

## FORMATIVE AND SUMMATIVE ASSESSMENTS IN ENGLISH

Angelika Nimfa Alvarez, Kurt Warren Cusap  
& Darin Jan Tindowen, MA

Bachelor of Secondary Education major in English

### ABSTRACT

Assessment and achievement are considered to be of vital importance in the determination of the progress of students in the field of education. Selecting sound assessment helps students to improve their performance in the field of English. This study is conducted to determine the relationship between formative assessment and summative assessment of Grade 10 students in English. Group sampling of students enrolled in English in the School Year 2016-2017 was considered in this study. Results show that there is a significant relationship between each type of test in most of the formative assessment and summative assessment.

**Keywords:** *Formative assessment, Summative Assessment, Assessment, English Subject, High School Students*

---

### INTRODUCTION

As knowledge travels in today's newly revolutionized world, assessing learners is a vital tool in keeping in-check with the pace of the understanding and comprehension of the students. From oral to written and to performance tests, students are known to be the centre of the learning process (Froyd, J. and Simpson N. 2010).

Wiggins (2012) stressed that both common sense and research make it clear that assessment is a form of examining feedback for it uses a lot of opportunities in enhancing performance and achievement more especially in formative assessment. Varier (2014) argues that feedback involves not only providing information about the learner's performance, but also making instructional adjustments to help the learner progress toward the goal/standard. Jabbarifar (2009) and Hao (2005) also claim that classroom assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Assessment and evaluation also give teachers useful information about how to improve their teaching methods. Through using appropriate classroom assessment strategies and techniques, teachers can increase their students' motivation and show them how well they have learned the language. However, the distinction in the different assessment including the Diagnostic, Formative, and Summative are seen in different ways. On the other hand, Diagnostic assessment has a distinct form of measurement. Its purpose is to ascertain,

prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Establishing these permits the instructor to remediate students and adjust the curriculum to meet each learner's unique needs (Dumit, 2012 & Yang, 2011).

Tang (2016) and Belcher (2016) stress that formative assessment characterized by being interactive among students themselves, peers, and teacher, highlights the immediate and effective feedback to learners, which is in accordance with the nature of student-centered approach and includes the types of test. This claim of introducing formative assessment in the class is a way to alleviate their apprehension towards English. All of these are a part of students' anxiety which is a huge influence in the process of learning the language. This anxiety is called "dumb English". In a policy briefing on formative assessment published by the National Council of Teachers of English (2010), excellent formative assessment emphasizes the quality of student work instead of the quantity. This policy briefing suggests many views regarding the effects of the formative assessments done by the teachers in the summative assessment of the students. The quality refers more to the outcome or the result of the assessment. Furthermore, Hayes (2015) tells that in the past two decades, educators have developed a higher regard and renewed interest in formative assessment. This is because of the increase in pressure of the "high stake" summative assessments with its accord to the types of test. This points out that with the growing pressure in the summative assessment which entails the performance of the students academically and studies about formative assessment in this time are essentially important to know.

This situation presented in the learning of English that affects their summative assessment is very prevalent in the Philippines. Guingab (2014) claims that competency in English determines students' academic achievement. This is indicated in the English Language and Usage (ELU) and General Weighted Average (GWA) of the students. Academic achievement is accompanied with assessment. Thus, with the different assessments that teachers employ, determine the summative assessment of the students. Moreover, over the past several years, a growing emphasis on the use of formative assessment and summative assessment has emerged, yet few studies had been conducted to determine its relationship with each other (Black and William, 1998 & Dunn and Mulveron, 2009). Hence, this study is conducted to determine the relationship between formative assessments which are the types of test and the summative assessment of students in English.

### Research Objectives

This study aimed to determine the relationship between the different formative assessments and their summative assessment in English among

students of Public Secondary School in the Province of Isabela. Specifically, it tried to answer the following objectives:

- a. To identify the scores of students on the different formative assessments employed by the English teacher.
- b. To determine the summative assessment of students in English.
- c. To determine the relationship between the different formative assessments scores and the summative assessment scores of students in English.

