



CULTURE-LANGUAGES-MEDIA

**Independent Project with Specialization in English Studies and  
Education  
15 Credits, First Cycle**

**What factors affect formative assessment and how these factors  
impact the implementation in the k-3 classroom?**

*Vilka faktorer påverkar formative bedömning och vilken inverkan har dessa  
på genomförandet i ett F-3 klassrum?*

Julia Henning  
Ali Abed Ali

Master of Arts in Primary Education: Pre- School and school  
years 1-3, 240 credits  
English Studies and Education  
2024-05-05

Examiner: Sindija Franzetti  
Supervisor: Musrifatun Nangimah

# Abstract

This study's purpose is to see what factors affect formative assessment and how these factors impact the implementation in the k-3 classroom. The primary methods used have been electronic searches in the databases, ERIC, and Education research complete. Some studies showed that teachers have a positive attitude toward formative assessment, but they have some difficulties with its implementation. Time limitation is another factor that could impact the teachers' planning and the implementation of formative assessment in their classrooms. In some cases, formative assessment tends to lead more towards grades and results rather than proper feedback from the teacher. Teachers' understanding of formative assessment differs from one another depending on for example teachers' experience in teaching, teachers' background, male or female teachers, etc. A couple of studies focused on feedback as both a tool for teachers to assess students and in some situations for praising the students. It is up to the teachers to find a way to present the feedback effectively and equally between the students. Some researchers focused on the dialog between teachers and students as an essential part of the student's learning and development. Other researchers mean that the establishment of “sustained shared thinking” is essential where the focus lies on co-construction in adult-child collaborations.

*Keywords: formative assessment, teachers' formative assessment attitudes, teacher's implementation, elementary school, grade 1, grade 2, grade 3, ESL, formative feedback*

# Table of contents

1. Introduction.....	5
2. Aim and research question(s).....	7
3. Methods.....	8
3.1. Inclusion criteria.....	8
3.2. Exclusion criteria.....	9
4. Results.....	10
4.1. Teachers' understanding of formative assessment.....	10
4.2. Students and teachers' relationship.....	12
4.3. Time limitations.....	14
5. Discussion .....	15
5.1. Teachers' understanding of formative assessment.....	15
5.2. Students and teachers' relationship.....	17
5.3. Time limitations.....	18
5.4. Lack of content knowledge.....	19
5.5. Relation between stakeholders.....	19
6. Conclusion .....	21
References .....	23

# Individual contributions

We hereby certify that all parts of this essay reflect the equal participation of both signatories below:

The parts we refer to are as follows:

- Planning
- Research question selection
- Article searches and decisions about the outline of the essay
- Presentation of findings, discussion, and conclusion.

Authenticated by:

Julia Henning

Julia Henning

Ali Abed Ali

Ali Abed Ali

# 1. Introduction

Formative assessment is used to further evolve the student's learning process, it is dependent on response and feedback provided by the teacher (Skolverket, 2022). The teacher needs to be aware of the way one is giving the response and be sensitive to the different students when enacting formative assessment, therefore this type of assessment can seem time demanding. It can also be challenging for the teacher because they need to be attentive to their own teaching practices (Skolverket, 2022). According to Goertzen et al. (2023), formative assessment is ideal for increasing future learning, however, the implementation of it can be a challenge. How successful formative assessment will be depends on teachers' conceptualization of this form of assessment. For it to be successful the assessment methods need to be thoroughly planned to involve the student in one's learning and for the assessment to embark on varied teaching strategies for future learning. Wafubwa (2021) highlights the teacher's role in constructing formative assessment opportunities. These occasions need to be well structured in terms of producing clear and well-understood goals as well as supplying constructive feedback focusing on successful learning. Furthermore, Wafubwa (2021) argues about the importance of the teacher committing to the role as the center figure when it comes to formative assessment whereas the other role in the process is the students. When validating formative assessment as an ongoing practice one vital part is for teachers to guide the students in building a bridge between the aim of a task and the student's present knowledge and placement concerning the desired goal. Formative assessment is a process where teachers make systematically planned decisions. The decisions are made to extract, examine, and evaluate knowledge about students' learning to enhance future learning conditions by rearranging their methods of teaching. Formative assessment is about the philosophy of a teacher's practices and can in many ways be a complex concept (Wafubwa, 2021).

