

THE EFFECTS OF FORMATIVE ASSESSMENT ON STUDENT MOTIVATION:
PERSPECTIVES OF PRIMARY SCHOOL TEACHERS, STUDENTS AND PARENTS
IN AZERBAIJAN

Lala Hummatova

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Dr. Ulviyya Mikayilova, Academic Supervisor


Dr. Vafa Yunusova, Committee Member

Dr. Samira Hajiyeva, Committee Member

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ABSTRACT

Formative assessment, which is also called assessment for learning, is an integral part of learning, and its role in children's learning motivation is undeniable. This qualitative research aimed to explore the relationship between formative assessment and primary school children's learning motivation in Azerbaijan, as well as primary school teachers', students', and parents' perceptions about the application of formative assessment. The research was conducted in two primary schools of Azerbaijan. The instruments for the study were semi-structured interviews, classroom observation, and document analysis. Seven primary school teachers and eight primary school children were interviewed face-to-face to explore their perceptions of formative assessment. Besides, focus group interviews with three parents and as well as face-to-face interviews with two parents, were conducted to receive more data for this study. Additionally, classroom observation and document analysis of the students' diaries, classroom journals and teachers' formative journals aimed to determine teachers' formative assessment practices within the classroom.

The major findings of the study showed that the interviewed participants highlighted the value and significance of feedback received as a formative assessment technique by teachers. However, there were some misperceptions toward formative assessment practices within the classroom among the interviewed participants as many of the participants were equating the word "grade" and "feedback" during the interview process. Also, the findings revealed that parents and children have difficulties in understanding written feedback as a formative assessment technique.

Since the findings of this study revealed that there is a relationship between formative assessment and primary school children's learning motivation, it can be mentioned that formative assessment can serve as a learning aid, enhancing the learning process and outcomes of learning. Thus, this study suggests doing research on the correlation between formative assessment and students' learning motivation with other age groups as this study only focused on primary school children.

Keywords: formative assessment, learning motivation, misperceptions, feedback, primary school, formative assessment technique.

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TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION.....	8
1.1 Significance of the Problem.....	10
1.2 Purpose of the Study.....	11
1.3 Research Questions.....	11
CHAPTER 2: LITERATURE REVIEW	13
2.1 Formative Assessment and Child’s Learning Motivation	15
2.2 Teachers’ Perceptions of Formative Assessment.....	16
2.4 Parents’ Perceptions of Formative Assessment	18
CHAPTER 3: METHODOLOGY	21
3.1 Research Paradigm.....	21
3.2 Research Questions.....	22
3.3 Research Site.....	22
3.4 Research Sample.....	24
3.5 Data Collection Techniques.....	27
3.6 Data Analysis	29
3.7 Validity and Reliability.....	30
3.8 Logistical and Ethical Considerations.....	30
3.9 Limitations	31
CHAPTER 4: FINDINGS.....	32
4.1 Participants’ Definition of Formative Assessment.....	33
4.2 Feedback as a Formative Assessment Technique	36
4.3 Peer-Assessment as a Formative Assessment Technique	39
4.4 Self-Assessment as a Formative Assessment Technique.....	41
4.5 Formative Assessment Criteria	43
4.6 Formative Assessment and Child’s Learning Motivation	45
4.7 Parents’ Interest in Formative Assessment.....	51
4.8 Parents’ Difficulty in Understanding Formative Assessment Criteria	54
CHAPTER 5: FINDINGS AND DISCUSSION	57
CHAPTER 6: CONCLUSION.....	60

6.1 Recommendations.....60

APPENDICES.....**62**

APPENDIX A.....62

APPENDIX B.....66

APPENDIX C.....69

APPENDIX D.....72

REFERENCES.....**78**

CHAPTER 1: INTRODUCTION

Assessment is an important part of any education system. Applying assessment in education serves several purposes such as providing information about student learning and growth, finding problem areas of students in the learning process and adjusting teaching instruction to meet the learners' needs more effectively. Because of these purposes, assessment is defined differently by researchers. The most general definition of assessment is defined by Black and William (1998) that assessment is the proof of performance of students within the classroom. The purpose of assessment is explained by Hattie and Timperley (2007) as the activity utilized to evaluate learners' level of proficiency. Hence, taking into consideration its two various purposes, assessment can be grouped into summative and formative types.

The introduction of these two terms came to Azerbaijani education system in 2009 with introduction of approval of a new concept in assessment by the Cabinet of Ministers of the Republic of Azerbaijan (Decision of Cabinet of Ministers, 2009). Here, three types of in-school assessment are introduced: diagnostic, formative and summative. It is explained that applying each one of these in-school assessment types in education serves various purposes. For example, the initial assessment of students' knowledge and skills, including interest and motivation, diagnostic assessment is conducted at the beginning of the school year or at the beginning of each new unit of the subject taught. In contrast to diagnostic assessment, summative assessment is used at the end of the unit or academic year to measure how well students have mastered the content requirements outlined in the educational program (curriculum) for each subject. If this summative type of assessment is conducted at the end of each unit, it is called small summative or sub-summative. If it is

conducted at the end of the academic year, it is called big summative. Further, here it is stated that formative assessment aims to regulate the teaching process, ensures the progress of all students, and at the same time provides additional assistance by learning the needs of each student. In this new concept of assessment, formative assessment is also called progress monitoring. Monitoring the progress of students and regulating the teaching process, formative assessment becomes a driving factor in the development of each student in the classroom, and an important component of learning process (Decision of Cabinet of Ministers, 2009).

According to Popham (2008), formative assessment is a structured procedure used by the instructor or students to modify current education and learning. Mikayilova (2019) explains that formative assessment enables the teacher to determine the student's mastery of the teaching material, not the knowledge and ability. The main features that distinguish formative assessment from other types of assessment are that it is implemented every day, reflecting the level of preparation of the student for the daily lesson, expressed in words, not in the form of grades or scores. Unlike traditional assessment, formative assessment is the process of not evaluating the students with a daily grade, it is an assessment which shows what skills the students gain in a lesson (Hasanov et al., 2010). In a word, formative assessment aims to track a student's learning activities in the classroom (Hasanov et al., 2020).

Further, while the definition of summative assessment is explained that it assesses the progress made by students in mastering the standards defined in the educational program (curriculum) for each subject, formative assessment serves a right direction for

teaching process to be carried out and provides the student an additional impetus to move forward (Decision of Cabinet of Ministers, 2009). Taking into consideration the main functions of formative assessment, the role of formative assessment in helping both the teachers and students within the classroom is undeniable. As Monteiro et al. (2021) explain, classroom assessment is vital for the improvement of teaching and learning processes as it allows both instructors and learners to draw conclusions from the data gained and make changes accordingly.

However, little is known about how formative assessment, which is not a formal assessment (Hasanov et al., 2020) and whose results are written in words in a student booklet, affects especially primary school students' learning motivation in Azerbaijan. Also, the perceptions of primary school teachers, students, and parents about the importance of applying formative assessment in primary schools of Azerbaijan were seldom explored. For these reasons, the purpose of this study was to explore the relationship between formative assessment and primary school children's learning motivation in Azerbaijan and the perceptions of primary school teachers, students, and parents on this assessment type.

1.1 Significance of the Problem

Albeit there is significant number of studies related to the formative assessment globally, a considerable gap still exists about the relationship between formative assessment and primary school children's learning motivation (Gezer et al., 2021) and what are the perceptions of primary school teachers, students and their parents on formative assessment conducted in primary education. Taking into consideration that motivation is the main key

factor for learning that enables the students to study hard (Filgona et al., 2020), it is important to explore the relationship between formative assessment and students' learning motivation. Hence, there is a need to study the relationship between formative assessment and students' learning motivation in Azerbaijani primary schools.

By conducting this research, I believe that this study will be useful for educational organizations in the country and primary school teachers for being aware of the relationship between formative assessment and children's learning motivation in primary schools of Azerbaijan. Further, I believe this study would pave the way for further exploration of the topic in Azerbaijani context with other age groups of students especially with elementary school students.

1.2 Purpose of the Study

The first purpose of the study was to explore the relationship between formative assessment and primary school children's learning motivation through the perceptions of primary school teachers, parents and students. The second purpose of this study was to identify the perspectives of primary school teachers, parents and students about the application of the formative assessment within the classrooms.

1.3 Research Questions

The following research questions guided this study:

1. What are the perspectives of primary school teachers, parents, and students on the relationship between formative assessment and students' learning motivation?

2. What do primary school teachers, students, and parents think about the application of formative assessment in primary education/?

CHAPTER 2: LITERATURE REVIEW

Assessment was thought to be a way to facilitate learning and help pupils grow their own subject-matter understanding (Samuelowicz & Bain, 2002). Although Heydarova (2017) stated that assessment always existed in the Azerbaijani education system, according to the Cabinet of Ministers of the Republic of Azerbaijan (2009), the introduction of formative assessment began in 2009 with the introduction of approval of a new concept in assessment. Here it was explained that one of the types of in-school assessment, formative assessment, aims to improve the teaching process, ensures the progress of all students, and at the same time aims to provide additional assistance to the teachers by learning the needs of each student. Monitoring the progress of students, formative assessment became a driving factor in the development of each student in the classroom, and an important component of the learning process. In the new concept in assessment, it was also stated that formative assessment is an assessment of the level of knowledge and skills arising from a content standard. The content standard is a state requirement for the level of knowledge and skills of students at a certain stage of education (Hasanov et al., 2020). The content standard is essentially a result and contains specific knowledge and activities to be mastered by students (Hasanov et al., 2020). The learning outcomes achieved, the knowledge gained, and examples of relevant assessment standards are highlighted in each subject curriculum to assess learners' skills (Decision of Cabinet of Ministers, 2009). Hasanov et al. (2020) explain that the students can be assessed based on rubrics consisting of four levels: I, II, III and IV of which I is the lowest criterion for the skill, IV is the highest one.

Given the assessment of learners' skills, Mikayilova (2019) explained that formative assessment enables the teacher to determine the student's proficiency in the covered

material, not the knowledge and ability. It could, therefore, be mentioned that the results of formative assessment show how the teacher taught the material and what sections might be taught again (Mikayilova, 2019). According to the rules for attestation (in-school assessment) of students at the general education level, relevant written notes (feedback) are made in the “teacher's formative assessment book” and “school booklet of students” regarding the results of the formative assessment (Decision of the Board of MoE, 2018). However, there is a gap in the Azerbaijani literature on how this formative evaluation, which is not considered as a formal assessment, influences primary school children’s learning motivation and what are the perceptions of primary school teachers, students, and parents on this type of assessment. Thus, the goal of this literature review is to provide an overview of the connection between formative assessment and students’ learning motivation and the perspectives of teachers, students and parents on this assessment type.