## METHODS

This study employed quantitative type of research utilizing descriptive-correlational method to determine the relationship between the formative assessments employed by the English teacher and summative assessment of the students. The respondents of the study were the grade 10 students of Public Secondary School in the Province of Isabela. Cluster sampling was utilized to determine the total number of students. This study utilized a checklist in order to determine the different formative assessment and students' individual scores in each type of test, and the individual scores in summative assessment of the students in English.

### *Data Analysis*

Frequency and percentage were utilized to identify the different formative assessment scores and the summative assessment of students in English.

Pearson-R correlation was used to determine the relationship between the scores of students in the different formative assessment and their individual scores in the summative assessment in English.

## RESULTS

Table 1. Different Kinds of Formative Assessment Employed by English Teachers

Formative Assessment	Strategy	Topic	Mean Scores (N= 15)	Qualitative Description
Matching Type	Quiz	Noun	11	Above Average
True or False	Quiz	Literature: The Story of Keesh Grammar: Pronoun	12	Above Average
Identification	Quiz	Pronoun	10	Average
Completion	Quiz	Pronoun	9	Average
Product-Based	Quiz	Quotation Mark	11	Above Average
Group Activity and Discussion	Activity	Plot	14	Above Average
Oral Recitation	Recitation	Topics in English	14.514	Above Average

Table 1 shows the different formative assessments employed by the English Teacher in the 3rd Grading period. The table also shows the topics covered on the same grading period. It was revealed that students' scores are above average except for the two types of assessment which are identification and completion with the the same topic on Pronoun. This implies that the students never get below average mark with the constant number of items in each test.

Table 2. Over-All Summative Assessment Scores of Students in English

Summative Assessment	Mean Grade	Qualitative Description
Summative Assessment of a total of 35 students	77.00	Developing

Table 2 shows the mean grade of the students in their summative scores in English with a mark of developing that was based on the DepEd descriptions of scores in the K-12 Grading System. This implies that students' learning and achievement as shown in their scores are emergent.

Relationship between Summative Assessment and Formative Assessment

Table 3.1 Relationship between Matching Type and Summative Assessment

Variables	Pearson-R	P- Value	Decision
Matching Type	0.655	0.000	Reject Ho
Summative Assessment in English			

The above table displays the relationship between Matching Type as a formative assessment and summative assessment in English. It can be gleaned in the table that formative assessment of students in English, specifically in Matching Type, has an impact on their summative assessment. Hence, the null hypothesis is rejected.

Table 3.2 Relationship between True or False and Summative Assessment of students in English

Variables	Pearson-R	P- Value	Decision
True or False	0.755	0.000	Reject Ho
Summative Assessment in English			

The above table displays the relationship between True or False as a formative assessment and summative assessment in English. It can be gleaned in the table that formative assessment of students in English, specifically in True or False, has an impact on their summative assessment. Hence, the null hypothesis is rejected.

Table 3.3 Relationship between Identification and Summative Assessment of students in English

Variables	Pearson-R	P- Value	Decision
Identification	0.591	0.000	Reject Ho
Summative Assessment in English			

The above table displays the relationship between Identification as a formative assessment and summative assessment in English. It can be gleaned in the table that formative assessment of students in English, specifically in Identification, has an impact on their summative assessment. Hence, the null hypothesis is rejected.

Table 3.4 Relationship between Completion and Summative Assessment of students in English

Variables	Pearson-R	P- Value	Decision
Completion	0.468	0.005	Reject Ho
Summative Assessment in English			

The above table displays the relationship between Completion as a formative assessment and summative assessment in English. It can be gleaned in the table that formative assessment of students in English, specifically in Completion, has an impact on their summative assessment. Hence, the null hypothesis is rejected.

Table 3.5 Relationship between Product-Based and Summative Assessment of students in English

Variables	Pearson-R	P- Value	Decision
Product-Based	0.394	0.019	Reject Ho
Summative Assessment in English			

The above table displays the relationship between Product-Based as a formative assessment and summative assessment in English. It can be gleaned in the table that formative assessment of students in English, specifically in Product-based, has an impact on their summative assessment. Hence, the null hypothesis is rejected.

