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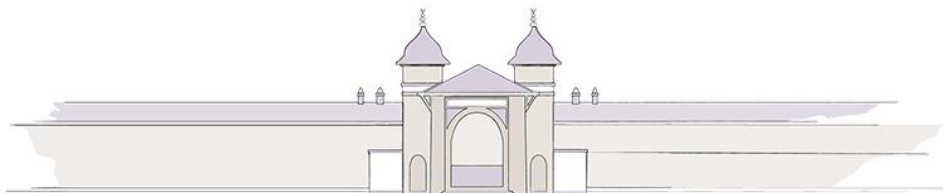
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IMPLEMENTATION OF THE FORMATIVE ASSESSMENT IN COMBINED CLASSES

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From the crucial characteristics of the formative assessment as a continuous assessment in students' achievements, to a great extent, the students' achievements and teacher's teachings are conditioned. First and foremost, the focus here is put on the implementation of the formative assessment with all of its relevant characteristics in the so-called combined classes, classes in which the teacher within the time-frame of one lesson teaches students that differ in their age, in the class/ grade that they are in, differ in their own capabilities and possibilities, in their own learning styles, as in the subjects that are being taught in that class. Bearing in mind this fact, in the paper the implementation of the formative assessment in combined classes is being accented, the difficulties with which the teachers face while implementing this kind of assessment are being described, and their attitudes towards the implementation of the formative assessment in their everyday educational practice are taken into consideration.

Key terms: formative assessment, combined classes

1. INTRODUCTION

The effective and efficient formative assessment is one of the key factors for improving students' achievements⁴ and for the teaching of the teachers. As a continuing and developing process, as an assessment that will be implemented while they still are in the process of learning and which helps students to develop, the formative assessment understands a constant support of the progressive changes that happen with them in the process of learning in order to obtain the maximum results at the end of the process of learning and a support for the teaching of the teacher, that is, in the process of the formative assessment both the teacher and the students get feedback permanently (the student for the quality of its own learning, the teacher for its teaching), based on what, the student is being encouraged toward further learning to plan his/her learning, and the teacher plans his/her further work with the students. In this interactive process, the gathering of data should be realized with the utmost attention and to take into account their quality, because only in that can the teacher have a basis for assessing the students' achievements. That, on the other hand, requires for the teachers to have more complex competencies in every segment of the realization of the teaching process, for them to be able to employ the formative assessment in the most competent manner possible, and with that, to improve its quality.

The formative assessment today, in our everyday practice, is mirrored with a certain dose of stability (s. Januševa, Pejčinovska, 2011). Great numbers of papers accentuate the importance of the formative assessment in the teaching process and show towards positive outcomes in the teaching process from the implementation of the formative assessment. Our research and our long years of practice show that, besides that, it can yet be discussed for certain weak points in the implementation of the formative assessment (For the weaknesses of the formative assessment in connection to its crucial characteristics in regular or so called regular classes), (s. Januševa, Pejčinovska, 2011), especially in aspects from the education for which little has been written so far, and even rarely those aspects have been discussed during the numerous projects and workshops dedicated to the formative assessment. In that sense, it is of a special interest to examine the implementation of the formative assessment of the so-called combined classes, to see the positive and negative outcomes of that implementation and to examine the attitudes of the teachers in connection to that implementation, who realize the teaching in those kinds of classes.

2. METHODOLOGY OF RESEARCH

For the purposes of this paper, the descriptive method has been used. The research steps and the research instruments that have been used are survey and questionnaires, and through the qualitative analysis of the answers from the questionnaires and through the qualitative analysis of the informal conversation/ indirect interview with the teachers in the paper the way of implementation of the formative assessment in the combined classes is being show, the advantages and disadvantages in regard to that implementation, and also the attitudes of the teachers that realize the teaching in combined classes.

The sample is purposefully taken and it consists of 20 teachers from elementary grades in the district schools in the Municipality of Bitola, Republic of Macedonia. Through questions from the questionnaires and through informal conversation with the teachers we think that we will get the real picture for the advantages of using this kind of assessment in combined classes, but also for the difficulties that teachers face with in their everyday teaching practice. The reached results can serve for further research of this kind.

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⁴ Knowledge is not a one part term; it encompasses developments on cognitive, psycho-motor and socio-emotional plan. It encompasses knowledge, skills, capabilities and other competencies. s. Poposki ,2005, p. 40

3. CHARACTERISTICS AND SPECIFICS OF THE TEACHING IN COMBINED CLASSES

In the pedagogical and didactic literature there are numerous definitions given with which an attempt is being made to encompass the crucial characteristics of the combined classes, and in the paper the one accepted is the one that has risen above in the consulted professional sources, according to which the combined classes present age and pedagogical-developmental heterogeneous communities of students from two or more grades in which at the same time one teacher works in one room. The combined classes most often are being connected with small communities and rural areas where because of the small number of students from the same age, they are being put into one class together with students from another grade, that are also of small number, in a combined class. So, in the combined classes there can be students from pre-school grades up to fifth grade, that is, the combined class can consist of two, three, four or even five grades, which is a very frequent occurrence in our practice in the rural areas. According to the Law for elementary education⁵ act 41, in the elementary school, a combined class can be put together, according to the rules, from students from first to third grade with students from fourth or fifth grade or with students from sixth to ninth grade after consent is being given from the person in-charge. According to the teachers, the combined classes have 5-10 students, but there are also those that have 16-20 students.

