
The Role of Formative Assessment Practices in Students' Performance at Government Schools of District Badin

Murtaza Ali Laghari*
Anjum Shaheen**
Dr. Abida Siddiqui***

Abstract

Formative assessment is considered to be the assessment of the learners during the overall practices of teaching and learning. This assessment is used to measure the students' effectiveness during the ongoing process of the learning. This piece of assessment not only measures the concentrations of the learners towards their studies but also it helps to measure the effectiveness of the course of study, along with this the instructional process is also measured in perspective of its effectively and usefulness. This type of practice helps the administrators to evaluate the overall ongoing activities of an institution. This research study was meant to facilitate the policy maker, so, that it may be easy to find out the gaps in institutional practices and the identification of the flaws in teaching and learning could easily be detected. The research study was quantitative in nature. All the secondary schools and students of the ninth and metric class were the participants in the study. The selection of students was limited to boys. The data was interpreted and analyzed with the support and help of questionnaire using Likert scale 5.0. The analysis denoted the role of formative assessment practices on students' performance. Simultaneously the main objective to conduct this study is to know the role of formative assessment in student's performance at government schools of District Badin. The descriptive type and survey method of research was carried out in this study. The population was consisted of all the Schools and Students of government Schools of District Badin in this study, Simple random Sampling method was used to conduct this piece of research applying Rule of Thumb by J. Curry 1984. Data was collected by questionnaire using 5.0 Likert scale and analyzed with the help of SPSS.

Keywords: Formative Assessment, Students' performance, Secondary Schools, Secondary School Students.

INTRODUCTION

The assessment in education is an activity undertaken during the teaching and learning process. Under this definition, all the students and teachers, whatever activities they undertake for sharing knowledge of all ins and outs during the course of study throughout their learning can be carried out smoothly to modify the teaching and learning goals. It encompasses the activities in the classroom and observation of the teacher. A process of exchanging the ideas between teachers and students and the analysis of the students activities in the form of homework and tests, these type of activities are used by both of the sides, instructors to instruct and learners to comprehend, it helps them to strengthen their teaching and learning outcomes.

Cumming (2009) Explained that the formative assessment practices has lost its credibility during couple of the years. Its impact on the economy of the country has pushed it back for

* Ph.D Scholar, Faculty of Education, University of Sindh, Jamshoro, Sindh, Pakistan.

Email: murtaza.laghari@scholars.usindh.edu.pk

** Assistant Professor, Faculty of Education, University of Sindh, Jamshoro, Sindh, Pakistan.

*** Associate Professor, Faculty of Education, University of Sindh, Jamshoro, Sindh, Pakistan.

many years. It was described that the 21st century put a high influence with eminent anticipations in the initiation of the institutional prospects for all learners in many disciplines of life. It is indeed a great ray of hope for the betterment in the field of education. It was also explained that throughout past decade the barriers which were creating hurdles in smooth teaching and learning process has been left behind and the ways towards betterment of education are covered with flaw of stability. It can be expected that the 21st century will bring a wave of pleasant and positive changes with the betterment in different areas of education (Cumming, 2009).

The continuous assessment's feedback is a useful instrument for teachers to find out the gaps that exist between their students' targets, goals, existing knowledge, understandings or skills and lets them know through necessary actions to achieve the desired destinations and goals (Sadler 2005).

Formative assessment is a continuous way of classroom interaction that creates information which students gain during the instructional process. As this is commonly brought into existence to bring out the positive changes in different sides either by teachers or the students to strengthen their teaching and learning outcomes. The faculty uses Formative assessment to identify gaps between what students know and desired outcomes and the abilities and expertise they possess, which are mostly found relative to their desired goals and learning purposes of a course, unit of contents, activities, afterwards it encompasses to help students in winding up such type of gaps, earlier they attempt eminent stakes of the examinations and coursework. Formative assessment helps students to grasp over the gaps which create hindrance in ongoing process of teaching and learning to achieve the desired outcomes. It provokes an ongoing mutual interaction between faculty and students. The research depending on progressive assessment is used to accommodate the teachers and the administrators to manage the ongoing process, so that it may produce effective achievements of the learners for better future. (William, 2014)

William Black (1998) described that the formative assessment is prominently used to smoothen the ways of teaching and learning process. This assessment results in better students' performance from different angles exclusively developing knowledge, skills and confidence to deal with different situations.

Teachers and students using different terminologies and tactics to create a learning environment can lead students towards success, which can be used diagnostically for bringing the changing in traditional methods of the teaching and learning. This definition tends the assessment to grasps over the teacher observation that encompassed the classroom discussion and analyses of students' work, including assignments and tests. (Paul Black, 1998)

Assessment is also to be considered a key factor which directly impacts on students' learning to promote the achievements in their respective areas of improvement. The true areas of improvements can easily be found in applying the assessment during the course of study, with effect of time, which is an authentic tool to remove the gaps either for teachers or students.