Given the lack of research in Azerbaijani literature, I reviewed the work of scholars especially from western countries. The rationale for this choice was my assumption that this topic had been explored in-depth by scholars from Western countries.

This chapter consists of four sub-sections. The first sub-section presents an overview of the formative assessment and its role in students’ learning motivation. The second sub-section introduces teachers’ perspectives about formative assessment. While the third chapter describes students’ perceptions, the last chapter demonstrates the parents’ beliefs towards formative assessment.

2.1 Formative Assessment and Child's Learning Motivation

Cauley and McMillan (2010) describe formative assessment as a process in which assessment-elicited information on student learning is obtained and instruction is adjusted in response to feedback. Evidence of students' knowledge and understanding, the form of feedback offered to students are all important parts of this assessment type (Cauley & McMillan, 2010). As a powerful tool for increasing student learning, feedback is considered the heart of formative assessment (Hattie & Timperley, 2007). Similarly, Falchikov (2005) explains that the main function of formative assessment is to generate feedback on learners' performance to improve learning. In the article by Tunstall and Gipps (1996), the researchers identify nine types of feedback based on their classroom observation results and based on these types they divide feedback into two categories: evaluative and descriptive types of feedback. These two categories are explained that while evaluative feedback is used to make judgments, descriptive type of feedback is utilized to offer information on the current skills of the students. Then, they contend that the reasonable combination of both evaluative and descriptive forms of feedback from the instructor as a formative assessment tool creates the most powerful support for learning.

The findings of several reviewed articles (Brookhart, 1997; Black & William, 1998; Cauley & McMillan, 2010) also prove that there is a connection between the children's learning motivation and formative assessment and this connection assists the children to improve their learning. Cauley and McMillan (2010) state that as a formative assessment tool, feedback to children which focuses on developing their skills and treats mistakes as opportunities to learn, is particularly effective. Similarly, Black and William (1998) discuss that feedback is especially effective when it is designed to stimulate correction of errors. By

pointing out misunderstandings and errors that often occur in a content area and explaining them to the learners how they can alter their approach to the task, learners can be aware of what they need to do to achieve the highest level of performance in the lessons. For this reason, feedback about academic learning as a formative assessment tool provides students with hope and high expectations for themselves in their learning (Cauley & McMillan, 2010).

Additionally, Black and William (2010) emphasize that using self and peer-assessment as a formative assessment technique also has a positive effect on children. They explain that children are very honest and reliable in evaluating not only themselves but also their classmates. The only difficulty here can be children's misunderstanding of the targets that their learning is meant to reach. The article by Cauley and McMillan (2010) highlights that with time and training, pupils can gradually acquire greater responsibility for evaluating how near they are to the target learning outcomes and become able to find areas for improvement and to select appropriate learning techniques to reach the desired learning goals. When pupils work toward meeting learning goals, they have lofty expectations for success and high-quality performance (Brookhart, 2001). In other words, Sadler (1983) explains that when the learners refine their performances, their knowledge about the intended outcomes becomes better. In this process, using formative assessment is the key to students' learning motivation and accomplishments (Cauley & McMillan, 2010).

2.2 Teachers' Perceptions of Formative Assessment

According to Opre (2015), teachers' conceptions are key factors being regarded as essential determinants of the instructional activity and of the students' learning process.

Brown (2008) highlighted “Conceptions of assessment refer to the perceptions people have about assessment, based on their experiences with and of assessment” (p. 9). The reviewed articles (Monteiro et al., 2021b; Vandeyar & Killen, 2007; Antoniou & James, 2014) state that teachers' perceptions of assessment are significant because these beliefs influence how assessments are administered in the classroom and how teachers evaluate their students' learning and accomplishment. Another article by Antoniou and James (2014) also mentions that the teachers have positive beliefs towards using formative assessment techniques within the classroom in Cyprus as they perceive formative assessment as a type of assessment which enables them to find out areas where more explanation or help is needed for the learner. However, Antoniou and James (2014) also discuss that despite those teachers' using this formative type of assessment to reach different learning purposes, they have a narrow perception of what constitutes formative assessment and their own roles in it. Hence, teachers described formative assessment no more than assessment used within the classroom by them. The study also adduces that even the instructors were unable to explain how they employ formative assessment in the classroom.

Additionally, in qualitative research conducted by Monteiro et al. (2021b) among primary school teachers and students in Portugal, the researchers categorize teachers into two groups according to their opinions on assessment as a result of collected data through the interview with primary school teachers. The first group includes those teachers who believe that assessment mainly focuses on improvement of learning process and the second group includes teachers believing assessment for learning mainly focuses on certification and accountability of students. In the first group, there were more teachers than in the second group. There were also some teachers who were holding mixed beliefs toward the

assessment. Those holding mixed beliefs, while on the one hand, were considering that improving the learning process is the purpose of formative assessment, on the other hand, they were also holding the view that students' accountability is the main purpose of this type of assessment.

2.3 Students' Perceptions of Formative Assessment

The perceptions of students on any type of assessment are important because what they think about assessment influences their learning and accomplishments, as well as how they approach assessment activities (Monteiro et al., 2021b). The findings of the study conducted in Finnish primary schools by Ämmälä and Kyrö-Ämmälä (2018) show that while municipal school students consider assessment as a committing task which makes them to study hard, public-school students see assessment as a motivating factor for their learning. The reason of two different perceptions of assessment (as a committing task and motivating factor) by students of municipal and public school is explained that different assessment cultures in these schools (municipal and public school) somehow affects how the learners understand the purpose of assessment. Although students at both schools understand assessment differently, their common belief was that assessment informs their parents, teachers and future employers about their skills and knowledge. Surprisingly, even primary school students think that assessment is beneficial for their future professional life to provide potential employers with information about their knowledge and talents.

2.4 Parents' Perceptions of Formative Assessment

Although there are some significant bodies of research on teacher and student perceptions of assessment (Monteiro et al., 2021b; Ämmälä & Kyrö-Ämmälä, 2018; Azis,

2012; Vandeyar & Killen, 2007; Antoniou & James, 2014), parents' perceptions are scarcely explored. The scarcity of research on parents' beliefs about assessment is considered as a concern by Harris (2015). Harris (2015) explains this concern by highlighting that parents' opinions regarding assessment are crucial because they are more likely to have an impact on policymakers on the use of these kinds of assessments on a larger scale. Second, she mentions that parents may play a vital role in providing teachers with information on their children's learning and development. Despite the belief that parents value assessments because they want their children to do well in school (Deslandes & Rivard, 2013), the question of whether formative assessment can be utilized to assist parents understand and support their children's learning at home remains unanswered by the research conducted by Harris (2015).

To summarize, the findings of the reviewed literature (Brookhart, 1997; Brookhart, 2001; Black & William, 1998; Tunstall & Gipps, 1996; Cauley & McMillan, 2010; Black & William 2010) reveal that formative assessment has an influence on students' learning motivation in the Western context. Cauley and McMillan (2010) especially emphasize the role of feedback on students' learning motivation. The authors highlight that if feedback as a formative assessment technique to students focuses on improving their skills and treats mistakes as opportunities to learn, in this case the students improve their own learning. Regarding teachers' and students' perceptions of formative assessment, some reviewed articles (Monteiro et al., 2021b; Antoniou & James, 2014; Ämmälä & Kyrö-Ämmälä, 2018) show that both teachers and students understand formative assessment as essential determinants of the learning process and believe that applying it within the classroom enables the learning process to be much more productive. Despite there is little known

about parents' perceptions of formative assessment, some studies (Harris, 2015; Deslandes & Rivard, 2013) mention that parents perceive the formative assessment as an informative and guidance tool because it assists them to see how well their children do within the lessons.

Pertaining to the limitation of the literature review, most of the reviewed articles focused mostly on the relationship between formative assessment and secondary, not exactly on primary school children and mainly focused on Western context.

CHAPTER 3: METHODOLOGY

This chapter presents the description of the research methodology of the study. The chapter consists of nine sub-sections and includes the discussion of research paradigm, research purposes and questions, research site and participants. In addition, the methods of data collection and data analysis and ethical considerations and limitations of the research process are described in this chapter.

3.1 Research Paradigm

The study relied on a qualitative approach as the research mainly focused on understanding and exploration of the perceptions of and interpretations by teachers, parents and primary school children of formative assessment. Yin (2016) explains that qualitative research primarily focuses on representing the views and interpretations of people. Similarly, Merriam and Tisdell (2016) emphasize that qualitative research is interested in understanding the meaning people have constructed; that is how people make sense of their world and experiences they have in the world. Given the type of research chosen, the relationship between formative assessment and student motivation for learning and perceptions of teachers, parents and children on this assessment type requires a deeper understanding and exploration of their experiences. For this reason, qualitative research assisted me to account the data that might lead to the in-depth understanding of the relationship between formative assessment and a child's motivation to learn and perceptions of parents, primary school children and teachers about formative assessment.

Merriam and Tisdell (2016) state the existence of many paradigms that guide qualitative research such as positivist, post-positivist, critical theory and interpretivist.

Since this study mainly focused on the participants' perceptions of formative assessment, this research was consistent with an interpretivist paradigm. According to Creswell (2013), interpretivist paradigm tends to rely on the "participant" perceptions of the issue being investigated and recognizes the impact on the research of their own background and experiences. To describe the aim of interpretivist paradigm Merriam and Tisdell (2016) utilized the verbs *describe*, *understand* and *interpret*.

3.2 Research Questions

The research was based on the following questions:

1. What are the perspectives of primary school teachers, parents and students on the relationship between formative assessment and students' learning motivation?
2. What do primary school teachers, students, and parents think about the application of formative assessment in primary education?