Formative assessment will help students understand their learning process and what goes into it and become autonomous learners. According to Goertzen et al. (2023), formative assessment is important to conduct because it has a significantly positive impact on students' learning when enacting formative assessment in your everyday teaching. According to the authors, formative assessment is not a teaching tool but a constant operation dependent on the teacher's relationship and knowledge about the student's learning process. In this way, teachers need to

modify their teaching based on information obtained and analyzed to better suit the student's needs in future learning situations. Thomas et al. (2011) argue that formative evaluation is a way to enhance students' future learning. They mention the connection between evaluation, teaching, and learning where the formative evaluation process is ongoing during a teaching and learning practice. The goal of this process is to make sure all pupils' needs are nurtured and for teachers to differentiate the flow of schooling for all students to progress towards common goals. Thomas et al. (2011) introduced the term, authentic learning, where they talk about the importance of students being able to connect what they are learning with accomplishments humans can master. This connects well to what is stated in the Swedish curriculum for English (Skolverket, 2022), the subject focuses on students' evolving understanding of the English language and provides knowledge about areas and contexts where English is used. One of humans' most imperative skills is the use of language, it allows us to think, communicate, and learn. By using language, we can actively engage and bring necessary changes to the society we are a part of (Skolverket, 2022). Mastering the English language gives students a great tool for going beyond the borders of their native language to become involved in a more global context such as politics, education, and economy (Skolverket, 2022, p.1). The goal of this study is to examine existing research on the topic of formative assessment and what methods teachers use when enacting this kind of assessment in their English classrooms.

Thomas et al. (2023), Goertzen et al. (2023), and Wafubwa. (2021) argues that the concept of formative assessment is an active process enacted by students and teachers where the goal is to fortify future learning. Research conducted on assessment, as an important part of Swedish schools, formative assessment is most successful when it comes to students' learning and performance. Despite this research, summative assessment is still dominant due to the lack of proper comprehension of formative assessment among most teachers (Skolverket, 2022). For this reason, formative assessment is a field of importance when it comes to students' education hence this research study.

## 2. Aim and Research Question(s)

This study aims to find existing research articles researching different factors that affect formative assessment and how these factors impact the implementation of formative assessment in the classroom. We want to analyze what previous research has found about this topic and what the effects of formative assessment bring into the learning process. What the Swedish curriculum mentions about formative assessment will also be obtained in this study. Are there any similarities or differences between theory and practice when it comes to the different aspects affecting formative assessment and its implementation?

RQ 1: What factors affect formative assessment and how these factors impact the implementation in the k-3 classroom?

## 3. Method

The current study focused on gathering data starting with keywords that are interconnected to different factors that affect formative assessment and how these factors impact the implementation in the k-3 classroom. Database ERC and ERIC was utilized to locate peer-reviewed, data-driven, and empirical studies. To find relevant existing articles, keywords were used; Formative assessment, elementary school, K-3, grade 1, grade 2, grade 3, teachers' feedback, English as a second language (ESL), and teachers' attitudes and implementation. Formative assessment was the most used keyword in the ERC and ERIC database for its importance and relevance. The keyword, feedback, was also relevant to this research thesis in terms of its aid to language, communication, and the learning process.

### 3.1 Inclusion criteria

When creating this systematic review, the focus lay on different factors that could impact the implementation of formative assessment in the K-3 classroom. The search process started with a lot of articles being found on formative assessment, however fewer articles with the target group being K-3 learners. With help from the librarian at Malmö University, more accurate search terms were found to get results closer to the aim of this research study. This study focused on formative assessment regarding students' knowledge requirement as their expected learning outcome in year 3 rather than on specific grades. The study included peer-reviewed, data-driven, and empirical studies. The chosen research articles focused on younger students and teachers' classroom observations between the ages of 1-10. The articles that were selected for this study were published between the years 2010-2023 and were searched for in the two databases, ERIC and ERC.

