

Impact of Formative Assessment on Students' Learning Outcomes in District Quetta
An Experimental Study

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ABSTRACT

The current study aim to assess the impact of formative assessment on the mastery of students English tenses. The researcher selected two groups for the study they include controlled and experimental group. Study aims to investigate the statistically significant difference between the learning outcomes of the groups. A quasi – experimental research design employed to examine the impact. Both groups included 50 students each. Post and pre tests assigned to students. Test reliability and validity checked before large- scale study. The intervention took four weeks. Researcher entered the data SPSS for descriptive and inferential analysis. The overall mean of post-test to pre=test increased from 13.15 to 18.64 showing increase in student's performance. Independent sample t-test used for inferential analysis its result showed $t(97) = -0.801, p = .425$. showing same base line for pre-test result and for post-test it shows statistically difference in the group where $t(97) = 24.11, p < .001$, showing positive change in performance in experimental group. The effect size analysis showed a negligible effect in the pre-test (Cohen's $d = -0.161$) and a very strong effect in the post-test (Cohen's $d = 4.848$). The findings of the study are formative assessment improve the student learning outcomes. It helped students in learning English tenses. Student's post- test results of both groups showed Enhancement in understanding and learning of English tenses.

Keywords: Formative Assessment, English Tenses, Learning Outcomes, Real-Time Feedback, Grammar Accuracy, Quasi-Experimental Design, Secondary School Students.

INTRODUCTION

Formative assessment is the classroom process that provides the information about the present status of student learning capabilities (Assessment Reforms Group (2002). The term formative assessment refers to the activities takes place in classroom and gives feedback to adjust instructional methods Black & Wiliam, 1998). Modern research focused the limit to teachers are implementing the formative assessment and how it effect the learning outcomes of the students (Alderson, Brunfaut, & Harding 2017). There are contradictions in the formative assessment definition as well as in its implication procedures, research conducted on formative assessment revealed that how formative assessment applied what are the impact on student learning outcomes (Wafubwa, 2022).

Panadero et al., (2023) argue that formative assessment used in universities of Spain but mostly final exams have a great influence on grades and success matters. Universities use formative assessment but in little amount. Formative assessment provides feedback it helps in improving students, performance. The research reveal that formative assessment not only provides useful feedback but helps in identify the individual differences of the students Gordon & Sireci, 2025).

Molin et al., 2020. assessment is a continuous process applied to determine feedback and it significantly increase the learning process of students (Alordiah, 2025).The study by Black & Smith (1998),revealed that there is a great possibility of students achievement when formative assessment is applied in class rooms. The digital methods adopted in Higher education causes significant challenges throughout. The formative assessment helps to confront these difficulties (Nicol, 2020). In a study conducted by Bostrom and Palm (2023) showed that formative assessment had no significant effect on the achievement of students learning outcomes.

Important features of formative Assessment

Formative assessment used in classroom with a series of teaching strategies and methodologies helps to increase the learning outcomes of students. Black and William (2009) suggested five methods for operative formative assessment.

- Goal setting: Teacher should set the goals that what students will learn.
- Check understanding: During the lecture or learning activities, teacher must ask questions to know about the understanding of students.
- Giving feedback: After asking questions, teacher should give useful feedback to students for improvement.
- Peer share: Teacher should set an atmosphere for students that they collaborate, ask questions with each other and help each other in learning.
- Self- accountability: In this assessment, students learn how to check their own work according to rubrics.

Statement of the Problem

The important goal of English language teaching is to foster student's abilities to use correct grammar. Mostly real communication avoided and English teaching is restricted to exam oriented. The main aim considered to complete the syllabus and to prepare the students for board examinations. Student forgets the rules of tenses because of the lack of formative assessment and utilization in real communication. The situation gets dangerous when there is no clear feedback from teacher to overcome the problem. Formative assessment effectiveness lacks the evidence of empirical study in case of Balochistan in English grammar accuracy. The gap cause difficulty to understand the impact of formative assessment on students learning outcomes.

