

Course: Evaluation of Adult Education (850)

Semester: Spring, 2022

Assignment No. 01

Q.1 what do you know about staff training and development? Support your answer with relevant examples.

Employee training and development is a broad term covering multiple kinds of employee learning.

Employee training is a program that helps employees learn specific knowledge or skills to improve performance in their current roles. **Employee development** is more expansive and focuses on employee growth and future performance, rather than an immediate job role.

High-impact training and development programs don't just happen. Instead, they're the result of a careful planning and alignment process. The following steps can help you translate business objectives into a tailored training plan.

- 1. Identify Business Impact:** Design and develop your training to meet the company's overall goals. Keeping business goals in focus ensures training and development makes a measurable impact.
- 2. Analyze Skill Gaps:** How are your employees' behaviors helping meet the business goal? By finding out what the gaps are between employees' current and ideal skills, you can better pinpoint what your specific learning objectives should be. Categorize these learning objectives into these three groups, and have activities in your training plan that target all three.
 - **Motivation:** How can you help learners understand why they need to change their behaviors? By working with employee motivations—for example, pinpointing a purpose—you're more likely to change behavior over the long term.
 - **Skills Mastery:** What do your learners need to be able to do the job? These behaviors will have the most impact on performance.
 - **Critical Thinking:** What must your learners know to perform their jobs well? Distinguish critical knowledge from nice-to-know information to identify what content should be in the course, and what should be in optional resources.
- 3. Layer Training Methods:** The most effective training programs use layered, sustainable learning activities to create performance improvement over time. A layered approach makes sure your program targets the essential employee, customer, and business needs while training the right people at the right time in the right way. A layered approach is the best of all worlds because it blends learning experiences and training methods that maximize the benefits of your time.
- 4. Evaluate Effectiveness and Sustain Gains:** Employees' need for training and support don't end when they get back to work. In fact, continued support is required to ensure that initial training sticks. Measurable learning objectives are the foundation for you to evaluate an initiative's impact.

Q.2 which model of evaluation is said to be an educational trial by jury? When and how? Discuss in detail.

The concept of the jury system was probably imported into Britain after the Norman Conquest, though its early functions were quite different from those today. Early jurors in England acted as witnesses providing sources of information on local affairs. But they gradually came to be used as adjudicators in both civil and criminal disputes. Under Henry II, the jury began to take on an important function, moving from reporting on events they knew about, to deliberating on evidence produced by the parties involved in a dispute. Gradually it became accepted that a juror should know as little as possible about the facts of the case before the trial, and which is the position today.

The jury is considered as fundamental part of the English legal system, albeit only a minority of the cases is tried by the jury in these days. In a sense it plays a vital role in ensuring that the criminal justice system works for the benefit of the public rather than for the benefit of unjust leaders. It promotes not only a healthy criminal justice system but also a healthy society, where political leaders can not abuse criminal justice system to silence their opponents.

It has attained such an importance that Lord Devlin wrote in 1956:

“Trial by jury is more than an instrument of justice and more than a wheel of the constitution; it is the lamp that shows that freedom lives.”

Jury plays a vital role in the criminal justice system in England and Wales and many other countries in the world. But the constitutional position of the English jury is vulnerable because of the unwritten constitution. In England, because of unwritten constitution, the right to trial by jury is not contained in the constitution. Generally, it is governed by ordinary Act of the parliamentary, which can be amended by the Parliament any time. So the government of the day could alter or even abolish the right to jury trial. However, due to the political barriers, the government is very cautious in doing this. Juries Act 1974 is the main statute governing the present day jury. Currently, the role of the English jury is almost entirely limited to the more serious criminal cases, but juries occasionally sit in civil trials as well.

The function of the jury

The function of the jury is to weigh up the evidence and to decide what the true facts of the case are or what actually happened. The judge gives the direction to the jury on the relevant law, which the jury has to apply to the facts of the case in order to reach a verdict. If it is a criminal case and the jury has given a verdict of guilty, then the judge will decide on appropriate sentence. In civil cases, juries function is to decide on how much money should be awarded in damages.