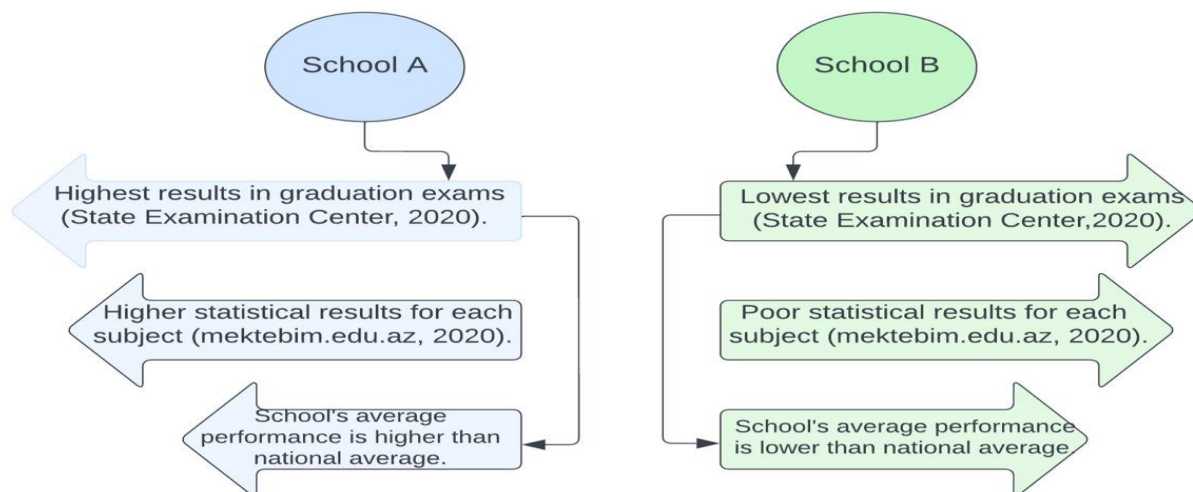
3.3 Research Site

The investigation was conducted in two public schools located in the city of Baku. According to the statistical results by the State Examination Center for the schools' graduation exams in 2020, as a researcher, I selected one school with the highest results and one school with the lowest results for both 9th grade, and 11th grade for graduation exams. Further, I also analyzed "mekteb.edu.az" website, showing statistics of graduation exams for each subject per year of these schools to be more aware of the statistical results of these schools' graduates for each subject in 2020. The findings showed that while one of these schools' average performance (School B) is lower than the national average of statistical results of the graduation exams in the country in many subjects such as "Literature",

"Mathematics", "Physics", "Chemistry", and "Biology", the other school's average performance (School A) is better due to final examination results of graduate students for both 9th and 11th grades. By selecting the research site in this way, as a researcher I wanted to see how formative assessment is implemented in these schools and if there is any difference in application of formative assessment in these schools that influences the learning motivation of students. For this reason, my main goal in selecting these research sites was to access participants who could assist in establishing a better understanding of the nature of formative assessment in diverse high performing and low performing primary schools.

Figure 1

School Comparison



To reach these schools, I contacted Baku City Education Department to get permission to access these schools to do research.

3.4 Research Sample

As an investigator, I used one of the nonprobability sampling types, purposeful sampling which I considered best fitted to recruit participants for my qualitative study. Merriam and Tisdell (2016) state that purposeful sampling is mainly based on researcher's desire to discover, realize, and gain insight and it enables the investigator to choose the participants to be learned most from. Based on my desire and choice of participants, I purposefully selected well-informed participants-primary school teachers, students and parents who could share varied insights. To approach the teacher participants, I contacted the school principal and explained the aim of the study to the principal. Then, with the advice of the school principal I selected the teacher participants based on their teaching experience. Chosen teacher participants had at least four years of experience in teaching in primary education. The rationale for this decision was that if the teacher has minimum four-year experience in teaching in primary education, in this case the teacher has experience in at least all grades of the primary level of education as it lasts four years in Azerbaijan. Thus, if the teacher has four years of experience in all grades of primary education, that teacher can provide the researcher with rich and varied information on the relationship between formative assessment and students' learning motivation in different grades of primary education. Then, I contacted those teachers and explained the purpose of the study to them in detail. Later, teachers who agreed to be interviewed were interviewed by me. A total of seven teachers were interviewed, of which three were from a school (School A) with better statistical results and the remaining four were from a school (School B) with poor statistical results in examinations. All the teachers were primary school teachers and their experience as a teacher ranged from four years up to forty years. Almost all of them

spend at least 4 or 5 hours of teaching a day within classrooms. All of participant teachers were female. The following table presents some general information about the participant teachers:

Figure 2

Teacher Information

<i>Name</i>	<i>Age</i>	<i>Years of experience</i>	<i>Gender</i>	<i>School</i>
Teacher A1	62	40	Female	High performing (School A)
Teacher A2	26	4	Female	High performing (School A)
Teacher A3	52	25	Female	High performing (School A)
Teacher B4	64	33	Female	Low performing (School B)
Teacher B5	53	30	Female	Low performing (School B)
Teacher B6	32	5	Female	Low performing (School B)
Teacher B7	28	5	Female	Low performing (School B)

When it comes to the pupil participants, four pupils were selected from each school.

The pupils were selected purposefully with the help of their teachers. I selected two motivated pupils from each school who were eager to get written feedback from the teacher every lesson and two unmotivated pupils from each school who were not interested in getting any written feedback from the teachers. Of the eight children interviewed, five were boys and three were girls. The children were first, second and fourth graders. The table below provides some general information about the pupils who took part in the study:

Figure 3

Student Information

<i>Name</i>	<i>Age</i>	<i>Grade</i>	<i>Gender</i>	<i>School</i>	<i>Motivation for Feedback</i>
Student B1	8	2 nd grade	Male	School B	high
Student B2	7	1 st grade	Male	School B	poor
Student B3	10	4 th grade	Female	School B	high
Student B4	8	2 nd grade	Female	School B	poor
Student A5	10	4 th grade	Male	School A	poor
Student A6	10	4 th grade	Female	School A	high
Student A7	10	4 th grade	Male	School A	high
Student A8	8	2 nd grade	Male	School A	poor

Further, parents were also selected with the help of the teachers purposefully. Based on their interests in a child's receiving formative assessment from the teacher and involvement in the school activities, two parents were selected from School A and three parents were selected from School B. All the parents were female. As the time did not coincide with parents' each other in School A, I took an individual interview from parents of School A. However, I had a focus group discussion with the parents of primary school children in School B. I carefully planned the focus group interview and had in-depth discussions with a relatively homogenous group of participants to obtain insights into the specified topic (Bloor et al., 2001). The following table shows some general information about participant parents:

Figure 4

Parent Information

<i>Name</i>	<i>Age</i>	<i>Gender</i>	<i>Employability</i>	<i>School</i>	<i>Child's grade</i>
Parent B1	38	female	Does not work	School B	1 st grade
Parent B2	30	female	Does not work	School B	2 nd grade
Parent B3	29	female	Does not work	School B	2 nd grade
Parent A4	34	female	Economist	School A	1 st grade
Parent A5	35	female	Physics teacher	School A	4 th grade

3.5 Data Collection Techniques

As a first data collection method, I used face-to-face interviews with seven primary school teachers, eight students and two parents (from School A). I took interviews from these participants to explore their perceptions of formative assessment to answer the research questions. Creswell (2013) mentions that as a qualitative data collection technique, interviews assist the researcher to understand and explore opinions, experiences, and behavior of people. Similarly, Seidman (2013) states that the main purpose of the interview is to learn people's experiences and real stories. Regarding the type of interview, I used semi-structured interview. Brinkmann (2012) highlights that semi-structured interview gives the researcher more control through the interview process over the conversation. While the individual interview lasted approximately 20-30 minutes with the students, with parents and teachers it lasted 30-45 minutes for each participant.

However, with the other parents (from School B), I used focus group interview. Creswell (2013) explains that the focus group interview is a process in which the interview is taken from a group of people. Focus group discussion with parents of School B

approximately lasted an hour. This focus group discussion with parents of School B not only helped me to save some time but also it provided me with an in-depth understanding of the participant parents. For interviews, as a researcher, I developed three interview protocols (see Appendices A, B, C) in the Azerbaijani language for primary school teachers, students and parents consisting of some questions which helped me generate the perceptions of participants about formative assessment.

In addition, as a second data collection method, I used classroom observation. Pawar (2004) states that as an important data collection method, observation enables the researcher to acquire rich and usable data in a natural situation which cannot be achieved through interviews. Thus, I observed a total of seven lessons in different subjects in classrooms of each of the two primary schools. The classroom observation focused on the whole-class student-teacher interactions, and between student and student throughout an assessment that was carried out. The main purpose of classroom observations was to gain a better grasp of the complicated reality of formative assessment practices in the classroom and to observe how the teachers apply formative assessment practices. Further, I developed an adapted observational protocol for observation of classrooms (see Appendix E). The structure of this adapted observational document was taken from the internet (Nebraska Department of Education, 2018); however, it was adjusted to the aim of the study.

I additionally did a document analysis taking into consideration the importance of documentation information (Creswell, 2013). Bowen (2009) points out the effectiveness of document review in data collection process as it is less time consuming, and it stays stable regardless of investigator's intervention. As document analyses, worksheets, formative

assessment journals and student booklets were analyzed by me to determine how effectively do primary school teachers give written feedback and how is the feedback aligned with the content standards outlined in the subject curriculum,

I started collecting the data at the end of February 2022 and finishing in early March. Then, I started to analyze all the collected data.

3.6 Data Analysis

One of the few aspects of doing qualitative research is data analysis, the process of making sense out of the collected data (Merriam & Tisdell, 2016). Creswell (2013) mentions that analyzing qualitative data demands understanding of the collected data that the researcher can form answers to his research questions. Similarly, Merriam and Tisdell (2016) highlight that in analyzing the process of the collected data the main aim is to seek the answers to the research questions through creating themes and categories. For this reason, I was collecting and analyzing the data simultaneously. Simultaneous data processing decreases the likelihood of repetitive, overwhelming, and misdirected data (Merriam & Tisdell, 2016).

Data was collected through interviews, classroom observations and document analysis. As a researcher, I recorded all the interviews with the permission of the interviewed participants. All the collected data was transcribed and then coded. Merriam and Tisdell (2016) explain coding as the process of providing a shorthand identification to certain components of the data so that the researcher can quickly obtain specific pieces of information. I began coding from the beginning of the data collecting process to handle the acquired data. Further, to examine the gathered data, I developed themes and broad

categories of ideas from collected data. Merriam and Tisdell (2016) defined categories as conceptual components that encompass a wide range of category constituents. The developed themes and categories were then layered to represent the collected data using interconnected level of themes. Finally, I summarized all the findings from the data analysis in a narrative discussion.

