
Understanding Formative and Summative Assessments: Perspectives from Teacher Trainees in Macau

Tchiang Van Man Isabel

University of Saint Joseph, United States

Mak, Ngan Leng

University of Saint Joseph, United States

Mo Chen

University of Saint Joseph, United States

Abstract:

This study investigates the perceptions of teacher trainees in Macao concerning summative and formative assessments, focusing on their experiences and insights into various assessment methods. A mixed-methods approach was employed, utilizing both quantitative and qualitative data collected from a survey of 173 participants. The results indicate that teacher trainees perceive both assessment types as essential in the measurement of student learning outcomes, with formative assessments being particularly favored for their effectiveness in enhancing learning processes. Key findings reveal that teacher trainees frequently use assessments to inform instructional decisions and actively engage students through diverse methods. The analysis also identifies overlapping perceptions between formative and summative assessments, suggesting a holistic approach to evaluation. Challenges such as time constraints and the need for fairness in assessments were noted, emphasizing the necessity for professional development in distinguishing and implementing effective assessment strategies. The insights underscore the importance of integrating varied assessment methods to create a comprehensive, student-centered framework that supports ongoing learning and academic success.

Keywords:

Teacher trainees, summative assessments, formative assessments, assessment strategies, professional development, Macao.