Table 3.6 Relationship between Recitation and Summative Assessment of students in English

Variables	Pearson-R	P- Value	Decision
Group Activity and Discussion	0.322	0.059	Accept Ho
Summative Assessment in English			

The above table displays the relationship between Group Activity and Discussion as a formative assessment and summative assessment in English. It can be gleaned in the table that formative assessment of students in English, specifically in Group Activity and Discussion, has no impact on their summative assessment. Hence, the null hypothesis is accepted.

Table 3.7 Relationship between Recitation and Summative Assessment of students in English

Variables	Pearson-R	P- Value	Decision
Recitation	0.344	0.043	Reject Ho
Summative Assessment in English			

The above table displays the relationship between Recitation as a formative assessment and summative assessment in English. It can be gleaned in the table that formative assessment of students in English, specifically in Recitation, has an impact on their summative assessment. Hence, the null hypothesis is rejected.

## DISCUSSION

This study aimed to determine the relationship between formative assessment and the summative assessment of students in English. It was revealed on the results that out of the seven types of formative assessment which were the types of test employed by the English teacher, students achieved above average scores in Matching Type, True or False, Product-based, Discussion and Group Activity, and Recitation while they got average scores in Identification and Completion. It was also revealed that quiz, activity and recitation were the strategies used by the English teacher in formative assessment, and it shows that quiz was the most frequently used strategy. The results imply that students have the ability to maintain a high standing in their formative assessment in English. Previous studies found substantial support on the findings of the present study stressing that lessons or topics in English are found to be well-understood by the students because the content and instruction have enabled the students to gain a high mark in their formative assessment alongside with the strategies used by the teacher in

English; thus, created an increase in students' efficacy in the subject and steadily gave useful information to improve students' learning (Andrews, 2010, Conley, et. al., 2009, & Hurd, 2016).

The results also show the summative assessment average scores of students in English through their periodic examination which served as a form of summative assessment. The emergence of students with their summative assessment scores is seen to be under developing under the new K-12 Grading System (Manresa School, 2015). This implies that students' scores in their summative assessment are improving because of the tests they had before their summative assessment. This is an increase on the capability of students to develop a high achievement on summative assessment. Hanover Research (2014) suggests that students' in this kind of educational environment have a promising learning. The intention of the curriculum in English which the students are under, has been noted to be very helpful in maintaining a developing mark in Summative Assessment.

Also, the findings reveal that out of the seven different formative assessments, six show an impact on the summative assessment. This includes Matching Type, True or False, Identification, Completion, Product-Based, and Recitation. As the findings reveal that the aforementioned types of tests in the formative assessment show a significant relationship between formative assessment and summative assessment, there is a single formative assessment which did not show any impact on the summative assessment and that is Discussion and Group Activity. This implies that students' scores on each formative assessment have a great influence on their summative assessment because formative assessment and summative assessment scores in English are seen to be individual on the part of the students, however, Discussion and Group Activity scores are considered to be in-group, while the rest of the formative and summative assessments are recorded for each of the students. The findings confirm the study of William (2014) on the evaluation of students' formative assessment individually which tells that students are productive in the tests they have when employed on each of them. The key aspects of the formative assessment are the tests, in which, in combination, result to the determination of their summative assessment standing which is also seen to be individualistic in nature, while the Discussion and Group Activity has been recorded and practiced to be in group. Also, the findings confirm the results of previous studies because similar to the present study, the combination of the tests in the summative assessment has resulted to a great relationship with their formative assessment and this is through with their formative assessment which entailed the types of tests (Kline, 2013, Liu 2013, & Tang, 2016).

All in all, the results which make formative assessment appear to be an influence on students' achievement in summative assessment in English have concluded that the scores which were gained by the students in most of

the formative and summative assessments in English are individual in nature. However, the results also show that Discussion and Group Activity which was recorded in-group did not show any significant impact on students' summative assessment. This is supported by Li and Yu (2014) and Geiser and Santelices (2007) that formative assessment, when employed to students while accomplishing tasks individually, provides substantial learning gains; thus, creates a great impact on students' summative assessment, while it is clearly understood that when scores are recorded in-group, students' achievement in summative assessment may vary because of their individual scores.

## CONCLUSION

The study concludes that the teachers employed different types of assessments to evaluate the understanding and comprehension of the students in each topic in English. It was also revealed that students are excelling in English subject due to their developing mark. With this, individual formative assessment has seen to be effective on students' part as it prepares them for summative assessment.

