# Measuring English Proficiency: Investigating How Teachers Employ Formative Tests

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## ABSTRACT

*Education holds a crucial role in human life, connecting the roles of teachers and students in teaching and evaluation. Assessment, a big part of education, helps teachers understand how well students are doing as they learn. When assessing students, teachers must consider how each student learns, what they're good at, what they find challenging, and what they need to succeed in school. So, teachers must know how to do assessments well. This study aims to determine the teacher's understanding of formative assessment and how to apply formative assessment to learning English in assessing students' English skills. The method used is a descriptive qualitative method using interviews and observations. 7 English teachers from different schools were interviewed (4 teachers at SMAN 3 Maros, 1 teacher at MA Darussalam Barandasi, and 2 English teachers at SMKN 1 Maros). Meanwhile, observations were carried out once at each school. The findings show that teachers use formative assessment at the beginning, middle, and end of learning sessions to understand students' performance. Teachers see many benefits in using formative assessments, like measuring individual abilities, reaching learning goals, and understanding student needs better. Some teachers face challenges, like figuring out how each student is different, which shows they might need more help and training. Classroom observations also show that some schools do well with formative assessments, while others have problems, such as SMK 1 Maros, which has issues with students not showing up and using home-based assignments. This study suggests giving teachers more support and training to improve assessments and learning for everyone.*

***Keywords****: Measuring, English Proficiency, Formative Tests*

## INTRODUCTION

Educational advancement stands as a pivotal determinant in the progress of a nation. Through attaining a robust educational framework, novel knowledge and competencies are acquired, consequently contributing to the cultivation of a proficient and capable human resource pool. A paramount role in human life is ascribed to education, wherein the roles of educators and students become inextricably linked to the pedagogical and evaluative processes. Assessment, an indispensable facet of the educational paradigm, allows educators to gauge students' competencies within the

learning continuum's purview. Central to the assessment process is considering students' learning proclivities, proficiencies, limitations, and scholastic requisites. This evaluation delineates student accomplishments in alignment with predefined assessment objectives (Munson, 2010). In essence, the cardinal objective of an assessment is to comprehensively ascertain the scholastic capacities of students, encompassing their strengths, weaknesses, and areas necessitating pedagogical refinement.

In assessing students' abilities, the evaluation goes beyond identifying their weaknesses and deficiencies; it also encompasses tracking their developmental progress following feedback on their learning endeavors. A spectrum of assessment methods exists, including formative assessment, a practice involving the active engagement of both teachers and students. The principal objective of formative assessment is to continuously monitor and gauge the progression of students' learning throughout the instructional process.

Ojugo (2013) posits that formative assessment is paramount for multiple purposes. It not only aids in identifying learning challenges students face but also serves as a comprehensive tool for enhancing academic accomplishments in the subject matter. For educators, it offers a mechanism to pinpoint the particular obstacles students encounter in comprehending the course content, enabling the formulation of tailored teaching strategies to facilitate a deeper understanding of the content and, consequently, bolster academic achievements. Furthermore, formative assessment significantly contributes to student development, as it equips educators with the means to gauge the extent of students' capabilities.

Building upon this foundation, the present study endeavors to elucidate the pedagogical perspectives of teachers regarding formative assessment and its practical implementation within the domain of English language education, specifically as it pertains to evaluating students' English proficiency. The study seeks to elucidate the diverse forms of formative assessment employed by English educators at SMAN 3 Maros, MA Darussalam, and SMK 1 Maros during English language instruction. Ultimately, the research aspires to serve as a wellspring of inspiration for English instructors in assessing students' competencies.

**REVIEW OF LITERATURE**

As delineated by Brown & Abeywickrama (2004), assessment constitutes a systematic process that entails collecting data to gauge how students can effectively complete assignments. Educators use this fundamental technique to quantitatively and qualitatively measure students' proficiencies. Assessment, within the educational milieu, is an omnipresent and recurrent theme, for it is through assessment that teachers can discern and quantify the capabilities of their students.

In concurrence, as articulated by Richard and Schmidt (2013), assessment emerges as a structured methodology for the systematic gathering of information and the subsequent formulation of inferences pertaining to the abilities and attributes of students. In this context, assessment assumes a pivotal role as a communicative medium that facilitates the exchange of insights between educators and students or between school administrators and parents. It must be emphasized that the overarching purpose of evaluating student performance through assessments is to engender the identification and aggregation of data pertinent to the learning process. The interpretation of assessments plays a transformative role in informing and enhancing the learning experience, fostering adaptability in both the pedagogical approach adopted by educators and the learning dynamics exhibited by students, as postulated by Aouine (2011).

