

# Perspectives of Formative Assessment in Learning: A Systematic Review

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## ABSTRACT

The purpose of this article is to analyze the different academic contributions regarding the perspectives of students and teachers on formative evaluation as an educational process that has become a challenge in current education, due to the positive implications that it represents in the teaching-learning process for students and teachers. Today, the understanding and adequate implementation of the curriculum within the competency-based approach is essential, and this is the reason why the educational systems of many countries have assumed the task of adapting their curricula in this direction; in this sense, the implementation of a pertinent evaluation system is sustained to guarantee the competence development in the students. In this work, a systematic review methodology was used at the descriptive level, through the PRISMA Declaration methodology, based on intentional searches of databases such as EBSCO and Scopus. The data presented is based on the analysis of seventeen scientific articles whose presentation is in English and Spanish, selected by applying criteria for eligibility and inclusion.

It was concluded that the perspectives on formative evaluation are diverse, but the evidence of better educational achievements and greater impact of this type of evaluation on both teachers and students predominate. It is important to continue strengthening the processes for educational evaluation from a formative approach, to promote the development of skills in students at all levels and modalities of the educational service, and although the teaching-learning process is not synthesized only in the evaluation process it is a fundamental element to achieve the expected learning in our students.

**Key words:** Evaluation, formative evaluation, evaluation perspectives, learning achievement.

## INTRODUCTION

This research aims to elucidate what is the impact generated by the processes of formative evaluation on learning achievements in educational institutions within the framework of the competency-based approach that guides educational work in different forms, levels and modalities; this being an indispensable process but at the same time a challenge enormous, whose progress in understanding and application in the classrooms for now is little or minimal in our country.

Within the educational actions of teachers, evaluation constitutes a complex process in the classroom or outside it, for now a controversial topic misunderstood by teachers, which, in the absence of understanding or lack of interest, is

not executed in a technical way (Bizarro et al., 2019). Currently, the teacher has to assume among the main challenges, the change from a traditional evaluation model, focused on exams and the "grade", towards a formative model, which is oriented towards the improvement of learning (López-Pastor, 2017).

Years ago, formative assessment was understood as a process where the "correct" return of the grades obtained had to be made, that is, the well-specified grades and well-detailed errors were sufficient (Ravela and Cardoner, 2019). Currently, the challenges are associated with the design of tasks to favor an active participation in students, the development of feedback processes, as well as the self-

regulation of learning and evaluative judgments (Ibarra-Sáiz & Rodríguez-Gómez, 2020).

Fraile et al. (2020) mention that formative evaluation has to be understood as a process of accompaniment; likewise, the research processes, conception and evaluation process from a formal approach have evolved in the last three decades. Previously, there have been no clear curricular guidelines to facilitate the application of formative assessment in the classroom, nor have there been initial training strategies and teacher training to strengthen capacities in this process (Tapia and Cueto, 2017).

Carrying out the evaluation within a formative approach or competency-based approach is of great relevance and occupies an indispensable place within the educational actions (Gómez et al., 2019). Among others, one of the strategies that is very effective and that optimizes the educational results achieved by students is formative evaluation, whose principles demonstrate this (Chávez et al., 2021). Implementing formative assessment is of vital importance and the transition from the culture of healthy assessment to a culture of formative assessment remains challenging, and developing their skills in the student to learn to learn (Lopez-Caudana et al., 2020)

Evaluating to learn is the main mission, because in the human being, the action of evaluating is a natural activity (Ravela, 2017). It is possible to affirm that formative evaluation facilitates that student develop their competences, this through its different processes inside and outside the classroom, enabling the achievement of performances, and at the same time empowering decision-making in a timely manner to achieve learning goals.

Through this work, what is the perspective of formative evaluation to achieve student learning will be determined? and it is justified by the fundamental role that formative evaluation represents as part of the educational action to achieve expected learning in students in educational institutions of their different forms, modalities and / or levels.

The objective of this work is to analyze how formative evaluation has been implemented in the achievement of learning, having in turn as three specific objectives: 1) identify the characteristics of formative evaluation

compared to the traditional model, 2) analyze the results of this evaluative approach in the different realities applied, and 3) determine the expectations of the evaluation model according to its positive results.

The competency-based approach arises from the educational need to respond more adequately to constant social and technological change, and therefore the need to adapt to change and as part of this approach, formative assessment. The formative approach has its basis in socioconstructivism, a theory that supports that learning would be a process of individual construction, and where previous knowledge gives meaning to new ones by generating new structures through social interaction (Andrade, 2021).