The jury in criminal cases

Although juries are very important in the criminal justice system, they actually deal only in a minority of the cases. Criminal offences are classified into three categories. “Summary” offences are the minor offences and

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less serious and are triable only in the magistrate's courts. For example minor traffic offences. The most serious kind of offences is "indictable only" which must be tried in the Crown Court. Between these extremes kinds there is another kind of offences called as "triable either way." Such cases, as it is clear from the name, can be tried either in the magistrate's courts if the magistrates are willing to here the case and the defendant consents or in the Crown Court. In these cases, the defendant has the right to insist on being tried in the Crown Court, so either the magistrates or the defendant can opt for trial in the Crown Court. Jury can try a case in the Crown Court and if the defendant pleads not guilty, and the trial proceeds further, he or she will be tried before a jury. The majority of the criminal cases are summary only because they are least serious and commonly committed, and as a result 95% of the cases are heard in the magistrates courts, where the juries have no role (this also includes those cases in which accused pleads guilty in either way offences). Out of the remaining 5% of the cases heard in the Crown Court, in majority of the cases either defendant pleads guilty, so there is no need of a jury or the judge directs the jury that law demands that they acquit the defendant. As a result the juries actually decide only around 1% of criminal cases. But on the other hand this 1% amounts to 30,000 trials and these are the most serious ones come before the court.

It is very difficult to answer that why defendants opt for Crown Court trial instead of a magistrate court, but research shows that there is a perception that there are more chances of acquittal before a jury than before a magistrate. This perception is born out by statistical evidence showing acquittal rates of approximately 40% in jury trials as compared with 25% in magistrate's courts.

Apart from its historical role in the English legal system, jury trial is under attack in recent years. Governments have attempted to reduce the use of juries in criminal cases in order to save money. The Criminal Law Act 1977 removed the right to jury trial in a number of offences by making most driving offences and relatively minor criminal damage cases summary only. Since 1977, more and more cases have been removed from the jury trail by making them summary only. Criminal Justice Act has increased the sentencing power of the magistrate from 6 months to 12 months in a single offence and this could be increased further to 18 months by delegated legislation. The purpose behind this is that more cases will be tried in the magistrate's courts rather than being referred up to Crown Court to be tried an expensive jury. Another step to reduce the number of jury trials is that the Criminal Justice Act 2003 also allows trial by judge alone in the crown court in two situations:

Where a serious risk of jury tempering exists; or where the case involves complex or lengthy financial and commercial arrangements.

Juries in civil cases

The erosion of the use of the juries in civil cases was gradual and appears to have started in the middle of nineteenth century, when judges were given right in certain situations, to refuse to let a case be heard before a jury and to insist that it be heard in front of a sole judge. As a result the use of jury in civil cases is now almost obsolete. The Supreme Court Act 1981 gives a qualified right to jury trial in the following four cases only: libel

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and slander; malicious prosecution; false imprisonment; and fraud. In these cases jury trial is to be granted, unless the court is of the opinion that the trial requires any prolonged examination of documents or accounts, or any scientific or local investigation which can not be made by the jury. In all other cases the right to jury trial is at the discretion of the court.

Qualifying for jury service

Eligibility for the jury service used to depend upon the existence of the property qualification, and the juries were criticized for being 'predominantly male, middle-aged, middle-minded and middle class'.

The qualifications for a person to act as juror and the prohibition from acting as a juror have significantly changed in the last few decades. The number of jurors remained unchanged (twelve). The age limit has been reduced to eighteen years and eligibility to act as a juror has been extended which include anyone who is registered on electoral register and who is not excluded for some specific reason. The basic qualification for jury service is that a person must be between 18 and 70 years of age and must have been a resident in the United Kingdom for at least 5 years since the age of 13 is qualified for jury service.

Schedule 1, part 1 of the Juries Act 1974, as amended by the Juries Disqualifications Act 1984, classes four categories of persons as ineligible for jury service: the judiciary, members of the legal profession and other persons connected with the administration of justice (e.g. the probation service, the crown prosecution service), members of the clergy and mentally ill.

Schedule 1, part II, as amended, disqualifies any person who has been sentenced in the United Kingdom to more than 5 years imprisonment, and the persons who have served any part of certain sentences in the past 10 years, have been placed on probation in the last 5 years, or are currently on bail in criminal proceedings.

Under ss 8 and 9 and schedule 1, part III of the 1974 Act, there are certain categories of the persons who although eligible but may claim to be excused as of right to serve as juror, if they have more pressing duties than jury service. Which include Members of medical profession, members of armed forces and Members of Parliament.