Keywords in both databases were used; *English as an international language, k-3, teachers' strategies, and elementary school, "language learn\*" OR "language teach \*" " OR "language instruct"\*, "formative assess\*"\*" OR "formative evaluate\*" \*) AND (primary OR elementary OR "grade 1" OR "grade 2" OR "grade 3", with 75 hits and 55 hits "second language OR language educat\*" OR "second language instruction" OR "second language*



*teach\**” were used in database ERC and got 47 hits. (“English as a second language” OR “English as a forging language” OR “English language learners” OR “English second language” AND (“Primary OR elementary OR “grade 1” OR “grade 2” OR “grade 3”).

## 3.2 Exclusion criteria

To narrow the research articles down, articles regarding peer assessment were dismissed as it is not accurate to the research question or the aim of this research. Articles that had their focus on older students were also dismissed because the focus lies on students in primary school between the ages of 6-9. While searching, many existing research articles represent different feedback forms, such as summative and formative feedback. This would have been too broad, so the selection of existing research articles only focusses on formative assessment. Studies that are not peer-reviewed material were excluded because they were not accurate to use for this study. Only articles published after 2010 were used since these studies were conducted closer to the present time therefore making the claims more relevant. Furthermore, many articles covering digital assessment in the classrooms were also excluded for not being relevant to the existing research articles and research question.

## 4. Results

Different researchers and writers point out and explain what formative assessment is and what factors can impact its implementation in k-3 classrooms. This part will consist of results from the eight articles used to answer the research question. This segment will be divided into four subsections to guide the reader to a broader understanding of the subject. These results will furthermore be investigated in the discussion section.

### 4.1 Teachers understanding of formative assessment

Teachers' understanding of formative assessment affects how they implement it in their everyday teaching. In the study conducted by Kaur (2021) the notion that teachers lack the proper understanding is presented and that even when formative assessment is believed to be in action it tends to lead more towards grades and results. Instead, it should lead to feedback, which is the core component when it comes to formative assessment, to enhance future learning. The study shows how formative assessment was implemented in three primary schools in Singapore, where these results were concluded. In Singapore, three types of primary schools represent the entirety of primary education which is why these three types were selected. The method used was interviews and observations of lessons where 6 teachers, all females took part in the study. The results showed us that there were significant differences between the enactment of formative assessment in one of the primary schools. Teachers' understanding of formative assessment and what goes into it plays a crucial part in the way that it is enacted.

How come there are notable differences in the enactment of formative assessment within primary schools in the same country that follows the same curriculum. The teacher, Mary, who was interviewed and observed in the school that stood out from the two other schools provides a guide in how she reinforces formative assessment. Aspects that affect formative assessment according to Kaur (2021) are authorized policies set by the schools, surrounding how teachers are expected to work. The teacher recently affirms she works via a more teacher-empowered orientation where she observes, analyzes, and extracts the knowledge needed to provide the

students with the type of feedback they need to move forward in their learning. The teachers from the other two schools claim that they focus on what is expected of them when carrying out formative assessments. They voice the importance of formative assessment procedures designed by the school and the significance of succeeding in these guidelines. A child-oriented perspective can be seen used by Mary when she claims the focus should be on the child and what they need to succeed in their education. Formative assessment is structured around a process constantly in motion and affected by the needs of the child. The teacher from the other schools can be seen using a more task-oriented procedure where the focus lies on assignments laid out to complete the assessment. This shows how primary school teachers in Singapore enact formative assessment in their everyday classroom settings and the notable differences.

