially was used as a pilot survey study to examine the validity & reliability of the designed survey questionnaire.

Table 1

Pilot Test Sample Population

Instrument	Lecturers	Students	Total Respondents
Questionnaire	10	10	20

Table 2

Pilot Test Data

Responses	Lecturers		Students		Total
	Female	Male	Female	Male	
Strongly Agree	121	70	68	47	306
Agree	27	79	53	60	219
Undecided	06	19	14	33	72
Disagree	19	07	26	19	71
Strongly Disagree	02	00	14	16	32
Total Response	175	175	175	175	700

Based on Qualitative analysis we formed a questionnaire that was applied to 10 students and 10 senior Lectures as a Pilot test. The researcher reviewed the questionnaire to avoid the misconception about the survey and change the excessive question or words.

Table 3

Research Population (Lecturers)

Instrument	Lecturers (Female)	Lecturers (Male)	Total Respondents
Survey Questionnaire	25	25	50

Research Population (Students)

Instrument	Students (Female)	Students (Male)	Total Respondents
Survey Questionnaire	50	50	100



Table 4

Research Data (Lecturers)

Responses	Lecturers		Total Response
	Female	Male	
Strongly Agree	340	390	730
Agree	444	382	826
Undecided	48	59	107
Disagree	37	41	78
Strongly Disagree	06	3	9
Total Responses	875	875	1750

Research Data (Students)

Responses	Students		Total Response
	Female	Male	
Strongly Agree	480	546	1026
Agree	756	772	1528
Undecided	200	185	358
Disagree	235	175	410
Strongly Disagree	79	72	151
Total Responses	1750	1750	3500

## Discussion

The purpose of the study was to examine the formative assessment impact of students' learning competencies. Research Instrument was applied on teachers and students to assess the impact of teacher's teaching and students learning out comes at the intermediate level of various College. To accomplish the study, the researcher applied multiple data sources which were theoretical framework, focus groups discussion and structural questionnaires for Lecturers and Students. To understand the impact of formative assessment various methods were applied on collected data.

McMillan (2007) described the effectiveness of formative assessment blends assessment and instruction for successful outcomes. The teachers and students participated in a focus group study during which they responded to questions related to their assessment and feedback practices. The College Lecturers and students shared their concerns in the areas they struggled with better implementation of formative assessment. The researcher discovered through the exchange of views of the focus group that the participants revealed the interpretation and misinterpretation about the process of formative assessment.

Conclusion of Qualitative Analysis indicated the following points:

1. College Lecturers had a necessary knowledge about the benefits of formative assessment for the student's learning.
2. The research survey reports the conclusion which indicated a significant trend about the use of formative assessment in the classes.
3. The formative assessment in some areas was not effectively applied by the Lecturers.

All major themes of qualitative data which is formed by the researcher were based on classroom teaching and assessment. Such as learning objectives, lesson planning, motivation, self-assessment, positive feedbacks, and remedial strategies support to produce quantitative data. On the bases of qualitative data, two detailed questionnaires were produced for the students and lecturers. Which were applied individually on the respondents to know their opinion, the collected quantitative data was analyzed through Statistical Package for Social Sciences (SPSS)

The analysis of the study result reflected that there was a strong relationship among the college Lecturer's teaching and student's learning outcomes based on formative assessment. The researcher concluded that the formative assessment should enhance the student's learning at the college level if applied on regular bases throughout the academic session. The deficiency of the instructional procedure implemented by teachers as a result weakness of the students learning was proved through study. However, the researcher and majority participants had got clear usability and importance of the formative assessment which they expected from this study.

## **Conclusions and Recommendations**

### **Conclusion**

The conclusion of this study was to analyze the impact of Formative Assessment at Intermediate students learning competencies. Further, to improve the instructional strategies of the teachers for the effective influence of their teaching and by resolving the student's learning weakness.

The findings of survey data, analysis and observations determine that in various College formative assessment already exists in the form of continuous assessment. Therefore, teachers were aware of most of the procedures and impacts of formative assessment on student learning.

Moreover, teachers showed a willingness to improve their instructional strategies for the better learning of the students and also to resolve student's learning difficulties. It is essential that formative assessment should be applied as per the set procedure for optimum learning results. The developmental procedure plays an important role in offering effective feedback, the administration and its policies should stress on their development progress where the lecturers and students are the main aspects for an efficient and successful implementation of formative assessment.

To avoid regularities and irregularities there are three types of data collected through Groups discussion, Lecturers and students questionnaires. This was collected individually from each participant. It has been observed during the group discussion and data collection; the teachers were determined to apply the procedure in a proper manner and students also given their positive consent about the effectiveness of their learning through feedback.

It has been discovered that there were some weakness in the applied procedure and learning difficulties of the students. It can be resolved through designed training to support their teaching and to create an environment of learning for the students. Until the management and teaching faculty are not motivated to apply this strategy, students' optimum result cannot be obtained.

Hence, it shows that the implementation of the proper procedure and impact of formative assessment can be improved through awareness.

### **Recommendations**

On the bases of analyzed the impact of formative assessment in fostering the students learning competencies, the following recommendations can be helpful for further advancement of effective implementation:

1. Teachers should be able to design the Learning Objectives of the lesson.
2. Review of the lesson plan after each lesson.
3. To promote the formative assessment need to arrange orientations and motivational classes for the teachers and students on quarterly basis by management.
4. Self-assessments should be encouraged by every teacher.

5. Frequent group discussion should be emphasized on to increase the understanding of a subject and build confidence.
6. Collaborative learning techniques to evaluate their peer assessment which enables student feedbacks through their combine quality of work.
7. Students' learning and teacher's teaching should be assessed regularly.
8. Lesson Feedback is critical as it helps the teacher to improve their teaching strategies.
9. Remedial steps should be emphasized to clear concepts to achieve the expected results.
10. To improve the learning capacity of the students, the teachers need to conduct an Oral and Objective test in the classes with a planned program.
11. Recognition and Appreciation of good students should be displayed in front of the other students.
12. Additional tutorial classes should be arranged for the slow learner students.
13. Teachers should always share their result expectations with the students to achieve their set targets.
14. Need to introduce Formative Assessment to enhance the Learning trends in the institutions.

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