Jurors are randomly selected from the electoral register, so any one listed on the electoral register may be require serving as a juror provided that all the requirements are complied with. Research shows that there have been significant changes in the composition of juries since 1972. However, still there appears to be an inadequate representation of women and ethnic minorities. In his Review of the Criminal Courts Lord Justice Auld Concluded that despite the reforms of previous decades, juries still lacked diversity and were not sufficiently representatives of the communities from which they were drawn.

Selecting and summoning jurors

Before 2000, jurors were selected locally by the summoning officer of the each court centre, but a Central Summoning Bureau has now been established at Blackfriars Crown Court. The bureau operates on a national basis and randomly select names from the electoral register by computer, taking in to account the number of

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prospective jurors needed for each area. It is then responsible for issuing summons and for dealing with applications for excusal and deferral.

The people selected by way of random selection then receive summons to attend the Crown Court at a specified time. The jury for an individual case will be selected from the panel consisting of all the persons summoned, if the defendant has not pleaded guilty. The required number of jurors (twelve) is selected from the jury panel by ballot, conducted in open court. After an opportunity for challenges, the jury is sworn and the trial can begin.

Jury challenges

The opportunity for the defence to influence the composition of the jury was eliminated in 1988 when the defence's right of peremptory challenge was completely abolished. In contrast, the prosecution's right to stand jurors by is unchanged. Both sides have this right to challenge for cause, but it is of limited use in practice.

Challenging for cause

Both the parties have the right to challenge any or all of the jurors for cause. The fact that a juror is ineligible or disqualified from the jury service would clearly be grounds for a challenge, but a juror may also be challenged on the ground of bias. The test for the bias has been approved by House of Lords in the case of *Porter v Magill*, which asks a question that whether a 'fair minded and informed observer' would conclude that there was 'a real possibility of bias'.

The issue of race

As the principle of random selection lies at the heart of the jury system, so the jurors are not generally selected on the basis of gender or ethnic origin. Lord Justice Auld, in his 2001 review, recommended that in racially sensitive cases there should be modified selection procedure to ensure that up to three ethnic minority jurors were chosen. However, the government has rejected this proposal.

Prosecution right of stand-by a juror

The prosecution has always had the right to request that a juror 'stand by for the Crown'. In this process, the juror goes back into the pool and may in theory be called again for his/her services, in case pool runs out. The prosecution can thus defer having to show cause until the pool is exhausted. The most obvious situation in which this form of challenge may be used is in connection with jury vetting.

The right of stand by is controversial because it is not available to the defence. Previously defence counsel had the right to exclude up to three jurors without showing any cause, known as peremptory challenge, but this was abolished by the Criminal Justice Act 1988. The only form of challenge available to the defence is the right to challenge for cause.

Jury vetting

The practice of jury vetting started in 1978 when it was discovered in an official secrets trial that the prosecution had vetted the names on the jury panel in order to identify those who might be disloyal. The current guidelines on the use of this practice date from 1988 and permit two types of checks. The first involves

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checking the names of the potential jurors against police records and the second type of vetting involves making ‘authorized checks’ against the records of Special Branch and the security services. Authorized checks can only be made in national security and terrorism cases, and require the personal consent of the Attorney General. If the checks reveal information about a juror which is of concern to the Director of Public Prosecution, the prosecutor in the case may seek to exclude that person by asking him or her to ‘stand-by’ for the Crown.

Q.3 Explain difficulties in teacher evaluation through pupil progress. Also give suggestions to enhance students' performance.

Student assessment is a critical aspect of the teaching and learning process. It enables teachers to address the current issues in educational assessment and to measure teaching effectiveness with student performance to specific learning objectives. It is important to assess the performance because it provides feedback on what extent students are successfully meeting the course objectives. Here, we will discuss the current issues in educational assessment, the opportunities, and the evaluation for these assessments.

The assessment process encourages teachers and curriculum planners to think like an assessor before designing specific chapters. It enables teachers to measure the effectiveness of their teaching process and enhances teaching pedagogy in the classroom.

Challenges of Assessment

The assessment system faces many challenges that need to be understood and addressed for better learning outcomes. The challenges can be related to assessing students, teachers, educational boards, technology, social issues, and ethical issues. Each challenge in the assessment system needs to be adequately analysed. Online Assessment challenges and opportunities are also considered while addressing the challenges.