There is a method that explains and utilizes the formative assessment cycle in the elementary classroom, according to Calo (2022), and was presented to teacher candidates as a protocol, the Early Childhood Formative Assessment Protocol (EC-FAP), which includes the following four steps. The first step is to plan for an assessment where teacher candidates work together to develop an understanding of the developmental continuum flowed and what is shown about typical development in the area. A second step is to gather evidence by collecting and documenting observations in the classroom and checklists captured by audio and video recordings. Moving to the third step, analyzing evidence, the teacher candidates subsequently looked for patterns and trends in the data in a process that included shared thinking with their peers. The focus was to analyze the data from a strengths-based perspective. The last step of this protocol requires candidates to make decisions that are grounded in data, including considering adjustments to the classroom environment; removing, adding, or modifying instructional or supplemental materials; determining targeted learning opportunities and instructional strategies to be used to meet the child's needs best and support strengths; planning for positive, purposeful interactions to support and extend a child's learning and development; and identifying ways to engage the family in promoting the child's learning and development.

Feedback and teachers' own experiences with formative feedback are two important factors that could impact teachers' formative assessment strategies. Antoniou and James (2014) investigated how formative assessment is implemented in classrooms in Cyprus. The

participants of this study were four teachers from third and fourth grade working in different primary schools. The use of interviews conducted the study before and after lessons, silent observations over classrooms as well as examinations of the written feedback given to students. The Cyprus Ministry of Education and Culture specifically pointed out the importance of assessing young students formatively, genuine tools and guidelines for what should be included are however not stated. The teachers are not armed with the right set of instruments for conducting assessments in a formative manner where they need to take their time to properly observe what the students are doing and why and not just what is going on. One teacher points out wanting the ability to be confident in taking a step back and letting the children take the lead without the teachers interfering. This goes well with the declarations on Skolverket according to the English subject where it states, Students shall be allowed to use different tools for learning, understanding, creation, and communication. The teaching shall stimulate students' interest in language and culture and mediate the use of language (Skolverket, 2022).

Drawn from the study conducted by Antoniou and James (2014) similarities can be found in a study conducted by Ahmadi (2019). No matter the positive outlook among teachers regarding formative assessment they lack a proper understanding of what is incorporated in formative assessment, they lack actual methods. Because of this, their assessment methods tend more to that of summative figures rather than formative assessment. Ahmadi (2019) puts its weight on finding out whether relations can be drawn between teachers' attitudes regarding formative assessment and their implementation of it. 47 primary school teachers in grades 1-5 participated in this study, 43 female teachers and 4 male teachers. The instrument used to conduct this research was a 30-question questionnaire. The research showed that a lot of teachers in Kosovo have a positive attitude towards formative assessment but that doesn't correlate with their implementation of it.

## 4.2 Students and teachers' relationship

Feedback has immense power when working with formative assessment centering around future learning. Haug and Ødgaard (2015) claims the importance of gathering an understanding of the student's knowledge and where they are in their learning process when

giving instructions for a task. The dialog between teacher and student is seen as an essential part of uncovering the student's thoughts and ideas to move forward. This study focuses on how teachers act upon the responses given by students. Six teachers from different schools in Norway took part in the study. Interviews as well as videotapes of their classrooms were used as the method. Like what Haug and Ødgaard (2015) argue about, Dunphy (2010) describes the adult–child collaboration within Vygotsky's zone of proximal development and the critical effective teaching and learning interactions possessed. Children's agency is about taking more control of your mental activity. Recognition of children's active management of their contributions when participating with adults in social activity is a cornerstone of socio-cultural activity. Co-construction refers to adults and children making meaning together and the establishment of 'sustained shared thinking' between educator and child which is an important part when talking about formative assessment.

What teachers felt the students needed in terms of feedback was concluded to be an important part when enacting formative assessment. When viewing the results of the study conducted by Eriksson et al. (2018) the teacher's description of student needs was transformed into two different kinds of needs. These needs are the students' academic needs and their needs in terms of their behavior in the classroom as well as their emotional needs. The situations these participating teachers focused on when enacting formative assessments were found to mostly include the students who required extra learning support or students struggling with the language (Eriksson et al. 2018). These conclusions were made when investigating primary school teachers' understanding of formative feedback and how to enact it most effectively. This study was carried out in primary schools in Sweden where the participants were 13 teachers from different schools. Interviews, classroom observations, and recordings of lessons had been accomplished in an earlier study and it now served as a guide to extracting questions to ask during interviews with the participating teachers in the current study. One of the questions that were asked where; “in what situations do they perceive that they gave students feedback, how they describe their feedback in terms of aim, focus, strategies, and priorities, and what things they saw as affecting their feedback” (p. 192). Findings drawn from a study conducted by Haug and Ødgaard (2015) is the importance of content knowledge when working with formative assessment. For a teacher to provide appropriate feedback they need to have an in-depth understanding of the subject they teach. This is