Research Objectives

1. To evaluate the impact of formative assessment on student's English tenses mastery.

2. To determine statically significant difference in post test score of controlled and experimental group
3. To assess the integration of real time feedback in reduction of grammatical errors

Research Questions

1. What is the impact of formative assessment on student's English tenses mastery?
2. What is statically significance difference in post-test score of controlled and experimental group?
3. How does integration of real time feedback work in reduction of grammatical errors?

Significance of the Study

The study contributed in the discipline of English grammar and giving proof with practical study and observation. This empirical study revealed the impact of formative assessment in English tenses. The study holds great importance because it provides direct evidence of implication of formative assessment in classroom. The study address the gap of the observation of impact of formative assessment in two classes in which one is controlled and other is experimental. Teachers and researcher can use the findings to improve and adopt the teaching strategies. Teachers can take benefit of the study to give clear feedback, use peer assessment method and self- assessment for the enhancement of learning outcomes of the students. The study also beneficial for curriculum developers and policy makers to include the essence of formative assessment in English grammar curriculum.

LITERATURE REVIEW

Development of Formative assessment

Important education theories presented by Benjamin Bloom and Michel Scriven in 1968 and 1970 these theories highlighted the value of formative assessment and feedback in classrooms. Sadler, 1989 argued that formative assessment must be assessment for learning instead of assessment of learning. He argued the need of assisting students in objectives, to know the flaws in student's concepts.

Wiliam and Thompson (2008), worked for the systematic use of formative assessment in United Kingdom, presenting frameworks and recommendations for this. Popham, (2010) revealed that the use of technology in applying formative assessment is necessary for personalized learning. To know the individual differences of student's formative assessment is of vital importance (Guskey, 2002).

Teacher's perception about formative assessment

Correia and Harrison (2019) argues that teacher perception is constant about the teaching style, and inquiry method. Means if teacher play the role of facilitator will allow students for open inquiry method, if teacher's role is as controller then teacher adopts direct method for inquiry (Mahnaz & Kiran, 2024a). Florence Kyaruzi et al. (2019) found that students who value the formative assessment and feedback of the teachers perform well in mathematics subject. When, teacher provide supportive and high- class feedback it can help student's progress.

Feedback as a guide for learning

Training programs improve teacher strategies. Using higher order thinking order in assessment improve students skill (Nasir & Mahnaz, 2026). The main challenge is that teacher faces problem in providing feedback to students as they do not revealed the main reason of their failure Moyo et al., (2022). Assessment has to use to improve the student learning beyond the checking procedure only. Effective feedback helps student to achieve their objectives (Sireci et al., 2025; Morris et al., (2021).

In their study conducted on formative assessment revealed that minor quizzes highly support students learning (Mahnaz & Kiran, 2024b). However, praise, grading and feedback based on technology gave multiple results. Formative assessment is a key element of learning (Mahnaz & Nayab, 2026). The study revealed some irregularities found in implementing the formative assessment in classrooms but the problem may solved by training the teachers (Khursheed & Shahid, 2023).

Self and peer assessment

Formative assessment actually provides confidence to students. It is very useful when used continuously in classroom. The peer assessment makes students capable of self- assessment helping them to overcome their weakness Fleckney et al., (2025). Different formative assessment tools helps student for self feedback. Student use different techniques like rubrics for self assessments Van der Kleij, 2024).

Technology In Formative Assessment

See et al., (2021) argue that it is not necessary to use technology for better results only but the main objective must be that whether the application of technology in formative assessment is literally effective. Boumedyen Shannaq, (2024) discusses that digital assessment is useful and enhance student learning in a classroom where the number of student is low or low confidence in students.

Challenges in implementing formative assessment

The most common issue in the application of formative assessment is that instructors have the lack of time problem and the large size of the class with barrier in managing the test data (Lam, 2024).

Impact on student motivation and achievements

Khoshimova, 2025 argued that formative assessment enhance student motivation. Student know about their learning and it causes the strengthening of internal and external motivation. Andrade & Cizek, 2010 revealed that formative assessment enhance self-directed learning and increase student motivation for learning. Ahmed (2023) explain that formative assessment, increase student confidence it support individual learning. It helps student to over come their weaknesses.

