

Using Different Feedbacks in Formative Evaluation and Their Effects on Achievement in Iranian Elementary School Students

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Evaluation is one of the activities, which has a pivotal role in the process of teaching and learning in any system of education. One essential and substantial aspect of evaluation is formative evaluation. This type of evaluation which has been almost neglected by teachers is used to improve and enhance the achievement of the learners. Even though, the teachers employ this kind of evaluation, they rarely attempt to correct or improve the shortcomings of the students' learning through feedback. Given this, the current study aims to address the effect of various methods of feedback including oral, written and a mixture of the two i.e. oral-written feedbacks on science subjects' achievement. The sample consisting of 140 fifth grade primary school students' subjects was divided into three experimental and one control groups. The validity and reliability of the instruments was calculated in the shape of pretest and posttest, and 11 formative tests were run for 11 weeks. Findings of this research indicated that there was a significant difference between those formative evaluations which involve various method feedbacks including oral, written and mixed (oral-written) and those lacking these feedbacks. Also there was a significant difference between the students who received written feedback and those who received only oral feedback concerning science subjects' achievement. The implications of study are discussed and suggestions are given for using feedback in a constructive way to improve achievement.

Key words: Formative evaluation, Feedback, oral and written feedback, Achievement in Science