

ABSTRACT

Formative Assessment in Reading Among Two (2) Standard One and One Standard Three Classes in One Primary School in the Port of Spain and Environs Educational District

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This study sought to investigate the use of running records as a formative assessment tool in reading. Data were collected through interviews with the teachers and students of two Standard 1 and one Standard 3 classes at a primary school in Trinidad and Tobago. Other data were collected through a teacher questionnaire, field notes, and observations. The finding of the study suggested that the use of running records as a formative assessment tool in reading promoted an increase in the reading levels of the students.

Keywords: Reading instruction; Case studies; Student evaluation; Primary school teachers; Action research; Reading research; Formative evaluation; Trinidad and Tobago