Formative assessment and post- pandemic scenario

A flexible assessment is required to fill the gap specially, in those students who are facing hurdles in COVID- 19 pandemic Kuhfeld et al. (2020). With the help of formative assessment teacher can identify the weak areas of students and it will reduce the pressure on students of summative examination (Müller & Goldenberg, 2020). In higher education most of the teachers' tendency to use the formal formative assessment usually the pen and paper method is used. This shows the use of conventional method of formative assessment instead of discussion and interactive method during pandemic (Asamoah, Shahrill, & Abdul Latif, 2022).

Digital formative assessment

Mohsin (2025) explored in his review papers that use of technology in assessment improves student's engagement, understanding and reflective learning. The question is about the access of digital tools, skill and the alignment of the learning activities.

Practical implication of formative assessment

Berisha et al., (2023) revealed that the practical implication of formative assessment is possible if teachers are aware of it. For this necessary training is indispensable. Formative assessment had discussed in the work of Benjamin Bloom, Michael Scriven and Sadler and other studies focused on theories and other elements like teacher's beliefs and formative assessment practices (Mahnaz & Kiran, 2024c). There are limited researches observing direct impact of formative assessment specially, in secondary school level in Balochistan. Additionally existing literature shows uneven findings about the role of technology and practical implication of formative assessment in classroom. Therefore, research is required to explore how formative assessment effects the learning outcomes of the students.

RESEARCH METHODOLOGY

Research Design

The study employed quasi- experimental design. Two naturally existing classes selected. A non – equivalent controlled group design was used. Class A designated as experimental group. In class “A” formative assessment strategies implemented. The controlled class denoted as B where conventional teaching methods applied. A pre test conducted in both intervention and controlled group before the experiment. After that in the following groups the formative assessment and conventional assessment was applied. Formative assessment employed in experiment class and conventional teaching method in controlled group.

Population

The population targeted for the study includes all the students enrolled in secondary class in public school. The study restricted to one school due to time constraint and convenience. The collected from one school.

Sample and Sampling Technique

The sample comprises of two intact classes of secondary level of a public school. Class A is the experimental group consists of 50 students where formative assessment applied. Class B the controlled group also comprises of 50 students. The total number of students N=100. The researcher employed non-probability convinces method due to access and possibilities.

Research Instrument

Researcher used an achievement test to collect data to assess understanding of tenses from controlled and experiment group. The items of test constructed according to the rules and methods of tenses covered in the curriculum. This achievement test consisted of correct incorrect multiple type questions and fill in the blanks. The same test used as post and pre test for controlled and experimental group.

Validity and Reliability

The validity of the achievement test checked by experienced English teachers. It was ensured, that items included in test are related and clear. The reliability of questions checked using Cronbach in SPSS after data collected in pilot testing. The reliability coefficient was $\alpha = .826$ showing good internal consistency in items.

Data collection procedure

Data collected in systemic procedure first of all researcher took permission from the head mistress to take periods of both controlled and experiment group to teach the classes for empirical research for four weeks and collect data. Firstly, post- test conducted in both groups to know the understanding of tenses rules and usage. After post-test the formative assessment strategies used in experimental group or class A. These strategies include continuous feedback, peer assessment, self- assessment questioning and other activities. In contrast, in controlled group or class B the conventional methods like lecture method.

This intervention leads up for four weeks. After the completion of the period, post- test conducted in both groups. The record of tests used in further analysis.

Data analysis techniques

The score of the pre and post-test were analyzed using SPSS (Statistical Package for Social Sciences) version 27. The researcher entered the test score in SPSS systematically the variables were defined in variable view. The variable consisted of ID, Group, Pre-test and Post-test. The group variable denoted experimental group =1 and controlled group for =2. In next step, data entered in data view Total 100 student entered. 50 students in experimental and 50 in controlled group respectively. Finally, SPSS was set to run descriptive analysis for frequency, mean and standard deviation. For inferential analysis, sample t- test conducted to examine whether there is statically significant difference between the means of post and pre-test scores of both group A and B.

RESULTS

The chapter provide results of the data analyzed in SPSS collected to study the impact of formative assessment in English tenses rules. The descriptive data analyzed for pre and post-test score in both experimental and controlled group. In inferential analysis sample t-test conducted in SPSS and the results interpreted in this chapter.

