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Bridging the Gap: Aligning Teachers' Beliefs and Practices in Formative Assessment

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Abstract

This study aims to examine the attitudes and practices of primary school teachers towards formative assessment, with a focus on identifying demographic influences. A quantitative approach was used with the sample of 400 teachers from 16 public and private primary schools in Lahore, Pakistan. The research questions addressed the impact of demographic variables such as gender, qualification, institute type and teaching experience on teachers' attitudes and practices towards formative assessment. Two instruments, namely "Teachers Attitudes towards Formative Assessment" and Teachers' Perceived Practices towards Formative Assessment, were used to measure the constructs. The results showed generally positive attitude towards formative assessment among teachers, emphasizing their role in guiding student learning and improving teaching strategies. However, challenges such as insufficient training and time constraints for implementation were identified. Teachers' perceived practices findings showed teachers applied some aspects consistently as compared to others. Gender and institution type findings showed significant impact of attitudes and practices, suggesting the importance of tailored support and professional development initiatives. These findings showed the need for comprehensive assessment policies and targeted interventions to promote effective formative assessment practices in primary education, ultimately enhancing student learning outcomes and fostering a culture of continuous improvement in teaching and learning process.

Keywords Teachers' Attitudes, Teachers' Perceived Practices, Formative Assessment

Introduction

Assessment for learning is a type of evaluation that can raise students' performance Furthermore, the most important part of evaluation for learning is feedback. Effective assessment is a key component of the global emphasis on educational quality, as it is closely linked to fostering learning and assisting students in achieving success. Assessment and evaluation are integral component of education. Teachers plays important role in leveraging assessment to enhance and expand student learning. Assessment is a tool that teachers use to make sure that learning has occurred and to ascertain educational objectives have been met. Moreover, the previous procedure provides information that makes decisions about curriculum, pedagogical instruction, and educational policy. Primary schools students require effective evaluation of their abilities more than other students. It is critical to create a purposeful assessment strategy that takes into account the learning and developmental needs of primary school students. Teachers used different forms in assessment that is assessment "of" and "for" learning.

Formative assessment refers to the ongoing, systematic process through which teacher can gather information about his/her students understanding in routine teaching training, practice and learning procedure. Following assessment activities will be helpful as feedback for teachers to modify

their teaching strategies (Ahmedi, 2019). Classroom assessments for the learners are the best tool used by teachers for feedback. According to Bloom's theories, there are two key components of learning: the learning process with its timely feedback and modifying instruction is the second. These elements come from Bloom's Mastery Learning approach. By using these techniques, learning would be enhanced. Teachers used different methods in formative assessment like observations, oral questions, peer assessment, quizzes and classroom discussions for learners understanding. Formative assessment is based on the idea that it should assist teachers to decide about how best to modify lesson plans and give feedback to students. Students receive important learning tailored to their requirements in order to become proficient in their abilities when they receive adequate feedback and remedial information from a formative assessment (Yan et al., 2021).

Attitudes are predispositions that actively steer us in the direction of a specific behaviour. Teachers typically have attitudes that are focused on things, people, or institutions, as well as attitudes that are concerned with the mental category. Attitude can be defined as a state of thought, behaviour, or conduct towards a variety of issues stated as an opinion or purpose. A teacher's opinions and perceptions affect their teaching methods, sources they choose, and the environment they foster in the classroom. It is necessary to emphasize that teacher's attitude is frequently adopted by students. Because of this, when formative assessment procedures are being used, the attitudes of the teachers may have an effect on both the students' willingness to study and the general teaching and learning environment. Researchers have carried out a large number of studies regarding attitudes and practices associated to formative assessment. Still, most researches have examined only one aspect of assessment. There is a strong relationship between the ideas of knowledge and beliefs when it comes to the concept of instructors' personal knowledge. An explanation of a teacher's knowledge or comprehension of the conditions in the classroom is called practical knowledge.

