


DEVELOPMENT OF SKILLS ADOPTED IN THE FORMATIVE ASSESSMENT PROCESS IN THE STUDENTS OF THE 9TH GRADE OF COLÉGIO BG 1115 "10 DE FEVEREIRO"- BENGUELA <https://doi.org/10.56238/sevened2024.037-091>**José Furtado Mendonça¹, Maria Augusta Luis Kuly² and Cândida Rosário Mbanjangwa Ngando³.****ABSTRACT**

This scientific research project has as its theme, development of skills adopted in the formative assessment process in the students of the 9th grade of the BG 1115 "10 de Fevereiro" school - Benguela. It started from the following research problem: how do teachers carry out formative assessment in the students of the 9th grade of the BG 1115 school "10 de Fevereiro"- Benguela? The general objective was to analyze how formative assessment contributes to the development of skills in 9th grade students of the BG 1115 "10 de Fevereiro" school - Benguela. The research is descriptive, with a mixed approach, qualitative and quantitative, to achieve the objectives we used methods of theoretical level such as bibliographic, analytical-synthetic and inductive-deductive research and empirical level, observation, interview, questionnaire, for data treatment, the mathematical-statistical procedure was used. The results reveal that the formative assessment process carried out by the teachers contributes in a reasonable way to the development of skills in the students of the 9th grade of the school under study. Teachers know some formative assessment techniques, but they assess students' learning with some insufficiencies, they do not comply with all assessment procedures, the student responds by reading in the notebook without arguing, which prevents the development of skills. The formative assessment technique (PMI) and the assessment tool (MAF) enable teachers to check and record the strengths and weaknesses of students during classes, helps the student to understand the content and thus results in meaningful learning and develops skills.

Keywords: Formative evaluation. Learning and skills.

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INTRODUCTION

Today's world demands an active, transformative, participatory, creative subject endowed with a wide range of knowledge. In recent years, the quality of education in Angola has been questioned. One of the criticisms made is the lack of skills in the students.

According to Perrenoud, cited by Estanqueiro (2010, p. 83), it is the evaluation that "helps the student to learn and the teacher to teach. Teachers do not teach to evaluate, but they evaluate to teach better and ensure the quality of learning."

The evaluation done successfully, following all its procedures, will be able to detect the weaknesses and positives of each student and teach according to their particularities for better learning, developing skills in it.

The elaboration of this project is justified by the fact that I note as a teacher of the aforementioned school, that some teachers evaluate the learning of students with some insufficiencies in a way that does not adequately follow their evolution. Teachers have carried out few evaluations, there is no correspondence between the number of classes and the number of evaluations, not only that, some student participation in class and other evaluation aspects are not recorded, it was noted a lack of school knowledge in the students, they end up without the skills that should be acquired in this cycle.

Therefore, some teachers have not adequately applied formative assessment, thus, it does not contribute to the development of students' skills, with these aspects and not only, based on professional experience, there is a need to deal with the process of assessing student learning.

Research problem: how do teachers carry out formative assessment in 9th grade students of the BG 1115 "10 de Fevereiro" - Benguela school? The object of study is the teaching-learning process of the 9th grade and the field of action is limited to the analysis of the formative assessment process for the development of skills in the students of the 9th grade of the BG 1115 "10 de Fevereiro" - Benguela.

General objective: to analyze how the formative assessment process contributes to the development of skills in the students of the 9th grade of the BG 1115 "10 de Fevereiro" - Benguela school.

Specific: (i) Systematize theoretical foundations that support the evaluation of student learning. (ii) To identify the formative assessment techniques used by the teachers of the 9th grade students of the BG 1115 "10 de Fevereiro" school in Benguela. (iii) To characterize the formative assessment procedures in the students of the 9th grade of the BG 1115 "10 de Fevereiro" school in Benguela. (iv) To propose a technique and the respective formative assessment instrument that aims to develop skills in the students of



the 9th grade of the BG 1115 "10 de Fevereiro" school in Benguela. **Scientific questions:** (i) What theoretical foundations support the assessment of student learning? (ii) What are the formative assessment techniques used by the teachers of the 9th grade students of the BG 1115 "10 de Fevereiro" school in Benguela? (iii) How are the formative assessment procedures characterized in the 9th grade students of the BG 1115 "10 de Fevereiro" school in Benguela? (iv) What is the technique and instrument of formative assessment that aims to develop skills in the students of the 9th grade of the BG 1115 "10 de Fevereiro" school in Benguela?