## 1. Formative and Summative Assessment

Formative Assessment continuously evaluates students' progress and development throughout the learning journey (Moss & Brookhart, 2019). Its primary objective is to furnish feedback that facilitates students' ongoing growth and enhancement. Formative assessment practices are typically characterized by their informality and focus on nurturing the steady development of students' competencies and skills (Andrade & Heritage, 2017). This involves the delivery of constructive feedback by teachers and its assimilation by students. Some

illustrative examples of formative assessments encompass in-class discussions, group activities, one-on-one teacher-student conferences, self-assessments, and informal quizzes conducted during the learning process.

In contrast, Summative Assessment diverges from the formative approach by aiming to gauge and consolidate what a student has learned upon the culmination of a course or instructional unit (Black, 1993). It retrospects and encapsulates the student's accomplishments, aligning with the prescribed learning objectives. Moreover, Black assumes that summative assessments are more formal and include end-of-course exams, standardized tests, final projects, and end-of-year evaluations. Notably, formative and summative assessments fulfill essential educational functions (Black & McMillan, 2012). Formative assessments nurture students' progress, whereas summative assessments provide a comprehensive snapshot of the learning outcomes. Employing these assessment types effectively contributes to improved educational outcomes for students. In this study, the researchers focused on formative assessments conducted by English teachers.

## 2. Kinds of Formative Assessment

According to Carlton et al. (2000), there are four types of formative assessment :

a. An entry-behaviour test is an assessment carried out before a teaching program is carried out, and the aim is to determine to what extent students' mastery of the

material can be used as a basis for accepting the given teaching program.

b.  A pre-test, namely the test, is given before learning begins, or the teacher provides the material with the aim. To what extent is the student's mastery of the material to be taught.

c.  Post-test, which is a test given at the end of each lesson, the aim is to find out whether students understand the material that has been given.

d.  Embedded test is conducted on the sidelines or at a particular time during the learning process. This test aims to test students directly where the scores obtained by students are helpful as a formative evaluation.

In the meantime, according to Hall and Burke (2004), formative assessments encompass two principal categories. The first category is the Planned Formative Test, designed to assess students' cognitive aptitude. It is administered at the commencement and culmination of a pedagogical module to optimize the teaching and learning process. This form of assessment serves the purpose of ascertaining students' competencies before and after engaging with a specific subject matter. Moreover, teachers have the prerogative to conduct assessments at variable junctures within the instructional process, either preceding or succeeding instructional delivery. For instance, a planned formative test can be administered at the inception of the week to appraise students' pre-

existing knowledge vis-à-vis forthcoming lesson content, thereby allowing both students and educators to prepare adequately.

The second category, Interactive Formative Test, transpires during classroom instruction, with its focal point being the dynamic interaction between instructors and students. It entails active attentiveness, recognition, and responsiveness to students' developmental trajectories during lessons. In a practical scenario, as students engage in collaborative group tasks, such as crafting projects, educators observe their collaborative endeavors and subsequently provide constructive feedback or pose relevant queries pertaining to their work. The evaluation encompasses aspects of teamwork dynamics and the quality of output. Interactive formative tests are conducted periodically to sustain students' engagement and attentiveness during the instructional process, allowing teachers to appraise their comprehension at their discretion.

Conversely, Purwanto (2019), formative assessments are often categorized into three prevalent types. Firstly, oral questions within the classroom context are typically posed by students to pertain to theoretical or principle-based subject matter. Students are encouraged to contemplate their responses, after which the instructor selects respondents randomly, thereby elucidating the extent of student comprehension. Second, quizzes are administered to students, wherein the queries

predominantly revolve around core principles gleaned from previously instructed content. These quizzes are concise and designed to gauge students' grasp of the subject matter; the allotted time for such assessments is relatively brief, typically spanning less than 15 minutes. Finally, daily tests are routinely conducted at periodic intervals, often following the completion of one or two units of study. These assessments aim to appraise students' mastery of the subject matter.

**METHODS**

This research uses a descriptive qualitative approach characterized by its commitment to presenting factual data without manipulating, engineering, or altering it (Chism et al., 2008). As explained by Moh. Nazir (2011), descriptive methods focus on investigating the current status of human groups, objects, conditions, or events (Siedlecki, 2020). In addition, as defined by Hancock et al. (2001), qualitative research is concerned with the comprehensive description and analysis of various phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals, separately and in groups.

