

FORMATIVE ASSESSMENT: DEVELOPING 21ST CENTURY SKILLS IN CONTEMPORARY EDUCATION SYSTEM

Abstract

The skills people need to succeed in the modern world, marked by quick technological breakthroughs and dynamic global terrain, have undergone a paradigm shift in the 21st century and its skills which include critical thinking, communication, cooperation, creativity, digital literacy, and more, is explored in the present study along with their importance in preparing global students for success in both academic endeavours and real-world issues. One of the efforts in building competence related to the desired 21st century skills is the use of formative assessment in learning. Formative assessment as a pedagogical approach fosters personalized education, ongoing development, and pupil-centered instruction and it acts as a bridge that cultivates 21st century abilities in students, enabling them to adapt, innovate, and succeed in a constantly changing world by promoting ongoing feedback, self-evaluation, and goal planning. The transformative potential of the formative assessment fosters critical 21st century skills that ultimately empower learners to become adaptable, proactive, and socially responsible individuals in contemporary society. In contemporary educational system, the present study examines the crucial function of formative assessment in developing and improving essential 21st century abilities.

Keywords: 21st Century Skills, Formative Assessment, Students, Teacher Role

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I. INTRODUCTION

The world is undergoing significant changes because of technical breakthroughs, globalization, and the shifting nature of labour and society in the quickly changing 21st century. The abilities necessary for success have migrated beyond traditional academic knowledge as the demands of the modern world continue to change. Critical thinking, creativity, communication, cooperation, digital literacy, problem-solving, and other talents fall under the category of 21st century skills. These abilities are necessary not only for achieving academic success but also for overcoming obstacles in the real world and making a positive contribution to society. As a result, educational systems are rethinking how they approach instruction and evaluation to provide students with the skills they need to succeed in the twenty-first century. An effective teaching method is known as the formative assessment has grown in prominence in recent years and it places more emphasis on continual self-evaluation, focused changes, and constant feedback than standard summative assessment, which primarily evaluates a student's performance at the end of a learning session. It equips teachers to tailor lessons, modify teaching methods, and develop student skills by giving them immediate insights into students' strengths and areas for improvement. Incorporating formative evaluation with all skills towards academic performance while also supporting students' overall growth. It gives students regular feedback on their critical thinking, problem-solving, and communication skills, which gives them a sense of ownership and agency over their learning. These are important qualities that are highly desired in the workforce of the twenty-first century and are fostered by this student-centered approach. NCREL identifies 21st century skills as the skills of high productivity and effective communication additionally, it can use technology to develop interactive and interesting learning experiences. Digital tools let teachers gather and analyse data efficiently, enabling the creation of personalized learning pathways that consider students' specific strengths and areas for growth and it provides a natural platform to improve students' proficiency in navigating and exploiting technology for learning and self-improvement.

II. ASSESSMENT

Asking students to demonstrate their understanding of the subject matter is critical to the learning process; it is essential to evaluate whether the educational goals and standards of the lessons are being met. Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met and it affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?" Today's students need to know not only the basic reading and arithmetic skills, but also skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyse, and to make inferences. Changes in the skills base and knowledge our students need require new learning goals; these new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed. In education, the term assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood. It is the process of systematically gathering information as

part of an evaluation. Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning. Formative assessment and the effective integration of 21st century skills are not without difficulties, though. Teachers must balance developing students' creativity, critical thinking, and collaborative skills while simultaneously preparing them for standardized tests. Additionally, a supportive institutional culture, ongoing professional development for teachers, and a dedication to data-driven decisionmaking are necessary for the implementation of formative assessment. The importance of these skills in education rests in their ability to provide students with the knowledge and abilities necessary to meet the complex and changing problems of the contemporary world. These abilities, which span adaptability, critical thinking, teamwork, digital literacy, creativity, and more, give students the tools they need to flourish in a connected and digitally savvy society while traditional learning approaches change. Education may now develop independent thinkers capable of navigating an information-rich environment, confronting challenges with creative solutions, and participating in the meaningful global conversation by nurturing abilities that go beyond rote memorization. Additionally, these abilities foster a passion for lifelong learning and enable students to develop into responsible adults who can collaborate, communicate, and contribute ethically to a varied and changing society. Therefore, incorporating all these skills into education not only meets the needs of the present era but also equips people to influence its course via innovation and purpose and the term 21st century skills refer to a broad set of knowledge, skills, work habits, and character traits that one believed- by educators, school reformers, college professors, employers, and others- to be critically important to success in today's world (Glossary of Education, 2022). Traditional educational paradigms that emphasize rote memorization and subjectspecific information are no longer sufficient to equip people for success in this dynamic and complicated environment. Instead, the focus is now on developing a broad range of "21st century skills" that enable people to succeed in the contemporary world. The research done by McLachlan, and Kurt related to 21st century skills conclude in terms of curriculum, assessment, professional development, leadership, and culture, this case study is consistent with recent research on these skills. According to the research looked at, a global curriculum, alternative assessments, intense intervention, frequent and meaningful use of data, professional development, shared leadership, and community and student involvement are all essential elements of modern school. Beyond academic knowledge, global talents cover a broad spectrum of aptitudes that give people the tools they need to deal with the opportunities and problems of the modern day. These abilities include flexibility, social and emotional intelligence, creativity, communication, teamwork, problem-solving, critical thinking, and cultural awareness towards dedication to lifelong learning. Schools may easily include 21st century skills in the context of formative assessment by reinventing evaluation approaches beyond conventional testing. Students are encouraged to apply critical thinking, creativity, cooperation, and problem-solving abilities to realistic circumstances by creating project-based examinations that reflect real-world difficulties. While collaborative assessments encourage collaboration and good communication, performance activities give students the chance to apply their learning in real-world settings. Digital portfolios give students the chance to collect proof of their skill development over time, encouraging self-awareness and metacognition. The use of simulations or role-playing exercises models decision making and flexibility in the actual world. Innovative questioning strategies foster the capacity for complicated topic analysis and higher-order thinking. Diverse viewpoints and the opportunity to tackle real problems are provided by peer

