

## Embedding Formative Assessment: A Framework of Strategies in Formative Assessment

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### Abstract

As assessment hold an important role in teaching and learning activity. The assessment form and understanding need to be comprehensively mastered by the teachers whether in online or non-online environment. This study attempted to identify and describe comprehensively about the framework of formative assessment strategies as an encompassing orientation of formative assessment strategies implementation promoted by (William & Leahy, 2015). This study reviewed books related to formative assessment strategies implementation. The writer finally trace implication for the future guideline of embedding formative assessment, including the example of the strategies of it. The guideline appeared in this study was from the grand books of assessment. three books were involved in this study to collaborate. Those are William & Leahy book (2015), Lee's book (2017), and Fautley & Savage's book (2010). The result showed that William and Leahy strategies of formative assessment was in line with Icy Lee (2017) book. However, both of them has different aspect of environment, William and Leahy focus on the classroom while Icy Lee specified the strategies in the writing area. Additionally, the book of Savage stimuli the further study to elaborate more the strategies in online environment. activities

**Keywords:** *Formative assessment, Strategies, Environment*

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## INTRODUCTION

Nowadays, assessment has been developed rapidly. It invited many scholars to discuss about the assessment. Therefore, many assessment design are available to be utilized by the teachers. on the other hand, teachers still need to be more creative in assessing students. Since teachers is the one who run the learning objectives, criteria so with the activities. Their effort and consistency in providing collaborative environment. The teachers' beliefs also influence the practice of it. Therefore, it is important to consider the teachers' awareness by sharing the experience about implementing formative assessment jointly with the school management consideration(Mellati & Khademi, 2018). Furthermore, Teachers should prepare the effective formative assessment because formative assessment in their teaching should be planned based on its principles (Arrafii, 2020). Many research discussed about the formative assessment (Ma & Bui, 2021; Rahman et al., 2021; Senel & Senel, 2021). Those research clearly gave teachers guidance in implementing it. Not to mention, the guidance of formative assessment in online teaching have flourished (Krishnan, 2019; Krishnapatria, 2020; Mutiah, 2023;



Thumvichit, 2021). However, it makes the implementation of it in non-online class were rarely used and noticed (Blume et al., 2020) while the teachers' strategies originally needed in both environment equally. The disparity of online and offline formative assessment implementation tend to happen since online environment now can use the offline theories adjusted based on their need. Besides, teachers usually read the updated guideline of formative assessment rather than the printed book (Mutiah, 2023). It can be said that the online literacy was increasingly happened. However, studies found that the need of reading/ literacy of original source to keep maintaining the quality of the assessment activity itself. Therefore, it is necessary for the teachers to explore the main and grand strategies of popular books to keep the quality of their assessment strategies implementation (Defianty, 2018) since there would be some possibility and opportunity for teachers to find and update the formative assessment strategies based on the teachers' and students necessities.

## **RESEARCH METHOD**

This study is categorized as a literature review studies. It was done through several steps. First, using a search engine and electronic database from various field of education and assessment research website. Especially, in education, language and psychology to find the formative assessment strategies aspects (Cresswell & Cresswell, 2018). The keyword used was formative assessment, and formative strategy. Second, the books are filtered and read. The book was read and synthesized to be explained in detail properly. There are several strategies synthesized in this study. It was mainly connected from the book of (William & Leahy, 2015). Finally, the strategies found were described and arranged in detail. There were three books (grand books) found in the scholarly google. The books of (Fautley & Savage, 2010b; Lee, 2017; William & Leahy, 2015) were used as the instruments of this study. The strategies of them would be explained as below :

## **RESULTS AND DISCUSSION**

The following section discussed the review related to the strategies of formative assessment. Scholars showed that formative assessment benefits learning achievement (Black & Wiliam, 2010). Informative assessment implementation believes strategies have become an essential part of being arranged, although formative assessment does not have an exact instrument (Defianty, 2018). William & Leahy (2015) suggested formative assessment strategies that the teachers could incorporate. These are :

### **Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria**

William & Leahy (2015) classified some different terms of learning goals. Firstly, learning aim or objectives means the students' learning results in the behavioral period. However, it can translate many things. Secondly, learning outcomes as the result of student engagement in educational activities. It showed what students could do. Learning intention is the next term. It is things where teachers want their students to learn.