3.7 Validity and Reliability

As a researcher, I validated the findings with the help of triangulation to determine their accuracy and credibility. Cope (2013) explains that credibility is the true value of qualitative research, or whether the study's conclusions are true and accurate, is measured by its credibility. Additionally, Creswell (2013) defines triangulation as a qualitative inquiry which is used to enhance the accuracy of a study. For this reason, I compared the findings at various stages of the data collection process. After coding the interview data, I compared findings with data collected from document analysis and observations. This comparison helped me to understand the extent to which the information obtained from the interview was applied within the classroom settings and in documents. Using triangulation also helped me to make the study dependable. Further, the validity and reliability of the study are dependent on the ethical considerations of the researcher (Merriam & Tisdell, 2016). Thus, to be sure about validity and reliability of the study, as a researcher I took ethical issues into consideration.

3.8 Logistical and Ethical Considerations

I considered “ethical issue checklist” identified by Patton (2015) with twelve items. As an investigator, I took into account some of Patton’s (2015) recommendations which

were primarily used to assure the study's ethical conduct. The first suggestion by Patton (2015) was to explain the purpose of the study to the participants of the study. For this reason, I explained the aim of the inquiry and methods to be used for the target population. Other suggestions such as confidentiality and informed consent were also taken into consideration by me. I asked all the participants to sign an informed consent form to keep their identities confidential. Relating to observation, I informed the participants about the observation to avoid ethical issues of privacy. I also took into consideration that giving information about the observation beforehand might change the participants' behavior.

3.9 Limitations

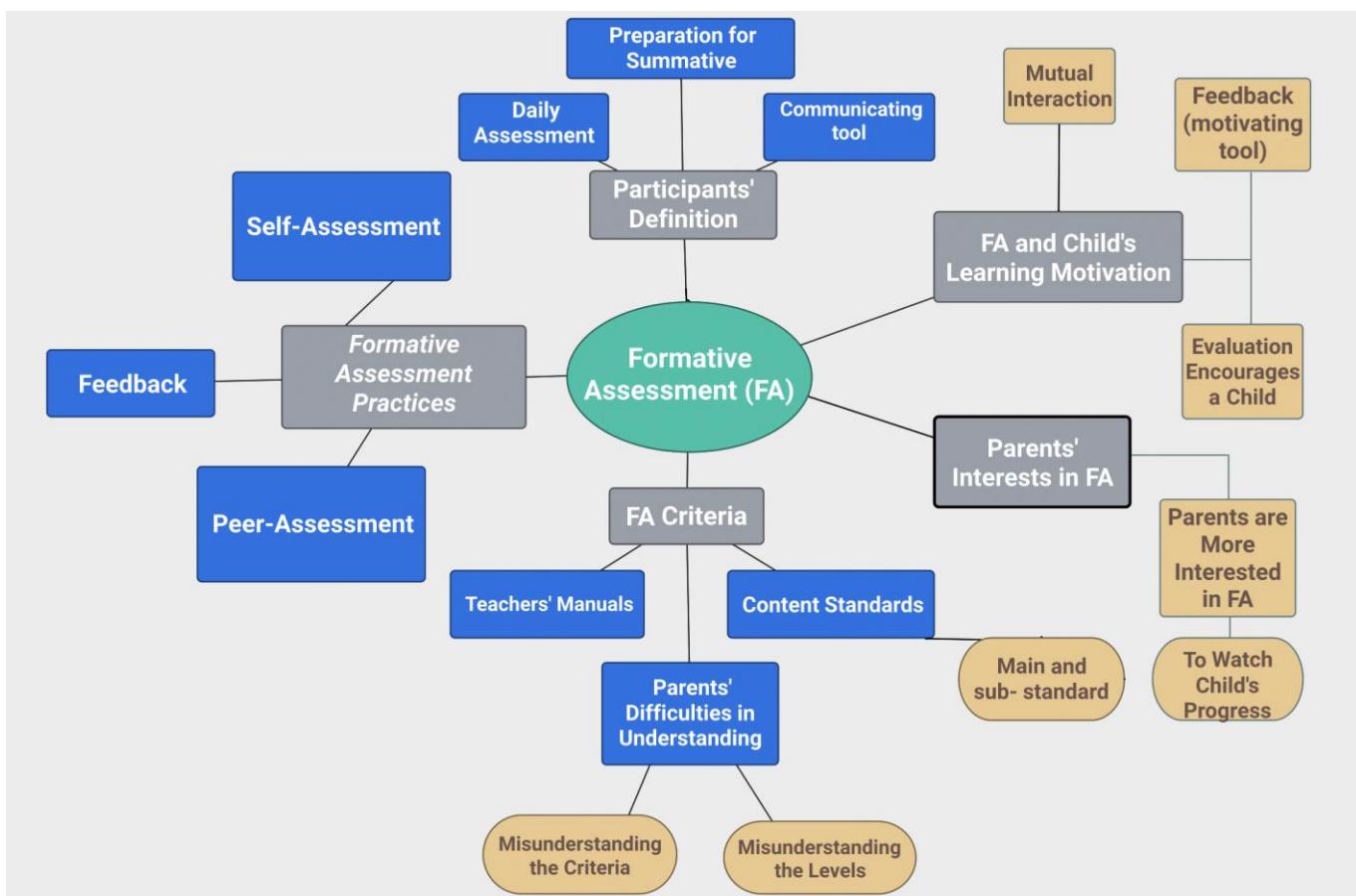
There are several limitations to this study. The first limitation of the study is the sample size. As the exploration of relationship between formative assessment and primary school students' learning motivation through participant perceptions was done through qualitative inquiry, it would not be reliable to generalize the study findings to all primary schools in the country. The second limitation of this study is that despite this study exploring the relationship between formative assessment and primary school children's learning motivation through participant perceptions, not all grade level students and teachers were interviewed. In a word, no one among the third-grade students, teachers and parents was interviewed. Finally, the last limitation might be that neither male parent nor male teacher was interviewed. If we take into consideration the teacher ratio by primary education level, we can see that female teachers make up 93.6 percent, while male teachers for primary education make up only 6.4 percent (The State Statistics Committee, 2020). Thus, the last limitation, the lack of male teachers in the interview process for this study is understandable.

CHAPTER 4: FINDINGS

This chapter presents a detailed overview of the findings. In this chapter, I provide a brief description of the perceptions about formative assessment and primary school children's learning motivation through the perspectives of the primary school teachers, students and their parents. The following table illustrates the concept map of the findings:

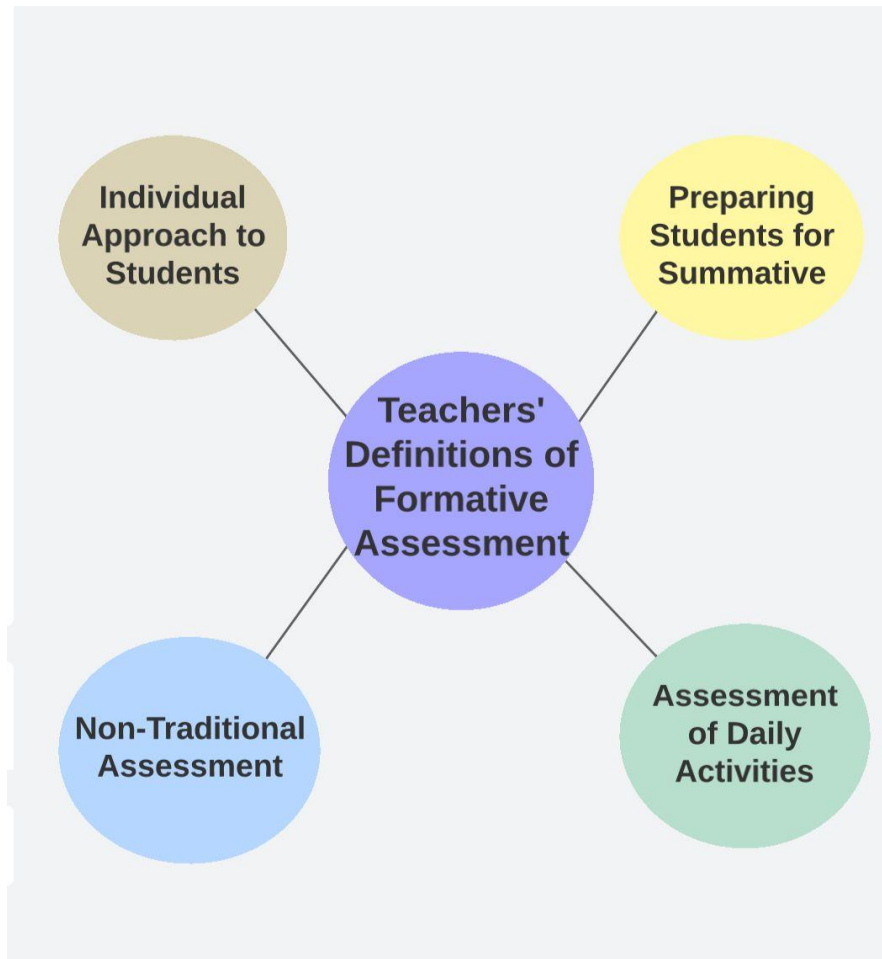
Figure 5

Concept Map of the Findings



4.1 Participants' Definition of Formative Assessment

Participants' definitions of formative assessment are important because how they define it influences their approach to formative assessment practices. In participants' understanding of formative assessment there were some similarities and differences. These participants refrained from accepting formative assessment as a traditional assessment which was focusing on assessing students' knowledge with marks regularly. According to all teacher and parent participants' understanding, formative assessment was important in primary education as it enables both the teachers and parents to monitor the learners' progress. From low performing school, Teacher B6 and Teacher B7 explained that formative assessment is the assessment of daily activities such as students' responses to the lesson, active participation of students in the classroom discussions. Similarly, Teacher A2 from School A also mentioned: *“Formativ qiymətləndirmə uşaqların gündəlik olaraq qiymətləndirilməsidir. Bu müəllimə uşağın dərstdə hansı nailiyyətləri, bacarıqları əldə etdiyini görməyə kömək edir”* [Formative assessment is a child's daily assessment. It helps the teacher to see what achievements or skills the children have acquired in the lesson.] In addition to the above-mentioned explanations, two different definitions were highlighted by Teacher A1 from high performing school and Teacher B4 from poor performing school. While Teacher A1 from School A believed that formative assessment is an individual approach to the student, which assists the teacher to determine if the student has fully mastered the covered topic or if the student has a weakness somewhere; Teacher B4 from School B highlighted that formative assessment is a form of preparing a student for summative assessment. The following figure illustrates teacher participants' definitions of formative assessment:

