

## ABSTRACT

### **Institutionalizing Best Practices in Formative Assessment in an Urban Co-Educational Primary School in Tobago**

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Through a school improvement project, this study investigated how professional development on formative assessment could be implemented to enhance student learning at an urban coeducational primary school in Tobago. The participants in the study were seven teachers - three from Infant level, one each from Standards 1, 2, and 3. Data were collected through interviews, observations, and document analysis. The findings indicated that: 1) most of the participants felt that the formative assessment strategies contributed to marked improvements in student learning in their classrooms; 2) despite the requirement for more planning, which they saw as increased workload for them, the teachers felt that the professional development sessions provided them with support; 3) teachers would require additional time for planning; and 4) the participants felt that administrative support was essential to continued improvement at the school.

**Keywords:** Action research; Professional development; Capacity building; Primary school teachers; Teacher attitudes; Coeducational schools; Urban schools; Formative evaluation; Tobago; Trinidad and Tobago