Additionally, William & Leahy (2015) also defined success criteria of learning. The learning intention should have successfulness criteria as evidence of its attainability. Success criteria of learning is a tool to describe the criteria of

students' success in their learning activities engagement. The learning intention should be delivered and shared with the students at the beginning of the learning (Fautley & Savage, 2010a). It would make them understand the value and activities they will do later. However, teachers should consider several aspects that would reduce the harmful effect of sharing the learning objectives, such as equally setting the learning objectives for all students to go to the objective-based on their uniqueness. Therefore, teachers should set the strategy to make students reach problem-based goals - not a daily exercise (Zou et al., 2021). Third, teachers should keep the learning intention to engage students' motivation in achieving the learning intentions. Here are several techniques to develop, clarify, and deliver learning objectives with students and ensure they understand what they would do next.

### **Engineering effective discussion, task, and activities that elicit learning evidence**

The point of this strategy is the classroom culture that promotes students to share their thinking. However, this strategy tends to be difficult for teachers with big size of students amount. Therefore, William & Leahy (2015) described some techniques in creating sharing culture for teachers, such as critical thinking (Husna, 2020). There are :

No Hands Up, Except Asking Question. This technique asked teachers to do random picking in questioning students since students usually want randomly (Fautley & Savage, 2010b). This technique would make every student ready to answer the question because everyone has a chance to answer the question. This technique makes the students more supportive because they can appreciate their peers' contributions in answering the question (collecting the information). The main benefit of this technique is that teachers can get illuminating or insightful responses from students who have never shared theirs before. William & Leahy (2015) further gave tips to make this technique run correctly. There are, allows volunteer after the random selection – still open the chances to them who have more information and reaction of the question. Next, do not the students end the conversation with the “do not know “ phrase. To avoid it, teachers cannot ask the weak students first (Farrag, 2020). So that, They can readily prepare the information from their peers. If it has already happened, the teacher can invite other students to share their knowledge as the confirmation process.

Furthermore, It is essential to let their students know that they should engage with the question freely (Thorman & Zimmerman, 2012). Teachers also need to arrange and shuffle possible random sticks of students' names to keep their attention until the end of the lesson. Some enhancement points like letting the students see their name after being called are essential to building their trust. A hand signal is to make the students' contribution clearer. Besides, make a random selection and do it again after the first selection (basketball).

Time For Thinking, this technique focuses on providing students length to answer the question because a short time of answering questions only promotes little thinking. Here are some tips from William & Leahy (2015). Plan the questions – teachers had better generate effective questions, which can happen if the teachers plan the questions. Besides, teachers should not immediately add another question after the original one because it can avoid students giving more thoughtful answers (Fautley & Savage, 2010a). Moreover, it will be better to explain any changes in

the classroom routines to make the students understand their changing roles. However, caution needs to be considered, such as giving sequences for some students to answer questions. In other words, students do not have the maximum time to respond. William & Leahy (2015) suggested think pair and share to support students thinking time. Lastly, teachers should avoid the altogether questions.

### Providing feedback that moves learning to forward

Feedback has two primary purposes in the teaching and learning process. Firstly, it is used to keep the learning on track. Another purpose is to elicit the learning evidence (Fautley & Savage, 2010a). William & Leahy (2015) stated that much research about feedback in learning effectiveness was confusing and contradictory. They only discovered the effectiveness in experimental ways with several errors, yet the result was effective; corrective and reinforcing feedback, immediate or delayed, written or written or written spoken, specific or general. However, feedback is not always working best because it is based on the recipient's responses (Stančić, 2021). Therefore, some practical techniques for teachers in improving classroom through feedback (William & Leahy, 2015). Here, teachers should focus on the reaction, not the feedback. The feedback should be used to improve the learning. However, the effectiveness would be based on the students' or the feedback recipient's reactions. Therefore, William & Leahy (2015) classified four responses to the feedback

	Feedback indicates that performance	
	Falls short of goal	Exceeds goal
Change behavior	Increase effort	Reduce effort
Change goal	Reduce aspiration	Increase aspiration
Abandon goal	Decide goal is too easy	Decide goal is too hard
Reject feedback	Feedback is ignored	Feedback is ignored

Figure 1. Four Reactions in Feedback by William & Leahy (2015)

Despite teachers' effort in giving feedback to the students, students' reaction is the key that leads them to follow up activities precisely to improve their performance (William & Leahy, 2015). Changing behavior happens when students have reached the goal so that they change their behavior to not follow up on what they have reached; they only put less effort. Changing goal is where the teachers expect students to have a higher goal, yet they do not desire to pursue it because they think they aim for A yet feel enough with B.