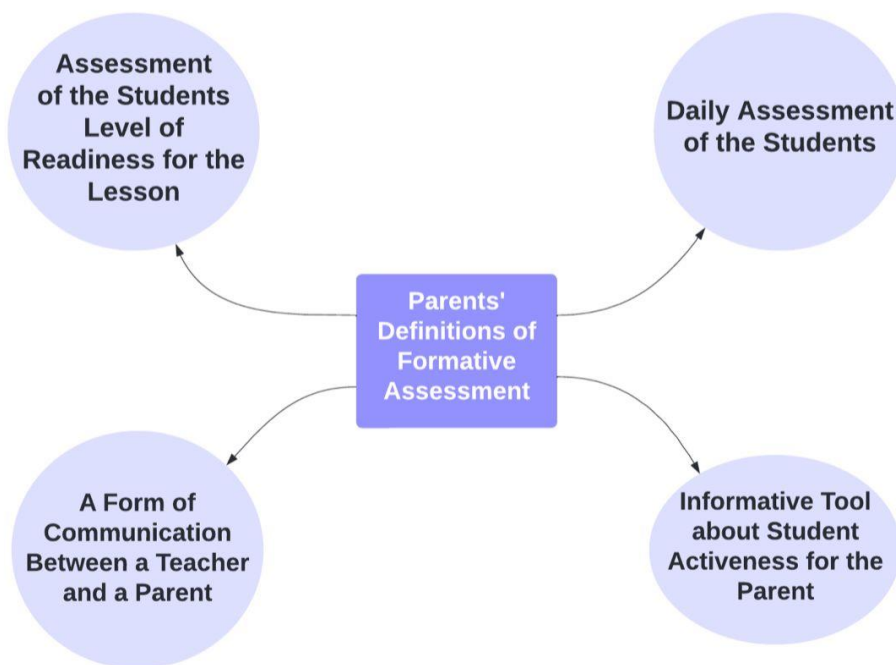
Figure 6*Teachers' Definitions of Formative Assessment*

When it comes to parent participants' perceptions about formative assessment, there is not any different understanding of formative assessment among participant parents. All parents from both poor and high performing schools confirmed that formative assessment is an assessment of the student's level of readiness for daily lessons, which is carried out regularly in the classroom. Additionally, one parent from a low performing school, Parent B3 views formative assessment as a form of communication between a teacher and a

parent, in which the notes written in the diary by a teacher inform the parent how the child has attended class that day. Correspondingly, Parent A5 from high performing school mentioned that “*Gündəlikdə yazılan qeydlər mənə məlumat verir ki, həmin gün dərsdə uşağım hansı bacarıqları qazanıb və nə dərəcədə dərsdə aktiv iştirak edib*” [The notes written in the diary inform me what skills my child has gained in the lesson that day and how actively my child has participated in the class.] The figure below illustrates parents’ definitions of formative assessment:

Figure 7

Parents’ Definitions of Formative Assessment



4.2 Feedback as a Formative Assessment Technique

All teachers from both School A and School B confirmed that they use formative assessment daily and write its result both in students' diaries and their own formative journal. They mentioned that they usually use written and oral feedback as a formative assessment technique. Teacher A3 from School A highlighted that she prefers to give both oral and written feedback to students, Teacher A2 from the same school stated that she prefers to give written feedback. Explaining why she prefers written feedback, she mentioned that *“Mən daha çox yazılı rəyə üstünlük verirəm çünki yazılı rəy valideynə uşağın dərslə nə dərəcədə hazırlığını göstərir. Ancaq şifahi rəy verəndə valideyn həmin dərslə uşağın nə öyrəndiyindən xəbərsiz olur”* [I prefer written feedback since it shows to the parent how the child is ready for the lesson. However, when delivering oral feedback, the parent completely becomes unaware of what the child has learned in the classroom.] Contradictory, Teacher A1 from school A stressed that she prefers oral feedback. She explained this by highlighting:

Sizə deyim ki, birinci sinifdə gündəlikdə olan rəy uşaq üçün maraqlı olmur, valideyn üçün maraqlı olur. Birinci sinifdə uşaqlar gündəlikdə yazılanları başa düşümlər... Ancaq şifahi rəy mənim şagirdlərimi daha da həvəsləndirir. Buna görə də mən uşaqları daha da dərslə həvəsli etmək üçün şifahi rəyə üstünlük verirəm.

[Let me tell you that the feedback written in the diary in the first grade is not interesting for the child, it is interesting for the parent. In first grade, children do not understand what is written in the diary... But oral feedback motivates my students even more. That's why I prefer oral feedback to make my children more motivated for the lesson.]

Additionally, these three teachers from School A also mentioned that they use colorful stickers which are stuck on the diaries of students based on their daily activity.

They stated that different colorful stickers have different meanings, and they make primary school students more motivated to learn.

When it comes to teachers at School B, despite all teachers confirmed that they use both written and oral feedback in the classroom, many stated that they prefer oral feedback except Teacher A3. They believed that written feedback takes more time, and it is impossible to provide written feedback in each child's diary every lesson. Nevertheless, Teacher B6 from School B stated that she usually prefers written feedback in a student's diary as she views diary as a formal document to be written. As a convenient approach and instrument, these teachers mentioned that they employ open and close-ended questions, observation, and role-playing games in formative assessment. Besides, all teachers from both School A and B expressed that they use self and peer-assessment as a formative assessment technique.

Regarding classroom observations, while all teachers from School A were trying to monitor every student's learning continuously, to use effective questioning strategies (such as wait time, open-ended questions), and to create positive learning environment where students were well engaged in the activities through relationships, these were not observed at all in the classrooms at School B. Additionally, the teachers at School A were giving oral feedback in a way that it was describing specific areas of needed improvement and providing additional support to students to make that improvement, however, the teachers of School B were using oral feedback such as “əhsən”[bravo], ”afərin”[well done], “əla” [perfect] which did not describe specific student strength and did not suggest ways for continued learning in those areas. Moreover, during observation of Teacher A1's lesson

from high performing school (School A), the teacher evaluated the children orally by levels such as “I”, “II”, “III”, and “IV” based on their responses to the questions asked by the teacher. These levels had been described in rubrics and each skill at any level had been included in the teacher’s manual. Then during the lesson, the skills at any level were explained to students.

With respect to document analysis, in both School A and School B teachers were using formative journal and were writing written notes in students’ diaries. The analysis of the students’ diaries showed that all teachers from both schools make notes reflecting the student’s skill gained on a particular day. As an example, “ifadəli oxuyur” [reads expressively], “dinlədiyi mətnin məzmununu yazır” [writes the content of the text he listens to], “kiçikhəcmli mətn qurur” [composes a small text], “Xocalıya aid təqdimat hazırlayır” [prepares a presentation about Khojali], “kağızdan fiqurlar hazırlayır” [prepares shapes from paper] for certain grades can be mentioned. As seen from these examples, the teachers only use present simple tense form to describe the skills that the student demonstrates. The above-mentioned notes are given to students regularly. Besides the above-mentioned meaningful written feedback, document analysis revealed that all teachers from both schools sometimes utilize written feedback such as “əla” [perfect], mənimsəyib [mastered], “afərin” [well done], “aktivdir” [active] in students’ diaries in which these notes do not exactly clarify which skills the children have acquired. Moreover, the analysis of formative journal of teachers showed that unlike the students’ diaries, teachers here assess the learners only by levels such as “I”, “II”, “III” and “IV”. Of these levels, "I" is the lowest level and "IV" is the highest level in which they show how well the student has performed in the learning environment. Assessment of students by these levels in formative journals is

done either on a weekly or monthly basis, rather than every day as in diaries for each student.

Additionally, document analysis revealed that while the results of sub-summative and big-summative are written in classroom journal, the results of formative assessment are not written in the classroom journal. The analysis showed that the results of formative assessment are only mentioned verbally (with written words) in students' diaries or with levels (assessment criteria) in teachers' formative journals weekly or monthly.

4.3 Peer-Assessment as a Formative Assessment Technique

All teachers from both schools confirmed that they utilize peer-assessment as a formative assessment technique in the classroom. Additionally, all the participant teachers mentioned that they usually use peer-assessment in group work. For example, while speaking peer-assessment practices, Teacher A1 from School A stated:

Dərslərimdə demək olar ki, tez-tez yoldaş qiymətləndirməsindən istifadə edirəm. Məsələn axırıncı dəfə uşaqları 6 nəfərlik 5 qrupa böldüm və onlara müxtəlif meyvələrdən meyvə saladı hazırlamağı tapşırıdım. Sonda uşaqlar hər qrupun saladının dadına baxdılar və bir-birlərini qiymətləndirdilər. Axırda ən yüksək xal toplayan qrupu qalib kimi seçdik.

[In my classes, I almost frequently employ peer-assessment. For example, last time I divided the children into five groups consisting of six students and I asked them to prepare a fruit salad from different fruits. At the end, students tasted the salad prepared by each group and evaluated each other. In the end, we chose the group with the highest score as the winner.]

Similarly, Teacher B6 from School B explained her peer-assessment practice in the classroom. She mentioned:

Tez-tez qrup işlərində və yaxud cütlüklərlə iş zamanı yoldaş qiymətləndirməsindən istifadə edirəm... Məsələn axırıncı dəfə uşaqlar onlara verilmiş tapşırığı cütlüklər şəklində edərək onlardan bir-birlərinin yazılarını verdiyim düzgün cavablar

əsasında qiymətləndirməyi tapşırıdım. Səhfləri yoxlayarkən səhv edərlər deyə onlara düzgün cavabları izah eləmişdim.

[I often use peer-assessment in group work or pair work... For instance, last time while students were doing the assigned exercise in pairs, I asked them to evaluate each other's writing based on the correct answers provided by me. I had explained to them the correct answers as they might make mistakes while checking correct answers.]

Additionally, Teacher A1 and Teacher A2 from School A and one teacher, Teacher B6 from School B shared their concerns in applying peer-assessment in primary education. They believed that in peer-assessment, students pay attention to their relationships with the person assessed. They think that as the students consider friendship relationships with each other during peer-assessment process, this strategy becomes ineffective within the classrooms. Briefly, they think that peer-assessment does not work effectively in primary education.