Here the question rises that how the assessment becomes formative. It is what when the information is considered to be practiced in teaching learning to have positive results in students' needs. When the teacher get to know how their students are improving and moving

forward for better achievements or where they face some type of resistances or hindrances to face the problems, it can easily be used this information to bring positive changes or adjustments, in such a way like teaching repeatedly, striving for different achievements using multiple teaching strategies or proposing more opportunities to make rehearsal or practice (Graham, Sawyer & Harris, 1992).

Assessment in formative can lead students` to have their problems be solved before the end of the assigned task. It also helps learners to find out the troubles which pertain during their learning and can easily be faced to exit them out smoothly to strengthen the learning, and lead them to success in the end of the term.

Simply the formative valuation is a process of instruction and comprehension that occurs when the process of instructing and gaining the knowledge moves smoothly. The assessment which is taken during such a situation is called formative assessment rather than the assessment which is taken in the end of the course (Tahir Mehmood, 2012)

(Greenstein, 2010) Concluded the description of the role of formative assessment practices at secondary schools briefly in following points

1. Formative assessment stresses learning results.
2. Formative assessment makes objectives and principles, straightforward to students.
3. Formative assessment gives clear evaluation criteria.
4. Formative assessment encompasses over the gap between what students know and desired outcomes.
5. Formative assessment gives input that is conceivable, significant, and relevant.
6. Formative assessment gives significant indicative data by creating instructive information.

Formative assessment has been extremely prejudiced before the decades of British colonization in Pakistan. It had been planned to measure learners' level of comprehension, benefits and aptitude to understand, that enhances the learning consequences and results into the progress further in the management of providing skills of teaching (Khattak, September 2012).

School Education and literacy department has introduced a formative and summative type of assessment and evaluation system. Students are evaluated through course work, class interest, and terminal examinations as progressive assessment .(Prouty & Nabi, 2014)

According Noor, Muhammad (2017) In higher education in Sindh, Pakistan, the role of formative assessment in student`s performance is improving, the instructional and comprehension process holds a vital place. This study discovered a link between formative assessment techniques and the instructional and comprehension process in Sindh at a critical juncture. (Noor Muhammad, 2017).

Statement of the Problem;

It is well explained that assessment is the central part of instruction and comprehension process which enhances the outcomes of an institution. The formative assessment is a tool which is used by the instructors in their respective areas to measure the level of students` performance during the ongoing process of teaching and learning.

Assessment is an accepted fact that it has a vital role in instruction and comprehension, this process is used not only to measure the teachers` teaching techniques but also to know how

well the students are learning. It is also useful for detecting out the gaps of learning. According to Alif Ailan (2017) it is found that different type of gaps in education are existing. It is discovered by many previous researches, one of them is rare rehearses of continuous input of the assessment which has a huge input in low literacy rate in Pakistan specially in District Badin Sindh, that is 30% according to the District wise ranking (Ailan, 2017). The Problem which is put under the process of this investigation is to investigate the role of formative assessment practices in students' performance at government secondary schools in District Badin Sindh.

OBJECTIVE OF THE STUDY;

1. To investigate the role of formative assessment in students' performance at Government Secondary Schools.

RATIONALE OF THE STUDY;

The reason behind conducting this research aims to investigate the role of formative assessment in student's performance at government schools of District Badin. In this regard this study was carried out keeping in view the needs of the learner in perspective of formative assessment practices to overcome all kind of situations, hindrances and obstacles during the teaching and learning process. In this preview the Education Ministry in Sindh Education Sector Plan, Prouty & Nabi, (2014) has also put a great emphasis on formative assessment practices so, that the student's performance could easily be measured and the hindrances and obstacles in teaching and learning could easily be rectified. It is also well described about the all kinds of assessment including. Diagnostic, formative and summative. The practices of formative assessment helps learners as well as instructors to encompass over the flaws faced during teaching and learning process.

Educators are expected to use a variety of systems in this regard, including written assessments, observation, communication, and students' self-measurement on a weekly-monthly-midterm-surprise, and inspection basis. Whereas the popular belief is that formative assessment techniques are, not as, successful as, they ought to be, as a result of which students' final exam performance is unsatisfactory and have a tendency towards copy culture. It was the actual matter that motivated the researcher to know the role of formative assessment in student's performance at government schools of District Badin.