The research was conducted at SMAN 3 Maros, with additional data enrichment from three selected schools: MA Darussalam and SMK 1 Maros. Sampling was carried out purposely, with the criteria requiring that the selected participants be English teachers with at least two years of teaching experience at the school and use formative assessment in their student

evaluations. Semi-structured interviews and observations were conducted at all three institutions. The interview items consist of 8 questions asked to the English teacher, and observations are carried out using a checklist technique where the statements in the checklist are adjusted to the teacher's teaching method during the learning process. Observations were also made during the English learning process. Observations were carried out once at each school consisting of SMAN 3 Maros, SMK 1 Maros, and MA Darussalam Barandasi.

The data analysis includes three main stages: data reduction, data presentation, and conclusion (Miles & Huberman, 1994). During data reduction, researchers select data that is considered essential and related to the ultimate goal of the research and exclude redundant information. This process involves organizing data based on thematic or topical relevance in respondents' answers. At the data presentation stage, the collected data is arranged coherently to increase understanding. Next, conclusions are drawn from the data obtained from notes from observations and interviews. When concluding, the researcher aligns the findings with the research question and compares the data with the established theoretical framework to conclude.

**FINDING AND DISCUSSION**

**1. Findings**

Based on the empirical findings, the pedagogical approach employed by English teachers in the classroom prominently involves

the utilization of formative assessment methodologies. This assessment modality is distinctly enacted at the inception of the instructional session, wherein educators initiate the process by posing questions to students before disseminating substantive instructional material. Subsequently, one student is selected to respond to the posed queries. When the selected student cannot respond correctly, the onus is transferred to other students within the classroom. These articulated insights, as elucidated within the interview responses, underscore the pronounced pedagogical use of formative assessment practices within the educational milieu.

a.  Data Presentation From the Interview With Teachers

Derived from the outcomes of interviews conducted with English educators at educational institutions within the Lau sub-district, specifically at SMA 3 Maros, MA Darussalam, and SMK 1 Maros, it is evident that all the participating teachers consistently employ formative assessment techniques as an integral component of their approach to evaluating students' competencies within the purview of the learning process. The results of the interview are presented below:

▪ The Assessment used by the Teacher in Assessing Students

Based on interviews conducted with English teachers who teach at schools in the Lau Subdistrict, Maros Regency, all teachers know what formative assessment is and use it every time they teach in class.

*Usually I use it tends to be formative, there are several that I use, but it tends to be the formative assessment that I use most in the interviews*, it was found that all teachers used formative assessment when assessing student abilities, but 1 out of 7 teachers used one of the assessments, namely diagnostic assessment when assessing student abilities.

> *Actually… there are three types of assessment, the first is to find out what the student's background knowledge is using a diagnostic assessment…. then formative and for that semester summative, so are 3 assessments used for each lesson….So I use these three assessments during learning. And formative assessment is sometimes used in the classroom. We also use it as a basis in class, we always use it in learning but it is our basis as teachers to assess students' abilities, so we see activeness as a basis for students' abilities…. (T1)*

There are 2 assessments used by the teacher, namely formative and summative, but what the teacher uses in assessing students' abilities in the learning process is formative, as the results of the interview below

> *…..of course I use two assessments, namely formative and summative. Because formative assessment is used during the daily learning process, while summative is used at the end of the learning period, such as school exams(T2)*

According to several statements from interviews with English teachers, some teachers

use formative assessments to control student development when assessing students' abilities. Still, they also use multiple assessments as a tool to obtain grades from students and to determine the capabilities each student has.

- Form of Teacher Assessment in Assessing Students

Assessments carried out by English teachers have different forms of assessment, as shown in the results of interviews with teachers below:

> *I usually use formative assessment at the beginning of learning, or before starting learning I ask students about the material we are going to study (T1)*

Assessment is the teacher's way of measuring students' abilities. Teachers have their way of assessing students. As the results of the interview above, the teacher uses formative assessment at the beginning of learning by asking students questions before entering or starting education. The questions given are also in accordance with the material they will learn that day

> *Usually, I use formative assessment at the end of the lesson, I first explain the material to be given, and then I assess the student's abilities at the end of the lesson (T6)*

Formative assessment is not only carried out at the beginning of learning. Some teachers also use formative assessment at the end of learning by way of assessment, namely by giving material first. After that, the teacher provides an assignment as a form of assessment for the students.