Descriptive Analysis

Table 1

Descriptive statistics of pre-test scores of experimental and controlled group

| | N | Minimum | Maximum | Mean | SD |
|----------|----------|----------------|----------------|-------------|-----------|
| Pretest | 100 | 11 | 15 | 13.15 | 1.146 |
| Posttest | 100 | 14 | 25 | 18.64 | 3.601 |

Valid N 100

Note: N= number of students, Mean is the mean score of test, SD= Standard deviation.

The table shows that number of respondents is 100. The mean score of the respondents is 13.15 and standard deviation is 1.146. The mean score of test of post- test is 18.64. The standard deviation is 3.601

Table 2

Group Statistics

| 1= Experimental, 2= Control | | N | Mean | SD | SD. Error Mean |
|-----------------------------|--------------|----|-------|-------|----------------|
| Pre-test | Experimental | 50 | 13.06 | 1.300 | .184 |
| | Control | 50 | 13.24 | .969 | .138 |
| Post-test | Experimental | 50 | 21.92 | 1.700 | .240 |
| | Control | 50 | 15.29 | .913 | .130 |

Note: 1=Experimental group, 2= Control group, N= number of students, SD= Standard deviation.

The table 2 shows the mean score of post-test of Experimental group is 21.93. The mean score of Control group is 15.29.

Table 3

Independent sample t-test

| Leven's test Equality of T-test for equality of means of variance 95% confidence interval variance | | | | | | | | | |
|--|-------|------|-------|--------|----------------|-----------------|----------------------|-------|-------|
| | F | Sig | t | df | Sig (2-tailed) | Mean difference | STD error Difference | Lower | Upper |
| Pre-test equal variance assumed | 4.913 | .029 | -.801 | 97 | .425 | -.185 | .231 | -.643 | .273 |
| Equal variance not assumed | | | -.803 | 90.580 | .424 | -.185 | .230 | -.642 | .272 |

| | | | | | | | | | |
|----------------------------------|--------|-------|--------|--------|-------|-------|------|-------|-------|
| Post-test equal variance assumed | 12.698 | <.001 | 24.115 | 97 | <.001 | 6.634 | .275 | 6.008 | 7.180 |
| Equal variance not assumed | | | 24.252 | 75.402 | <.001 | 6.634 | .274 | 6.089 | 7.179 |

Note: F= Levene's test statistics, t= Independent samples t-test value, df= degree of freedom, p= significance level (2-tailed), SE= standard error of the difference, CI= confidence interval of the difference. P < .05= statistically significant difference between groups.

Table 3 shows that in pre-test the $p > .05$ indicates no significant difference. For post-test $p < .001$ shows statically significant difference.

Table 4

Independent Samples Effect Size 95% confidence Interval

| | | Standardizer | Point Estimate | Lower | Upper |
|---------|--------------------|--------------|----------------|--------|-------|
| Pretest | Cohen's d | 1.148 | - .161 | - .555 | .234 |
| | Hedges' correction | 1.157 | - .160 | - .551 | .232 |
| | Glass's delta | .969 | - .191 | - .586 | .206 |
| Protest | Cohen's d | 1.369 | 4.848 | 4.057 | 5.631 |
| | Hedges' correction | 1.379 | 4.810 | 4.026 | 5.587 |
| | Glass's delta | .913 | 7.267 | 5.762 | 8.765 |

Note: Cohen's d, Hedges; g, and Glass' delta are measures of effect size. CL= 95 % confidence interval.

Table 4 shows that pro-test effect size is (Cohen's d) = -0.161 shows negligible difference. For post-test the effect size is (Cohen's d) = 4.848 shows strong effect of intervention.

Findings

This chapter gives details about the findings or results of the descriptive and inferential analysis applied in observing the impact of formative assessment in experimental and controlled groups of 50 students each. Descriptive statistics derived in SPSS showed the mean of pre-test 13.15 and SD 1.146. In opposite of it the post-test that extended from 14 to 15 has greater mean=18.64 and SD = 3.601 showing an overwhelming improvement in performance of students mastery in English grammar tenses.