DELIMITATIONS OF THE STUDY;

This study was delimited to the government boys' secondary schools of District Badin

REVIEW OF RELATED LITERATURE;

In the view of Tahir mehmoood (2012) his study which had adopted an explanatory method to the job of formative assessment at the secondary level, based on different subjects in the classroom. The use of formative assessment by the educator convicts the instructor and students about assessment and the input mechanism for students' learning. The essential mark of this examination was to bring into the use of diverse types of data, congregated in perspective of opinions, general idea, and seminars, to pick up a clearer and depth comprehension of formative assessment and its plentiful densities in classroom uses and

implementations. This investigation presented slant to three remarkable detections. In the very initial stage, the educationalist displayed variety in its bulk to gather developmental data. Secondly, here exists a valid combination amongst assessment and distinct validation. Thirdly, a notable impediment to genuine major progressive evaluation for all pupils was a lack of time. These discoveries will be meticulously adhered to, drawing on and combining three distinct kinds of information: perceptions, studies, and interviews. (Tahir Mehmood, 2012),

According to the opinion of Rehmani (2012) the assessment is a process of concluding the activities of the institutions including teachers' method of teaching and solving the problems of the students during the ongoing process of instructional and comprehension. It also assumes performance of the learners in throughout co-curricular and curricular activities conducted in the institutions during the academic year. (Rehmani, 2012)

Allal and Lopez (2005) Described that the continuous assessment is carried for filling the gaps of instructional and learning. Using this technique the learners' difficulties are solved during the course of study. This assessment helps learners to strengthen their capabilities in learning and result into better achievements. Rather viewing formative assessment as a discrete event that occurs in the end of a instructional phase, the prolonged viewpoint advocates for its inclusion in every instructional action that is taken during the tutoring phase. (Allal & Lopez, 2005)

The study of Andersson and Palm (2017) examined that the formative assessment has a positive impact on students' learning. The institutions where these practices are made timely i.e weekly, monthly, surprise and eventually have equal positive reflection in the students' performance. The formative assessment is only a source that encourages learners to deal with the problems timely and effectively. The formative assessment provokes the whole instructional process from the either angles. This tool of formative assessment develops the learner's confidence and self-motivation. The will and desire of the learner is boosted when the problems are solved and further ways to study get smooth. The learners get attractive when they feel their learning process easy and result oriented. (Andersson & Palm, 2017)

Paulo, Nuche et al (2009) Described that In the assessment of learning, several frequent policy snags arise, including taking into the line of instructive morals and individual's assessment, harmonizing exterior assessments and traditional assessments, and incorporating student developmental assessment into the estimation and assessment outline. Public policy experiments in teacher assessment are, conjoining the development and responsibility roles of teacher assessment, credibility of learner's achievements in evaluation of teachers. When the teachers are placed under accountability for the achievements of the students than the school environment, teaching material and all other basic facilities is the responsibility of the state to provide it sufficiently which is hardly found in government institution but the emphasis is dominantly kept on the students' performance. (Paulo, Shewbridge, Nusche, & Herzog, 2009)

Ahmed and mussawy (2009) contributed in their study about formative assessment that it increases the collaboration between learner and the instructor on frequent interaction between them. The individuals feel free to interact on minor issues during the ongoing academic process. This kind of flexibility and communication between the teacher and student promotes the student's performance in all areas of the study (Ahmad & Mussawy,

2009)

Dumit (2012) emphasized that Formative assessment is a great source of dealing with obstacles faced by learners during the process of learning. The comprehension level of the learner increase as a result of immediate solution of the problem faced by learners throughout his/her academic session.(Dumit, 2012)

(OECD, 2008) the appearing description indicates that the formative assessment is applied when the activities that are made during the teaching and learning process. This process encourages learners to overcome all the hurdles that they face in instructional process with the support of the teacher. While using this method of assessment the teacher can easily diagnose the learners' capabilities and his/her weaknesses which can easily be dealt timely and effectively. This source of assessment increases the productivity in the shape of student's performance and their achievements can prominently be recognized. The regular practices of formative assessment increase student's routine and habits to communicate the problems with their instructors and result into better outcomes.

In a view of Janny, Nunn different methods in assessment can be used to redress the matters and issues faced by learners one of them is formative assessment. This technique is more result oriented and sufficient to fulfil the requirements of the individuals during the learning process. To manage the classroom activities and to deal with the hindrances faced by individuals in the classroom teacher should develop his/her communication skills and make continuous assessment possible in terms of weekly monthly, surprise and eventually. This kind of practice can help the instructor to encompass over the problems which students face during learning. The formative assessment is not only a tool of teacher to assess the learner but also it can well be used by the learner to find out his/her weaknesses in learning and it makes easy to solve them timely and effectively rather than making it more complicated. (Nunn, janny)

RESEARCH METHODOLOGY

The acts or techniques used to recognize, choose, practice, and investigate data on a topic are referred to as research methodology. The research technique section allows the reader to make a judgement on the overall validity and reliability of a study

RESEARCH DESIGN

Survey method with descriptive research type and quantitative approach was used in this study, as per the nature of data for conducting this research. The questionnaire likert scale 0.5 was used to collect the data. Descriptive research is mostly carried out for current situations with precise objectives and its outcomes are found in certain conclusions.. (Panneerselvam 2014) .

POPULATION OF THE STUDY;

The Population of the study was consisted of, all the schools and students of government Schools of District Badin.