something that Haug and Ødegaard (2015) claim is lacking in elementary school teachers since they usually teach different subjects, which makes it hard to acquire content knowledge in all subjects. Due to this, the study shows that the feedback strays from its original purpose of providing students with tools for successful learning and more towards praise given by the teachers.

### 4.3 Time limitations

Another frequently mentioned challenge when enacting formative assessment is the lack of time. In addition to limited time, teachers mentioned the challenge of practicing formative assessment when teachers, school leaders, colleagues, parents, and students have different expectations, understanding, and beliefs about assessment. Many researchers in this article argue that the professional learning community (PLC) is one of the most effective ways of promoting teacher professional development because of its collaborative character and timely responses to students' learning needs. The three main features of productive PLCs include collegial interaction, productive collaboration, and focus on teaching and students learning. Group members of PLCs share responsibilities and develop sustained relationships to advance each other's growth (*collegial interaction*). Participants constructively exchange their ideas, practices, and reasoning about teaching as they engage in productive conversations (*productive collaboration*) (Li et al. 2023). In the study performed by Eriksson et al. (2018), they concluded that formative assessment is a task demanding a lot of time that can sometimes be hard to find as a teacher. From the lack of time priorities need to be made to make the most out of the time you have, this then often leads to some students getting more feedback than others due to their specific needs.

## 5. Discussion

Drawn from the results, different aspects affecting formative assessment and the methods teachers use become relevant to further investigate. It was found that both feedback and teachers' own experiences with formative assessment are two important factors that could impact teachers' formative assessment strategies. Teachers' content knowledge and their knowledge about the students' needs in the assessment process are two other aspects. Drawn from the results, different aspects affecting formative assessment and the methods teachers use become relevant to further investigate.

### 5.1 Teachers' understanding of formative assessment

Co-construction and the establishment of 'sustained shared thinking' between the educator and the child were found to be key factors in promoting the learning of children aged three to five years old. First, around professional knowledge, the importance of educators having a comprehensive understanding of early development and learning is stressed. This includes an understanding of diversity, content matter, and pedagogical content knowledge as well as how authentic assessment can be carried out. Second, formative assessment must be manageable in terms of the time that is available to conduct observations, conversations, and documentation. Third, educators need to take account of ethical considerations related to consultation with parents as well as children, including trusting that young children can exercise their voice in a meaningful way. This also includes sensitivity to the cultural and linguistic background of children; those assessments are deemed to be fair and reflective of the whole person (Dunphy 2010).

Several challenges regarding formative assessment in early learning have been identified. Li et al. (2023) explains that a few teachers mentioned challenges such as assessing with diverse methods because the assessment method is limited to a paper-based format owing to practical constraints. Some teachers wanted to keep the assessment data as an example but were concerned about infringing on students' privacy. Teachers were also concerned about the

equity and accuracy of the assessment for different students. They doubted if the assessment could evaluate each student's performance precisely based on a one-off exam. Li et al. (2023) mean teachers are the key agents in assessment activities as they play an important role in the whole process of assessment, the design, implementation, and evaluation of assessment results. Teachers' assessment literacy is one of the important indicators of teaching effectiveness, as suggested by studies to promote teachers' professional learning about assessment.