Besides, abandoning the goal is where students think that it is too high for them, so they abandon it to decide only the easiest goal. It is not in line with the teachers' feedbacks' aim. Rejecting the feedback is the students' feel that their teachers are not entirely competent in planning the goal, so students ignore it. To guide the students' reactions, the teachers should better understand some tips in improving the feedback (Farrag, 2020). These are: know the students to understand when and where teachers should give the feedback. Build trust with students – use wise feedback. Teachers set a high standard combined with the challenge that students would face. However, the teacher should consider that feedback is productive when giving evaluative, descriptive, and even no feedback when students do not make any effort.

Teachers should build students' capacity to use the feedback to enhance the feedback appropriately. Therefore, William & Leahy (2015) classified three triggers of students that can affect their reactions in receiving feedback.

Therefore, the teachers should consider that their feedback fits their reactions. The relationship between students and teachers are matters. Therefore, the teacher could provide feedback effectively and efficiently. Additionally, the teacher would be better to provide other students with work as a model to give feedback (Zou et al., 2021). It makes students learn from their other mistakes. It is called model-responding feedback.

### **Activating students as learning resources for one another**

This strategy is based on the students could learn from other students. It automatically employs the terms of collaborative and cooperative learning. However, William & Leahy (2015) combined them with the effective formative assessment principles. In other words, the cooperative learning strategy is used together with the formative assessment principle. Effective cooperative learning is necessary (Koc et al., 2015; Palloff & Pratt, 2010). It has some barometer as its effectiveness. There is positive interdependence – no one is free in a group. Face-to-face interaction promotion – students exchange and help others within the group—individual accountability promotion – responsible for the contributions. Groups' intrapersonal and skill relevance actively take role and function specifically among the students (Thorman & Zimmerman, 2012). The teacher should first begin with the small group to make these benefits happen. It is better to start with “in pair” work. Some strategies are described as below :

#### **Peer-Feedback**

There are two main reasons why peer feedback becomes a good starting point. Firstly, it takes less time than creating a big group. Besides, the roles are more apparent due to only one student addressing another student. Additionally, William & Leahy (2015) suggested that peer feedback essentially firstly begins with the whole-class session. Then, provide students with anonymous work to avoid students' emotional engagement. After that, the teacher uses an actual student's work. The class begins to discuss the work. It makes students ask their work to be addressed as they want feedback. In other words, a growth mindset appears in this part.

The use of stars and wish has become a famous example. It is where teachers use two main focuses. Stars became a beginning of the peers' supportive feedback, during the wish use as the peer suggestion for improvement. In this part, the peer could reveal the feedback deeper than the teacher because of their trust. Some tips will be helpful to maximize this technique. They were first creating the rules with everyone as the guideline of the feedbacking activities (Lee, 2017).

Additionally, use self-adhesive notes as the media of feedback. So, the students could only decide to keep or remove the essential and effective feedback. Next, the teacher has an essential role in explaining and modeling the effective and ineffective feedback before starting the feedback section. So that students have a clear guideline about it (Koc et al., 2015; Palloff & Pratt, 2009). Then, the teacher explains the three headings of feedback from the feedbackers. They are ABC, Agree with highlighting areas, build on the strength of their feedback, and challenge the

students with some suggestions to improve (William & Leahy, 2015). To enhance this, the teacher could let the students mediate her feedback. Moreover, set the time for the feedback activity based on the students' works and activities.