THEORETICAL FOUNDATION

THE ASSESSMENT OF LEARNING

Learning is not just a process of acquiring knowledge, content or information. "Information is important, but it needs to go through a very complex processing in order to become meaningful to people's lives" (Piletti, 2004, p. 31).

According to Perrenoud (1999), cited by Afonso and Agostinho (2008, p. 6), the evaluation of learning in the new paradigm "is a mediating process in the construction of the curriculum and is closely related to the management of student learning". Learning assessment is one of the components of teaching that has the function of controlling the teaching objectives whether they have been achieved or not.

FORMATIVE ASSESSMENT (CONTINUOUS OR SYSTEMATIC)

According to Afonso and Agostinho (2001, p. 17), formative assessment "is an activity of permanent monitoring that provides the student, the teacher and the guardian with the immediate results of the pedagogical action, since it is done during classes. This evaluation is carried out throughout the teaching-learning process and has a controlling function". Formative assessment is the one that helps the teacher to follow the evolution of their students, record the strengths and weaknesses and try to correct them.

FORMATIVE ASSESSMENT TECHNIQUES

There are several techniques through which the evaluation of students' learning can be carried out.

Lopes & Silva, (2012) highlight 50 techniques of formative assessment, among which we will deal with the TAF-PMI (Technique of Formative Assessment - Most Important Point).



The choice of this technique results from the fact that it allows the inclusion of students in the process of knowledge construction in the classroom, which will contribute to a large extent to the development of significant learning in students.

HOW TO BUILD COMPETENCIES IN STUDENTS

Competence: for Perrenoud (1999), cited by Silva, 2008, p.87 competence is understood as "an ability to act effectively in a given type of situation, supported by knowledge, but not limited to it".

Based on the idea of the author mentioned above, teaching aimed at the development of skills cannot be summarized in the pure and simple transmission of knowledge, but implies exercising the transfer of knowledge from one situation to another.

"Assessment is actually at the heart of all learning. School success largely determines the future life of students and this success depends on evaluations made by teachers" (Lopes & Silva 2012, p. 7).

"Students are considered to have achieved success or failure in school because they are evaluated according to the demands expressed by teachers or other evaluators who follow the programs and other guidelines determined by the educational system" (Perrenoud, 2008, p. 25).

According to Silva (2008, p. 99) "it would be the school's function, then, to exercise the transfer and mobilization of capacities and knowledge, through disciplines".

Evaluation is what determines the success and failure of the student, he goes to school to acquire knowledge in the various disciplines, it is the task of the teachers to help him to achieve the objectives of each discipline and thus develop his skills.

3 RESEARCH METHODOLOGIES

3.1 TYPE OF RESEARCH

We opted for a descriptive investigation, with a mixed or qualitative-quantitative approach. According to Cervo, Bervian and Silva (2013, p. 61), descriptive research is that which "proposes to observe, record, analyze and correlate facts or phenomena without manipulating them, seeks to discover as accurately as possible, the frequency with which a phenomenon occurs, its relationship and connection with others, its nature and its characteristics." Thus, we sought to analyze the way teachers perform formative assessment in the students of the 9th grade of the school under study. For Quissua (2019, p. 21) the qualitative approach "explores the particularities and subjective traits considering



the personal experience of the interviewee. Quantitative approach uses different statistical techniques to quantify opinions and information".

RESEARCH METHODS

For Ramos and Naranjo (2014, p. 55) the theoretical and empirical methods "form a dialectical unit in which one and the other complement each other. Theoretical methods enable us to interpret the various relevant concepts of the work". Therefore, we used methods of theoretical level, bibliographic research, analytical-synthetic, deductive-inductive and empirical level, observation, interview and questionnaire.

CHARACTERIZATION OF THE POPULATION AND SAMPLE

The school has 26 teachers who teach the different subjects of the 9th grade and 658 students of the 9th grade in the morning and afternoon periods. We intentionally selected 9 (nine) teachers and randomly selected 69 students, making up 11.4% of the population.

PROJECT RESULTS

The project data were collected through class observation, student survey, teacher interviews, as mentioned above.

OBSERVATION OF CLASSES

Two classes were observed for each teacher, totaling 18 classes, of which it showed us that teachers carry out formative assessment through tasks, class consolidation, teacher's test and other assessments (written or oral exercises, group work), but in a very small way.