> *The form of formative assessment that is used is usually…. at the beginning, we can see where the children's abilities are, so we can determine how the children's abilities are up to here so that we can make decisions about what material we will use, and what methods we will use….. Also, we have to assess at the beginning, middle, and end because we have to look at the initial ability of this child, and then we make an assessment for the middle or in the learning process and after that, we just do a post-test or assessment at the end of the lesson (T7)*

The results of interviews with the teacher found that he used a formative assessment form at the beginning, in the middle, and at the end of the lesson because by using these three forms, the teacher can find out students' initial abilities and can also assess student learning processes the benefits of formative assessment. From the formative assessment form used by the teacher, there is a way of assessing it with several tests used, for example, as the results of the teacher interview below

> *Every lesson…. I measure or assess students' behaviour or character towards one learning material, the difficulty is because we cannot know all the limits of students' abilities, so we use various methods such as…. behaviour, checklists, direct assessment, indirect assessment, there is also an assessment from teacher observation, We use various kinds to assess students. We cannot*

*focus on one method because students have different learning styles (T2)*

The outcomes of the interviews divulge that each instructor has distinct and idiosyncratic methodologies for implementing formative assessment techniques in the classroom. A diversity of practices was observed among teachers, ranging from using direct observation techniques throughout the instructional process to initially presenting instructional material and evaluating students' comprehension at the culmination of the learning session. Consequently, it becomes evident that considerable variance exists in the pedagogical modalities employed by teachers concerning the application of formative assessment in the classroom.

▪ The Benefits of Formative Assessment

Based on the interview results obtained, 4 out of 7 teachers said that formative assessment is very beneficial because it can measure the abilities of each student each student must have a different level of ability so that we can assess students using formative assessment

*….The impact is very large, so we need to know how to measure each student's ability because each student may have different levels of ability. So, usually, we measure students' abilities by conducting an assessment at the beginning of learning (T1)*

Not only to assess the abilities of students formative assessment also helps achieve learning objectives because knowing the abilities

of students will have a good impact on existing learning objectives, according to the results of the interview below:

*Yes, of course the goal is to achieve learning goals, because it is a tool or vehicle to get to learning goals, there must be an assessment, right? The assessment aims to find out students' abilities so that it will have a good impact on learning goals (T7)*

Another advantage of using formative assessment is being able to get to know students better so that teachers can reflect on themselves or make improvements to the learning process, as the results of the interview below:

*From formative tests, we can improve our learning methods when we teach in class and see student learning outcomes…. we can improve where our weaknesses lie when teaching. So we can reflect on ourselves or make improvements to the learning process…(T2)*

▪ Problems in the use of Formative Assessment

Based on interviews, it was found that 3 out of 7 teachers thought that when using formative assessment, they had no problems using it

*So far there have been no problems as long as I carry out formative assessments in the learning process (T6)*

However, there was 1 teacher who said that the problem he encountered when using formative assessment was that he felt that students' abilities were different, so he had to

analyze each student one by one, as the results of the interview below:

> *Because of the different abilities of students…..I have to analyze one by one student, here are the many classes we teach, on average we teach several levels, one level on average we teach four classes, and the four classes average nearly 30 more students….so analyzing one by one student becomes an obstacle in this formative assessment (T2)*

- Formative Assessment used by the Teacher in Assessing Students

3 out of 7 teachers use formative assessment in the middle of learning or during the learning process because, with assessment during the learning process, they can assess their attitudes and behaviour. In accordance with the results of the interview below:

> *The most frequently used is the assessment during the process, while the learning process we can assess his attitude and behaviour. I use assessment during the learning process in almost every lesson, so assessment is often used in the middle or during the learning process (T5)*

Not only in the learning process but 2 out of 7 teachers use formative assessment of the three, namely at the beginning of learning, in the middle, and at the end of learning. According to them all these assessments are interrelated and make it easier for teachers to assess students.

