Exploring the role of formative assessment in Facilitating Students' Transition from Primary to Secondary Education in the Solomon Islands

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Why this study:

- To improve students' confidence and engagement in learning.
- Help teachers identify learning gaps.
- Provide continuous support and feedback.
- Encourage collaboration among teachers, parents, and students.
- Promote smoother adjustment to secondary school expectations

Aim: To explore the role of formative assessment in facilitating students' transition from primary to secondary education in the Solomon Islands.

RESEARCH OBJECTIVE:

1. To investigate teachers' experience regarding formative assessment
2. To review the grade 6 teachers' opinion on the success of formative assessment method.
3. To explore possible challenges faced by the teacher when implementing formative assessment.
4. To provide context- specific recommendations for policies, and strengthening the implementation of formative assessment in SI.

Framework:
This study is guided by the Assessment for Learning (AfL) framework, which emphasizes the use of continuous assessment, feedback, and learner engagement to support student learning and progression. The framework provides a lens for understanding how formative assessment practices facilitate students' successful transition from primary to secondary education.

Design:
A Case study under qualitative approach was applied.

Approach:
16 participants; semi structured interviews and focus group; Thematic analysis using Hyper Research was applied.

WHAT THE EVIDENCE SAYS

Experience:
Teachers implemented formative and summative assessment

Impact:
Students improved academically, build confidence, participation, and it works through feedbacks, support, and collaboration to prepared students for secondary learning.

Challenges:
Limited teacher training, lack of policy follow-up, resource shortages, Time constraint, Heavy workload and inadequate classroom space

Recommendations:
PD such as school-based workshop and training that will equip teachers to develop new ideas, resolve challenges, and build confidence in their experiences to be implemented, and finally, to inform educators and policy makers on ways to strengthened transition support for students in the Solomon Islands.

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