TALUKA	NO OF SCHOOLS	NO OF STUDENTS
BADIN.	11.	3,128
TANDO BAGO.	08.	1196
TALLHAR.	09.	1,201
MATLI.	18.	3,477
S.F RAHO.	04.	1,024
TOTAL.	50.	10026

SAMPLE SIZE AND SAMPLING

"Rule Of Thumb" by John Curry Professor of Educational Research (1984)

SIZE OF POPULATION	SAMPLING PERCENTAGE
00-100.	100%.
101-1000	10%
1,001-5,000	5%
5,001-10,000	3%
10,000+	1%

"Rule Of Thumb" by John Curry Professor of Educational Research (1984)

Determined sample size

In Accordance with above mentioned table as if the population of the study is 10-100. than 100%. population will be selected as sample. Having 50 no of schools, all the schools were selected as sample whereas the no of students is more than 10,000 therefore applying the rule of thumb 1% of the population was selected as sample.

TALUKA	SAMPLE SIZE OF SCHOOLS	STUDENTS
BADIN.	11.	31
TANDO-BAGO	08.	12
TALLHAR,	09.	12
MATLI,	18.	35

S-F RAHO	04.	10
TOTAL	n= 50.	n = 100

VALIDITY AND RELIABILITY OF THE DATA COLLECTION TOOLS

Validity is about what it is intended to measure, it refers to the accuracy of the measurement Ghouri and Gronhaug (2005) The content validity of the instrument was checked by the educational expert. While the reliability is the consistency of scores. The tools' reliability was tested by Cronbachs` alpha test in SPSS.

RESEARCH TOOL	CRONBACHS`ALPHA	NO OF ITEMS	NO RESPONDENTS
Questionnaire for students.	.739	10	25.

DATA ANALYSIS AND INTERPRETATION.

Descriptive analysis statistics was applied to entitle the basic characteristics of the data. This type of statistics helps to clarify a huge amount of data in an easier summary. The collected data were initially analysed for basic descriptive analysis in SPSS software

Table 1: Formative assessments practices improve student`s performance.

RESPONSE		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Agree	21	21.0	21.0	21.0
	Strongly Agree	79	79.0	79.0	100.0
	Total	100	100.0	100.0	

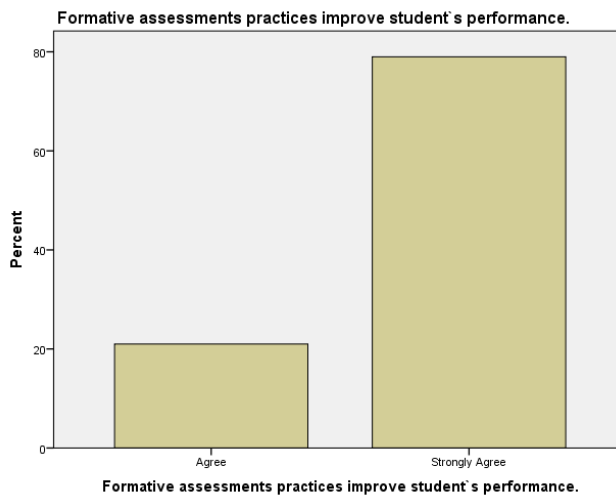


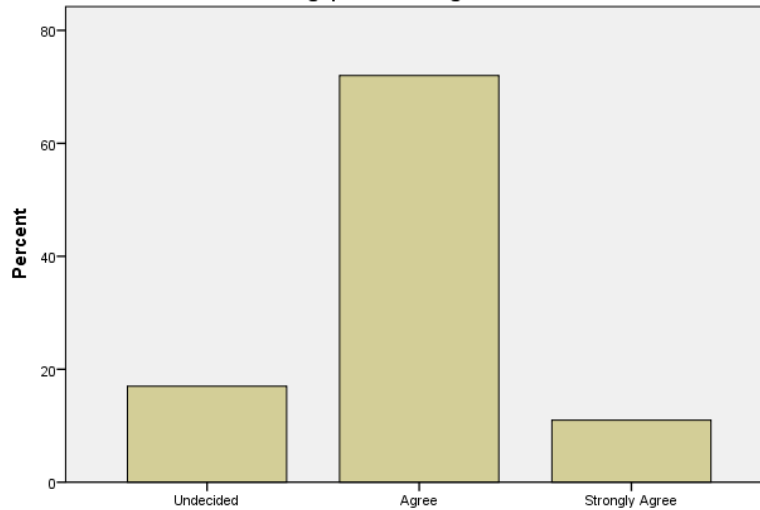
Figure 1: Formative assessments practices improve student`s performance.

This table and graph also shows that 21 participants were agreed, while 79 participants were strongly agreed on the given statement.

Table 2: Formative assessment practices are useful for weak students to grasp over the gaps of learning.