Having this organization of the combined classes in mind, one of the most complex questions in regard to the teaching in those classes is the organization of the work load, because in certain conditions, optimal results have to be achieved, and in which the teacher plans and realizes two or more teaching curricula, (for each grade he/she plans the contents, the outcomes, the specific outcomes, organizes the class etc.) so the time for communication and interaction with the students is limited, and so the implementation of certain methods and teaching techniques is made difficult (for example, the method of conversation and the method of group work). From the other hand, the smaller number of students in a combined class enables greater implementation of the individual approach with which the individual capabilities of each student are being valued, the students are being trained to do individual work and individual studying, and units are being more often repeated and systemized. (s. Vilotijević, p. 315). Another favorable aspect of the work in the combined classes is that they contribute for a more wholesome integration of the children in the elementary education in the elementary schools in the living area where the students live and with that they lower the migration from the rural area.

It is obvious that the planning and the realization of the whole teaching process in the combined classes is very complex because of the fact that the basic methodological and didactic requirements must be fulfilled and so the special needs and requirements of the work in this kind of classes have to be met. From the aspect of our research problem, the time and attention that the teacher can dedicate to the formative assessment of the students' achievements is very relevant in this kind of classes, having in mind the complex nature of the whole organization and realization of the teaching process in it. For example, in a combined class of four grades, the teacher can realize a class of Macedonian language during the first class with the first graders, musical education with the second graders, mathematics with the third graders and working with computers with the four graders. If there is at least one student in each grade, the teacher has an average 10 minutes to dedicate to each student. The question is what happens if there are, for example, four students per grade. In those 10 minutes, for example, the teacher has to teach a new unit in all four grades and help students understand it. This concludes that the teacher has very little time to be able to follow continuously students' achievements and that, in contrast to the attitudes of the teachers who state that giving feedback to students is a problem for the big number of students, it can be seen that, even though they have a smaller number of students in their classes, giving feedback is still not an easy thing to do. This is a good illustration that the continuity of the formative assessment is of essential need for the students that are of younger age, because with them the mechanisms for self-controls are not formed⁶, in these classes it cannot be realized completely (as in the "regular" classes) because the teacher has very little time at their disposal for continuing follow-up of students' achievements.

4. RESULTS, ANALYSIS OF THE DATA FROM THE QUESTIONNAIRES FOR THE TEACHERS AND FROM INFORMAL CONVERSATION WITH THE TEACHERS AND DISCUSSION

All of the teachers relate the formative assessment with continuous and developmental assessment, which ensures support for the progressive changes that happen with them in the process of learning and support for the teaching of the teacher. These data show that there is stability in the implementation of the formative assessment even in the combined classes, which, on the other hand, shows to the fact that teachers have already formed their attitudes about the effects of the implementation of the formative assessment, which influences positively on the whole teaching process. Some teachers identify the formative assessment with descriptive

⁵ Zakon za osnovno obrazovanje, Služben vesnik na RM, br. 103/08, 19.8.2008, retrieved from <http://www.pravo.org.mk/documentDetail.php?id=829> on 1.6.2014

⁶ Poposki, 2005

assessment, which represent a totally different concept (continuing follow-up of students' achievements and description with words of one or more indicators for those achievements for which a certain value is being related, Poposki, 2005) and they think that that is an evaluation made for the trimester, midterm or end of the year evaluation. The results show that some of the teachers consider that using numerical grades, a certain competition is being made between students, and with the descriptive grades that is not the case, and here what is questionable is whether this competition climate should be established in the lower grades.

