High-Tech tools for Formative assessment of students' learning at the English lesson
Zikirina S. (Republic of Kazakhstan)
Применение информационных технологий для формативного оценивания деятельности учащихся на уроках английского языка
Зикирина С. С. (Республика Казахстан)

Зикирина Сауле Сайрановна / Zikirina Saule Sayranovna - учитель английского языка, руководитель методического объединения учителей английского языка, Назарбаев интеллектуальная школа химико-биологического направления, г. Петропавловск, Республика Казахстан

Abstract: the results from using technologies for formative assessment will allow teachers to reflect on their teaching and will support them in effective planning; allowing them to consider what has worked well with their learners and what they may want to consider teaching differently in the future. We propose that some tools can easily and effectively fit into any teacher's assessment regime.

Аннотация: использование информационных программ для формативного оценивания результатов работы учащихся на уроке позволяет учителям повысить эффективность обучения учащихся, планирования процесса обучения.

The successful use of ICT in the learning process depends on the teachers' ability to organize a new learning environment; to combine subject knowledge with new information and educational technologies to carry out exciting activities; and to encourage educational cooperation and collaboration of students. It requires that teachers have a range of new skills for managing the work of the class [1, p. 100]. Educating process at Nazarbaev Intellectual Schools (NIS) are managed on Integrated Criteria-based Assessment Model (ICBAM). It is the overall model of assessment, which includes three elements of assessment: formative (FA), internal summative (ISA) and external summative (ESA).Criteria-based assessment ensures assessment of learning achievements of students. The teacher is able to make reliable, valid judgements about the progress, which our learners are making, and that good classroom practice is promoted. Any assessment (whether it is FA, ISA or ESA) must be valid, reliable, practical and have a positive impact on classroom practice and learning [2, p. 9].

Teachers and learners use formative Assessment during the learning process, which identifies how well specific criteria have been met and is used to modify teaching and learning activities. Formative assessment is the main tool for developing and judging students' educational success [2, p. 11].

Therefore, in this article I share my experience to help teachers deliver formative assessment and makes suggestions for how different Internet technologies can be used for FA. The assessment guidance can be used with the suggested activities in the relevant course plan but is also flexible enough to apply to alternative, equivalent teaching activities planned by the teacher. Data about student progress is essential to any modern, effective classroom, formative assessments are necessary during the whole educating process, at each lesson. Students enjoy using digital devices in everyday life. Teachers will have to use students' digital experience for the benefit of studying process. Often though, the tendency in education toward technology in the classroom is undermined by problems of practicality. Teachers simply do not have enough time to incorporate overly complex technological tools that have questionable efficacy. However, we propose that some tools can easily and effectively fit into any teacher's assessment regime.

The results from using technologies for formative assessment will allow teachers to reflect on their teaching and will support them in effective planning; allowing them to consider what has worked well with their learners and what they may want to consider teaching differently in the future. This will lead to more effective teaching and learning. Practical, simple technological tools for gaining information about the progress students include such programs as Kahoot.com, Zaption.com, and Plickers.com. Advantages of these approaches include:

- Easy, practical set-up and usage
- Filling the lesson with new content
- Quick, simple and objective data collection for teachers
- Immediate feedback with options for students to analyze their own academic achievement, which is increasing students' interest in self-improvement
- Wide-ranging student engagement
- Efficient work in-class and at-home applications
- Avoidance of group-think or cheating behaviors

- Options for students to proceed at their own pace
- Minimal waste of class time

Kahoot.com [3] is a fun learning game created in minutes, made from a series of multiple-choice questions. Teachers can add videos, images and diagrams to the questions to amplify engagement! Kahoots are best played in a group setting, like a classroom. Players answer on their own devices, while games are displayed on a shared screen to unite the lesson, encouraging players to look up. Students enjoy competing by playing this game. It is free to create your own game or choose from millions ready to play or adapt. It works at any device with Internet connection.

Plickers.com [4] is a very attracting tool for students; it makes studying not boring and at the same time, engage all students in critical thinking. Plickers cards are a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices. Teacher scan the students' responses by his cell phone. Each direction of plickers card represents an answer choice. Students hold the cards with their answer upright at the top of the card. Each card is unique and has a unique number that can be assigned to individual students. Moreover, students do not want to wait for teacher is checking their answers, scanning plickers cards allows giving quick feedback for the students learning results.

Zaption.com [5] provides free interactive video tools and ready-to-use video lessons to engage learners. Teachers are able to use Zaption to quickly add images, text, and questions to existing online videos. It is an effective opportunity to assess students skills in reading and listening though authentic reports. It gives students to do listening assignments at home.

These technologies are available both to village schools where there is only one teacher's computer and Internet and to well-equipped schools too. As the samples of formative assessment, all three programs are acceptable for classes even with one computer, access to Internet and students' cell phones. Certainly, these tools have limits, including a preference for simple, quantifiable data, but their advantages regarding efficiency and user-friendliness offer teachers many advantages. These tools will not solve every need in measuring student progress, but they can easily fit into any assessment portfolio. These programs can be applied to grammar, vocabulary, reading, and listening activities.

References

1. *Melnikova Y*. Pedagogical Dialogue, «Interactive activities- a great way to captivate and inspire students», Astana, 2015, № 2 (12), p. 100.
2. «Handbook on formative assessment and internal summative assessment», Astana, 2015, v. 2, p. 9, 11.
3. [Electronic resource]: Make Learning Awesome, URL: http://getkahoot.com (дата обращения: 03.08.2016).
4. [Electronic resource]: Plickers, URL: http://plickers.com (дата обращения: 03.08.2016).
5. [Electronic resource]: Don't Just Watch. Learn. URL: www://zaption.com (дата обращения: 03.08.2016).