Of the 18 classes observed, 16 the correction of the task and the consolidation is done collectively and the work or the answers of the other students are not carefully observed, they respond by reading in the notebook, without the student's argument. Teachers use reproductive consolidation more. In the 2 (two) classes, the teacher had a student answer the task with the notebook closed and the student answered the task correctly and other oral questions during the class, other students only read what was written in the notebook and on the board.

As for the registration of grades, of the 9 (nine) teachers only 1 (one) recorded the evaluations during class. The rest limited themselves to listening to the students' answers. We noticed insufficiencies in the formative assessment process, in fact teachers use some



assessment techniques, but in a very reduced way, they opt for reproductive consolidation, the student responds by reading in the material without argumentation, all this worries us because formative assessment is to identify potentialities and difficulties throughout the student's teaching-learning process, so the teacher uses procedures that help the student to understand and argue what learned along the way. Reproductive consolidation does not help the student to produce school knowledge. There must always be feedback in this process and preferably immediately for the student to understand where he went wrong and correct it with the help of the teacher, and accompanied to check how he improved his learning process in relation to a previous one to be able to understand him how he builds and rebuilds knowledge, this will allow the strengthening of the student's autonomy and his co-responsibility for the success of learning. Some teachers do not record evaluations, they are only concerned with recording some evaluations related to the cognitive domain, especially written evaluations. Evaluations must be recorded and analyzed in order to follow the student's learning process.

SURVEY BY QUESTIONNAIRE ADDRESSED TO STUDENTS

A total of 69 students from the 9th grade were interviewed and for the treatment of the quantitative data we resorted to the Mathematical-Statistical procedure, which allowed the percentage count, the frequencies of the data obtained through the previously elaborated instruments.

What are the formative assessment techniques that teachers use?

Options	Frequency	Percentage
Tasks	7	10,2%
Group work	6	8,6%
Individual work	8	11,5%
Oral questions	12	17,2%
Written tests	36	52,2%
Exercises on the board	0	0
He cites others	0	0

The indicated options show that teachers use written tests more frequently to evaluate student learning and diversify with other techniques such as assignments, group work, individual work, oral questions. These techniques, when well applied, help the teacher to detect the strengths and weaknesses of the students. Therefore, it is necessary to diversify the evaluation techniques and apply them appropriately to achieve the intended objectives.



How do you characterize the way your teachers are evaluated?

Options	Frequency	Percentage
Helps to understand the material	0	0
Encourages students to study	0	0
Helps to analyze and interpret the contents	14	20,2%
Develops students' skills	3	4,4%
It discourages the student from studying	0	0
Shows students' weaknesses and strengths	27	39,2%
It forces the student to copy	25	36,2%

The options indicate that the evaluation procedures used by teachers help to detect the weaknesses and strengths of students, to analyze and interpret contents, develop skills, but we can see that these procedures need to be improved, as 36.2% claim that the way they evaluate forces the student to copy, which means that they lead students to reproduce what teachers sign, as we see when observing the classes.

Do teachers disclose the results of the evaluations?

Options	Frequency	Percentage
Yes	10	14,5%
Sometimes	34	49,3%
No	25	36,2%

Regarding the dissemination of results, 49.3% of students claim that teachers do not always disclose the results of evaluations and 36.2% said they do not disclose them. This situation is worrying for us. The results should be immediately disseminated, as the objective is to obtain a double feedback, for the student to indicate the stages of his learning process and the difficulties he encounters and for the teacher to indicate how to develop his pedagogical practice.

INTERVIEW AND DISCUSSION WITH TEACHERS

Wanting to interview those teachers we observed in class and explain the functioning of the proposal of the technique and instrument of formative assessment, we opted for a group interview and discussion on how teachers should carry out formative assessment.

What are the formative assessment techniques that you know?

The teachers answered, group work, individual work, tasks, oral and written test, exercises on the board, practical work.

The answer is satisfactory, but we have to say that there are several techniques of formative assessment: according to Keeley, cited by Lopes & Silva (2012, pp. 127-128), it is necessary for teachers to know several techniques to assess students' learning.



What techniques of formative assessment have you used?

The teachers answered: the tasks, class consolidation, teacher's test and other evaluations (written or oral exercises), group work. During the discussion, the teachers claimed that these are the evaluation techniques to be used at this level of education and recognize their insufficiencies and that some factors are due to: excess of students per class, lack of didactic resources, excess of content, lack of knowledge about the evaluation procedures.