evaluation and true problem-solving possibilities. In 2019, a study was done on the students to see the importance of lesson study on 21st century skills. (Rosdiana et al., 2020). The results were in the continuous improvement of 21st century skills, 21st century skills including creativity and innovation, critical thinking and problem-solving, communication and collaboration information, and media and technology skills that can be introduced through lesson study. There are many difficulties in integrating and developing 21st century abilities in both the classroom and the business. It can be challenging to modify traditional educational institutions to effectively foster abilities like teamwork, creativity, and adaptability. Standardized assessments frequently fall short of capturing these abilities' nuanced development; therefore, one problem is matching curriculum and evaluation methods with them. Progress can also be hampered by stakeholders' reluctance to change, including teachers, parents, and administrators. Implementing skill-focused techniques can be difficult due to time and technological resource limitations. A challenge is ensuring that all students have equal access to technology and educational opportunities, which raises questions regarding possible inequalities among pupils. It can be difficult to promote integration due to societal and parental expectations that are based on conventional educational paradigms.

III. OBJECTIVES OF THE STUDY

- To study the concept of assessment and formative assessment
- To know the key components of 21st century skills
- To analyse formative assessment towards a bridge to skill development
- To discuss integration of technology in formative assessment

IV. METHODOLOGY

The present study is mainly established on secondary data which are gathered from renowned research articles, journals, position papers, etc. and are all related to “Formative Assessment: Developing 21st Century Skills in Contemporary Education System.”

V. FORMATIVE ASSESSMENTS

Are almost never "graded". Assessments are almost always anonymous in the classroom and often anonymous online. Assessments do not provide evidence for evaluating or grading students.

1. Characteristics/Features of Formative Assessment

- It builds on the prior knowledge, and experiences of the learners, and ensures learner friendly assessment.
- It helps in enhancing the learning abilities of the learner.
- It provides scope for the use of variety of activities, and various tools and techniques for promoting holistic development of the learners.
- It ensures learning in a non-threatening and supportive environment.
- It provides descriptive feedback to children for realising their strengths and weaknesses.

- It provides a chance to the learners to reflect on their performance, as it realises the role of motivation and self-esteem of students learning.
- It encourages learners to understand the criteria/parameters that have been used to judge their performance.
- It helps learners to actively and continuously engage in learning.
- It provides feedback to the teachers to use teaching strategies according to the needs of the learners.
- It is diagnostic and remedial, formal and informal approach of assessment.

2. Types of Formative Assessment

- Observations during in-class activities
- Homework exercises as review for exams and class discussions
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal, planned and informal, spontaneous
- Conferences between the instructor and student at various points in the semester
- In-class activities where students informally present their results
- Student feedback collected by periodically

Tools	Techniques
Questionnaire	Examination
Observation schedule	Assignments
Interview schedule	Quizzes and competitions
Checklist	Projects
Rating scal	Debates
Anecdotal records	Elocution
Document analysis	Group discussions
Tests and inventories	Action plan
Portfolio analysis	Experiments Worksheet Seminar Symposium Survey

(Source: CBSE, 2010, p.29 and KV-ZIET, 2012)

VI. THE KEY COMPONENTS OF 21ST CENTURY SKILLS

1. **Critical Thinking:** The capacity to reason logically, examine the evidence, and analyse information to solve complex issues.
2. **Life-long Learning:** Developing a mindset of progress and a readiness to learn new things and adjust to new situations as they arise.
3. **Social and Emotional Intelligence:** Developing self-awareness, empathy, and emotional control to create effective interpersonal connections.
4. **Flexibility and Adaptability:** Accepting change, being receptive to new ideas, and being adaptable under changing conditions while maintaining an optimistic attitude.