In the case of students' opinions, the opinions of the students and teachers are contradictory on peer-assessment. While teachers confirm that they usually use peer-assessment as a formative assessment technique, most of the students mentioned either the teacher does not use, or they do not remember themselves. Only Student B1 and Student B2 from School B stated that they use peer-assessment in classroom. For example, Student B1 said: *“Sinif yoldaşlarım məni qiymətləndirirlər. Onlar mənə deyirlər yaxşı oxudum ya da dərstdə aktiv idim”* [My classmates assess me. They tell me that I read well, or I was active in the lesson.] When he was asked whether he had ever evaluated his classmates, he said that *“Sinif yoldaşlarımın yazısını qiymətləndirirəm, oxumağını yox. Həmişə onlara ulduzlar verirəm”* [I evaluate my classmates' writing, but not reading. I always give them stars.] Likewise, Student B2 also mentioned that *“Sinif yoldaşlarım suallara yaxşı cavab verəndə*

mən onlara “afərin” deyirəm” [When my classmates answer the questions well, I tell them ‘Well done’.]”] Then, he mentioned that he does this by himself, the teacher had never asked him to assess his classmates. While some students mentioned that they do not remember whether they have used peer-assessment or not in the classroom, from high performing school Student A5 and Student A7 specifically mentioned that the teacher never asked them to evaluate their classmates during the lesson.

Regarding the observations, out of seven observed classes, no peer-assessment was observed at all. In one lesson of Teacher A1 from School A, the teacher said to students that they would compare each other’s writings and evaluate each other near the end of the lesson. However, they could not apply peer-assessment due to time limitation.

4.4 Self-Assessment as a Formative Assessment Technique

The same problem happened with self-assessment as a formative assessment technique. Despite all the teachers from both School A and School B confirming that they utilize self-assessment in their lessons, some students contradicted this opinion. Even, only in one lesson out of total observed seven lessons, self-assessment was observed. In fourth graders, during the English language lesson, Teacher A3 from high performing school used self-assessment in the class. There were six students in a class, and they were supposed to write the words in their notebooks without looking at their dictionary or book. After finishing, the teacher asked them to assess their own writing with the help of the book or dictionary. This was considered as self-assessment by the teacher. The students had been given the assessment criteria which helped the students to be aware of the minimum correct word limit for each level of assessment such as “I”, “II”, “III” or “IV” beforehand by the

teacher. The students became aware that how many words they needed to write correctly to get the highest level of assessment which was ‘IV’.

Regarding participant teachers’ self-assessment perspectives, Teacher A1 from School A stated that *"Tez-tez özünü qiymətləndirmədən istifadə edirəm ancaq bunun müsbət nəticəsini çox az uşaqda görmüşəm. Çünki heç kim özünə mənfi rəy demək istəmir... bunlar mənim sizə səmimi sözlərimdir"* [I apply self-assessment very often and I have seen positive results in very few children. Because no one wants to say negative comments for himself... that is, these are my sincere words to you.] Another interesting point was mentioned by Teacher A2 from School A. She stated that she has experience in schools located both in the city center and suburbs. She stated that in both schools' self-assessment was different. While in suburban school students used to evaluate themselves how they were really, but in the city center the students over evaluate their own skills. Teacher B6 from School B also mentioned that she uses self-assessment in a class usually by asking the students *"Əgər sən müəllim olsaydın özünü necə qiymətləndirərdin"* [If you were a teacher, how would you evaluate yourself.] While explaining the way of applying self-assessment in a class, Teacher B4 from School B stressed that she usually applies self-assessment in role-playing games. Teacher B7 from School B stated that self-assessment and peer-assessment play a key role in students’ learning motivation. However, classes of these teachers were observed by me only once for each teacher and no self-assessment was observed in their lessons. In their interviews, most of these instructors reported that their self and peer assessment practices differ depending on the topic.

When it comes to the students, only two participants stated that the teacher asked them to evaluate themselves during the lessons, the rest either stated that teacher never asked them, or they do not remember themselves. For example, one highly motivated student for feedback, Student B1 from School B emphasized that he never evaluated himself in a class. He also stated that *“Mən özümü qiymətləndirəndə düz deyil axı. Bax, mən səhf elədim özümə 5 yazdım. Mən hələ də 5 aldım. Bu belə deyil axı.”* [It is not right when I evaluate myself. Look, I made a mistake. I still got 5 for myself. I wrote 5 to myself. It is not like that.] Furthermore, a less motivated student for feedback, Student A5 from School A confirmed that not always do all the teachers ask him to evaluate his skills. He said that this happens only in English lessons which also observed by me. Another highly motivated student for receiving feedback, Student A7 from School A also highlighted that he never assesses himself in a lesson by highlighting *“Müəllim özü daha yaxşı bilir bizi nəvaxt qiymətləndirəcəyini. Biz özümüz bilmirik.”* [The teacher herself knows better when to evaluate us; we do not know.] Although another participant, Student A8 from school A stated that they use self-assessment in a class, when he was asked at the last moment what they did in a class to assess themselves. He said that *“Məncə, axırncı dəfə 2 ya da 3-cü sinifdə özümüzü qiymətləndirmişik.”* [I think that we had self-assessment it in 2nd or 3rd grades.”] Now, this student is in the 4th grade, and it shows that it has been long time this student does not evaluate herself in a class.

4.5 Formative Assessment Criteria

Most of the interviewed teacher participants emphasized that the presence of evaluation criteria in the formative assessment helps them a lot while assessing the students' understanding of the daily content. When they were asked how they define

assessment criteria for the formative assessment, many of them pointed out the standard of the learning outcomes. For example, Teacher A1 from School A mentioned that “*Əlbəttə formativ qiymətləndirmə təlim nəticələrinin standartını həyata keçirməlidir.*” [Of course, formative assessment should implement the standard of learning outcomes.] This belief was confirmed by Teacher B5 from School B by stating “*Məzmun standartına və alt standartı uyğun formativ qiymətləndirmə meyarlarını müəyyənləşdirirəm.*” [I define formative assessment criteria in accordance with the content standard and sub-standard.]

Correspondingly, Teacher A2 from School A highlighted that “*Formativ qiymətləndirmə meyarlarını müəyyən edərkən biz standartdan məqsəd çıxarıyıq... Biz öyrənmə məqsədinə nə qədər nail olduğumuza baxırıq.*” [While defining the formative assessment criteria we derive a goal from the standard... We look at how far we have achieved the learning goal.]

A similar point was mentioned by Teacher B7. She stated that “*Mən məzmun standartı əsasında qiymətləndirmə meyarlarını müəyyənləşdirirəm.*” [I define evaluation criteria based on the content standard.” She believes that the content should not be left out when the assessment criteria are derived directly from the content standards, because the activity in the content standards is carried out on a specific topic.

As seen from the words of the participants, they usually refer to the teacher's manual for formative assessment criteria. In the teacher's manual the content line, standards, and sub-standards are reflected to assist the teachers. Thus, all the participant teachers refer to the teacher's manual except one teacher, Teacher B3 from School B who stressed that she defines formative assessment criteria by herself based on the topic that she covers in a class.

The analysis of student diaries also proved that the teachers refer to the teacher's manual while giving written feedback to the students. They usually write the skills that the students get in a class based on the standards given in the teacher's manual. For example, if the standard is "2.4.2. Hüquq və vəzifələri barədə kiçik təqdimatlar hazırlayır" [2.4.2. makes small presentations about rights and responsibilities] for 4th grade science class in the teacher's manual, assessment criteria become "Təqdimetmə" [presenting]. The criteria are divided into three categories: "zəif" [poor], "orta" [medium], "yüksək" [high]. The criterion is different for these three categories. For instance, for the poor category "Faktları sadalayır, mahiyyəti izah edə bilmir" [lists facts, cannot explain the essence], for medium category "Faktları səciyyəvi xüsusiyyətlərini mətn əsasında təqdim edir, nitqi rəbitəli deyil" [presents the facts based on the text, speech is not coherent], and for high category "Nümunələrlə əsaslandırmaqla sərbəst təqdimat edir" [Independently gives a presentation based on examples]. Then, the teacher either writes feedback on students' diaries or gives oral feedback to the students based on their active participation and gained skills.

4.6 Formative Assessment and Child's Learning Motivation

The findings indicate that formative assessment influences a child's learning motivation. The data in this study shows that teacher and parent participants see feedback as a formative assessment technique as a main factor influencing students to move forward in their learning.

As an instructor from a high performing school, Teacher A1 stated:

Qiymətləndirmə vacibdir. İstənilən təqdir olunmayan iş insanı ruhdan salır. Bilirsiniz, hər tapşırığın müsbət və mənfi tərəfləri var, lakin o işdə hər şeyin mənfi olduğunu deyə bilmərik. Biz buna müsbət prizmadan baxmalıyıq. Bu baxımdan

qiymətləndirmə lazımdır, bu qaçılmazdır. Yaxşı qiymətlər və yaxşı sözlər uşaqları həvəsləndirir... Mən uşaqlara effektiv şəkildə təsir edən adi əhəmiyyətsiz şeyləri belə qiymətləndirmək istəyirəm.

[Evaluation is important. Any unappreciated task discourages a person. You know, there are pros and cons to every task, but we cannot say that everything is negative in that task. We need to look at it from a positive perspective. In this regard, an assessment is needed, it is inevitable. Good grades and good words motivate children... I want to appreciate even ordinary trivial things that affect the children in an effective way.]

