

## **An Investigation into Formative Assessment Practices of Teachers in Selected Schools in Fort Beaufort in South Africa**

Mongezi William Kuze<sup>1</sup> and Almon Shumba<sup>2</sup>

*<sup>1</sup>School of Post Graduate Studies, Faculty of Education, University of Fort Hare,  
Main Campus, South Africa*

*<sup>2</sup>School of Teacher Education, Faculty of Humanities, Central University of Technology,  
Free State, Bloemfontein 9300, South Africa*

*E-mails: ashumba@cut.ac.za, almonshumba@yahoo.com*

**KEYWORDS** Investigation. Formative Assessment Practices. Teachers' Schools. South Africa

**ABSTRACT** This study sought to investigate how teachers implemented Formative Assessment (FA) practices in Grade 9 Technology classrooms in the Fort Beaufort district. One Grade 9 learner class was purposively chosen because of the time they had spent on the programme. A sample of 5 teachers and 25 learners were selected from the 5 schools used in this study. The investigated learning area was Technology. Data were collected from the participants using in-depth interviews, observations and documents on assessment. Data were analysed using themes and descriptive statistics in this study. These themes were decoded into smaller sub-themes under each main theme. The study found that teachers in this study had no knowledge of how to implement Formative Assessment in their classrooms and had a negative attitude towards it. Practitioners need to be re-trained on how to implement the Formative Assessment policy in schools.