Introduction
The purpose of the present study was to determine to what extent the formative assessment can be beneficial for the teachers in motivating the students to improve their scholastic achievements. This study explored relationship between different strategies of formative assessment such as constructional feedback, self-assessment and peer-assessment and student motivation.

Problem
Summative assessment methods that are commonly used by teachers in India in secondary schools often create an undesirable demotivation in the students. Summative assessment refers to scores and grades which are often related to rank achieved by the student and is compared with other students. This difference in performance is an important concern and this environment may demotivate the students (Yin, et al., 2008).

Research Question
The research question for the present study is as follow:
What are the current research findings that promote the use of formative assessment in such a way that it motivates the students?

Justification
The need to motivate students is evident, but it is often assumed that giving such rewards as grades, and prizes are the best way to do it (Black, Harrison, Lee, Marshall, Wiliam, 2004). However, the feedback provided by a teacher can also help in motivating a student. Further, positive feedback based on the improvements needed motivates the students to work hard on their shortcomings (Black et al., 2004).

Method
The author will use the findings of other researchers to form a handbook for the teachers.

Reference


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