Teachers' literacy seems to be an important part of the effectiveness of formative assessment. One other critical aspect is the attitude and how it may or may not affect the use of formative assessment. Actions are defined as activities undertaken by people regarding a certain issue that is related to their attitudes toward that very issue. Ahmed (2019) means that the connection between the individual's attitudes and actions is not always direct, and it is not necessarily powerful. There are cases when a person might have a certain attitude towards an issue, but not implement his/her attitude in practice. Teachers theoretically agree with the application of innovations in teaching, but they hesitate to practice these innovations. Hence, it is not sufficient for the teachers to only have a positive attitude towards formative assessment, it is rather necessary to also see the results derived from formative assessment. Kosovar teachers, regardless of their positive attitudes toward formative assessment, may or may not implement it in practice, whereas teachers who do not have a positive attitude toward it may implement it. With a more frequent implementation of formative assessment, Kosovar teachers will see the positive results it provides in increasing the teaching/learning quality. They will be encouraged to apply formative assessment to identify the problems and achievements of the learning results.

In relation to what's mentioned about the challenges facing formative assessment, the Early Childhood Formative Assessment Protocol seems to be of use when understanding formative assessment. One area of the protocol shows that some teacher candidates had a difficult time making decisions that were grounded in the data. One method for helping with this, along with the collaborative sharing time, was explicitly requiring them to go back to the evidence. Each time they made decisions they went back to cite specifically how the decision was grounded in



the evidence. Most teacher candidates have found this process to be an effective way to ensure that their decisions made sense and were tied specifically to a child's strengths and/or needs. Furthermore, Calo (2022) explains that the teachers were able to accomplish this goal with varying levels of competence, although the vast majority made evidence-based decisions. Using the protocol in a teacher preparation program, candidates experienced firsthand the power of formative assessment as they unpacked each step in the formative assessment process. Each step of the protocol was applied in real settings with actual children. The teachers collaborated with peers and mentors to talk about assessment and reflected on their growth as future early childhood educators (Calo, 2022).

## 5.2 Students and teachers' relationship

Teachers are not armed with the right set of instruments for conducting assessments in a formative manner where they need to take their time to properly observe what the students are doing and why and not just what is going on. Antoniou and James (2014) found when conducting their study, that the Cyprus Ministry of Education and Culture specifically points out the importance of assessing young students formatively, however, genuine tools and guidelines for what should be included shine in its absence. One teacher points out wanting the ability to be confident in taking a step back and letting the children take the lead without the teachers interfering. This goes well with the declarations on Skolverket according to the English subject where it states, "students shall be allowed to use different tools for learning, understanding, creation and communication". The teaching shall stimulate students' interest in language and culture and mediate the use of language (Skolverket, 2022). In this section, it was found that both feedback and teachers' own experiences with formative feedback are two important factors that could impact teachers' formative assessment process.

The receptivity of the students is another important aspect recruited in the process of teachers giving feedback affirmed by Eriksson et al. (2018) in their study. Feedback and in this case formative feedback must be seen from the perspective of the teacher since they are the key component in the feedback process. How the feedback is given is dependent on the teacher's way of prescribing the conditions in which the feedback process shall act. However, the

teacher's act will have a direct impact on students' self-confidence in their learning process. For that reason, feedback is best given and received when there is a relationship established between the giver and the receiver, in this case between teacher and student. In this way, the feedback will serve the purpose of moving the learning operation forward.

### 5.3 Time limitations

The time limit and pressure associated with the evaluation culture could be counted as important contextual factors influencing teachers' formative assessment practices. Teachers need sufficient time for deliberate planning, implementation, and individualized follow-up in formative assessment practices. Ten out of 29 respondents also mentioned the challenges of implementing formative assessment, particularly the design of high-quality assessment tasks and using assessment data (both formative and summative assessments) to inform teaching and learning. Teachers had difficulties in defining high-quality formative assessment tasks (Li et al. 2023). In the study performed by Eriksson et al. (2018), the time-consuming process, that is formative assessment is established, where it seems the combination of absent tools makes it a rather complicated task. The teachers claim they use formative assessment in terms of feedback, although the results reveal that the feedback complements the child in terms of personal comments more willingly than the work itself. This form of feedback does not help the child progress in future learning situations.