	RESPONSE	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Undecided	17	17.0	17.0	17.0
	Agree	72	72.0	72.0	89.0
	Strongly Agree	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

Formative assessment practices are useful for weak students to grasp over the gaps of learning.



Formative assessment practices are useful for weak students to grasp over the gaps of learning.

Figure 2: Formative assessment practices are useful for weak students to grasp over the gaps of learning.

This table and graph shows that 17 respondents were undecided on the given statement, 72 respondents were agreed, whereas 11 respondents were strongly agreed on the given statement.

Table 3: Formative Assessment increases the competition among students.

	RESPONSE	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Undecided	6	6.0	12.0	12.0
	Agree	32	32.0	64.0	76.0
	Strongly Agree	12	12.0	24.0	100.0
	Total	50	50.0	100.0	

Missing	System	50	50.0		
	Total	100	100.0		

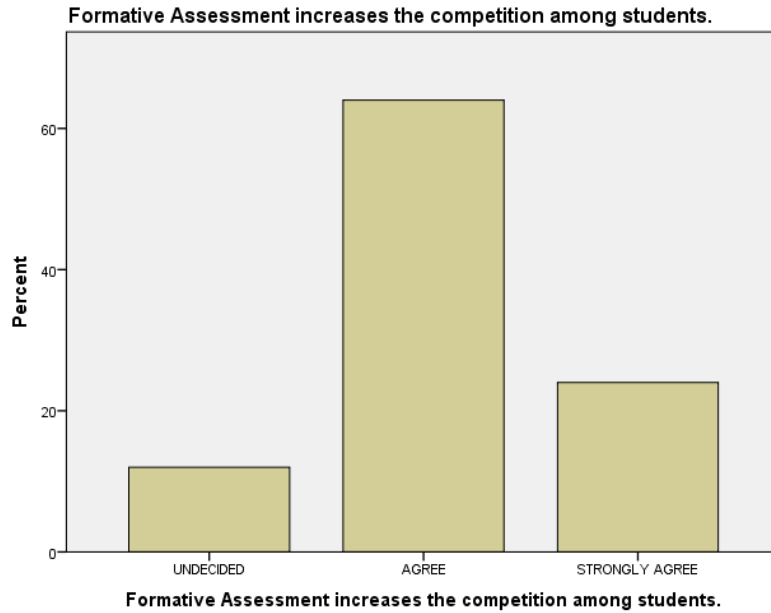


Figure 3: Formative Assessment increases the competition among students.

This table and graph shows that 6 respondents were undecided on the given statement, 32 respondents were agreed, whereas 12 respondents were strongly agreed on the given statement.

Table 4: Formative assessments practices improve student's level of confidence

RESPONSE		FREQUENC Y	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Disagree	4	4.0	4.0	4.0
	Agree	54	54.0	54.0	58.0
	Strongly Agree	42	42.0	42.0	100.0
Total		100	100.0	100.0	

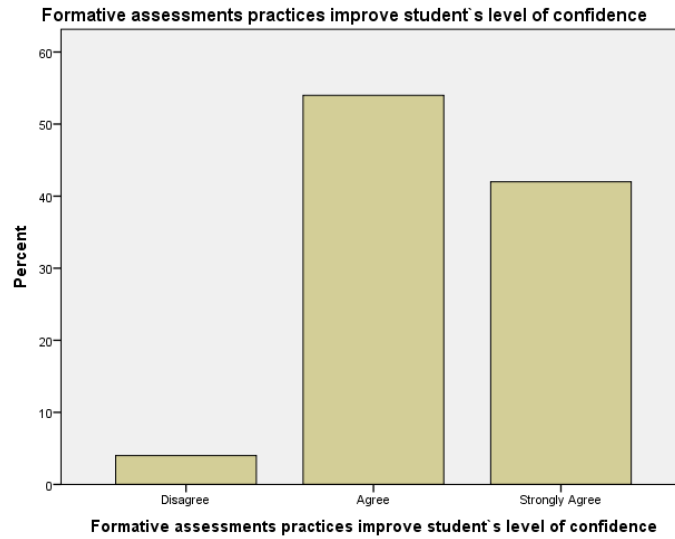


Figure 4: Formative assessments practices improve student's level of confidence

This table and graph also shows that 4 respondents were disagree on the given statement, 54 respondents were agreed, whereas 42 respondents were strongly agreed on the given statement.