### **Involving Students in Self-/Peer Assessment and Self-Reflection**

In this activity, the students may reflect and assess their own learning as the experiencer of the activities. It is essential since the core of assessment for learning in writing is it. Therefore, Lee (2017) suggested some activities in self-assessment in writing class. First, do a pre-writing stage by understanding the writing expected criteria (available in the picture above). Then, self-editing focuses mainly on language. Next, the students engage in self-inquiry in which they consider their writing strengths and weaknesses and develop their own goals, set new goals depending on teacher/peer input, and take steps to enhance their writing (Palloff & Pratt, 2009).

### **Emphasizing Group Goal in Classroom Work**

Since the research showed that group-work activities only benefit high-achievers students (William & Leahy, 2015), it is essential to emphasize that everyone is responsible for the group task. Moreover, teachers could set the score distribution that frequently shows all members' development. So, students would never think about who is smarter or not. Furthermore, they automatically put their effort into the work. In this case, the teacher needs to monitor a group whose accountability is nothing by paying attention to the quality discussion of the group—and supporting them by intervening in them (Farrag, 2020), if needed.

### **Prioritizing Individual Accountability in Peer Assessment**

Although students work in peer, the teacher must ensure the quality of individual accountability with the assessment part. The teacher could frequently provide a test to record everyone's development. After introducing the learning intention, the teacher can show the upcoming test that everyone should do. Explain the upcoming challenges and make students prepare for them. After that, the teacher reports everyone's development and encourages them to do better next test for the lower achiever. The teacher could ask high achiever students to help others in the remedial process. As the scores of lower achievers are getting improved, the teacher announces it and adds them into their group. So that, the average score of every group increased.

It helps students focus on the individual, and still, the group is developed at the same time because everyone in the class has the same learning goal. Teachers also need to be careful in using subjective criteria for self-evaluation. The teacher had better be fair and aware of the quality participation of every student because not all active students make an effective contribution.

In contrast, the silent student might contribute effectively, even in a bit of part. The teacher can also start the simple task. In this part, the teacher could generally provide the criteria so that students as a peer could make it into the list/checklist pattern sign. So, they would pay attention specifically to it before submitting their friends' work. Additionally, it would be more effective if the teacher gave specific roles to the students. Creating the role in learning would be

helpful to make every student act in their part responsibly. Lastly, the teacher maximizes it by putting strategy elements (William & Leahy, 2015) together.

### **Activating students as the owner of their learning**

One of some critical factors is to help the students get their learning ownership. It engages students in planning the work: giving possibilities for task organization with the teacher and various tasks and structures for keeping track of the work, such as templates and checklists(William & Leahy, 2015). This factor requires students to think about their thinking. It is called metacognition in psychology. The cognitive concept is being researched and resulted from three main ideas. That is the strategies used by students, students' emotional side, and what motivates them to reach the learning goal(Lie et al., 2020). These aspects then become a broad term “self-regulated learning.” It is used metacognition and emotions. There is a substantial different learning output among students who naturally have interest and curiosity in the task, students who perceive the importance of the task, and those who see punishment on the task. Therefore, the teacher needs to use the technique that helps students control their learning. Some strategies can be seen as below

### **Use Self-Reports, but Do not Rely on Them**

This technique is where the teacher asks students to reflect on their finished tasks. Teachers recognize that they cannot rely too much on student self-assessment, but student self-assessment can be used to coordinate student grouping. William & Leahy (2015) mentioned some challenges in using self-reports in the K12 classroom. Students do not know their current need-what they do not know. Second, students will not report their current condition because thinking self-assessment as a competition. So they avoid having a lower condition in their report.

Additionally, they will be worried about being too arrogant. In other words, there is no right and accurate self-assessment report because of the challenges mentioned beforehand. Therefore, the teachers need to focus on improving self-assessment, not standards.

Teachers must ask the students to routinely evaluate their own work precisely regarding rubrics' scores or grades. It makes students focus on the rubrics and their effort in pursuing them. Moreover, it improves day by day if it is done routinely. Besides, it is also important to make clear standards in instructing self-reports. Teachers can link students understanding to the signal of colors such as red (students do not know), yellow (they are not sure they know), and green (they know).