The evaluation is a pedagogical process that has a lot of relevance within the competency approach, being the formative evaluation, which allows the teacher to collect information, on the level of learning achieved by his students and direct actions that help him to reach that "place" to which he would not have accessed on his own. Flores (2017) for his part mentions that in order to develop competencies in students it is important to carry out a formative evaluation through the use of various didactic strategies by the teacher.

Socioconstructivism maintains that the construction of knowledge by the subject who learns is done through interaction with people who have a different level of knowledge, producing learning through mutual influence. The actions involved in the formative evaluation are carried out individually by the students, in evaluative action, without affecting their grades, but that allows to know each student and teacher, to determine how close or far from the expected goal (Anijovich, 2020). It is understood as a process whose main purpose is the search for improvements in the teaching-learning process (Martínez-Mínguez et al., 2019).

Tamayo and Vizuet (2018), in their research, conclude that formative evaluation should be interpreted as a series of actions directed by students and teachers during the educational action to provide the necessary feedback and pertinent adjustments to the process in order to facilitate students to achieve the proposed objectives translating into good results in the summative evaluation.

Torres et al. (2021) in article concludes on the importance of the teaching management of the various strategies for formative assessment, as a starting point to help students achieve their learning. formative, where co-evaluation and self-evaluation among peers is well accepted by students; being ratified when high expectations for this type of evaluation are evident in students (Gallardo-Fuentes et al., 2020).

Rosales (2018) in his research concluded that teachers are very competent in their pedagogical performance when they know adequately the processes of formative evaluation, which translates into their successful pedagogical practice; but it is important to consider that there are teachers who have the technical-methodological knowledge of formative evaluation, but who have not managed to put it into practice.

Bizarro et al. (2021), conclude that feedback is essential in the evaluation, to promote the integral development of the student, in addition to strengthening the level of confidence, development of autonomy; and encourages participation, promoting better conditions to achieve a higher level of learning; understood this by the confidence that students acquire to receive their strengths and difficulties of what is observed in their evidence of learning, allowing them to improve and entails r to meaningful learning.

Cáceres et al. (2019) in their article that analyzes the role of learning evaluation in the renewal of teaching and learning processes, conclude that formative evaluation represents a relevant approach to initiate a renewed teaching practice, where, from the identification of the needs of their students, adaptations are made to the planification of educational activities that ensure the construction of meaningful learning through techniques and strategies according to the characterization of the group.

The aforementioned authors also mention that through feedback students are provided with spaces to recognize opportunities to analyze their progress and can make decisions regarding their performance and guide actions to improve strengths or improve in the difficulties detected. ace. Therefore, students are motivated to achieve the proposed achievement in the development of their abilities, therefore guiding them towards continuous improvement.

This research is justified by the fundamental role that formative evaluation represents within the educational process that allows the development of competences in students within any context of educational work, whether face-to-face and / or remote; taking as a reference other curricular elements that define in a more specific way the expected learning that students must achieve at the end of the school period.

Make a pertinent analysis of the important role played by evaluation from the formative approach as an important element of the teaching-learning process within the framework of the development of competences, promoting various changes to respond to multiple educational conditions, seeking in teachers a change in their educational practice giving greater value to the process than to the result; formative evaluation is implemented to facilitate better results in the learning of learners, developing competences; conditioned by reflection, continuous improvement, innovation and understanding of educational practice to transform it.

Stop seeing evaluation as an action that happens "always at the end" of the educational process; and on the contrary, integrate this process from planning; seeing it as a central issue of educational practice and its application, as a crucial aspect of the teacher to achieve better learning.

Orient learning towards the development of critical thinking and transfer of learning achieved to real contexts; highlighting the need to evaluate the development of productive competencies over reproductive or mechanical cognitive skills.

The topic becomes a very important aspect, as it includes many documents from the international educational experience that support the impact of the focus on educational action that directs the learning expectations referred to students, and formative evaluation to achieve continuous improvement; In this sense, for the teacher, continuous self-training and the use of multiple spaces for the strengthening of capacities for the improvement of learning levels in students is indispensable.

## METHODOLOGY

The present research work has a descriptive scientific review design, based on articles published in indexed journals, based on the exploitation of specific scientific material, considering that presented between the years 2019 to 2022; 1 The articles analyzed have been selected based on criteria with the key descriptors established in the general objective.