> *Everything is done, all three are done because they are all related, every material for every skill, and all of these assessments I usually use in every lesson (T1)*

There are three forms of formative assessment at the beginning of learning, in the middle, and at the end of learning. Based on the results of interviews with English teachers, they used formative on average, but the forms of assessment were carried out differently. Some did it at the beginning of learning to analyze students' initial abilities, some teachers also conducted assessments in the middle or after the material was given, and some did it at the end of the lesson. Still, some teachers say that formative assessment is used in all three or it depends on the material provided. The following is the teacher interview below:

> *….of the three forms of assessment that must be carried out… but what I must and often use is at the beginning and in the middle or during the learning process. and depending on the material provided (T7)*

Based on the statement, some teachers use formative assessments according to or depend on the material taught in the classroom.

b. Data Presentation From the Observation

Several noteworthy insights emerged based on the observations conducted using a checklist table during interactions with English teachers at SMA 3 Maros. Firstly, it was apparent that the teacher effectively managed the classroom, ensuring a conducive learning environment. Additionally, the teacher employed formative assessment practices, manifesting as initiating questions to students at the outset of the lesson, aiming to discern their

initial proficiency levels. In essence, formative assessments were principally administered during the initial phases of the learning process. Furthermore, throughout the instructional session, the teacher engaged in a query-based interaction with students, wherein one student was selected to respond to posed questions; the process of iterative questioning was applied if the initially set student could not provide a correct answer.

Analogous observations were conducted at MA Darussalam, yielding corresponding findings. Classroom management practices were discerned, contributing to an effective learning atmosphere. Furthermore, formative assessment was also evident, albeit with a distinctive approach. In this instance, the formative assessment was conducted after providing instructional materials, specifically song materials. Students were tasked with assignments and exercises, which the teacher subsequently evaluated. As such, the formative assessment process was primarily executed toward the conclusion of the learning session.

Conversely, observations carried out at SMK 1 Maros, as documented in the checklist table, indicated a deficiency in classroom management. The teacher's absenteeism and lack of preparation before lessons were conspicuous shortcomings. While the application of formative assessment was present, it was marked by an approach that differed from the aforementioned schools. Formative assessment was primarily undertaken

through assignments given to students to be completed at home, thus signifying that direct assessment during the learning process was notably absent. The teacher did not engage in a question-and-answer pedagogical interaction with students, nor did they distribute questions to students for subsequent dissemination to others. Consequently, the learning environment at SMK 1 Maros was characterized by a limited degree of interactivity.

## 2. Discussion

The primary objective of this study is to delineate the prevailing forms of assessment employed by English instructors in evaluating students' proficiencies. The research findings unequivocally indicate that teachers predominantly employ formative assessment practices, spanning the learning process's commencement, midpoint, and conclusion.

Within the purview of this study, it was discerned that 4 out of 7 English teachers administer formative assessments at both the initiation and culmination of instructional sessions. This practice is substantiated by the insights of Amanatusifah (2013), who expounds that teachers harness two principal forms of formative assessment in evaluating students' competencies: the pre-test, administered at the commencement of instruction, and the post-test, conducted at the culmination of the educational module. A similar conceptualization is posited by earlier research, as articulated by Arikunto (2005), who underscores the presence of two discrete forms of assessments, namely

the pre-test and post-test, in evaluating student abilities.

Nevertheless, it is noteworthy that in evaluating students' competencies, teachers exhibit the capacity to employ formative assessments throughout the entire spectrum of the learning process, encompassing the initial phases, the intermediate stages, and the concluding phases. This extensive utilization underscores the pronounced utility of formative assessment in evaluating student capabilities within the educational milieu. This perspective aligns with Khairil and Mokshein's (2018), who elucidate that assessment constitutes an integral component of the educational process to facilitate enhancements for students and educators. Specifically, formative assessment is instrumental in enabling teachers to gauge student competencies while empowering students to recognize their educational limits. Consequently, it becomes apparent that teachers employ diverse manifestations of formative assessment to ascertain the full extent of student abilities.

Based on the insights garnered from interviews conducted with English educators in schools within the Lau sub-district, Maros district, this research establishes that a subset of these teachers frequently assesses students' proficiencies amid the learning process or during instructional sessions. This practice aligns with the assertion made by Aswar (2018), who underscores the effectiveness of employing formative assessment during active learning.

Consistent with the perspective of Hall and Burke (2004), formative assessment, often synonymous with interactive assessment, is deployed during the educational process, specifically in the dynamic interactions between educators and students. The principal objective of this process is to identify and promptly respond to students, thereby facilitating a more streamlined and comprehensive appraisal of individual student capabilities.

The empirical data further underscores the instrumental role of formative assessment in aiding educators in evaluating student abilities. Through formative assessments, teachers gain insights into the strengths and weaknesses of individual students, thereby enabling a nuanced understanding of the extent of students' proficiencies. Dian Fitriani et al. (2021) reiterate that formative assessment facilitates teaching and learning endeavours, ultimately contributing to enhanced student achievements. In this context, Heritage (2007) emphasizes the importance of conducting practical formative assessments, highlighting that teachers must be proficient in their respective domains to implement such assessments optimally.