In the interview and group discussion, the teachers show that they have carried out formative assessment based on some techniques, which when well applied help to verify the weaknesses and strengths of the students, but we were concerned about these insufficiencies during this assessment process, because formative assessment is a continuous process that helps the student in the process of assimilating knowledge and acquiring skills. Despite some factors that interfere in this process, the teacher must outline strategies that help to correctly assess student learning.

In your opinion, does the way you evaluate develop skills in students? Justifies

Teachers claim that students do not have the ability to argue, solve tasks and other assessments, only by reproducing.

Teachers must follow the appropriate procedures of this process to be able to seek favorable paths for the acquisition of students' school knowledge. It is necessary to evaluate the student appropriately and in its entirety, the values, knowledge and skills so that he develops skills.

Have you ever heard of the PMI formative assessment technique (most important point)?

All teachers were unanimous in their answers, they had never heard of this formative assessment technique-PMI, and they claim to have always evaluated students' learning based on other techniques, despite each one having a technique that they use the most during school time.

There are several formative assessment techniques, all of which when applied properly help in understanding and verifying students' strengths and weaknesses. It is necessary for teachers to have knowledge of various techniques and diversify during the evaluation process.



Asked if they record the results of the formative assessments.

Seven teachers answered that they do not always record the results of the assessments, they are more concerned with recording the cognitive domain, the teacher's test, quarterly and written assessments. Two teachers answered that they always record and have a notebook.

All student evaluation requires a qualitative or quantitative assessment, and it is necessary to record these evaluations for better monitoring of the evaluation process and control if there is evolution or regression to redefine the evaluation procedures. That is why we have developed an evaluation instrument (map) for its purpose. (Annex 1)

At the end of the interview and discussion with the teachers, we present the proposal of the formative assessment technique – PMI that aims to develop skills in students and the respective map for the registration of all assessments.

CONCLUSIONS

- The evaluation of learning done in an appropriate way aims at the cognitive and social development of the student, in turn will allow for quality teaching. Formative assessment helps to know and identify failures in learning in order to seek pedagogical techniques to correct them, it is the guide of the teaching-learning process.
- The teachers of the BG 1115 "10 de Fevereiro" school in Benguela use some formative assessment techniques in 9th grade students, which are tasks, group work, written tests and oral questions.
- The procedures used by the teachers of the 9th grade of the BG 1115 "10 de Fevereiro" school in Benguela are characterized as reasonable, as they present some insufficiencies, do not comply with all the assumptions of the evaluation process, do not lead the student to argue what he has learned, are limited to reproductive consolidation, there is no immediate feedback on the results of the evaluations, partial recording of the results of the evaluations, this practice needs to be improved; because through formative assessment the teacher leads the student to a significant learning by producing competencies;
- The formative assessment technique, which aims to develop skills in the students of the 9th grade of the BG 1115 "10 de Fevereiro" school in Benguela is the most important point (PMI), is a technique that allows the verification of the understanding of the given content and gives *feedback* to the teacher in relation to the objectives of the class and contributes to learning.



PROPOSAL OF THE FORMATIVE ASSESSMENT TECHNIQUE (MOST IMPORTANT POINT) TAF - PMI

For Keeley, quoted by Lopes & Silva (2012, p. 127), the most important point (PMI) "is a formative assessment technique (TAF) that is easy and quick to apply, in which students are asked to identify the most important learning or idea of the class. It is the opposite of TAF – muddy point or stone in the way".

How does the PMI-Formative Assessment Technique work?

At the end of the class, students describe orally or in writing, the most important or significant aspect of the class, which contributed most to their learning.

Purposes of the formative assessment technique - PMI

This technique allows for the verification of comprehension. It is used at the end of a lesson to give feedback to the teacher on how students have achieved objectives or learning goals. It enables the involvement of students in the self-assessment of their learning.

PMI is a technique used to collect information about what students think were the most significant or important points of the class for their learning. If students' PMI differ from the main points of the lesson, the teacher can use this information to clarify and emphasize.

Advantages of the Formative Assessment Technique - PMI

Students reflect on the lesson and identify the key points that contributed to their learning. They thus have a metacognitive strategy that helps them focus on the important objectives of a lesson. This reflection on the most important aspects of the class, made by the students, can contribute greatly to the development of meaningful learning in the students.

According to Lemos (1994), the object of formative assessment is of a broad and comprehensive character: it should not be restricted only to the domain of knowledge, but should also encompass the socio-affective area of the student. It is advisable to use structured records of use. Therefore, we have prepared a map of the formative evaluations (see annex).



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