The asked teachers from these classes confirmed the connection of the formative assessment with the planning of the curricula, that is, they all plan the formative assessment in their yearly plans, in the unit's plans and in the daily plans, which represents a strong indicator for the stability of the concept of the formative assessment and the realizations of the teachers that the incorporation of the formative assessment in the planning of the curricula enlarges the quality of both the teaching of the teacher and the learning of the student and of the whole teaching-learning process altogether. From the analysis of the questionnaires and the informal conversation conducted with the teachers it can be seen that the difficulty in the planning of the formative assessment is that the final outcome of the class is being put in question, that is the realization of the planned; in that sense, the teachers do not have the time to relies the planned activities. The teachers use the formative assessment in every class, and some of them use the formative assessment only when they have time. According to them, the number of students in the combined classes is on average 8-10 students, so they do not have time to continuously follow students' achievements, which of course influences the quality of the teaching process. They sometimes do not have time to teach the new unit that is prepared for that class, because of the activities with the students from the other grades, so that is why they use the formative assessment when and if they have time. One teacher who realizes teaching in 5 classes on 5 different subjects a day needs to prepare 10-25 different daily plans for a teaching class, which in these conditions imposes the need of adjusting the formative assessment in the combined classes. According to the teachers, the planning is being made according to the time, most often when planning the curricula in the combined classes an emphasis is being put on which activities can be realized in connection to the activities in the other grades, and yet an account is being made for the projected outcomes in contrast to the regular classes where the activities are being planned in relation of the projected outcomes, which requires more professionalism on behalf of the teacher, change in the assessment criteria, change of the concept of the formative assessment and adjustment with the characteristics of the combined teaching process etc. This, to a great extent, is reflected in the realization of the teaching outcomes projected for every grade.

From the questionnaires and the informal conversation with the teachers can be noted that the teachers are very much aware of the connection of the formative assessment with the teaching outcome, from which, the conclusion that teachers operationalize the teaching outcomes projected in the teaching curricula is reached and that they individualize the approach towards the realization of the tasks, and also that they share the assessment criteria with the students. This also shows that the necessary condition for effective and efficient formative assessment is met, which, on a long run, influences the development and the quality of the teaching process. The results of the questionnaires and from the informal conversation with the teachers show that in accordance to the outcomes and criteria in such classes there are a great number of difficulties present. For example, if the teacher is teaching in a class where there two grades with one student each, in which the one student is in the second grade, and the other is in the third grade (for both grades from the class the teacher has to make a daily preparation plan), if the one has an English class, and the other work with computers and if based on the teaching curricula, the teacher has set, for example, 3 teaching outcomes for each of the lessons, then it is obvious that the teacher won't be able to realize all of the teaching outcomes and the final outcome of the lesson would be a realization of only one of the projected teaching outcomes from the projected three. Also, for example, if the teacher wants to realize a certain teaching content unit with practical examples (to take the students from one grade to a store to see how they measure fruits), that wouldn't be possible because that would influence the other students that have other content to cover during the lesson. This, to a great extent, and very seriously, influences the quality of both the teaching and the students' learning.

The characteristics of the feedback from the teacher and the student, to a great extent, represent a condition for effective and efficient formative assessment. The feedback is very important for the teacher because with the help from it he/she gets different type of information on whose grounds he/she adjusts, that is, modifies his/her teaching with the purpose to promote the teaching, students' learning, that is, the quality of the whole teaching curricula (for the modifications and the adjustments in the teaching curricula, s. Janusheva, Pejchinovska, 2011). The results from the questionnaires and the informal conversation show that for all of the teachers the feedback is an important segment of the teaching process and that all plan the mean, form and time for the feedback, which, from its point of view, clearly points out to the awareness of the teachers that the feedback presents a constituent of the formative assessment and of the teacher's planning of the teaching curricula and that the planned feedback points out to the teacher's competencies in this segment of the teaching process. The teaching in this kind of classes show serious deficit in relation of the feedback. Namely, if as an

instrument for the formative assessment, the teacher for one of the grades has prepared a check-list for checking students' knowledge, and for the other oral feedback, as a result of the way of teaching, the teacher will not have the time to give the needed feedback for each of the grades, he/she manages to give an oral feedback for learning the vocabulary of the learned song, and does not have the time at all for the projected check-list for acquired vocabulary in the other grade. Some teachers think that the feedback given in the form of short commentary in the function of the formative assessment from some students is not being understood as a motivation and focusing on work, and they think that that motivation is being achieved by giving numerical grade. Teachers who teach in three, four or five grades have time only for oral feedback, and the written feedback is being used occasionally, mostly when doing a test. Working with more grades is exhausting, and that is also reflected in the quality of the feedback that the student gets so the teacher forms the feedback in a kind of positive short commentary (excellent, good work, keep up etc.) which does not have the characteristics of the effective and efficient feedback in terms of correctness, preventives, individuality, clarity, etc., and which needs to contain the progressive developmental tendencies for the students. Teachers only have the time for a group feedback for the same type of error, and very rarely for individual feedback. According to the teachers their competencies are not in question but the lack of time. In regard to the feedback, it has to be mentioned that the teachers who realize teaching in combined classes face the same difficulties that teacher in the so-called regular classes face. Namely, because of the young age of the students, often happens the students not to understand the feedback of the teacher as motivational and supportive, but most of the time as a threat that they haven't done a great job or what is required of them to do. With the students of younger age, the role of the parents is great, because it happens for the feedback not to be understood, so they ask the teachers to write it in a simpler way which causes for the lowering of its quality.