For further enhancements, the teacher can use Plus-Minus-Interesting in collecting students' responses. The teacher asked students to identify one thing that is easy (plus), one thing that is difficult (minus), and one thing students found interesting. Collect it and stick them in the separate butcher paper outside the working time. Another alternative is to let students write their comments on the self-adhesive notes and simultaneously stick them all on the board or wall. The most benefit of this technique is making students aware of their needs and bravely asking for help from other students(Lee, 2017). At the same time, it also saves the teachers time.

### **Make Time to Help Students Own the Learning**

The teachers' mindset as the cause of their students' learning is wrong, so that students importantly need their learning outside of the schools' time. It is based on the greatest improvement that does not come from teachers yet from the individual. It is also helpful to make self-assessment a routine part of classwork.(Arrafii, 2020; Defianty, 2018; Koc et al., 2015; Palloff & Pratt, 2009) The research found that activating students' daily self-assessment could improve students' achievement (William, Lee, Harrison, & Black, 2004).

Teachers could also let students write a portfolio about their creative writing and learning journey records. So, students could see their improvement day by day. Another tip is providing a question parking lot in the classroom. To avoid the students' reluctance to ask a question even though they need to ask it, the teacher could let the students write the question anonymously or not. Next, the teacher could answer it or schedule the answer session. As the students have found their improvement and lack, the teacher should identify what should be changed and improved. So that, students are effort pursue the improvement. Lastly, teachers should survey the students regularly learning through a simple question.

### **Use Frameworks to Help Students See the Connections in Their Self-Assessments**

This technique's purpose is not to stop the self-assessment as a single activity only, but to

be continued further, to connect it to the students' existing knowledge. Bigs & Collins (1982) provided the SOLO (Structure of the Observed Learning Outcome) taxonomy. It is helpful to observe what students do and the evidence of their thinking on their works. It describes five different levels that might be observed in students' works

### **Student-Led Parent-Teacher Conferences**

Activating the students as the owner of their learning would set the students to become an important role in parents' meetings. Therefore, schools make students plan what they would be discussing among the parents and guardians. Thus, William & Leahy (2015) suggested some ideas to start the conference discussions. Moreover, the provision of laminated sheets would help students focus on the particular ideas in leading the conference (Lee, 2017).

### **Nurture the Intrinsic and Extrinsic Motivation**

The students' ownership of learning improvement cannot be separated from their motivation (William & Leahy, 2015). Two kinds of motivation that teachers should understand and nurture. They are intrinsic and extrinsic motivations. Extrinsic motivation comes from outside of students. It is related to routine reward, punishment, and persuasion.

On the other hand, intrinsic motivation is purely within students. The most common way to distinguish them is using an intrinsic motivation to describe situations in which an individual does something because it is intrinsically interesting or enjoyable. In contrast, extrinsic motivation describes situations in which an individual does something because it leads to an unrelated result to the activity itself (Dwiyanti & Suwastini, 2021; Emery, 2018; Fautley & Savage, 2010; Polat, 2020). Therefore, the teacher needs to understand the students' motivation precisely. Importantly, teachers should consider that effective motivation comes

from interesting significance. It is better than those whose motivation is from the fear of failure. It means teachers should create the learning criteria learning activities that invite students' interest, such as relating the learning to their future career or identifying the importance of the learning related to the student's interest (Andrade & Heritage, 2017; William & Leahy, 2015).

### **Engage Students as Lesson Observers**

Since teachers expect the students to do peer feedback and self-assessment, the teacher needs the feedback that comes from the students. In embedding formative assessment, William & Leahy (2015) suggested that the teacher invite the students to the initial segment of teacher learning community (TLC) meetings. So that students could give their perspective of the improvement need of their schools by giving feedback on the teachers' teaching. Here are three aspects for introducing students as teachers' learning partners.

### **CONCLUSION**

Based on the explanation and discussion about the strategies to embed the formative assessment, it could be concluded that William and Leahy (2015) book and Icy lee (2017) were complete each other aspect. William and Leahy suggested the formative assessment strategies in the classroom while Icy lee specified it into the writing activities. Besides, Savage (2010) opened the possibility of formative assessment strategies in online environment. Therefore, another robust literature review need to be done in exploring the formative strategies in the online environment. The book of Palloff & Pratt (2009), followed by the research of (Gikandi et al., 2011) were suggested to be the further research.

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