5. **Creativity:** Encouraging creativity, imagination, and the ability to come up with creative ideas and solutions to solve problems and take advantage of possibilities.
6. **Digital Literacy:** The ability to use digital tools, information, and technologies effectively for communication, research, and problem-solving.
7. **Communication:** Communicating clearly and succinctly using a variety of channels, including written, oral, and digital communication, and being open to criticism.
8. **Media Literacy:** Understanding and evaluating media messages critically to spot bias, false information, and the impact of the media on society.
9. **Global and Cultural Awareness:** Valuing and respecting all cultures, viewpoints, and the interconnectivity of the world.
10. **Collaboration:** Working cooperatively in different teams, respecting others' viewpoints, and utilizing the group's resources to achieve shared objectives.
11. **Information Literacy:** The capacity to get, assess, and ethically use knowledge from a variety of sources.
12. **Initiative and Entrepreneurship:** Displaying proactivity, initiative, and resourcefulness to seize chances and find novel solutions.

VII. FORMATIVE ASSESSMENT TOWARDS A BRIDGE TO SKILL DEVELOPMENT

When data from assessments are used to identify learning needs, modify instruction as necessary, and create teaching and learning activities that will help learners achieve their objectives. Diagnostic testing falls under the category of assessment for learning and is often carried out at the start of a new unit, academic year, or academic cycle and offers details on what pupils learned and did not understand in earlier classes or terms. Each teacher must decide how to modify the principles presented above for use in their practice because various instructors will find different components of classroom formative assessment more beneficial for their styles, their students, and the situations in which they work. Of course, as always, "more research is needed," but the breadth of the research indicates that, if teachers develop their practice centred on the principles, they are unlikely to fail because of failing to consider nuanced or delicate qualities. Although there will never be a perfect model, positive outcomes are possible as long as educators keep researching the incredibly complicated connection between "What did I do as a teacher?" and "What did my students learn?" and a crucial opening stage in the continuous formative assessment process is diagnostic evaluation. Instead of only being used before or after a session, unit, or cycle, formative assessment is applied as a continuous process throughout teaching and learning. By establishing a dynamic and learner-centered approach that enables people to acquire, refine, and apply critical competencies, formative assessment serves as a bridge to skill development and it takes place during the learning process as opposed to traditional summative assessment, which offers a snapshot of students' performance at the end of a learning period. It provides immediate feedback, direction, and opportunities for development towards real-time observation and evaluation, personalization, attitude to growth cultivation, tailored assistance, active participation, etc.

Table 1: Skills and Interdependent Skills

Skill	Interdependent Skills
Critical Thinking	Creativity, Resilience, Problem-solving, Open Mindedness, etc.
Creativity	Curiosity, Empathy, Critical Thinking, Communication, Innovation, etc.
Leadership and Responsibility	Curiosity, Empathy, Critical Thinking, Communication, Innovation, etc.
Problem-Solving	Seeing Problems as Problems, Teamwork, Decision Making, etc.

VIII. INTEGRATING TECHNOLOGY IN FORMATIVE ASSESSMENT

The use of technology in the classroom is becoming essential for effective instruction that enhances learning, particularly in the twenty-first century, when students' passion for technology and digital tools pave the way to inspiring and motivating them to learn. A large body of study has grown in the investigation of the function of technological instructions in the educational process and their impact on enhancing the interactive learning environment because of the development of integration of skills across subjects, encouragement of creative thinking and innovation, promoting interaction and cooperation, focus on lifelong learning technology and its role in education, etc. Students receive detailed, non-evaluative input during formative testing that helps them perform better and effective teachers strive to involve their students in formative assessment activities to determine to understand and address misconceptions. They do this by using a variety of techniques, including diagnostic tests, startup activities, exit cards, pop quizzes, group discussions, think-pair-share exercises, etc. As they give them the chance to evaluate their efficacy as teachers and, therefore, alter and modify their teaching activities, teachers also profit from the use of formative evaluation approaches. In other words, instruction is informed by formative assessment. In modern educational environments, integrating technology in formative assessment has emerged as a game-changing strategy and it offers strong tools and platforms that improve formative assessment practices' speed, efficacy, and personalization while giving teachers and students insightful information about learning and skill development. Using digital tools, teachers can design dynamic, interactive assessment activities that include students, improve important competencies, and foster deeper knowledge. The ability to gather and analyse real-time data is one of the main benefits of technology in formative assessment. With the help of digital assessment technologies, teachers may get quick feedback on students' performance, allowing for prompt intervention and focused support. By focusing on each student's unique strengths and areas for development, this data-driven approach enables personalized learning pathways and guarantees that students get the help they need to succeed. Educators' evaluation procedures are streamlined using technology, freeing up time for more individualized instruction and meaningful interactions with pupils. The administrative burden is reduced through automated grading and data analysis, which frees teachers to concentrate on modifying their lessons to match the requirements of students.