Table 5: Formative assessments practices make students habitual of assessment practices

RESPONSE		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Agree	29	29.0	29.0	29.0
	Strongly Agree	71	71.0	71.0	100.0
Total		100	100.0	100.0	

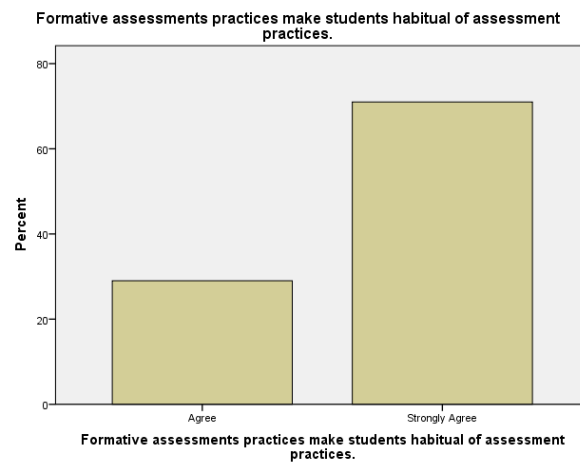


Figure 5: Formative assessments practices make students habitual of assessment practices

This table and graph shows that 29 respondents were agreed on the given statement, whereas 71 respondents were strongly agreed on the given statement.

Table 6: Continuous practices of Formative assessment has positive effects on summative tests

	RESPONSE	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Agree	36	36.0	36.0	36.0
	Strongly Agree	64	64.0	64.0	100.0
	Total	100	100.0	100.0	

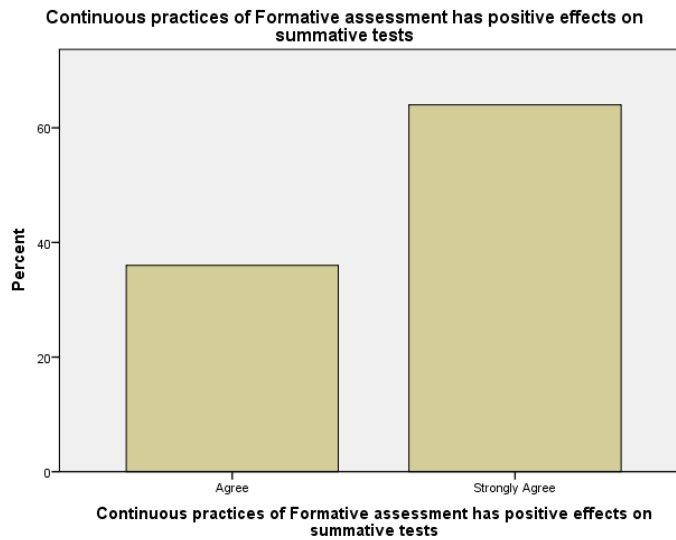


Figure 6: Continuous practices of Formative assessment has positive effects on summative tests

This table and graph also shows that 36 respondents were agreed on the given statement, whereas 64 respondents were strongly agreed on the given statement.

Table 7: Formative assessment increases the students' level of interest in learning.

	RESPONSE	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Undecided	17	17.0	17.0	17.0
	Agree	54	54.0	54.0	71.0
	Strongly Agree	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

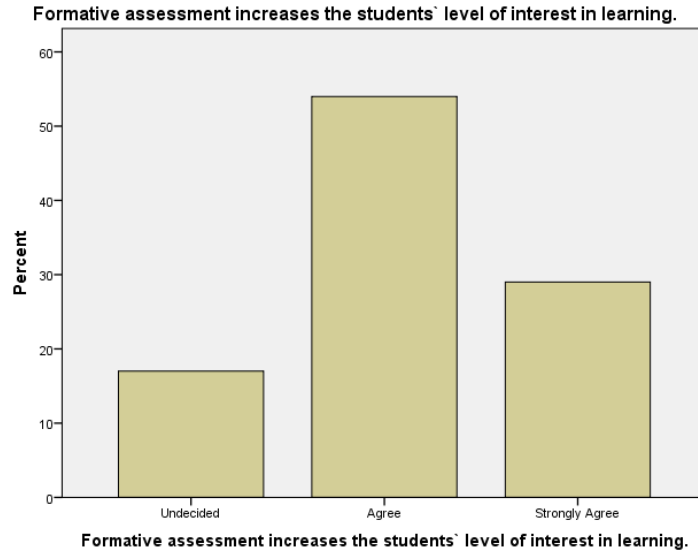


Figure 7: Formative assessment increases the students' level of interest in learning.

This table and graph also shows that 17 respondents were undecided on the given statement, 54 respondents were agreed, whereas 29 respondents were strongly agreed on the given statement

Table 8: Formative assessment practices improve students' interest in attempting assessment

RESPONSE		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Disagree	19	19.0	19.0	19.0
	Undecided	21	21.0	21.0	40.0
	Agree	25	25.0	25.0	65.0
	Strongly Agree	35	35.0	35.0	100.0
	Total	100	100.0	100.0	

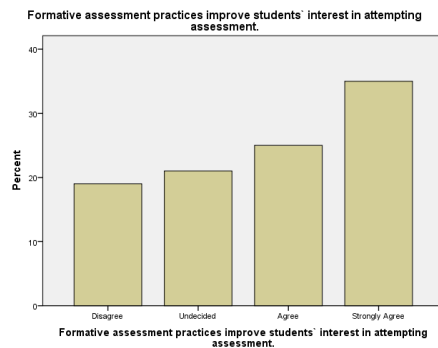


Figure 8: Formative assessment practices improve students' interest in attempting assessment

While this table and graph also shows that 19 respondents were disagreed on the given statement whereas 21 respondents were undecided, 25 respondents were agreed, whereas 35 respondents were strongly agreed on the given statement.