The selection of scientific contributions was made using various search engines: Scopus and EBSCO; performing the electronic search, during the months of December 2021 and January 2022, and using as descriptors in Spanish and English: "formative evaluation", "formative assessment"; in turn combining between them the use of boolean OR.

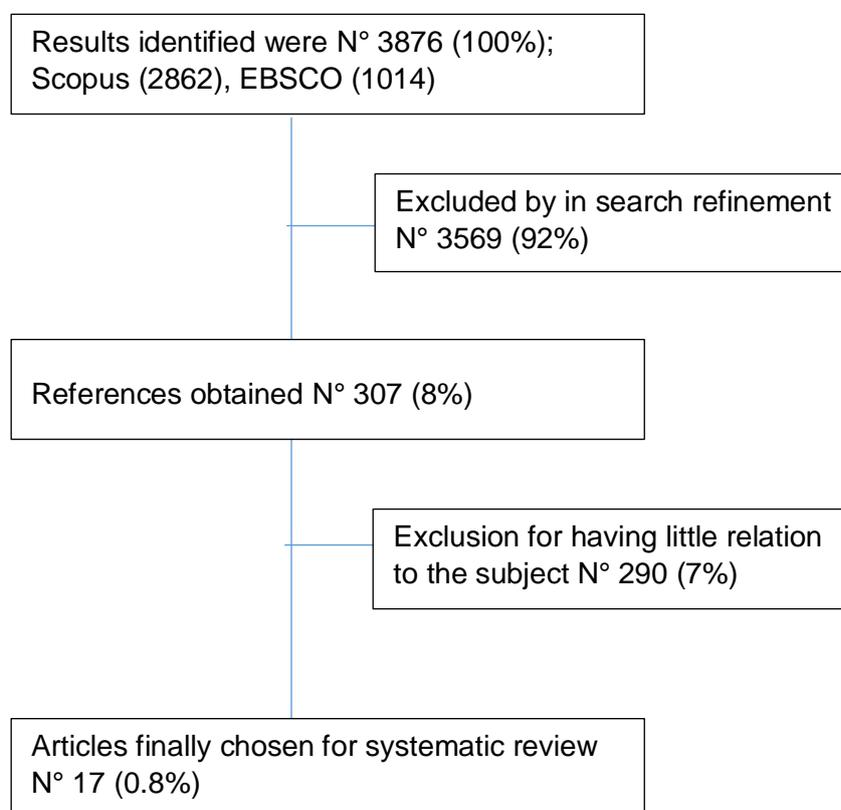
All articles with the potentially relevant theme and that provide us with the necessary evidence to achieve the proposed purpose; the systematic review flow was carried out through search and eligibility procedures according to criteria relevant to the purpose of our work, organizing the results in a table. The generation of references has been carried out through the Mendeley manager, a reference manager that

manages to combine its web and desktop versions that facilitate the management of bibliographic references, organize, share and also browse content generated by other users (Rodríguez, 2013).

The title of the article was considered as a criterion for inclusion in the search results, resulting in 3876 articles registered in the two databases consulted; these results were refined in the search by specific criteria such as type of access, year of publication, type of publication, thematic area in the educational field, and the language of the publication: English and Spanish, leaving 307 articles in this new filtering, of these 290 were excluded that turned out to have little relationship with our theme; finally, 17 articles were left for analysis and support of this study.

This work allows to know the perspective that is had on the formative evaluation by teachers and students of diverse countries and levels of education.

## RESULTS



**Table 1:** Articles analyzed on formative assessment

N°	Author(s)/Year	Title	Database	Contributions
1	María Vergara Tapia Mónica Flores Bastías Lucía Illanes Aguilar Felipe Poblete-Valderrama (2022)	Implementation of formative assessment by students of pedagogy in Physical Education	SCOPUS	In their study they verified how formative evaluation was implemented in pedagogy students through feedback, differentiated accompaniment to schoolchildren according to their demands and at the same time treating the error
2	Liz A. Chavez Mauricio Carlos A. Peña Rojas Sonia Y. Gomez Torres Yolanda J. Huayta-Franco (2021)	Formative assessment: a challenge in today's education	EBSCO	The study expresses the need to strengthen the evaluation system in order to guarantee a standard of learning, since the evaluation process guarantees the achievement of learning.
3	Zexuan Chen Jianli Jiao Kexin Hu (2021)	Formative Assessment as an Online Instructional Intervention: Student Engagement, Outcomes, and Perceptions	SCOPUS	This study includes the recognition of students to the benefits of formative assessment, which allows to improve their commitment and facilitate their online learning; having positive perceptions towards these evaluation activities.
4	Federica Ferretti George R. Paul Santi Agnese Del Zozzo Marzia Garzetti Giorgio Bolondi (2021)	Assessment Practices and Beliefs: Teachers' Perspectives on Assessment During Distance Learning	SCOPUS	This study helps to understand what teachers' beliefs are related to formative assessment and how they are formed.
5	Mária Ganajová, Ivana Sotáková, Stanislav Lukáč, Zuzana Ješková, Veronika Jurková, Renáta Orosová (2021)	Formative assessment as a tool to enhance the development of inquiry skills in science teaching	SCOPUS	The study concludes by confirming a greater effectiveness of formative assessment in students with low academic performance.