IX. FORMATIVE ASSESSMENT AND 21ST CENTURY SKILLS

To handle the shifting demands of the modern world, particularly in the context of rapid technological breakthroughs and globalization, the term 21st century skills as a specific idea and framework was coined. Many of the abilities and skills that are today seen as 21st century capabilities, however, have always been crucial for human achievement and development, even in earlier periods. For instance, the ability to think critically, solve problems creatively, communicate effectively, and work collaboratively have always been crucial traits that people have required to succeed and adapt in both their personal and professional lives. These abilities have been used by people throughout history to overcome obstacles, invent, and communicate successfully with others. The current situation differs in that technical improvements, greater connectedness, and globalization have accelerated change's pace and changed the nature of difficulties. Thus, the idea of 21st century skills was developed to emphasize the necessity and significance of systematizing the development of these abilities in educational contexts to equip people with the skills they need to succeed in a world that is changing quickly. In the past, memory and topic knowledge may have been prioritized in education as the main objectives and to succeed and adapt in other spheres of life, people needed to have a broader set of abilities than just subject-specific knowledge, and this realization grew as the world changed. The skills highlight the unique importance and necessity of certain competencies in the modern era. Focusing on incorporating these skills into curricula and instructional strategies will help all educators and policymakers prepare students for the opportunities and challenges of the twenty-first century.

Teacher Role

- Observation during classroom activities
- Non-verbal facial expressions of children
- Classroom discussion and homework review
- Informal question like answer sessions
- Classroom activities where children make presentations, such as, presentation of project reports, etc.
- Student feedback periodically collected by the teacher on teaching-learning process and self –evaluation of children on different activities
- Maintenance of reflective journals by teachers which are reviewed by them periodically

X. CONCLUSION, DISCUSSION AND SUMMARY

Formative assessment integration is a revolutionary strategy that enables students to build and improve essential 21st century abilities in modern educational settings and it acts as a link to skill development by fostering abilities like critical thinking, communication, teamwork, digital literacy, and adaptability through constant feedback, personalization, and a growth-oriented mindset. A culture of active participation, creativity, and problem-solving is fostered by educators who design learner-centered experiences, enabling students to succeed in the complex and rapidly changing the 21st century. Formative assessment and 21st century skills work together to create a dynamic educational environment where students can become self-directed learners who take responsibility for their learning and challenge themselves with

confidence. Technology is essential to this process because it allows teachers to use interactive tools and real-time data to create immersive learning experiences that appeal to contemporary students. Formative assessment is a potent tool for ensuring that students are equipped with the adaptability, resilience, and crucial competencies necessary for success in a variety of spheres of life as educational systems change to meet the demands of a fast-expanding world. It provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. It measures student progress but it can also assess your own progress as an instructor. A primary focus of it is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students learning progress and to determine teaching effectiveness by implementing appropriate methods and activities. The present study highlights the significant effects of this pedagogical technique and emphasizes the value of continued professional development and a welcoming institutional culture and modern educational environments may create the groundwork for a generation of creative, compassionate, and socially responsible people by committing to continual improvement and creating lifelong learners. In constructing a future where learners are prepared to positively contribute to the constantly changing environment of the 21st century and beyond, educators and policymakers play a crucial role.

XI. RECOMMENDATIONS AND FUTURE DIRECTIONS

- Educators must place a high value on a comprehensive curriculum that incorporates 21st century skills into all disciplines and grade levels.
- Multidisciplinary assignments motivate students to use a variety of abilities in practical settings.
- Support educators through teacher training and continuous professional development to make sure they are skilled at using formative assessment strategies that are suited to certain competencies.
- Multimedia projects, and personalized learning routes into assessment procedures can accommodate a variety of learning styles and aptitudes.
- Enhancing self-evaluation and reflection is made possible by encouraging students to build digital portfolios that demonstrate their skill development progress.
- Utilizing technology to facilitate cross-cultural communication and teamwork among students from various backgrounds.
- Useful feedback improves the development of skills.
- Students who have improved their assessment literacy are better able to evaluate comments and direct the development of their skills.
- Collaborative learning environments are promoted by educating parents and communities about the importance of 21st century skills and formative evaluation.
- Investigating applications of artificial intelligence for real-time feedback, individualized skill development, and adaptive assessments may revolutionize the procedure.
- The integration of these suggestions can be accelerated by supporting legislative modifications and encouraging collaborative research networks.
- Enabling students to deal with the challenges of the twenty-first century successfully and competently.

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