Similarly, Teacher B6 from a poor performing school believes that as a formative assessment technique peer-assessment has a better effect on children rather than self-assessment. She stated that *“Özünü qiymətləndirmək yox, bir-birini qiymətləndirmək uşaqlara xüsusilə yaxşı təsir edir... Mən sizə deyim ki, niyə... məsələn, biz uşaqlara bir-birinin yazısını yoxlamaq üçün dəftərləri dəyişin deyəndə, hamı daha yaxşı yazmağa çalışır.”* [Not self-assessment, but evaluating each other has a particularly good effect on children ... I shall tell you why... for example when we tell children to switch the notebooks to check each other’s writing, then everyone tries to write better.] She also stated that *“Özünüqiymətləndirmə səmərəsiz deyil, amma həmyaşlıdların qiymətləndirməsi ondan üstündür.”* [Self-assessment is not ineffective, but peer-assessment is superior to it.] She also stated that her students strive to get feedback from her every lesson. She explained that students try to be active in the lesson and get positive feedback from the teacher to show it to the parents at home. Correspondingly, Teacher B5 from School B also highlighted that formative feedback has a positive effect on children. She stated *“Biz mənfi heçnə deməməyə çalışırıq... Biz hərşeyi motivasiya verici tərzdə deməyə çalışırıq.”* [We are trying to say nothing negative... we say everything in motivating ways.] Another interesting point was mentioned by Teacher B7 from a poorly performing school. She stated that *“Şagirdlər məndən rəy almağa çalışırlar, çünki formativ qiymətləndirmənin mərkəzində qarşılıqlı*

əlaqə dayanır. Tələbə ilə müəllim arasında bu qarşılıqlı əlaqə düzgün qurularsa, şagird bacara bilmirəm düşüncəsindən hələ bacara bilmədiyim düşüncəsinə keçir...” [Students strive to get feedback from me as at the heart of the formative assessment stands mutual interaction. If this mutual interaction between the student and teacher is built correctly, the student goes from the thought that I cannot, to the thought that I still cannot...] She explained this by highlighting one story:

Bu yaxınlarda belə bir hadisə ilə qarşılaşmışam. Şagird mən bu tapşırığı bacara bilmərəm deyirdi təkidlə. Mən bunu indiyə qədər etməmişəm deyirdi. Təbii ki, şagirdin özü ilə fikir mübadiləsi apararaq onun harada çətinliyi olduğunu araşdıraraq şagirdi sən hələ bacarmırsan amma sən bunu ən yaxşı şəkildə bacara bilərsən düşüncəsinə gətirdim... İndi həmin şagird məktəb üzrə ikinci yerdədir. Düzgün qurulmuş əks əlaqə tək formativ qiymətləndirmə üçün yox, ümumiyyətcə tədris prosesində uğura imza atmaq deməkdir.

[I recently came across such an incident. The student insisted that he could not do the task. He was saying that he had not done it before. Of course, by exchanging ideas with him and researching where he was having a problem, I brought him to the conclusion that you still cannot do it, but you can do it in the best way... Now that student is in second place in school. Properly structured feedback is not only essential for formative assessment, but also for success in the learning process.]

However, Teacher A2 from School A did not agree with the motivating factor of the formative assessment. She mentioned:

Uşaqlar hər şeyə oyun kimi baxırlar, onlar bəzən ciddiyyəti fərqində deyillər. Sadəcə summativ deyəndə ciddiyyəti anlayırlar... Məncə bu formativ qiymətləndirməni kənara qoymaq lazımdır. İbtidai siniflər bunu dərk etmirlər. Hər şey onların gözündə oyundur.

[Students look at everything as a game, sometimes they do not realize the seriousness. They only understand the seriousness when it is said summative... I think this formative assessment should be put aside. Primary school students do not understand it. Everything is a game in their eyes.]

Somehow a similar point was mentioned by Teacher A1 from School A by mentioning

“Birinci sinifdə mən sizə deyə bilərəm ki, gündəlikdəki rəy uşaq üçün maraqlı deyil, bu tək

validyn üçün maraqlıdır.” [In 1st grade, I can tell you that the written feedback on a diary is not interesting for the child, it is interesting for the parent.] Even though these two teachers from School A, Teacher A1 and Teacher A2 utilize both written and oral feedback in the classroom, they believe that written feedback is only interesting for the parents as they want to know how actively their children participate in the classroom. They believe that written feedback written based on the criteria derived from content standard in students’ diaries is not interesting for students.

As well as through participant parents’ perspectives, formative assessment affects children’s learning motivation. In general, as a parent, Parent A4 from School A stated that *“Uşaq qiymətləndiriləndə həvəslənir”* [When the child is assessed, the child is encouraged.] She thinks that positive and negative feedback from teachers affect her child. She elaborated this by mentioning:

Qızım yaxşı qiymət alanda sevinir. Ancaq zəif qiymət alanda depresiyyaya düşür, qəmgin görünür. Mən bunu belə izah edə bilərəm ki, müsbət rəy alanda qızımın motivasiyası artır. Ancaq mənfi rəy mənfi təsir edir. Bu depresiya yaradır uşağda ancaq qızım yenə də çalışır ki, əlindən gələni edib aktiv olsun dərstdə təzədən müsbət rəy alsın.

[When my daughter gets a good grade, she becomes happy. However, when she gets a poor grade, she gets depressed and seems disappointed. I can explain this that when my child gets positive feedback her motivation increases. But negative feedback affects negatively. This creates depression in my daughter; however, she tries to do her best to be active the next day and get positive feedback again.]

Another parent, Parent B3 from School B mentioned that *“Məsələn mənim üçüncü uşağım biraz qüsurludur, nitqində gecikmə var... Biraz irəliləyiş edən kimi müəllim deyir ‘afərin’ ‘sən bunu bacardın’... İnanırsız bu necə işə yarayır?”* [For example, my 3rd child is a little bit disabled, he has a speech delay ... as soon as he makes some progress, the teacher says ‘well done’ ‘you did it’... Do you believe how it works?] The child can do the things that

they could not do before with this kind of motivation. Further, Parent B1 from School B stated that her daughter cries if she gets negative grade. She also stated that when her daughter gets “2” from the lesson, as a mother she understands that something is wrong with her daughter when she picks her daughter up from the schoolyard. Similarly, Parent B2 from School B highlighted that her son also cries when he gets poor grades. Another interesting point was mentioned by Parent A5 from School A that motivation level depends on the frequency of feedback by a teacher. She mentioned that *“Müəllim formativ qiymətləndirməni tez-tez edəndə uşaq daha da motivasiyalı olur, dərəcə daha da hazırlıqlı getmək istəyir.”* [When a teacher often makes formative assessments, the child becomes more motivated and wants to go to class more prepared.] She also mentioned *“Mənfi rəy doğurdan da oğluma təsir edir çünki oğlum evə gələndə onun əhvalından hiss edirəm o mənə deməmişdən əvvəl... Əhvalında nədə yaxşı görünür.”* [Negative feedback really affects my son because when he comes home, I feel his mood before he tells me... Something in his mood does not seem good.]

As seen from the above-mentioned sentences, there is a relationship between formative assessment and primary school children’s learning motivation. The only interesting point is here that while expressing their thoughts on questions related to formative assessment and child’s learning motivation, majority of the parents used the words “rəy”[feedback] and “qiymət” [grade] interchangeably while describing formative assessment’s effects on their children. They understand formative assessment as getting grades. Only a few of them used “rəy” [feedback] in their speeches. The same problem occurred while interviewing primary school students. Even though they were explaining how they feel when they get feedback from the teacher, most of the interviewed students

were justifying their opinions by equating the written feedback on their diaries with the grades. For example, 2nd grader from School B, Student B1 said that *“Tam mənimsəyir, səlīs oxuyur, məzmunu tam mənimsəyir. Bunlar 5 deməkdir mənim üçün.”* [Fully mastered, reads fluently, fully mastered the content. These mean 5 for me.] Another student from School B, Student B2 highlighted that *“Mənim üçün müsbət rəy, məsələn, ən çox bəyəndiyim 5-dir.”* [For me, positive feedback is, for example, 5, of which I like the most.]

While interviewing Teacher B6 from School B, it became clear that parents usually equate the written feedback in students’ diaries with the grades. She emphasized:

Valideynlər özləri ənənəvi təhsilli olduğundan və ənənəvi təhsildə qiymətlərə öyrəşdikləri üçün yazılı rəyi qiymətə bərabər tuturlar. Müəllimləri ən çox narahat edən məsələ budur. Şagirdlərin gündəliklərində yazılı rəy olaraq məzmun standartına əsaslanaraq nə qədər söz yazsaq da, valideynlər gündəliklərdə heç bir qiyməti formativ qiymətləndirmənin nəticəsi kimi görmədikdə narazı olurlar.

[As parents are traditionally educated and accustomed to grades in traditional education, they equate written feedback to grades. This is the most problematic thing for the teachers. No matter how many words we write based on the content standard as written feedback in students’ diaries, parents become dissatisfied when they do not see any grades in diaries as a formative assessment result.]

Thus, she confirmed that they sometimes give grades to students as a formative assessment result. Additionally, analysis of the students’ diaries revealed that besides criterion based formative assessment feedback, all the interviewed teachers apply grade-based formative assessment such as “2”, “3”, “4” and “5” in students’ diaries. They sometimes evaluate the students with grades for their activeness in the lesson.

Even though all students also understand and equate formative assessment as grades, they confirmed that formative assessment affects their learning motivation. For example, a highly motivated student for receiving feedback, Student B3 from School B

stated that *“Mən həmişə çox çalışıram ki, müəllim məni tərifləsin... yaxşı qiymət almaq üçün... hər gün müsbət rəy almaq üçün.”* [I always work hard so that the teacher always praises me... to get a good grade... to get positive feedback every day.] Also, low motivated student for feedback, Student B4 from School B mentioned that *“2 alanda özümə söz verirəm ki, birdə 2 almayacam. Ona görə də çox çalışıram.”* [When I get 2, I promise myself that I will not get it again. Therefore, I work hard.] Similarly, another low motivated student for receiving feedback, Student A5 from School A stated that *“Yaxşı qiymət, yaxşı rəy alanda özümü çox yaxşı hiss edirəm və özümə söz verirəm ki, mənfi qiymət və ya mənfi rəy alanda gələn dəfə daha yaxşı olacam.”* [I feel very good when I get a positive grade or feedback, and I promise myself that I will get better next time when I get a negative grade or feedback.] These mentioned data suggest that feedback from the teacher plays an important role in a student’s learning motivation.

These above-mentioned perspectives of the students showed that even the feedback given to students somehow influences the parents. Even though the students equated the feedback to grades while giving interviews and used these words interchangeably, it can be highlighted that the parents are interested in checking the students’ diaries daily and the written feedback and grades as formative assessment technique influence parents as well.

4.7 Parents’ Interest in Formative Assessment

Several parent participants discussed the importance of parent interest in the process of the student assessment. They believe that in primary education assessment parents’ interests play a key role in formative assessment frequency of the student by the teachers. In a word, parents are more interested than the students in the child’s formative assessment.