Of the seven participating educators, one teacher was observed to administer assessments during learning, specifically in practical exercises or role-play activities. This observation is consistent with the principles articulated by Hall and Burke (2004), which describe this practice as a test conducted during interactions between educators and students.

This interactive process involves careful observation, recognition, and timely responses, all transpiring within the educational context. It is, therefore, apt to assert that the teacher in question effectively employs formative assessment by evaluating the ongoing learning process, using student work or practical activities to assess students' English language competencies.

Formative assessment practices among teachers are multifaceted, with three out of seven teachers adopting direct assessment or real-time observation techniques during the learning process. This approach allows instructors to evaluate students' participation and engagement in the classroom, ultimately facilitating the acquisition of daily progress data. This methodology aligns with the findings of Clark (2012), who emphasizes that formative assessment contributes to skill enhancement when applied to student evaluation. Additionally, Holmes (2018) underscores that assessment for learning serves the purpose of gathering information and continuously monitoring student development. Conversely, the remaining teachers employ more conventional assessment methods, commonly involving assignments administered after lessons and evaluating students' abilities before the initiation of new learning sessions.

Collectively, the overarching theme is that formative assessment constitutes a crucial component of pedagogy for English teachers, encompassing assessments pertaining to speaking, writing, listening, and reading skills. The indispensable role of formative assessment is underscored, given its substantial benefits for educators and students. However, it is noteworthy that some teachers may employ formative assessment practices without a comprehensive understanding of the specific techniques they are utilizing. Consequently, it can be surmised that most English teachers in Lau Maros Regency implement formative assessments to evaluate student competencies. At the same time, Ozan and Kincal (Ozan & Kincal, 2018) find that educators generally exhibit a positive perspective toward implementing formative assessment. In the context of the three delineated forms of formative assessment — initiation, mid-point, and conclusion assessments — and considering insights gleaned from interviews and observations, it is evident that teachers predominantly employ assessment at the initiation and conclusion of the learning process to gauge student capabilities. Acknowledging the pivotal role of formative assessment within the educational framework is paramount, as it ought to be a standard practice for educators and serve as a pedagogical reference for future educators.

**CONCLUSION**

The research findings reveal a prevalent and distinct use of formative assessment methodologies among English teachers in the Lau sub-district, particularly at SMA 3 Maros, MA Darussalam, and SMK 1 Maros. The interviews

with teachers underscore the widespread adoption of formative assessment as an integral part of the teaching and evaluation process. The initiation of the instructional session involves engaging students through a series of questions, serving as a formative assessment tool to gauge their understanding and proficiency.

The diverse array of practices in using formative assessment becomes apparent through the interviews and observations. Teachers exhibit a range of strategies, including questioning students at the beginning, middle, and end of the learning process and employing assignments and exercises for assessment. The findings suggest that teachers recognize the multifaceted benefits of formative assessment, such as its utility in measuring individual student abilities, achieving learning objectives, and gaining a deeper understanding of students for reflective purposes.

However, challenges exist, as highlighted by a minority of teachers who face difficulties analyzing individual student abilities due to perceived differences. Additionally, there are variations in the implementation of formative assessment practices among the observed schools, with differences in classroom management and the timing of assessment.

Despite the challenges, the research underscores the importance of formative assessment in teaching and learning. The observed differences in practices and challenges provide valuable insights for educators and stakeholders to consider when implementing

formative assessment strategies. Further research and professional development opportunities are suggested to address challenges and enhance the effectiveness of formative assessment practices in English classrooms. In the meantime, teachers should stay updated on new ideas and ways to teach languages, especially those that make formative assessments work well, such as joining teacher training. In addition, teachers can use different kinds of tests that suit each student's way of learning, which is essential. Also, using technology in class can make tests more exciting and accessible for students. For students, they have a significant role in how they learn. It's essential to encourage them to be active during tests that help their learning, called formative assessments. When students join discussions, ask questions, and look for helpful feedback, it not only improves their language skills but also makes them want to keep improving. If students see these tests as chances to think about their progress and enhance specific skills, they will feel more in control of their learning journey. Overall, this study contributes to the ongoing discourse on pedagogical methodologies and assessment practices within the educational landscape.

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