6	Tuba Gezera Chuang Wang Andrew Pollyc Christie Martind David Pugaleee Richard Lambert (2021)	The relationship between formative assessment and summative assessment in primary mathematics classrooms.	SCOPUS	The study shows the benefits of formative assessment to motivate students with difficulties in their performance in primary mathematics classrooms
7	Carina Granberg Torulf Palm Björn Palmberg (2021)	A case study of a formative assessment practice and the effects on students' self-regulated learning	SCOPUS	This study shows that the teacher in his practice integrates various aspects of formative assessment and provides empirical evidence of what formative assessment can look like and positive outcomes in students' self-regulated learning.
8	Martijn Leenknecht Lisette Wijnia Martine Köhlen Luke Fryer Remy Rikers Sofie Loyens (2021)	Formative assessment as practice: the role of student motivation	SCOPUS	The study demonstrated the benefits of studying formative assessment as a practice and at the same time encourages teachers to start applying formative assessment in their classrooms.
9	Rob J. Nadolski Hans G. K. Hummel Ellen Rusman Kevin Ackermans (2021)	Rubric formats for the formative assessment of the acquisition of oral representation skills in secondary education	SCOPUS	This study shows that a well-designed formative assessment method, which uses analytical rubric formats, outperforms formative assessment that uses more conventional rubric formats.
10	Zi Yan Ronnell B. King Joseph Y. Haw (2021)	Formative Assessment, Growth Mindset and Achievements: Examining Your Relationships in East and West  Open access	SCOPUS	The study shows the impacts of different formative assessment strategies on reading performance demonstrated variability by purchasing East and West cultures, highlighting the potential synergy between formative assessment and growth mindset to improve academic performance, and

				understanding roles in student learning.
11	Zi Yan Ziqi Li Ernesto Panadero Min Yang Lan Yang Hongling Lao  (2021)	A systematic review of the factors influencing teachers' intentions and implementations with regard to formative assessment	SCOPUS	This study determined that there are few factors that can facilitate or hinder teachers' intentions and implementations in relation to formative assessment.
12	Åsa Hirsh  (2020)	When Assessment is a Constant Companion: Students' Instructional Experiences in an Era of Intensified Assessment Approach	SCOPUS	This study concludes that it does not seem to matter to students whether the purposes of assessment are summative or formative; and rather it is possible that assessment-related instructional actions cause stress, decreasing the desire to participate and learn in school.
13	Ruth Wafubwa  (2020)	The role of formative assessment in improving student motivation, engagement and performance: a systematic review of the literature	SCOPUS	This study demonstrates the positive influence of formative assessment strategies on different aspects, such as commitment, motivation, and in general student outcomes.
14	Kim Schildkampa Fabienne M. van der Kleij Maaïke C. Heitinka Wilma B. Kippers Bernard P. Veldkamp  (2020)	Formative Assessment: A Systematic Review of Critical Teacher Prerequisites for Classroom Practice	SCOPUS	The study shows that knowledge and skills, psychological and social factors influence the use of formative assessment by teachers.
15	Mária Ganajová, Ivana Sotáková, Stanislav Lukáč,	Influence of Formative Classroom Assessment Techniques (Facts) on High School	SCOPUS	The study shows results suggesting a statistically significant increase in group score in both the area of lower- and higher-order cognitive

	Zuzana Ješková, Veronika Jurková, Renáta Orosová  (2020)	Chemistry Student Outcomes		skills by applying formative assessment techniques.
16	Ida Ayu Made Sri Widiastuti Nur Mukminatien Johannes Ananto Prayogo Enny Irawati  (2020)	Dissonances between teachers' formative assessment beliefs and practices in English as a Foreign Language classes	SCOPUS	This study shows that teachers with a high level of participation in continuous professional development actions have stronger beliefs in formative assessment compared to those with lower participation; However, their beliefs were not always properly practiced in the classroom.
17	Maritza L. Cáceres Mesa Coralía J. Pérez Maya Jennifer Callado Pérez  (2019)	The role of learning assessment in the renewal of teaching and learning processes	EBSCO	The study considers that the interest of formative assessment is the responsibility that students must assume for their own learning, being at the same time a means to achieve learning with meaning and significance.