One other crucial part regarding the time-consuming process, is time in comparison to the number of needs requiring one's attention concurrently. Eriksson et al. (2018) came to this conclusion when they examined primary school teachers' understanding of formative feedback. Task controlling is what the teachers called it when the focus needed to be on keeping a certain flow in the classrooms meaning that there needs to be structure for the students to learn. This resulted, according to one of the teachers, in her giving short feedback that helped steer students in the direction she wanted rather than feedback for moving forward in the learning process. The fact that without structure in the classroom, there would be no learning, which makes the short amount of time there for providing feedback result in this type of feedback. The lack of time voiced by the teachers further led to students in need of more support receiving more

attention and feedback than the other students. According to Skolverket, education shall be the same for everyone no matter the circumstances. The education shall be adjusted to suit the needs and conditions of each student. It shall enhance future learning and knowledge development with its starting point in students' different backgrounds as well as past experiences, language, and knowledge (Skolverket, 2022). Although the teacher's time limitations can be understood as problematic in the way they work in their feedback process, the mismatch in manifesting the statement from Skolverket can be questioned.

## 5.4 Lack of content knowledge

One other aspect that seems to affect teachers' execution of formative assessment, is the lack of content knowledge among elementary school teachers as found in the study executed by Haug and Ødegaard (2015). The lack of in-depth knowledge about each subject resulted in teachers relying on tests rather than their monitoring of students acting in the classrooms during different tasks. This can be seen as an obstacle for elementary school teachers in Sweden who teach English among other subjects when implementing formative assessment. Formative assessment does not necessarily mean assessment for learning if it is not executed properly by teachers obtaining what they need to assess students' thinking and acting in the classroom. Antoniou and James (2014) claim that formative assessment must be seen as an active operation, where students and teachers keep the process going, and not just as an assessment tool. Haug and Ødegaard (2015) furthermore explain the importance of designing tasks regarding the information students provide or the assignment will not foster in-depth understanding among the students. This seems to be rather difficult for teachers without the proper content knowledge.

## 5.5 Relation between stakeholders

In line with the insufficient knowledge about formative assessment in general as well as deficient content knowledge the expectations from different collaborators, such as parents, teachers, and everyone else active in the school, appear thus far to be another complicated contributor putting a strain on the implementation of formative assessment. As it occurs in

Singaporean schools (Kaur, 2021), a significant difference manifests between the schools where teachers describe the importance of following protocol set by the administration, for formative assessment, in relation to the teachers in the other school not mentioning this at all. Li et al. (2023) state that there needs to be a unified front when enacting formative assessment in the classroom. Parents, teachers, the principal, and everyone who actively affects the school need to have the same perception and approach toward this kind of assessment.

## 6. Conclusion

This research aimed to investigate what factors affect formative assessment and how these factors impact the implementation of it in the k-3 classroom. What has been concluded when working through the existing research articles is that formative assessment has significant positive effects on students' learning. However, it is not implemented to the extent it could be when drawing on its importance. Overall, teachers have a positive understanding of formative assessment and hold beliefs that it is something to use during students' learning process. Findings also provide the facts that teachers lack a proper understanding of what formative assessment is and how to execute it properly for the best results.

Furthermore, aspects such as lack of time, focus on individual students versus the whole class and insufficient content knowledge seem to stand in the way when conducting formative assessment. Another aspect is the lack of self-awareness among the teachers when they teach in their classrooms. They believe to be using formative assessment however findings point to the use of summative assessment rather than formative. After all, teachers' positive attitudes towards formative assessment do not lead them further into using formative assessment more consistently in their classrooms. Formative assessment is a complex concept that requires both time and in-depth knowledge that seems to be lacking in primary school teachers in general. Primary school teachers have a positive attitude towards formative assessment as well as the reason why it is important. Nevertheless, this paper does not further investigate why teachers have positive attitudes even though they mention all kinds of limitations when enacting formative assessment. Further research could investigate what can be done to make teachers' attitudes towards formative assessment correlate with the implementation of it. How can formative assessment be less time-consuming and how can a teacher's lack of content knowledge be regarded as formative assessment?

