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КОМПЕТЕНТНОСТЬ БУДУЩИХ УЧИТЕЛЕЙ В ОБЛАСТИ ТЕКУЩЕГО И ИТОГОВОГО КОНТРОЛЯ

В статье рассматриваются приемы формирования оценочной компетентности будущих учителей. Автор выделяет основные этапы этого процесса с опорой на соответствующие методические положения. Основное внимание уделяется механизму формирования оценки как средству повышения успеваемости обучающихся.

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CONSTRUCTING FUTURE TEACHERS' FORMATIVE ASSESSMENT COMPETENCE

In the article the way of constructing formative assessment competence of future teachers is presented. The article is based on the session given in the methodology course, the stages and the rationale of the procedure are described. The main emphasis is laid on formative assessment tools as the knowledge management practical kit that can enhance students' excellence.

The greatest attention in the education world today is paid to the questions of quality of education, its components, the ways of improvement and assessment. There has been a body of research, which shows the importance of forming a student of a new kind. This student is believed to be highly-motivated, able to construct his own knowledge base and develop his skills. The role of a modern teacher is viewed in creating conditions for this process, putting the student in the center of it, providing him with all the necessary assistance. However, the traditional view on a student as a passive receiver of the ready-made material, the object of control and assessment is still prevailing in education system. There can be a lot of explanations of the situation, starting with the lack of students' motivation and crisis of traditional education system in general. Another

circle of concern is connected with external independent testing as a tool to evaluate the quality of education. There has been a situation when teachers make use of summative assessment mostly, drill the students for the exam, leaving the development of some important language skills unattended. Creating conditions for students to construct their understanding is definitely time-consuming, but it makes the student take the responsibility for his / her success. From this perspective, the issue of formative assessment (further referred to as FA), the ability of teachers to implement knowledge management tools can be considered to have a large impact on students' achievements.

The session on FA in the course of methodology gives a big picture of knowledge management tools and shows how they can be implemented on all the stages: 1) identification of the knowledge gap, 2) creating knowledge, 3) storing the base, 4) sharing experience, 5) application of the knowledge. The basic idea about FA, students are introduced to, is that evidence of students' learning rules the lesson, shapes teachers' instructions and leads to overall improvement.

On the first stage of identification of knowledge gap students are given the task to brainstorm the idea about FA and represent them on the flip chart. The tool helps to activate student' knowledge, learn from each other. Brainstorming technique can bring about a lot of thoughts about the components of FA. At this point the students are asked to work out the criteria for grouping the components (when it takes place, who information is intended for, what the purpose of gathering info is, what the focus of info is). Gaining the initial understanding of FA, the students can formulate the objectives of the session, identifying the questions, they want to find the answers to. The teacher is advised to ask for students' expectations before representing his objectives. It is useful to discuss the criteria to which the students' work will be evaluated. Understanding what constitutes good work has great impact on the achievement as it gives the clear ground for peer assessment and self-assessment.

When the purposes of the session are clear, the work is proceeded with creating the working definition of FA and comparing it with the definitions given by scholars. For analysis of definitions and their evolution two examples are offered:

1. The Use of FA is to provide feedback and correctives to each stage in the teacher-learning process. By formative evaluation we mean evaluation by brief tests used by teachers and students as aids in the learning process [1, p. 50].

2. An assessment functions formatively to the extent that evidence about students achievement is elicited, interpreted, and used by the teachers,

learners, or their peers to make decisions about the next step in instruction that are likely to be better, or better founded, than the decisions they have made in the absence of that evidence [2, p. 39].

Highlighting the key words in both definitions can lead students to understanding of the essence and importance of new components of the latter definition.

At the stages of storing and sharing knowledge the students are given cases for analysis and identification whether they represent formative assessment or not. The examples of such cases are: 1. Each semester the students are asked to complete a test which shows the level of their knowledge and get the grades. 2. The students are regularly asked to complete a test to identify the areas to be strengthened in the following process.

The main features of FA being defined, the session proceeds with identifying the major strategies of FA. To do it they can reflect on learning that take place in the session (clarifying, sharing and understanding the objectives; eliciting evidence of students' understanding of the material).

The further eliciting of students' understanding of the subject in question is to analyze the lessons, to give examples of assessment they had, to identify it as FA or summative assessment, and come up with ideas of FA tool implementation. Some participants of the session are definitely acquainted with such knowledge management FA tool as "Hand Signal", when students respond with the help of their hands (thumb up means agreement, understanding, thumb down stands for disagreement) or "Traffic Lights" technique (similar to the previous but done with the help of green, red, yellow cards). Some other tools can be represented in the mode of "Jigsaw" reading or matching activity. This session presented information about the following tools.

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| 1. One minute essay | A very narrowed question that shows the quality of students' learning |
| 2. 3-minute pause | The tool gives a student a chance to stop and reflect on learning. To make it easier a set of sentence beginnings can be provided: It has become clear... |
| 3. Exit card | A student leaves the classroom handing the teacher the card with the answer to the question |
| 4. A-B-C summary | Students give the term or a word starting with alphabet letters, related to the topic |
| 5. 3-2-1 | A student gives 3 things that he found out, 2 interesting things, 1 unclear thing |
| 6. RSQC2 | Within 2 minutes students recall and list what they learnt, another 2 minutes are devoted to summarizing the points in one sentence and making 1 question they still have. |

One more area of FA implementation can be defined as Feedback, given by the teacher or peers. At this point students summarize their experience on getting feedback. They can be asked to work out features of effective feedback (the modes are: pair work, group editing, FA tool “Think-Pair-Share”). Students are provided with the examples of different kind of feedback for further analysis. The teacher gives the sample of the feedback that focuses on the task, causes students to reflect on their performance, and includes the steps for further improvement. As examples of knowledge management tool concerning giving feedback, the students are introduced to “Feedback Sandwich”, when positive statements about the performance are made, areas for improvement are discussed, and then more positive statements are given at the end, and “Stop-Start-Continue”, the tool which enable students to discuss the areas 1) they feel they should stop doing, 2) areas they should start doing, 3) areas they wish to continue doing.

Peer assessment and self-assessment are powerful tools to activate and engage students. The students always feel more comfortable to interrupt the peer than a teacher for clarification. The potential of relationships cannot be underestimated. The students can be asked to reflect on how these strategies were realized at the session (instead of giving the answer to the student’s question at once the teacher made use of “C3B4Me”, the student had to address three other students, the teacher gave the answer in the last turn). Among other FA tools are peer evaluation of homework, error classification, when the students have errors highlighted. “End of topic question” FA tool, practiced at the end of the session makes cooperative groups of students come up with one question, which requires eliciting all muddy points, discussing and choosing the most unclear one. Referring to the objectives of the lesson, the discussion on whether they have been met or questions have been answered serves a powerful tool for peer and self-assessment.

The ideas and tools presented at the session are mostly known, the new emphasis is laid on the implementation of the rich repertoire of formative assessment techniques that help to create a new kind of a student, raise his awareness of what he does, why he does it this way.

Constant implementation of these tools in the lesson is sure to change the culture of learning.

References

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