



Engage and Elicit: Formative Assessment Practices of Elementary Educators

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Abstract

Formative assessment is a process used during instruction that provides necessary feedback to teachers and students. Used properly, this feedback can be used to adjust ongoing teaching and learning to improve students' achievement (Next Generation Science Standards). A well designed system of evaluation for science education programs, in both traditional settings and nonformal settings, is recognized. Science educators, like many other educators, may understand the importance of formative assessment because it enables teachers the ability to reveal what their students are thinking prior to and during instruction. Though a multitude of formative assessment strategies are available to teachers, this important element is missing from many classrooms and nonformal education settings (Black et al. 2003). This reality was confirmed by the researcher as part of a case study. Three elementary educators participated in semi-structured interviews related to their knowledge and application of formative assessment techniques in their classrooms. A cross case analysis revealed that the teacher participants were aware of the benefits of utilizing formative assessment in their classrooms, but regularly skip this important step of instruction. The researcher will share the results of this case study, and will also share resources to incorporate formative assessment techniques into instructional programs shared by Page Keeley in her book Science Formative Assessment (Keeley, 2016) focusing in particular to science education applications of the strategies.

Keywords: *Formative Assessment; Case Study; Assessment Strategies;*