Literature Review

The literature of the study highlighted the requirement of a thorough understanding and application of efficient classroom assessment techniques, pointing out lack of awareness among teachers regarding formative assessment (Hamid et al., 2020). The importance and types of formative assessment also discussed. The literature indicated different perspectives of formative assessment depending on the instructional techniques. It was crucial to look into teachers' attitudes towards formative assessment (Kulal & Nayak, 2020). The philosophy of constructivist about formative assessment was focusing on students' construct their knowledge by active participation. Constructivist believed that formative assessment is ongoing process so its feedback also plays an important role in the framework. While Vygotsky's sociocultural theory emphasized the importance of social interaction with other people in learning and development, so the individuals may learn and grow through meeting with knowledgeable persons. Vygotsky highlighted the value of timely feedback and take directions from peers or teachers in the learning process while implementing formative assessment. Constructivists and Vygotsky's gave principles to align formative assessment well because it gives chance to students to cooperate with others, had discussions, and get timely feedback to scaffold their learning experiences. Teachers can analyse students' understanding, identify knowledge gaps, and provide customized guidance to help them advance through formative assessment. The concept of the Zone of Proximal Development (ZPD) was highlighted, which is the gap that needs to be filled by students to grow and develop. The teacher's role was to ensure that the pupils receive feedback and work within their Zone of Proximal Development (ZPD), enabled them to challenge and understand themselves (Ahmedi, 2019). The purpose of this review was to close knowledge gap and get understanding of the factors that should be taken into account when doing formative assessment in the classroom. International and national authors provide a valuable viewpoint that highlights the various challenges and conclusions associated with formative assessment in educational contexts (Ahmad et al., 2020).

Methodology

The research paradigm is positivism because positivist emphasizes objectivity, empirical observation, and the belief in a single objective reality that can be measured and evaluated systematically. The most suitable approach for this research is the quantitative approach. The researchers collected data through questionnaire.

According to (School Education Department, Government of the Punjab, powered by, PITB, 2024), the total population of public and private primary schools were 522 with 7,697 teachers in

Lahore city. The population of the study includes all teachers working in different primary public and private schools situated in Lahore.

The sample was selected by two stage sampling technique. In the first stage 16 schools (eight public and eight private) were selected by using non proportionate stratified sampling. In the second stage, 400 primary school teachers were selected in total by convenient sampling (25 teachers from each school). The study was conducted by using two instruments: 1) teachers' attitudes towards formative assessment; 2) teachers' perceived practices towards formative assessment. Both were adopted after proper validation with reliabilities 0.976 and 0.753 respectively.

Table 1

Descriptive Statistics of overall Teachers' Attitudes towards Formative Assessment

Factors	*M*	*SD*
AA	4.83	0.867
IA	4.87	0.803
INTA	4.81	0.835
CA	4.76	0.876
SEA	4.75	0.818
Teachers 'Attitudes	4.82	0.744

Note: Affective Attitude (AA), Instrumental Attitude (IA), Intentional Attitude (INTA) Controllability Attitude (CA), Self-Efficacy Attitude (SEA)

Table 1 demonstrates the descriptive statistics of overall teachers' attitudes towards formative assessment and its factors including affective attitude, instrumental attitude, intentional attitude, controllability attitude, and self-efficacy attitude. The table shows that instrumental attitude has the highest mean (*M*=4.87, *SD*=0.803). It means that teachers find formative assessment highly useful or practical. Whereas self-efficacy attitude has the lowest mean (*M*=4.75, *SD*=0.744) which shows most teachers feel confidence in their ability to implement formative assessment effectively.

Table 2

Descriptive Statistics of overall Teachers' Perceived Practices towards Formative Assessment

Factors	*M*	*SD*
TDFA	4.86	0.412
SDFA	5.11	0.371
Teachers' Perceived Practices	4.48	0.744

Note: Teacher Directed Formative Assessment (TDFA), Student Directed Formative Assessment (SDFA)

Table 2 shows the descriptive statistics of overall teachers' perceived practices towards formative assessment and its factors including teachers directed formative assessment and student directed formative assessment. The table shows student directed formative assessment has the highest mean (*M*=5.11, *SD*=0.371). It means that teachers have higher perception of student directed formative assessment practices. While teacher directed formative assessment has the lowest mean (*M*=4.86, *SD*=0.412) describes those teachers share less learning intentions before students start working in class.