Table 9: Formative assessment is a technique to develop the students` habits of continuous learning

	RESPONSE	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Agree	51	51.0	51.0	51.0
	Strongly Agree	49	49.0	49.0	100.0
	Total	100	100.0	100.0	

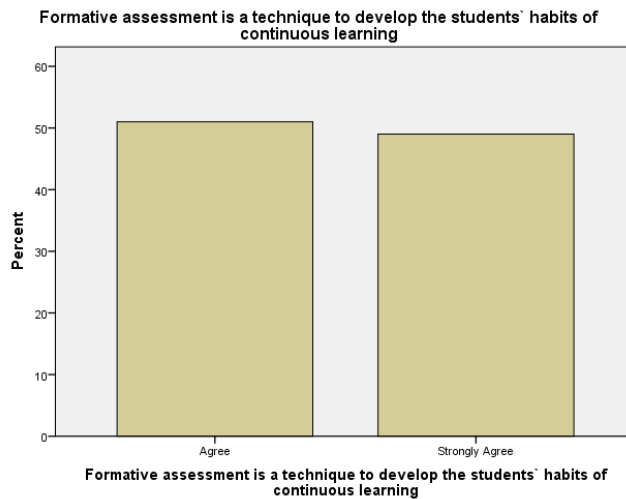


Figure 9: Formative assessment is a technique to develop the students` habits of continuous learning

This table and graph also shows that 51 respondents were agreed on the given statement, whereas 49 respondents were strongly agreed on the given statement.

Table 10: Formative assessment practices help students to recall their memories repeatedly

	RESPONSE	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Agree	60	60.0	60.0	60.0
	Strongly Agree	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

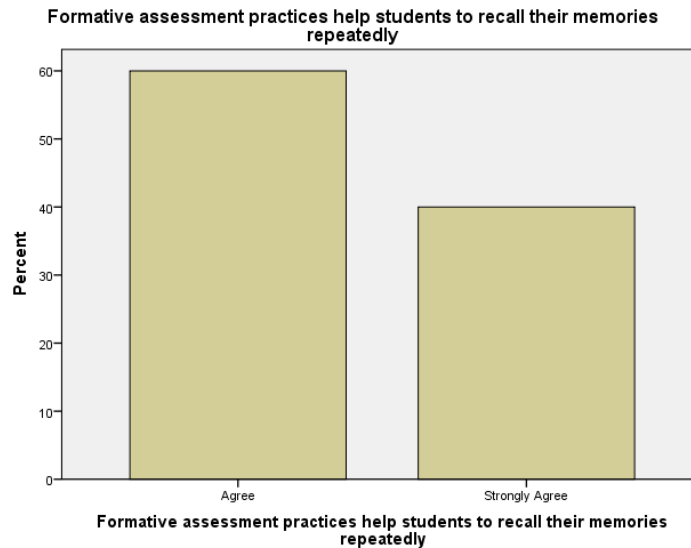


Figure 10: Formative assessment practices help students to recall their memories repeatedly

Simultaneously this table and graph also shows that 60 respondents were agreed on the given statement, whereas 40 respondents were strongly agreed on the given statement.

DISCUSSION

It was discovered that formative assessment techniques boost individuals' learning and that sufficient application of formative assessment procedures has a substantial influence on student's performance.

It was also revealed that, to a very prominent extent, formative assessment procedures are beneficial for weak students in bridging learning gaps and smoothing learning trails through the use of regular input. The individuals who are almost found weak or slow learners in their educations are prominently found dealing with the problems easily by using this technique, which reveals that the formative assessment practices are found more result oriented for improving the leaning by their continuous practices.

This study also revealed that, the regular implementation of formative assessment improves the students' level of confidence which has a key role for their mental growth and crops up their desires to move forward smoothly.

There are numerous things that educators would like to acknowledge about their students' learning that can be accomplished through developmental assessment. The fundamental segments include: students' execution, considering and information (basic intellectual procedures), learning potential, and full of feeling spaces, for example, inspiration. The manners by which educators can accumulate this sort of data is through perception, addressing, discourse, just as exhibition and composed reaction. The progress from acquiring the data accumulated from developmental assessment to the real usage of an educated practice is trying for instructors.