When searching for articles to examine the search process included search terms such as formative assessment in primary school where the main subject is English. However early in this process the lack of results with English as a subject made us realize that there might be a gap in the field of research made around this matter. Continuing this research further research

could be made around, as to why teachers seem to not teach English as a main subject in the lower classes, K-3, and why it is not required according to Skolverket (2022).

# References

Ahmedi, V. (2019). Teachers' attitudes and practices towards formative assessment in primary Schools. *Journal of Social Studies Education Research*, 10(3), 161–175. <https://files.eric.ed.gov/fulltext/EJ1229397.pdf>

Antoniou, P., & James, M. (2014). Exploring formative assessment in primary school classrooms: Developing a framework of actions and strategies. *Educational Assessment, Evaluation & Accountability*, 26(2), 153–176. <https://doi-org.proxy.mau.se/10.1007/s11092-013-9188-4>

Calo, K. M. (2022). Supporting teacher candidates' use of early childhood formative assessment to promote positive outcomes for young children. *Journal of Early Childhood Teacher Education*, 43(4), 588–599. <https://doi-org.proxy.mau.se/10.1080/10901027.2021.1957045>

Dunphy, E. (2010). Assessing early learning through formative assessment: key issues and considerations. *Irish Educational Studies*, 29(1), 41–56. <https://doi-org.proxy.mau.se/10.1080/03323310903522685>

Eriksson, E., Boistrup, L. B., & Thornberg, R. (2018). A qualitative study of primary teachers' classroom feedback rationales. *Educational Research*, 60(2), 189–205. <https://doi-org.proxy.mau.se/10.1080/00131881.2018.1451759>

Goertzen, L., Schils, T., & Heeneman, S. (2023). Co-designing formative assessment practices: A collaboration between elementary school teachers and researchers to conceptualize and

implement formative assessment as a unified practice. *Teaching & Teacher Education*, 134, N.PAG. <https://doi-org.proxy.mau.se/10.1016/j.tate.2023.104306>

Haug, B. S., & Ødegaard, M. (2015). Formative Assessment and Teachers' Sensitivity to Student Responses. *International Journal of Science Education*, 37(4), 629–654. <https://doi-org.proxy.mau.se/10.1080/09500693.2014.1003262>

Kaur, K. (2021). Formative assessment in English language teaching: exploring the enactment practices of teachers within three primary schools in Singapore. *Asia Pacific Journal of Education*, 41(4), 695–710. <https://doi-org.proxy.mau.se/10.1080/02188791.2021.1997707>

Li, Z., Yan, Z., Chan, K. K. Y., Zhan, Y., & Guo, W. Y. (2023). The role of a professional development program in improving primary teachers' formative assessment literacy. *Teacher Development*, 27(4), 447–467. <https://doi-org.proxy.mau.se/10.1080/13664530.2023.2223595>

Skolverket (2022) Läroplan för grundskolan, förskoleklassen och fritidshemmet. <https://www.skolverket.se/undervisning/grundskolan/laroplan-och-kursplaner-for-grundskolan/laroplan-lgr22-for-grundskolan-samt-for-forskoleklassen-och-fritidshemmet>

Skolverket (2016) Participation for learning [Participation for learning - Skolverket](#)

Thomas, L., Deaudelin, C., Desjardins, J., & Dezutter, O. (2011). Elementary teachers' formative evaluation practices in an era of curricular reform in Quebec, Canada. *Assessment in Education: Principles, Policy & Practice*, 18(4), 381–398. <https://doi-org.proxy.mau.se/10.1080/0969594X.2011.590793>



Wafubwa, R. N. (2021). Role of Formative Assessment in Improving Students' Motivation, Engagement, and Achievement: A Systematic Review of Literature. *International Journal of Assessment & Evaluation*, 28(1), 17–31.<https://doi-org.proxy.mau.se/10.18848/2327-7920/CGP/v28i01/17-31>