Table 3

Independent Samples t-test of Teachers' Attitudes towards Formative Assessment based on Gender

Factors	Male (162)		Female (238)		*t* (398)	*p*
	M	*SD*	*M*	*SD*		
AA	4.68	1.032	4.94	0.718	-2.909	0.004*
IA	4.74	0.945	4.96	0.678	-2.682	0.008*
INTA	4.74	0.970	4.87	0.727	-1.518	0.130
CA	4.71	0.982	4.80	0.797	-0.963	0.336
SEA	4.71	0.937	4.78	0.727	-0.864	0.388
Teachers' Attitudes	4.72	0.897	4.89	0.611	-2.214	0.027

Note: AA= Affective Attitude; IA= Instrumental Attitude; INTA= Intentional Attitude; CA= Controllability Attitude; SEA= Self -Efficacy Attitude, df = 398 and *p <0.05

To investigate teachers' attitude towards formative assessment on the basis of gender independent samples t-test was used. Table 3 shows that there was insignificant difference between male and female in overall teachers' attitudes and its dimensions (intentional attitude, controllability attitude, self-efficacy attitude as *t* (398) = -1.518, *p* = 0.130, *t* (398) =-0.963, *p* =0.336, *t* (398) = -0.864, *p* =0.388, *t* (398) = -2.214, *p* = 0.027 are greater than 0.05 level correspondingly.

On the other hand, there was a significant difference in affective attitude [male teachers (*M* = 4.68, *SD* = 1.032); and female teachers (*M* = 4.94, *SD* = 0.718)] and instrumental attitude [Male teachers (*M*= 4.74, *SD* =.945) and female teachers (*M* = 4.96, *SD* = 0.678)] as t (398) = -2.909, p = 0.004; and t (398) = -2.682, p = 0.008 are less than 0.05 level respectively. It is revealed from the table that female teachers had higher affective attitude and instrumental attitudes while implementing formative assessment as compared to males.

Table 4

Independent Samples t-test of Teachers' Attitudes towards Formative Assessment based on Qualification

Factors	BS/MA (346)		MPHIL/PHD (54)		*t (398)*	*p*
	M	*SD*	*M*	*SD*		
AA	4.84	0.879	4.79	0.788	0.439	0.661
IA	4.87	0.814	4.87	0.737	-0.001	0.999
INTA	4.82	0.839	4.81	0.816	0.045	0.964
CA	4.76	0.878	4.80	0.869	-0.290	0.772
SEA	4.75	0.832	4.79	0.730	-0.331	0.741
TA	4.82	0.755	4.82	0.673	0.010	0.992

Note: TA= Teachers' Attitude; AA= Affective Attitude; IA= Instrumental Attitude; INTA= Intentional Attitude; CA= Controllability Attitude; SEA= Self -Efficacy Attitude, df = 398 and *p<0.05

Table 4 shows that there was insignificant difference found on the basis of qualification in overall teachers' attitudes towards formative assessment and its dimensions (affective attitude, instrumental attitude, intentional attitude, controllability attitude, self-efficacy attitude) based on qualification as *t* (398) =0.439, *p* = 0.661, *t* (398) = -0.001, *p* = 0.999, *t* (398) = 0.045, *p* = 0.964, *t* (398) = 0.010, *p* = 0.992 is greater than 0.05 level and on average teachers with different qualifications tend to have similar attitudes towards formative assessment in the specified domains.

Table 5

Independent Samples t-test of Teachers' Attitudes towards Formative Assessment based on Institute Type

Factors	Public (202)		Private (198)		*t* (398)	*p*
	M	*SD*	*M*	*SD*		
AA	4.70	0.927	4.97	0.780	-3.110	0.002*
IA	4.72	0.885	5.02	0.677	-3.830	0.000*
INTA	4.63	0.914	5.00	0.701	-4.541	0.000*
CA	4.58	0.928	4.95	0.780	-4.287	0.000*
SEA	4.56	0.856	4.94	0.732	-4.725	0.000*
TA	4.65	0.814	4.98	0.624	-4.524	0.000*

Note: AA= Affective Attitude; IA= Instrumental Attitude; INTA= Intentional Attitude; CA= Controllability Attitude; SEA= Self Efficacy Attitude; TA= Overall Teachers' attitudes; *df* = 398 and **p*<0.05

