

## Continuous Formative Assessment Model as an Effective Online and Remote Testing Mode for ELT during a Global Pandemic

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**Abstract** - During the pandemic situation, ensuring the assessment integrity and achieving expected learning outcomes are the challenges faced by ELT instructors when evaluating students via remote mode of testing. The aim of the research was to examine the efficacy of the Continuous Formative Assessment (CFA) mode to replace the Summative Assessment (SA) mode of testing. Two groups of beginner-level ESL students were selected and taught simple tenses for a month. Group 1 was assessed twice a week via CFA, which were in-class tasks covering four skills to evaluate students' ability to apply grammar they learned. The instructor maintained a file to record the performance of each student. Group 2 was given homework based on the lessons and, at the end of the month a summative assessment was administered. According to the results of the study, Group 1 demonstrated a higher improvement in a) applying knowledge on composition, b) speaking and c) creativity than Group 2. Also, students in Group 1 preferred CFAs as they replaced homework, did not involve exam stress and were provided with a platform for continuous practice and self-assessment. Minimum fraud was identified as well. Contrarily, Group 2 demonstrated less progression in their writing skills and creativity. Also, exam violations (e.g.: copy-pasting answers, using an impersonator and sharing answers with other candidates via online platforms) were identified due to lack of practice, exam stress and the high-stake nature of the test. Therefore, it can be concluded that the low-stake nature of CFA is a reliable mode for testing as it prevents motivation for cheating, practises learners for lifelong learning while providing opportunities for instructors to monitor student progress.

**Key words:** Assessment, Continuous, Summative