## RECOMMENDATIONS AND IMPLICATION FOR FURTHER RESEARCH

In the light of the findings and conclusions derived from the study, the researchers highly recommend the following:

Future researchers must check the structure of the test in order to see the level of difficulty of the tests.

Future researchers may conduct the same study in different locales and in different subject areas.

Given the increasing use of formative assessment in the classroom, English subject teachers should also consider the learning styles and interest of students to improve their summative assessment.

English language teachers should adopt more types of tests in their formative assessment and remove or improve the types of test which students get the least scores.

English language teachers should note the deficiency of students for them to have an emphasis to this and for the students to cope up and improve their summative assessment achievement.

And, English language teachers should look into other factors in teaching and assessment to be improved that may increase students' summative assessment.

## REFERENCES

- Andrews, T. L. (2010). The use of goal setting and progress self-monitoring with formative assessment in community college to increase academic achievement and self-efficacy. Temple University
- Al-Nouh, N. A., Abdul-Kareem, M. M., & Taqi, H. A. (2015). EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment. *International Journal of Higher Education*, 4(1), 136.
- Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). Focusing formative assessment on the needs of English language learners. San Francisco: WestEd.
- AustinHurd, B. G. (2016). How educators conduct formative assessment with middle school student in order to improve student achievement (Doctoral dissertation, Capella University).
- Belcher Jr, O. (2016). Effectiveness of a formative assessment initiative on student achievement In eighth grade math (Doctoral dissertation, Mississippi College).
- Black, P., & William, D. (1998). Assessment in Education: principles. *Policy and practice*, 5, 7-74.
- Carrillo-de-la-Peña, M. T., Bailles, E., Caseras, X., Martínez, À., Ortet, G., & Pérez, J. (2009). Formative assessment and academic achievement in pre-graduate students of health sciences. *Advances in Health Sciences Education*, 14(1), 61-67.
- Conley, D., Lombardi, A., Seburn, M., & McGaughy, C. (2009). Formative Assessment for College Readiness: Measuring Skill and Growth in Five Key Cognitive Strategies Associated with Postsecondary Success. Online Submission.
- Custar, R. (2010). The Relationship between Oral Language Proficiency and Academic Achievement of High School English Language Learners.
- Danguilan, R. (2008). Effectiveness of the communicative language teaching approach in the teaching of english. (Unpublished Thesis). St. Paul University Philippines Tuguegarao