This exploration uncovered a mutual trouble for instructors to successfully utilize

developmental evaluation to control their resulting educating and push students ahead in their learning. Earlier research observed this to be a region educators' have the most trouble with concerning appraisal. Educators had the capacity to gather developmental data in an assortment of ways, yet battled in how to manage this data, and how it would change their exercises at the time and resulting exercise arranging. In my investigation I needed to look all the more carefully and perceive how the inspired developmental data and what challenges or victories they had with utilizing that information.

It was also found in this study on some extent that the lack of interest of management at school level is a factor which directly affects in applying formative assessment practices properly, which is a problem for teachers to apply the formative assessment practices to get better results in teaching and learning process.

Teachers training regarding assessment are a factor which effects on implementation of formative assessment practices harshly; the teachers were found untrained and could not run the process effectively. Developmental assessment, as imaginative casual evaluation that guides educating, has been found to relate to critical learning gains for students and it had an incredible worry about how troublesome it is for instructors to execute developmental evaluation and utilize assembled data to control future educating. Much instructive research has been given to setting up rules for adequately utilizing developmental assessment. The fundamental concern is that the instructor can build up where students at present are at, where they are going, and above all, how they will arrive. To discover where students are at present at in the scene of learning, the educator should be constantly directing casual and formal assessment. The study hall must be organized in a manner with the end goal that, powerful study hall negotiations,

CONCLUSION

It revealed that commonly the formative assessment practices improve students' performance, along with this the formative assessment practices are useful for weak students to grasp over the gaps of learning which they face during the teaching and learning process. This study discovered that mostly the formative assessment increases the competition among students which are useful for students who are less confident, to improve their confidence. This study also concluded that mostly the formative assessment practices make students habitual of assessment practices accordingly and continuous practices of formative assessment has positive effect on summative tests as well. It revealed that the formative assessment practices improve students' interest in learning effectively and it makes easy for learners to attempt different tests conducted any time. Not only this but this research study also contributed that the formative assessment is a technique to develop the students' habits of continuous learning as they attempt these tests in different situations on different times, which lets them feel like a game or a routine work and that recalling memories repeatedly makes them good achievers as well.

RECOMMENDATIONS

It is recommended that the proper schedule for conducting formative assessment practices i.e weekly and monthly should be given by the policy makers as the schedule is affirmed for midterm in the scheme of study and Inspection during the half of the academic session.

The study suggested that the formative assessment can improve students' learning outcomes.

The study also recommended that the formative assessment can grasp over the gaps of learning.

It is suggested that the formative assessment should be monitored and made possible to be conducted timely as, it increases the level of students' interest in learning and makes them habitual to attempt such tests, which has positive impact on their academic achievements especially in final examinations.

REFERENCES

1. Ahmad, S., & Mussawy, J. (2009). *Assessment Practices : Student ' s and Teachers ' Perceptions of Classroom Assessment University of Massachusetts School of Education*. 1–115.
2. Ailan, A. (2017). *Pakistan District Education Rankings 2017*.
3. Allal, L., & Lopez, L. (2005). Formative Assessment of Learning : a Review of Publications in French. *OECD Publishing*, 241–264. Retrieved from <http://www.oecd.org/edu/cei/35337948.pdf>
4. Andersson, C., & Palm, T. (2017). The impact of formative assessment on student achievement: A study of the effects of changes to classroom practice after a comprehensive professional development programme. *Learning and Instruction*. <https://doi.org/10.1016/j.learninstruc.2016.12.006>
5. Carry, J. (2005). *Populations and Sampling Frames*. 1–11. Retrieved from [http://www.vrdc.cornell.edu/info7470/2005/Lecture Notes/lecture4a-populations-and-sampling-frames.pdf](http://www.vrdc.cornell.edu/info7470/2005/Lecture%20Notes/lecture4a-populations-and-sampling-frames.pdf)
6. Dumit, N. Y. (2012). *Diagnostic / Formative / Summative Assessment*. (August).
7. Nunn, J. (n.d.). *Exploring the Role of Formative Assessment in the Secondary Mathematics Classroom*.
8. OECD. (2008). Assessment For Learning - The Case for Formative Assessment. *OECD/CERI International Conference - Learning in the 21st Century: Research, Innovation and Policy*, 1–24. <https://doi.org/10.5959/eimj.3.2.2011.e1>
9. Panneerselvam, R. (2014). *Research Methodology* (Second Edi). Delhi: Asoke K. Ghosh PHI leaning Private Limited Delhi.
10. Paulo, S., Shewbridge, C., Nusche, D., & Herzog, H.-D. (2009). Evaluation and a Ssessment Frameworks for Improving School Outcomes Common Policy Challenges. *Education and Training Policy*.
11. Prouty, R., & Nabi, G. (2014). *Sindh Education Sector Plan*.
12. Rehmani, A. (2012). *Changing assessment practices in Pakistani schools : A case of AKU-EB middle school assessment framework*. (January), 285–295.
13. Wiliam, D. (2014). The formative evaluation of teaching performance. *Occasional Paper No.137*, (September), 1–24.