Student Assessment in Online Learning is done based on experiences. There are internal and external assessment systems in school. The in-house faculty do the internal assessment, and the faculty of educational boards carry out the external assessment. The assessment helps in sharing learning goals with others. It also helps to recognize the capability of the student.

The assessment system should be fair and robust in the school system. There are two types of assessment systems such as formative and summative. Formative provides continuous feedback on the students’ performance, whereas summative assesses the student performance at the end. The assessment system loses the connection between the students, teachers, schools, families and communities. Here are a few challenges in the assessment process of the education system.

Assessment Challenge: Grading

Teachers assess the performance of students based on their tests, exams, assignments and projects. It serves four significant roles: evaluating the student’s work, communicating with students, helping in motivating students to focus, and being involved in the course. The challenges faced by the grading system are as follows.

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1. There is no proper way for students to know their assessment process and grading technique.
2. There is a lack of transparency in the assessment system.
3. Classroom assessment techniques are rare.
4. There is no flexibility in programme grading.

Assessment Challenge: Change in Examination Pattern

Some students cannot perform well in their exams when the examination pattern changes. At the time of assessment, these students find adjusting to a new pattern difficult and are confused about attempting the new form of questions. Sometimes students with low grades get demotivated with the assessment as it marks their performance compared to others.

Assessment Challenge: Teachers Assessment Issues

Many assessment tools were developed to assess the student's knowledge learned in the classroom. Teachers play a significant role in evaluating students for their performance. Assessments are based on their knowledge or performance in the classroom. Teachers are pressed to finish the syllabus quickly as they are loaded with school administration work. The assessment system is taking away the freedom and autonomy of the teacher.

The procedure followed by teachers to assess students needs to change. Earlier, there was only one exam that used to be conducted for the students at the end of the year. But now, with the multiple exams and technological advancements, the student's concentration level is reducing. There are numerous school assessments in the form of presentations, projects, group discussions, assignments and tests. The teachers themselves have to put a lot of effort into preparing and planning the assessments.

Assessment Challenge: Technological Issues

Innovation in assessment is a delicate matter in summative assessment, which is heavily controlled and has consequences on student assessment. The authority is concerned about plagiarism and invigilation issues. There is difficulty in scalability and transfer problems when different departments have separate working practices and cultures. Verification of user identity and security issues are also significant challenges the authority faces. The technical requirements should be met for assessment systems such as software, connectivity, security, accessibility etc.

Assessment Challenge: Lack of Training

There is a lack of training for new strategies and the use of technology for the assessment. The education institutions sometimes lack proper training on assessment techniques, technology and methods that need to be given to their teachers and examiners.

Assessment Challenge: Cost of Investment

The assessment system requires a significant amount of investment to develop new technology. The investment will help in supporting and training. Few tools require a large number of investments and

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infrastructure. But authorities are sometimes reluctant to invest in these assessment systems. The investments are not only in terms of capital but time and workforce.

Assessment Challenge: Lack of Policy

There are common policy challenges in governance and implementation of assessment systems. Policy development needs to involve different components of the assessment framework, such as school assessment, teacher appraisals, etc. The policy should contribute to securing effective links to classroom practices.

Assessment Challenge: Administration Issue

The administration should be careful about maintaining the records of student information. Sometimes there is negligence in protecting the information on the assessment of students. It can create problems for students who have been assessed wrongly.

Assessment Challenge: Social/Ethical Issue

The manipulation of information raises major social and ethical issues. Sometimes careless implementation of assessment can negatively impact students who keep high expectations in the evaluation for their exam performance.

Way Forward in Assessment Challenge

The current methods are not providing meaningful feedback about student performance. 3 Major Challenges to Achieving an Effective Assessment Process are administration, lack of policy, and technical issues. There are important points that have to be addressed, as there is a need for assessment practices to enhance the learning outcomes. Proper recording and reporting of information concerning students should be done. The challenges highlighted should be considered and implemented for better practice. The assessment system is very important for their self-growth and confidence. So, the right assessment should be given to students based on their hard work and academic performance.

Q.4 what is the significance of empirical and logical validity? Discuss their impact on teaching learning process.