- Doffermyre, J. J. (2016). *Formative Assessment in the Classroom: Getting it Right*.
- Dunn, K. E., & Mulvenon, S. W. (2009). A critical review of research on formative assessment: The limited scientific evidence of the impact of formative assessment in education. *Practical Assessment, Research & Evaluation*, 14(7), 1-11.
- Dargusch, J. (2010). Formative assessment in Year 12 English: A conceptual framework. *English in Australia*, 45(3), 41.
- Forte, E., edCount, L. L. C., Perie, M., & Paek, P. (2014). *Exploring the Relationships between English Language Proficiency Assessments and English Language Arts Assessments*. Center for Assessment, US Department of Education.
- Froyd, J., & Simpson, N. (2008, August). Student-centered learning addressing faculty questions about student-centered learning. In *Course, Curriculum, Labor, and Improvement Conference*, Washington DC, 30 (11).
- Geiser, S., & Santelices, M. V. (2007). Validity of High-School Grades in Predicting Student Success beyond the Freshman Year: High-School Record vs. Standardized Tests as Indicators of Four-Year College Outcomes. *Research & Occasional Paper Series: CSHE*. 6.07. Center for studies in higher education.
- Hanover Research. (2014). *The Impact of Formative Assessment and Learning Intentions on Student Achievement*
- Hao, S., & Johnson, R. L. (2013). Teachers' classroom assessment practices and fourth-graders' reading literacy achievements: An international study. *Teaching and Teacher Education*, 29, 53-63.
- Hayes, A. M. (2015). *From Assessment to Instruction: The Impact of Online Formative Assessment in Reading on Teachers' Planning and Instruction in the Middle School English Language Arts Classroom*. North Carolina State University.
- Hill, W. S. (2014). *School Professionals' perceptions of Formative Assessment as Related To Student Achievement*.
- Hudesman, J., Crosby, S., Flugman, B., Issac, S., Everson, H., & Clay, D. B. (2013). Using formative assessment and metacognition to improve student achievement. *Journal of Developmental Education*, 37(1), 2.
- Jabbarifar, T. (2009). The importance of classroom assessment and evaluation in educational system. In *Proceedings of the 2nd International Conference of Teaching and Learning* (pp. 1-9).
- Klimenko, M. V., & Sleptsova, L. A. (2015). Formative assessment as a component of the future English teacher training. *International Education Studies*, 8(8), 157.
- Kline, A. J. (2013). Effects of formative assessment on middle school student achievement in mathematics and reading. The University of North Carolina at Chapel Hill.
- Lira Gonzales, M. L. (2012). *A Teacher's Formative Assessment Perceptions and Practices in Oral Intermediate English Courses at the Université de Montréal*.
- Liu, Y. (2013). Preliminary study on application of formative assessment in college English writing class. *Theory and Practice in Language Studies*, 3(12), 2186.
- Manressa School. (2015). *New K-12 Grading System*.
- Mahlberg, J. (2015). Formative self-assessment college classes improves self-regulation and retention in first/second year community college students. *Community College Journal of Research and Practice*, 39(8), 772-783.
- McMillan, J. H., Venable, J. C., & Varier, D. (2013). Studies of the effect of formative assessment on student achievement: So much more is needed. *Practical Assessment, Research & Evaluation*, 18(2), 2.
- Mojica, T. C. (2013). *An examination of English language proficiency and achievement test outcomes*. Temple University.
- Nely, N. T. R., & Suzanne, A. L. (2015). Audiovisual translation as a tool for teaching English Language to French-speaking students in Cameroon. *Journal of African Studies and Development*, 7(8), 200-206.
- Newton, P. E. (2007). Clarifying the purposes of educational assessment. *Assessment in Education*, 14(2), 149-170.
- Otero, V. K. (2006). Moving beyond the "get it or don't" conception of formative assessment. *Journal of teacher education*, 57(3), 247-255.
- Pagulayan, K. and Pamittan, J. (2010). Grammar difficulties of freshmen students of the school of arts, sciences and teacher education in relation

to their attitudes towards learning English grammar. (Unpublished Thesis). St. Paul University Philippines Tuguegarao

Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practice*, 28(3), 5-13.

Qu, W., & Zhang, C. (2013). The analysis of summative assessment and formative assessment and their roles in college English assessment system. *Journal of Language Teaching and Research*, 4(2), 335-339.

Saquin-Guingab, R. (2015). Correlating English Language Usage with Academic Achievement: A Study of Communication Students in a State University in the Philippines. *Researchers World*, 6(1), 88.

Stecher, B. (2010). Performance assessment in an era of standards-based educational accountability. Stanford Center for Opportunity Policy in Education.

Tang, L. (2016). Formative assessment in oral English classroom and alleviation of speaking apprehension. *Theory and Practice in Language Studies*, 6(4), 751.

Varier, D. (2015). A Case Study Examining Formative Assessment in a Postsecondary English Language Program.

Waddell, K. A., McChlery, S., & Asekomeh, A. O. (2012). The impact on student performance of altering the assessment criteria around formative computer based assessments. *Post-Compulsory Education*, 17(2), 223-245.

Wiggins, G. (2016). Seven keys to effective feedback. On Formative Assessment: Readings from Educational Leadership (EL Essentials), 24.

Yang, T. (2011). A Contrastive Study of Summative and Formative Assessments In College English Teaching.

Yin, Y., Shavelson, R. J., Ayala, C. C., Ruiz-Primo, M. A., Brandon, P. R., Furtak, E. M.,

& Young, D. B. (2008). On the impact of formative assessment on student motivation, achievement, and conceptual change. *Applied Measurement in Education*, 21(4), 335-359.

Yu, H., & Li, H. (2014). Group-based formative assessment: a successful way to make summative assessment effective. *Theory and Practice in Language Studies*, 4(4), 839.