

Internal assessment is an integral part of teaching and learning in Social Studies in the Colleges of Education in Ghana and is beneficial to both students and tutors if use formatively. It is therefore important for teachers to be abreast with formative assessment techniques and how to use them in their classroom activities in order to win back public confidence. This could be achieved if, tutors try to follow the laid down procedures in administering formative assessment in their colleges. There is therefore the need to conduct a study into formative assessment techniques tutors use to assess teacher-trainees learning in Social Studies. Case study research design was used. The study was carried out in three Colleges of Education in Central Region of Ghana. The data were used together to form one case. Both the tutors and the colleges were purposively and conveniently selected for the study. Interview guide and classroom observation checklists were administered to nine (9) Social Studies tutors of Colleges of Education. The research found out that due to hasty nature in formulating formative assessment and scoring, tutors laid emphasis on cognitive domain to the neglect of affective and psychomotor domains which are also of paramount importance. Formative assessment should cover the three learning domains but in setting and scoring questions importance is attach to cognitive domain to the neglect of the affective and psychomotor domains. This make students pass through the academic system without acquiring needed skills, values and attitudes that will enable them to right the wrong in society using appropriate tools. Keywords: Formative assessment techniques in social studies. Diagnostic assessment. Peer assessment.