The primary requirement of a test is validity—traditionally defined as the degree to which a test actually measures whatever it purports to measure. A test is reliable to the extent that it measures consistently, but reliability is of no consequence if a test lacks validity. Since the person who draws inferences from a test must determine how well it serves his purposes, the estimation of validity inescapably requires judgment. Depending on the criteria of judgment employed, tests exhibit a number of different kinds of validity.

Empirical validity (also called statistical or predictive validity) describes how closely scores on a test correspond (correlate) with behaviour as measured in other contexts. Students' scores on a test of academic aptitude, for example, may be compared with their school grades (a commonly used criterion). To the degree that the two measures statistically correspond, the test empirically predicts the criterion of performance in

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school. Predictive validity has its most important application in aptitude testing (e.g., in screening applicants for work, in academic placement, in assigning military personnel to different duties).

Alternatively, a test may be inspected simply to see if its content seems appropriate to its intended purpose. Such content validation is widely employed in measuring academic achievement but with recognition of the inevitable role of judgment. Thus, a geometry test exhibits content (or curricular) validity when experts (e.g., teachers) believe that it adequately samples the school curriculum for that topic. Interpreted broadly, content covers desired skills (such as computational ability) as well as points of information in the case of achievement tests. Face validity (a crude kind of content validity) reflects the acceptability of a test to such people as students, parents, employers, and government officials. A test that looks valid is desirable, but face validity without some more basic validity is nothing more than window dressing.

In personality testing, judgments of test content tend to be especially untrustworthy, and dependable external criteria are rare. One may, for example, assume that a man who perspires excessively feels anxious. Yet his feelings of anxiety, if any, are not directly observable. Any assumed trait (anxiety, for example) that is held to underlie observable behaviour is called a construct. Since the construct itself is not directly measurable, the adequacy of any test as a measure of anxiety can be gauged only indirectly; e.g., through evidence for its construct validity.

A test exhibits construct validity when low scorers and high scorers are found to respond differently to everyday experiences or to experimental procedures. A test presumed to measure anxiety, for example, would give evidence of construct validity if those with high scores ("high anxiety") can be shown to learn less efficiently than do those with lower scores. The rationale is that there are several propositions associated with the concept of anxiety: anxious people are likely to learn less efficiently, especially if uncertain about their capacity to learn; they are likely to overlook things they should attend to in carrying out a task; they are apt to be under strain and hence feel fatigued. (But anxious people may be young or old, intelligent or unintelligent.) If people with high scores on a test of anxiety show such proposed signs of anxiety, that is, if a test of anxiety has the expected relationships with other measurements as given in these propositions, the test is viewed as having construct validity.

Test reliability is affected by scoring accuracy, adequacy of content sampling, and the stability of the trait being measured. Scorer reliability refers to the consistency with which different people who score the same test agree. For a test with a definite answer key, scorer reliability is of negligible concern. When the subject responds with his own words, handwriting, and organization of subject matter, however, the preconceptions of different raters produce different scores for the same test from one rater to another; that is, the test shows scorer (or rater) unreliability. In the absence of an objective scoring key, a scorer's evaluation may differ from one time to another and from those of equally respected evaluators. Other things being equal, tests that permit objective scoring are preferred.

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Reliability also depends on the representativeness with which tests sample the content to be tested. If scores on items of a test that sample a particular universe of content designed to be reasonably homogeneous (e.g., vocabulary) correlate highly with those on another set of items selected from the same universe of content, the test has high content reliability. But if the universe of content is highly diverse in that it samples different factors (say, verbal reasoning and facility with numbers), the test may have high content reliability but low internal consistency.

For most purposes, the performance of a subject on the same test from day to day should be consistent. When such scores do tend to remain stable over time, the test exhibits temporal reliability. Fluctuations of scores may arise from instability of a trait; for example, the test taker may be happier one day than the next. Or temporal unreliability may reflect injudicious test construction.

Included among the major methods through which test reliability estimates are made is the comparable-forms technique, in which the scores of a group of people on one form of a test are compared with the scores they earn on another form. Theoretically, the comparable-forms approach may reflect scorer, content, and temporal reliability. This ideally demands that each form of the test be constructed by different but equally competent persons and that the forms be given at different times and evaluated by a second rater (unless an objective key is fixed).