To inspect teachers' attitudes towards formative assessment based on institute type independent samples t-test was used. Table 5 shows the notable significant difference between public and private institutions in overall teachers' attitudes and its dimensions (affective attitude, instrumental attitude, intentional attitude, controllability attitude, self-efficacy attitude) for public school teachers (*M*= 4.65, *SD* = 0.814), (*M* = 4.70, *SD* = 0.927), (*M* = 4.72, *SD* = 0.885), (*M* = 4.63 , *SD* = 0.914), (*M* = 4.58, *SD* = 0.928), (*M* = 4.56, *SD* = 0.856) and private school teachers (*M* = 4.98 , *SD* = 0.624 ; *t* (398) = 4.524, *p* = 0.000), (*M* = 4.97, *SD* =0.780; *t* (398) = -3.110, *p* =0.002) (*M* = 5.02, *SD* = 0.677; *t* (398) = -3.830, *p* =0.000) (*M* = 5.00, *SD* = 0.701; *t* (398) = -4.541 , *p* = 0.000) (*M* = 4.95, *SD* = 0.780 ; *t* (398) = -4.287 , *p* = 0.000) (*M* = 4.94 , *SD* = 0.732, *t* (398) = 4.725 , *p* = 0.000).

It is revealed from the table that overall teachers' attitudes and its dimensions have higher affective attitude, instrumental attitude, intentional attitude, controllability attitude, self-efficacy attitude while implementing formative assessment and p-value is less than 0.05 level.

Table 6

One way ANOVA of Teachers' attitudes towards formative assessment based on teaching experience

Factors	3-6years (111)		7-10years (205)		11-15years (84)		*F* (2,397)	*p*
	M	*SD*	*M*	*SD*	*M*	*SD*		
AA	4.95	0.821	4.85	0.896	4.69	0.844	1.727	0.179
IA	4.93	0.773	4.85	0.861	4.85	0.691	0.431	0.650
INTA	4.85	0.755	4.84	0.894	4.71	0.788	0.845	0.430
CA	4.83	0.819	4.74	0.947	4.74	0.767	0.388	0.679
SEA	4.73	0.733	4.78	0.857	4.71	0.834	0.322	0.725
TA	4.86	0.684	4.82	0.801	4.75	0.672	0.562	0.571

Note: AA= Affective Attitude; IA= Instrumental Attitude; INTA= Intentional Attitude
CA= Controllability Attitude; SEA= Self-Efficacy Attitude; TA=overall Teachers' Attitudes; * P < 0.05

Table 6 presents the results of a one-way analysis of variance (ANOVA) was conducted to explore the impact of different levels of teaching experiences (3-6years) (7-10years) (11-15years). There was insignificant difference in overall teachers' attitudes and its dimensions (affective attitude, instrumental attitude, intentional attitude, controllability attitude self-efficacy attitude) between the three levels of teaching experience as *F* (2, 397) = 0.562, *p* (0.571); *F* (2, 397) = 1.727, *p* (0.179); F (2,397) = 0.431, *p* (0.650); F (2, 397) = 0.845, *p* (0.430); F (2, 397) = 0.388, *p* (0.679); F (2, 397) = 0.322, *p* (0.725) is greater than 0.05 level.

Table 7

Independent Samples t-test of Teachers' Perceived Practices towards Formative Assessment based on Gender

Factors	Male (162)		Female (238)		*t* (398)	*p*
	M	*SD*	M	SD		
TDFA	5.15	0.346	5.08	0.386	1.946	0.052
SDFA	4.63	0.713	4.38	0.748	3.436	0.001*
TPP	4.94	0.410	4.80	0.404	3.542	0.000*

Note: TDFA= Teacher Directed Formative Assessment; SDFA= Student Directed Formative Assessment; TPP= Teachers' perceived practices; df = 398; *p <0.05

To investigate teachers' perceived practices towards formative assessment on the basis of gender independent samples t-test was used. The result shows in table 7 that there was a significant difference between male and female in overall scores of teachers' attitudes and its dimension student directed formative assessment for male teachers (*M* =4.94, *SD* = 0.410) (*M* = 4.63, *SD* = 0.713) and for female teachers (M = 4.80, SD = 0.404; t (398) = 3.542, p = 0.000) (M = 4.38, SD = 0.748; t (398) = 3.436, p = 0.001). It is revealed from the table that male teachers had higher scores in perceived practices while implementing formative assessment as compared to female teachers.

On the other hand, there was insignificant difference between male and female teachers in teacher directed formative assessment as *t* (398) = 1.946, *p* = 0.50 is greater than 0.05 level.