## DISCUSSION

The educational processes and specifically the evaluation of learning is progressively moving from having a merely certifying or summative character to a formative evaluation, as part of the competency-based approach. This type of evaluation according to the referenced works is helping the educational process, as it is closely linked to learning, detailed in the classrooms by the teacher (Bizarro et al., 2019).

As for the performance of the teacher, there is the encouragement to start applying formative assessment in their classrooms (Leenknecht et al., 2020); but the preparation of teachers is important, as knowledge, skills, psychological and social factors are influential for the use or implementation of formative assessment (Schildkamp et. Al, 2020).

As for the performance of students, the interest of students in formative evaluation stands out, as it helps them to take responsibility for their own learning (Cáceres, 2019); mostly, students who

have positive perceptions towards formative evaluation activities (Chen et al., 2021). But there are also students who don't seem to care if the purposes of assessment are summative or formative (Hirsh, 2020).

Formative evaluation is gaining prominence, several factors are mentioned that hinder its proper implementation, but works such as de yan et al. (2021) mention that there are few factors that can facilitate or hinder the intentions and implementations of teachers in relation to formative evaluation. The same author in another paper mentions there is a potential synergy between formative assessment and the growth mindset, along with an understanding of the role in student learning that will allow for improved academic performance (Yan et al., 2021).

The studies on the implementation, has generated and continues to generate diverse perspectives within the different educational actors, for a good group of teachers its implementation is difficult, others know all the

aspects, but do not implement it and others who are motivated to integrate it into the educational work. The truth is that evaluation must go beyond merely measuring knowledge, requiring innovative ways and the use of instruments that respond to current objectives of education.

The adequate and good evaluative practice has multiple advantages to bring the student closer to the achievement of their learning. The results allow a statistically significant increase in the group's achievements in both the lower and higher order cognitive aspect (Babinčáková et al., 2020). Similarly, formative evaluation is conceived for its influence to favor better academic performance in students, and based on the orientations of this approach, implement personalized teaching activities (Wongwatkit et al., 2017), this type of evaluation prioritizes the creation of a support individualized, depending on the style and rhythms of learning of the students.

But along with the study of the advantages of formative assessment, teacher training must be taken into account as an aspect and how they conceive it. There are beliefs or false concepts of teachers are related to formative assessment, such as participation, punctuality, transversal skills (Ferretti et al., 2021).

The analysis of the results of these different studies, support that the formative evaluation within the educational process is an important and promising aspect, which provides effective information providing teachers with the space to know the progress of their students at a general level and at the same time in a particular way according to your learning needs.

We must not leave aside the different perceptions and today the use of formative assessment tools in a virtual way, which are giving priority to the capacity of students and their development of their skills for the management of technological resources for access to information in order to strengthen their learning, guaranteeing collaborative work and providing the student with information and knowledge for their advancement.

## CONCLUSIONS

The formative evaluation allows to know the students both as a group and individually, in

such a way that their learning needs can be met, but at the same time that there are teachers who are implementing this type of evaluation, there are others who although they know it, do not implement it and also another group that does not know and even has misconceptions of what formative evaluation is.

In the majority of students, the processes of formative evaluation have generated interest and are making them responsible for their own learning, giving it greater meaning and significance, but there are also students who feel that these formative evaluation processes generate stress and decrease the desire to learn due to the constant actions of instruction that they must receive in the different processes of evaluation Formative

The advantages attributed to formative assessment are greater compared to disadvantages or difficulties; it is important to look at the main protagonist of education, which is the students, and adopt new evaluative challenges, to stop seeing evaluation as the final process of educational action, but as an indispensable element of all other processes, including the starting point or diagnosis. Likewise, continuity is recommended to the different studies, to propitiate the best and innovative didactic strategies in the application of formative evaluation, which encourage the improvement of educational quality.

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