

# The Application of Formative Assessment to Primary School English Teaching

Ailing Wang

Xi'an Translation Institute Xi'an Shaanxi 710100 China

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**Abstract:** With the deepening of the new curriculum reform, the pursuit of the quality of primary school English classroom teaching is the teaching goal of every English teacher. In order to improve the quality of English teaching, teachers not only need to innovate teaching methods and change teaching concepts, but also need to attach great importance to effective teaching evaluation. Teaching evaluation is an indispensable part of teaching activities, and a scientific evaluation system is a powerful guarantee for achieving teaching goals. This article mainly introduces the application of formative evaluation in primary school English teaching, the significance of formative evaluation and the problems that should be paid attention to in the application process, so as to help primary school English teachers fully understand and use formative evaluation to evaluate primary school students. English learning stimulates students' interest in learning English and improves the level of English teaching in primary schools.

**Keywords:** Formative assessment; Primary school English teaching; Teaching assessment

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## 1. Introduction

For a long time, my country's basic English teaching evaluation system has always used examinations as the main standard to measure students' learning level and ability. This summative evaluation is not conducive to the growth and development of students. In order to meet the requirements of education reform, teachers should update their teaching concepts, reform the current assessment system and assessment methods, rebuild the teaching assessment system that meets the requirements of quality education, and promote comprehensive harmony. Promote the development of students and the continuous improvement of teaching quality<sup>[1]</sup>.

## 2. Research on Formative Assessment

Formative assessment was first proposed by the famous American assessment expert Stephen in 1967, and then introduced into the field of teaching assessment by American educational psychologist Bloom (Zhang, & Liu, 2014). He believes that formative assessment can not only improve teaching and learning, but also promote the development of students' intelligence and tap their learning potential. Black and William believe that in the process of educational activities, that is, the formation of students' knowledge, skills and attitudes, teachers should monitor and assess students' learning progress, which can provide certain feedback and guidance for teachers and students.

### 2.1 The Definition of Formative Assessment

Formative evaluation is relative to the traditional summative evaluation. The so-called formative evaluation refers to the evaluation of "students' performance in the daily learning process, their achievements, and their reflected emotions, attitudes, strategies, etc." based on continuous observations and observations of the entire learning process of students. Developmental evaluation made by recording and reflection. Its purpose is to "inspire students to learn, help students effectively control their own learning process, so that students gain a sense of accomplishment, enhance self-confidence, and cultivate a spirit of cooperation."

### 2.2 Characteristics of Formative Assessment

Formative evaluation is "evaluation of the student's learning process, aimed at confirming the student's potential, improving and developing the student's learning". The task of formative evaluation is to "evaluate students' performance in the daily learning process, their achievements, and their reflected emotions, attitudes, strategies, and other aspects of development. Its purpose is to motivate students to learn and help students effectively regulate themselves. The learning process enables students to gain a sense of accomplishment, enhance self-confidence, and cultivate a spirit of cooperation."

## 3. Effective Forms of Formative Assessment in Primary School English Teaching

### 3.1 Classroom Observation

Classroom is the main place for students to learn English. The degree and quality of students' participation in classroom activities determine the learning effect of students to a great extent. At the same time, classroom observation is also the most direct way for teachers to understand students' learning. Through classroom observation, teachers can understand how students listen to lectures, how students take notes, how students participate in classroom activities, how students learn textbooks, and whether they understand what they have learned, so as to comprehensively and objectively obtain the information of teaching and learning as well as timely discover the problems existing in students' learning. In primary school, it is very natural and common that most students prefer playing to learning English<sup>[2]</sup>.

### **3.2 Questionnaire Survey and Interview**

Teachers can invite students to participate in questionnaires survey and interviews at some key time, such as at the beginning of enrollment or at the end of the semester. Questionnaires survey and interviews can help teachers to learn about students' learning basis, learning attitude, emotion, learning strategies and other information associated with learning (Sun, 2016). The information obtained through questionnaires or interviews can provide timely reference for teaching, so that teachers can adjust teaching methods, content, progress and so on. When students fill in the questionnaire, teachers can give guidance on the spot.

## **4. Effective Implementation of Formative Assessment in Primary School English Teaching**

### **4.1 Combination of Multiple Assessment Models**

In the implementation of formative evaluation, teachers should combine multiple evaluation modes. According to the different assessment subjects, the assessment mode can be divided into student self-evaluation, student mutual evaluation and teacher mutual evaluation. Traditional primary school English teaching mainly adopts a single evaluation model of teacher evaluation. Students are only passive evaluation objects, and teachers are absolute evaluators. Primary school English teaching under formative evaluation should not only be based on teacher evaluation, but should also be supplemented by student self-evaluation and student mutual evaluation to gradually cultivate students' self-evaluation ability and help students improve their independent learning ability.

### **4.2 Give Effective Feedback**

When implementing formative evaluation, teachers should give effective feedback. The purpose of formative evaluation is to adjust teaching and promote student learning. Therefore, the key to formative evaluation lies in teachers' effective feedback. Formative evaluation is not simply adding some classroom observations, collecting some excellent homework from students, and letting students write some learning perceptions, but constantly adjusting teaching based on the evaluation results to ensure that all students can achieve better learning results<sup>[3]</sup>.

## **5. Matters Needing Attention in the Application of Formative Assessment in Primary School English Teaching**

### **5.1 Pay Attention to the Change of Assessment Consciousness**

First of all, teachers should pay attention to the change of assessment consciousness. Since formative assessment is the assessment of students' learning process and the assessment for students' development, teachers should complete the teaching assessment on the basis of joint discussion and cooperation with students. Compared with the simple examination, the difficulty of formative assessment is that teachers must overcome prejudice and objectively analyze each student's specific learning situation and learning process.

### **5.2 Pay Attention to the Change of Assessment Subject**

Secondly, teachers should pay attention to the change of assessment subject. Formative assessment is not only the teachers' assessment of students, but also the students' self-assessment and mutual assessment. Teachers should change the traditional teaching concept and gradually change their role in the classroom. Teachers should shift from the role of examiner to the role of promoter in students' learning. Teachers should provide students with a certain degree of selectivity and autonomy, and let them put forward their own suggestions and ideas on the content and form of assessment (Sun, 2016), which is in favor of giving full play to students' creativity<sup>[4]</sup>.

## **6. Conclusion**

Teaching assessment is an important part of English teaching and can provide teachers and students with first-hand teaching and learning information. The preliminary evaluation establishes a brand-new evaluation concept and a scientific and rigorous evaluation process, allowing teachers to pay more attention to the learning process of the students rather than the learning results of the students. In order to adapt to the requirements of the new curriculum, English teachers must use constructive evaluation in primary school English teaching, which is of great benefit to both teachers and students.

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