Table 8

Independent Samples t-test of Teachers' Perceived Practices towards Formative Assessment based on qualification

Factors	BS/MS (346)		MPHIL/PHD (54)		t (398)	*p*
	M	*SD*	*M*	*SD*		
TDFA	5.10	0.371	5.15	0.375	-0.0972	0.332
SDFA	4.44	0.734	4.75	0.760	-2.844	0.005*
TPP	4.83	0.402	4.99	0.453	-2.576	0.010*

Note: TDFA=Teacher Directed Formative Assessment; SDFA=Student Directed Formative Assessment; TPP= Teachers' perceived practices; *df* = 398; **p* <0.05

To investigate teachers' perceived practices towards formative assessment on the basics of their qualification independent samples t-test was used. Table 8 indicates a significant difference in overall scores of teachers' perceived practices and its dimension student directed formative assessment on the basis of qualification as BS/MA level teachers (*M* = 4.83, *SD* = 0.402) (*M* = 4.44, *SD* = 0.734) and MPHIL/PHD level teachers (*M* = 4.99, *SD* = 0.453; *t* (398) = -2.527, *p* = 0.010) (*M* = 4.75, *SD* = 0.760; *t* (398) = -2.844, *p* = 0.005). It is revealed from the table that teachers with MPHIL/PHD level had higher scores as compared to BS/MPHIL level teachers. On the other hand,

there was insignificant difference in teacher directed formative assessment on the basis of qualification as t (398) = -0.972, p = 0.332 is greater than 0.05 level.

Table 9

Independent Samples t-test of Teachers' Perceived Practices towards Formative Assessment based on institute Type

Factors	Public (202)		Private (198)		*t* (398)	*p*
	M	*SD*	*M*	*SD*		
TDFA	5.18	0.350	5.03	0.376	4.339	0.000*
SDFA	4.63	0.805	4.32	0.641	4.240	0.000*
TPP	4.96	0.430	4.75	0.363	5.474	0.000*

Note: TDFA=Teacher Directed Formative Assessment; SDFA=Student Directed Formative Assessment; TPP= Teachers' perceived practices; df =398; *p <0.05

To inspect teachers' perceived practices towards formative assessment on the basics of institute type independent samples t-test was used. Table 9 indicates a significant difference in overall scores differences between public and private institution in overall scores of teachers' perceived practices and its dimensions (teachers directed formative assessment, student directed formative assessment) for public school teachers (M = 4.96, SD = 0.430) (M = 5.18, SD = 0.350) (M = 4.63 , SD= 0.805) and for private school teachers (M = 4.75, SD = 0.363; t (398) = 5.474, p = 0.000) (M = 5.03, SD = 0.376 ; t (398) = 4.339 , p = 0.000) (M = 4.32, SD = 0.641 t (398) = 4.240 , p = 0.000). It is revealed from the table that overall public primary school teachers had higher score in perceived practices while implementing formative assessment.

Table 10

One way ANOVA of Teachers' Perceived Practices towards Formative Assessment based on Teaching Experience

Factors	3-6years (111)		7-10years (205)		11-15years (84)		f (2,397)	P
	M	SD	M	SD	M	SD		
TDFA	4.95	0.394	5.10	0.364	5.32	0.231	20.627	0.000*
SDFA	4.22	0.574	4.35	0.708	5.12	0.669	51.065	0.000*
TPP	4.66	0.288	4.80	0.388	5.24	0.363	67.094	0.000*

Note: TDFA = Teacher Directed Formative Assessment; SDFA = Student Directed Formative Assessment; TPP= Teachers' perceived practices; *p < 0.05

A one-way analysis of variance (ANOVA) was conducted to explore the impact of different teaching experience levels (3-6 years, 7-10 years, 11-15years) of teachers perceived practices towards formative assessment. Table 10 indicates a significant difference in overall scores of teachers' perceived practices and its dimensions (teacher directed formative assessment, student directed formative assessment) between three levels of teaching experience as F (2,397) = 67.094, p (0.000); F (2,397) = 20.627, p (0.000) and F (2,397) = 51.065, p (0.000) < 0.05 level respectively.

Table 11

Correlation between Teachers' Attitudes and perceived Practices towards Formative Assessment

	AA	**IA**	**INTA**	**CA**	**SEA**	**TDFA**	**SDFA**	**TA**	**TPP**
AA	1								
IA	.847**	1							
INTA	.721**	.825**	1						
CA	.658**	.712**	.781**	1					
SEA	.655**	.686**	.684**	.712**	1				
TDFA	.011	.037	.039	.051	.007	1			
SDFA	.027	.019	.049	.052	.001	.242**	1		
TA	.897**	.944**	.901**	.840**	.828**	.017	.018	1	
TPP	.026	.006	.057	.010	.003	.715**	.852**	.022	1

Note: TDFA = Teacher Directed Formative Assessment; SDFA = Student Directed Formative Assessment; TPP= Teachers' perceived practices; AA= Affective Attitude; IA= Instrumental Attitude; INTA= Intentional Attitude; CA= Controllability Attitude; SEA= Self-Efficacy Attitude; TA=overall Teachers' Attitudes *p < 0.01.