Inferential Analysis

Post –test Comparison

For the comparison of the test, scores of experimental and controlled group an independent t-test conducted in SPSS. The results categorically showed no statically significant difference as shown in table $t(97) = -0.801, = p = .425$. The Levene's test showed unequal variance although where $p=.029$, but the results in both variance situation remain same showing similar baseline of groups before intervention.

Post-test Comparison

In the post-test analysis in difference between the experimental and controlled group is $t(97)= 24.11, p < .001$. The mean difference between these two groups was 6.63, and the confidence level is 95% the interval ranges from 6.008 to7.180. Showing the improvement of experimental group in scoring good marks in pre-test results. Performing significantly good as compare to control group.

DISCUSSION

The aim of the present research is to study the impact of formative assessment on the mastery of English tenses. The study conclude the statically significant difference in the post-test score of two groups included in the study. The study experienced the usefulness of formative assessment. The findings aligned with the previous studies. The existing literature further discussed with the findings of the present study in perspective of the research objectives.

Objective 1: To evaluate the Impact of Formative Assessment on English tenses expertise.

This is the first objective of the study to evaluate the impact of formative assessment on student learning outcomes of tenses expertise. The statistics of the pre-test having $M= 13.15, SD= 1.146$ and post-test $M= 18.64, SD= 3.601$ is the indication of the improvement of the performance of students in learning English tenses. These findings aligned with theory of Bloom (1968) and Scriven (1970) they also emphasized the need of continuing assessment for mentioning the learning gape of students. The results of the study support the findings of Guskey (2002) who discussed the importance of formative assessment in knowing the individual differences of the students. Morris et al. (2021) revealed that classroom activities, quizzes definitely enhance the students understanding of the lesson and concept. Ahmed (2023) argue that formative assessment helps in student's motivation and engagement, improving learning outcomes of the students.

Objective 2: To examine the statistically significant difference in post-test score of control and experimental group.

This objective is to evaluate the statistically significant difference in the post- test difference of both control and experimental group, as the independent samples t-test shows no significant difference in post-test score of the controlled and experimental groups confirming the similarity of the academic baseline of groups. Where $t= 24.115, p < .001$ showing the experimental performed well in contrast of control group due to implementation of formative assessment. The increasing post-test score of the students are consistent with the study of Khursheed and Shahid (2023) that argued the fact of having effective impact of formative assessment on classroom learning if teacher well trained.

Objective 3: To assess the combination of real- time feedback in the reduction of tenses errors.

This objective aims to assess the real time feedback role in decreasing the grammatical errors. The pre-test score of the student showed significant improvement due to formative assessment and clear feedback of the teacher. This finding of improvement in pre-test score supports Sadler's (1989) statement that feedback helps students to know the differences between their desired and recent outcomes. In the same way Sireci et al (2025) agreed that positive feedback give understanding to students to overcome their weaknesses this perception also confessed by Kyaruzi et el. (2019) that well-timed and constructive feedback increase student's performance mostly in Cognitive work and problem solving activities.

Objective 3: To Assess the Combination of Real-Time Feedback in the Reduction of Grammatical Errors

The third objective of the study was to assess the role of real-time feedback in reducing grammatical errors. The significant improvement in post-test scores among students in the experimental group indicates that continuous feedback contributed to better understanding and application of English tenses.

This finding supports Sadler's (1989) assertion that effective feedback helps learners recognize discrepancies between their current and desired performance. Similarly, Sireci et al. (2025) highlighted that constructive feedback guides students toward achieving learning objectives. Florence Kyaruzi et al. (2019) also found that timely and supportive feedback enhances students' academic performance, particularly in skill-based subjects.

Moyo et el (2022) also highlighted the fact that feedback of teacher bring improperness to student's learning. Van der Kleij found that students monitor their own studies with self -assessment tools.

It concluded with results after comparing to existing literature that formative assessment improves students learning outcome.

Recommendation for future researchers

- Future researchers should conduct research on differential level of classes
- In future researcher should conduct more longitudinal studies
- Future researchers may conduct researches to assess challenges faced by teachers in applying formative test in classroom.

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