

# **Teacher -Trainees Use of Formative Assessment Techniques in Assessing Students' Learning: A Multiple Case Study of Colleges of Education in the Western North Region of Ghana**

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## **Abstract**

The purpose of this study was to examine formative assessment techniques teacher trainees use to assess students' learning in the classroom. Qualitatively, the study adopted Literal replication multiple case study research design. The study was carried out in three Colleges of Education in the Western North Region of Ghana. Purposive and convenience sampling techniques were used to select the three (3) Colleges of Education and sixty (60) respondents for the study. The main instruments used for data collection were semi-structured interview guide and observation checklist. The data were used together to form one case and analyzed by the use of the interpretative method based on the themes arrived at in the data collection. The study revealed that, teacher-trainees have a fair idea on how to use formative assessment techniques in teaching and learning process, although the classroom observation proved otherwise as most of the techniques, they mentioned in the interview were not used in the classroom situation. Role-play, interview, case study, group work, jigsaw, fish bowl, project work, quizzes, and dramatization were not used by trainees. It is recommended that other formative techniques like role-play, interview, case study, group work, jigsaw, fish bowl, project work, quizzes, and dramatization should be used in addition to these formative techniques such as brainstorming, discussion, observation, demonstration, debate, storytelling, questions and answers in their teaching used during teaching and learning.

**Keywords:** Assessment, Formative Assessment, Classroom Instruction, Techniques, Teacher-Trainees