In the test-retest method, scores of the same group of people from two administrations of the same test are correlated. If the time interval between administrations is too short, memory may unduly enhance the correlation. Or some people, for example, may look up words they missed on the first administration of a vocabulary test and thus be able to raise their scores the second time around. Too long an interval can result in different effects for each person due to different rates of forgetting or learning. Except for very easy speed tests (e.g., in which a person's score depends on how quickly he is able to do simple addition), this method may give misleading estimates of reliability.

In logic, specifically in deductive reasoning, an argument is **valid** if and only if it takes a form that makes it impossible for the premises to be true and the conclusion nevertheless to be false.^[1] It is not required for a valid argument to have premises that are actually true, but to have premises that, if they were true, would guarantee the truth of the argument's conclusion. Valid arguments must be clearly expressed by means of sentences called well-formed formulas (also called wffs or simply formulas).

The **validity** of an argument can be tested, proved or disproved, and depends on its logical form.

In logic, an argument is a set of statements expressing the premises (whatever consists of empirical evidences and axiomatic truths) and an evidence-based conclusion.

An argument is valid if and only if it would be contradictory for the conclusion to be false if all of the premises are true. Validity doesn't require the truth of the premises, instead it merely necessitates that conclusion follows

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from the formers without violating the correctness of the logical form. If also the premises of a valid argument are proven true, this is said to be sound.^[3]

The corresponding conditional of a valid argument is a logical truth and the negation of its corresponding conditional is a contradiction. The conclusion is a logical consequence of its premises.

An argument that is not valid is said to be "invalid".

An example of a valid argument is given by the following well-known syllogism:

All men are mortal.

Socrates is a man.

Therefore, Socrates is mortal.

What makes this a valid argument is not that it has true premises and a true conclusion, but the logical necessity of the conclusion, given the two premises. The argument would be just as valid were the premises and conclusion false. The following argument is of the same logical form but with false premises and a false conclusion, and it is equally valid:

All cups are green.

Socrates is a cup.

Therefore, Socrates is green.

Q.5 Discuss continuous assessment with the help of examples.

Continuous assessment is a form of educational examination that evaluates a student's progress throughout a prescribed course. It is often used as an alternative to the final examination system.^[citation needed] Proponents of continuous assessment argue that the approach allows tracking of progress and has a chance of offering students more support, guidance, and opportunities to improve during the course or programme.

Characteristics

1. Comprehensive
2. Cumulative
3. Diagnostic
4. Formative
5. Guidance-oriented
6. Systematic in nature

Advantages

Continuous assessment can help students learn in the following ways:

1. Continuous assessment can provide early indications of the performance of students.
2. **An increased sense of inclusiveness:** Continuous assessment provides students with a constant stream of opportunities to prove their mastery of material and sends the message that everyone can succeed if

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given enough time and practice. This reduces the anxiety around testing and heightens the emphasis on the learning itself.^[citation needed]

3. **Higher learning standards for all:** In a system of continuous assessment, advanced students can progress through material at their own pace and remain engaged by pursuing more challenging work as they master the basics.

Disadvantages

1. **Greater study pressure:** Unlike the final exam system, students and teachers need to focus throughout a course or programme, as all work counts towards the final grade. This may cause learners to feel more stressed. Under the final exam system, students may "cram", or study for long hours, before the test in order to get a good grade. Thus, they only have to work hard for a shorter period.
2. **Risk of plagiarism:** As homework and assignments become more important, students may not feel secure just showing their own knowledge. Instead, they may plagiarize other's work in order to secure a better score

Formative assessment

Continuous assessment will often include some form of formative assessment. The formative assessment covers the range of informal diagnostic tests a teacher can use to assist the process of learning by their students. This may include activities such as weekly pop quizzes or preparatory assignments. Prescriptive but ungraded feedback ructional Research and Curriculum Evaluation, likens formative assessment to a cook tasting a soup before serving it to a guest. Despite its advantages, formative assessment can be time-consuming, and incentives in education systems tend to favor more objective assessments.

An advantage of formative assessment for learning is that it is ongoing. This allows for incremental feedback to identify problems at their earliest stages. For example, a student can correct conceptual errors before undertaking work on a term paper. As a student works on a topic, input from the teacher can inform, guide, and validate each step of the process. Cheating and plagiarism remain significant problems in academic settings. Compared to graded summative assessments like final exams, ungraded formative assessments reduce the temptation to cheat. This allows students to focus on learning instead of grades.