In regards to the organization of the classes and the forms of teaching, the data from the questionnaires and the informal conversation with the teachers show that for this important segment in the combined classes there are difficulties present. Namely, for example, in two grades, the students from one grade in the subject of English language students need to acquire vocabulary for animals, and the other grade need to learn a short poem, (one student per a grade), the teacher does not have a way to incorporate pair work and group work, if for example, the purpose is to act out some dialogues and in that case the teacher has to be a member of the pair to act out the dialogue. If it is possible to have pair work an group work, for example, while the students from one grade act out the dialogues, the students from the other grades listen to the introductory part and wait for their turn to come. After that, the work continues with the other grade, techniques and strategies are being realized (mostly through games) for acquiring the vocabulary projected in the program. In the combined classes where there are two grades this kind of work influences the introductory part of the lesson, the one grade listens to the task the teacher giving instructions for the task to the other graders, in the case while they are working with acknowledging the names of the animals, they have to listen the song that is meant for the other graders, which influences the concentration of the students from the other grade and ruining their concentration, since instead of doing their work, they have to listen to the teacher giving instructions. Only if the one grade has a lesson meant for repetition and exercises, so at the very beginning of the lesson it gets working materials with work instructions, only then can the teacher pay the needed attention to the introductory part of the lesson to the other graders. In respect to this segment of the teaching process some teachers replace the lessons during the course of a day or, if needed, the first lesson becomes second or third, based on the teacher's judgment on how difficult is the unit compared to the others or, compared to the teaching for a new unit in relation to a practice lesson. The missed material from one lesson, for example can be learned in the additional classes which is being made together with more grades. In this sense, the additional work with the students that are a part of this kind of class requires further research and analysis.

It is a fact that the teachers have great experience and often can say that they do not need any kind of instruments for assessing the students' achievements because they have a great experience, and it is a fact that that experience cannot be neglected. The experience of the teachers is very important, especially for the work in combined classes, because it is from this experience that teachers know to which grade for which unit they have to pay more attention for the students, and which unit does not require much help from them. The time that the teacher spends with the students, also, enlarges the importance of the experience (one teacher teaches the both grades for five years, and in that time the teacher has the enough time to get to know the students, their character, their capabilities and habits, even though maybe this is harder if there are first graders)

In regards to the strategies and techniques for formative assessment, the teachers stated they use the following most often: evidential and check lists, self-evaluation lists, joint peer evaluation, portfolio, teacher-student and student-teacher feedback. This is a sign that beside all of the difficulties the teachers still incorporate the formative assessment in the combined classes consisting of two grades. The teachers that teach three, four or more grades, most of the times use the portfolio (which is being used more for the descriptive than for the formative assessment).

4. CONCLUSION

The analysis of the questionnaires and the informal conversation with the teachers from the combined classes show that the formative assessment is still perceived as complex in its organization and realization and it is the effective and efficient learning with the implementation of this assessment is an even more important presupposition. Having in mind the fact that the number of students in the combined classes made from three to four classes can reach up to 20 students, it is quite clear that the most important question when realizing the teaching process is in regard to the time lacking for effective and efficient formative assessment, which in this case is down to discontinuing and fragmented follow-up of the students' achievements, and which is being reflected on the whole quality of the educational process (the lack of time is reflected in the planning of the formative assessment, realization of the planned outcomes of the teaching process, that is the purpose of the curricula, the standards and the assessment criteria, the character of the feedback, the limitations of the use of certain techniques and strategies for formative assessment, the limitations on the usage of certain forms of work etc.). In the combined classes the work organization is complex because in the conditions of shortened time for communication and interaction and in conditions of difficult usage of certain methods of work, optimal results need to be achieved in the teaching and learning of students.

From the other hand, great deal of aspects from the analysis show that the teachers own competencies in regard to the formative assessment, which is a significant prerequisite for a higher quality in the educational work. In that sense, the analysis clearly shows that it requires further intensive work on the effective and efficient formative assessment in the combined classes, from the aspect of the way of operationalization of the teaching purposes and their incorporation with the individual capabilities of the students, for defining more objective and more precise criteria on the bases of which there will be more optimal students' achievements assessment in a timely manner, for the ways in which feedback is given, for defining and optimal use of certain strategies and techniques for formative assessment etc. with the sole purpose to ensure continuing follow-up of students' achievements and improving of the teaching and learning.

The findings from the analysis may not be able to give a very certain and complete representation of the complex problem connected to the formative assessment in combined classes, but, for sure, are an indicator for the current situation in the teaching practice in relation to its complex organization and realization in the combined classes and the quality of the teaching process. The findings are very important starting points for further research of this complex problematic in the sense of planning and realizing the effective and efficient formative assessment in the combined classes.

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