The correlation coefficient (r) was conducted to find out relationship between teachers' attitudes and perceived practices towards formative assessment. A strong positive correlation was found between affective and instrumental attitudes ($r = .847$, $p < .001$). Similarly, a strong positive correlation was observed between overall attitude and teachers' perceived practices ($r = .840$, $p < .001$). However, there was no significant correlation between affective attitude and teacher-directed formative assessment ($r = .011$, $p = .820$).

Results and Discussion

The research findings of the study highlighted various aspects of teachers' attitudes and perceived practices towards formative assessment in primary schools. Teachers' generally view formative assessment positively, knowing it is effective in guiding and supporting student learning through feedback and improve their teaching strategies. There were some areas where teachers get insufficient training or short time to implement formative assessment practices. Literature suggests that teachers' attitudes towards formative assessment may be impact by various factors such as their beliefs about assessment, professional development opportunities and institutional support.

The research findings depict that implementation of teachers' perceived practices towards formative assessment provided feedback of students' strengths and weaknesses, which show this aspect was highly practiced by teachers. While sharing leaning intentions with students before starting their work have lowest mean that shows it was less practiced. Student directed formative assessment findings showed higher scores as teachers asked students more to identify their own work and also give strategies to improve their work and were less concerned in assessing peers' work.

Research indicates that effective implementation of the formative assessment practices required teachers to engage in activities, clarifying learning intentions and provide active feedback to students (William Thompson).

The analysis of teachers' attitudes towards formative assessment based on demographic variables showed interesting insights. Affective and instrumental attitudes highly impacted while implementing formative assessment. Private school teachers highly affect in all factors as compared to private schools. Qualification and teaching experience many not impact as they have similar attitudes while implementing formative assessment according to their level of qualification and experience.

According to literature private school teachers foster an environment where students feel empowered to take risks, learn from their mistakes, and actively participate in their own learning journeys by adopting a positive attitude towards formative assessment (Ahmedi, 2019). The findings of male teachers showed higher scores in perceived practices towards formative assessment as compared to female teachers in student directed formative assessment (SDFA). The findings may reflect variations in instructional approaches.

The findings of qualification and teaching experience highlight the importance of ongoing professional development and experience in enhancing teachers' implementation of formative assessment. These findings showed the interplay between demographic variables, teachers' attitudes and perceived practices towards formative assessment in primary schools. The findings of correlation analysis showed weak relationship between teachers' attitudes and perceived practices. This suggests that attitudes may impact practices to some extent but other factors may play a substantial role in determining implementation.

Conclusion

The study investigated teachers' attitudes and perceived practices towards formative assessment in primary schools, aiming to identify gaps in understanding and implementation. The research was quantitative in nature, employing descriptive and inferential statistics to analyse data. Sample of 400 teachers were selected from 16 public and private primary schools. Findings showed that overall teachers' attitudes and perceived practices while implementing formative assessment were positive. Demographic variables findings showed that gender, institution type (public and private) and qualification impacted teachers' attitudes and perceived practices. Some challenges and barriers were also identified, including lack of teachers' training, time management, sharing learning intentions and not helping peers in improving. The study concluded with deep understanding of teachers' attitudes and practices towards formative assessment in primary schools. It emphasizes the significance of giving a supportive environment for teachers to effectively implement formative assessment strategies, for better student learning outcomes. There is need for professional development programs

to address the specific challenges for long term impact of formative assessment on both teachers and students learning.

Recommendations

The following recommendations have been developed based on conclusion:

1. Invest in comprehensive and ongoing professional development programs specifically designed to equip teachers with the knowledge, skills, and strategies to effectively implement formative assessment.
2. Foster school environments that prioritize formative assessment, encourage collaboration among teachers, and provide adequate time for planning, reflection, and peer feedback.
3. Encourage students to actively participate in self-assessment and peer-assessment to develop their metacognitive skills.
4. Share best practices, seek feedback, and collaborate with colleagues to improve formative assessment practices.

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