Using Web 2.0 Tools in Primary School Students` Assessment

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Abstract. The emergence of Web 2.0 has marked a change in how the Internet users benefit from a number of tools that allow them to browse for information, exchange data, collaborate and interact with others. The existing applications Web 2.0 facilitate learning and knowledge sharing, develop creativity, prepare the young for the future and bring together people from various places, with the most diverse experiences.

The need to improve the practice of assessment in primary schools is widely recognised. Assessment's impact on student learning is well established, including technology-based assessment. Web 2.0 innovations in primary education have appeared in recent years, however, it is still not clear to what extent students' Web 2.0 activities are formally assessed, or what affordances Web 2.0 offers specifically for assessment. Using Web 2.0 to assess student work can pose challenges for institutional values and policies.

Web 2.0 may well be able to offer affordances for every stage of assessment, from designing and implementing it, through supporting and grading it, to evaluating its effectiveness. Web 2.0 might offer ways to make assessment more authentic, personalised, engaging or problem-oriented.

The aim of this paper is to offer a basic introduction to some new possibilities in using of Web 2.0 technologies in primary school students` assessment and to analyse the importance of using web 2.0 as formative assessment tools. The paper describes the theoretical aims, design, implementation and evaluation of web 2.0 as formative assessment tools and supports the argument for the educational use and pedagogical importance of using web 2.0 technologies for assessment in primary schools. The paper also highlights potential problems and limitations of the web 2.0 as an assessment tool.