For example, Teacher A2 from School A stated that *“Əlbəttə valideynlər formativ qiymətləndirməyə daha çox maraqlıdırlar. Onagörə də əlimdən gələni edirəm valideynlərin uşağın öyrənməyindən xəbərdar olması üçün.”* [Of course, parents are more interested in formative assessment. Therefore, I am doing my best to make them aware of their child’s learning.] Similarly, Teacher B6 mentioned that *“Bu uşaqlarım özlərindən daha çox valideynlərə maraqlıdır. Çünki əgər uşaqlar arasında kiminsə problemi olarsa və ya mənfirəy alarsa həmin gün valideyn mənimlə əlaqə saxlayır, uşağın həmin gün səhv edib etmədiyini soruşur.”* [It is more interesting for parents than for children themselves.

Because if someone among students has a problem or gets negative feedback, the parents immediately contact me the same day and ask me whether their child made a mistake that day.] Teacher B4 also shared the same perspective about the interest of the parents in assessment. She highlighted that the written notes in the student diaries are interesting for the parents because the notes make them aware of the student development in the class.

Another interesting point was highlighted by Teacher A1. She thinks that sharing formative assessment criteria beforehand with the parents makes them more interested in the assessment process. For example, she mentioned:

Valideyn nöqtəyi-nəzərindən mən bu yaxınlarda baş vermiş bir hadisəni misal çəkmə bilərəm. Valideynlərə məlumat verdim ki, şagirdlərin mətni nə dərəcədə mənimsəmələri əsasında qiymətləndirmə aparacağam. Səhəri gün valideynlərə məlumat verdim ki, hansı şagird mətni öz sözləri ilə daha yaxşı ifadə edə bilər, kim mətni qismən təkrarlayır, kim isə ümumiyyətlə danışmır... bu baxımdan valideynlər üçün maraqlı idi ki, uşaqların nitqini öz sözləri ilə daha yaxşı ifadə edə bilər. Belə vaxtlarda valideynlərin əvvəlcədən formativ qiymətləndirmə meyarlarından xəbərdar olması vacibdir. Formativ qiymətləndirmə meyarlarını qeyd etməklə, gündəliklərə yazmaq üçün, formativ rəy üçün dərsin məzmun standartından əldə edilən meyarları nəzərdə tuturdu.

[From a parent’s point of view, I can give an example of something that has happened recently. I informed the parents that I would do an assessment based on

how well the students mastered the text. The next day, I informed the parents which student could express the text better in his own words, who partially retold the text, who did not at all... in this regard, it was interesting for the parents that children's speech could be fully developed. At such times, it is important for the parents to be aware of formative assessment criteria beforehand. By mentioning formative assessment criteria, I meant the criteria derived from content standard of the lesson for formative feedback to write in the diaries.]

From parents' perspectives, many of them confirmed that formative assessment is more important for them rather than the children themselves. For example, a parent of second grader from School B, Parent B6 stated that formative is more interesting for parents. She mentioned that *"Bu ən çox valideynlər üçün maraqlıdır çünki ibtidai sinif şagirdləri onun mahiyyətini anlamır. Ancaq valideynlər uşaqda hansı bacarıqların inkişaf etməyindən xəbərdar olurlar."* [It is interesting mostly for parents as many primary school students do not understand its essence. However, the parents become aware of the skills that developed in a child.] She also highlighted that the grades gotten from the summative are more important for the child than formative assessment. One interesting point was highlighted by Parent B1 from School B. She thought that it would be better if the results of formative assessment were considered in summative assessment. She thinks that in this case parents would be more interested in formative assessment. Parent B6 from the same school also voiced this opinion that even though formative assessment helps to watch the child's progress and prepares them for summative assessment, more often students get stressed in summative assessments and cannot perform well in summative tests. Thus, if the teacher takes children's active participation in classroom into consideration based on formative assessment results, it would be better for students not to be demotivated when they are assessed with poor grades in summative. They believe that if the students could be aware

that their participation will be considered in summative grades, they will be more prepared and active in the lessons.

Moreover, all student participants from both School A and School B discussed that their parents look through their diaries to see what written feedback the student has received in the lesson. Some students even voiced that their feedback received from the teacher affects their parents as well. For example, a highly motivated student for receiving feedback, Student B1 stated that *“Mən pis qiymət alanda həm mənə həm də valideynimə pis təsir edir. Dərindən yaxşı qiymət alanda anam da, atam da sevinir.”* [When I get a poor grade, it affects both me and my parents badly. My mother and father become happy when I get a good grade from the lesson.] Similarly, from the same school, low motivated student for receiving feedback, Student B4 stated that *“Yaxşı qiymətlərim valideynlərimi sevindirir. Amma pis qiymətlər onları kədətləndirir.”* [My good grades make my parents happy. However, poor grades make them upset.] From school A, Student A6 and Student A7 stated that their parents motivate them to study harder to get good grades again when they get poor grades. A similar point was voiced by Student A8, poor motivating student for feedback, who mentioned that *“Mənfi rəy alanda valideynlərim mənə acıqlanır. Amma onlar mənim üstündə çalışırlar ki, mən dərslərimi yaxşılaşdırım.”* [My parents get angry with me when I get negative feedback. However, they try to work on me to improve my lessons.]

4.8 Parents’ Difficulty in Understanding Formative Assessment Criteria

One common thread among the participants’ responses was parents’ misunderstanding or partial understanding of formative assessment criteria or written

feedback on student diaries. Several teacher participants pointed out that sometimes parents do not understand the written feedback in diaries as they are written based on the standards driven from the content standard. While some teachers were facing such kind of problems, others expressed that they do not face this problem with the parents as they always explain all the assessment criteria to the parents beforehand. Many of the teachers referred to the idea that parents do not understand the word “qismən” [partially] which is very often used by teachers as written feedback to highlight how the student masters the topic. The teacher participants stated that they solve the issue by explaining the feedback to parents who do not understand.

Teacher A1 from School A stated that she usually faces misunderstanding problems of the parents. She stated:

Hətta rəylərlə razılaşmayan valideynlər var. Məsələn, yanvara qədər birinci sinifdə oxuyan şagirdləri qiymətləndirməməyə çalışırdım. Ancaq yanvar ayından sonra “əhsən” [bravo], “afərin” [afərin] sözlərindən istifadə edərək bəzi fərdi işi qiymətləndirməyə çalışıram. Hətta bəzi valideynlər var ki, övladının veriləndən daha müsbət rəyə layiq olduğunu israr edir. Belə vəziyyətlərdə mən onlara məzmun standartı əsasında yazılan rəyin ətraflı izahını verirəm.

[There are even parents who do not agree with the feedback. For example, I have been trying not to assess the students studying in the first grade until January. However, after January I am trying to evaluate some individual work by using the word “əhsən” [bravo], “afərin” [well done]. There are even some parents who insist that their child deserves more positive feedback than the one given. In such situations, I give them a detailed explanation of the feedback written based on the content standard.]

Then, she also stated that “*Məsələn sinifdə valideynlər artıq standartları tanıyırlar.*” [For example, in my class the parents already know the standards.] As she mentioned, she tries to make the parents aware of the formative assessment criteria beforehand by explaining. Additionally, Teacher A2 stated that parents do not clarify the misunderstanding by

themselves in her class, but the child approaches the teacher and gets a full explanation of the feedback. She also stated *“Qavrayır ya da qismən qavrayır yazanda növbəti gün uşaq mənə yaxınlaşıb soruşur, ‘Müəllim burda qismən nə deməkdir?’”* [When I write ‘qavrayır’ [perceives] or ‘qiyən qavrayır’ [partially perceives], the following day the child approaches me and asks ‘Teacher, what does partially mean here’.] Further, Teacher B6 stated that this kind of misunderstanding problem occurs mostly among the parents of first graders. In her speech, she highlighted that *“Uşağı birinci sinifdə oxuyan təzə valideynlər bəzən başa düşürlər... Məsələn bir dəfə şagirdin gündəliyində yazdım ki, ‘qismət hesablamanı yerinə yetirir’. Valideynlər soruşur məndən ‘burada qismən nə deməkdir?’”* [New parents, whose child is in the first grade, sometimes do not understand... For example, once I wrote ‘partially performs the calculation’ in the student diary. Parents ask me ‘What does partially mean here’.] Teacher B4 also highlighted that she had faced the same problem with her parents. Teacher B5 believes that if such a problem happens the teacher should clarify the sentence in a language in which parents understand. She also confirmed that she does so by mentioning *“Valideynlər başa düşməyəndə onların başa düşdüyü dildə izah edirəm.”* [When parents do not understand, I explain in a language that they can understand.] However, one teacher from School B, Teacher B7, stated that she had never faced parent’s misunderstanding problem of feedback. Additionally, all parent participants from School B stated that when the teacher evaluates the students based on levels such as “I”, “II”, “III” or “IV”, in this case they do not exactly understand which ability of the student was assessed. Similarly, Parent A5 from School A mentioned that sometimes she does not understand the feedback as it is usually written in very academic language even sometimes with the terms.

CHAPTER 5: FINDINGS AND DISCUSSION

This study found both similar and different findings in comparison with the literature review in terms of teachers' formative assessment practices and motivating factor of the feedback on students' learning motivation.

The reviewed literature suggests that formative assessment is a process in which assessment-elicited information about student learning is obtained and teaching is altered in response to feedback (Cauley & McMillan, 2010). According to this study's findings, teachers perceive that formative assessment ensures the student's progress in learning. Similarly, as the authors mentioned that feedback given to learners is the important part of formative assessment, the findings of this study showed that all the teacher and parent participants view feedback as an important factor of formative assessment in learning. All the teachers confirmed that they use both oral and written feedback as a formative assessment technique in their classrooms. However, while one of the reviewed articles mentioned descriptive and evaluative types of feedback (Tunstall & Gipps, 1996), none of the interviewed parents and teachers mentioned these categories of feedback. They only referred to oral and written feedback while answering the interview questions.

Supporting Black and William's (2010) claim that as a formative assessment technique, self and peer-assessment have a positive effect on children's learning motivation, the findings of this study showed that teachers believe that feedback motivates students to move forward in their learning. While some teachers were holding the view that peer-assessment encourages the students to learn, some thought that applying it in the classroom is ineffective as students take personal relationships into account. Even though

Black and William (2010) stated that children are very honest and reliable in assessing not only themselves but also their classmates, the findings of this study revealed some concerns of teachers related to self and peer-assessment. Some participant teachers, Teacher A1 and Teacher A2 from School A and Teacher B6 from School B emphasized their concerns that in peer-assessment the children take friend relationships with the person assessed into account in peer-assessment. Thus, it can be mentioned that the interviewed primary school teachers think that peer-assessment does not work effectively in primary level of education.

Another similarity between the reviewed literature and this study's findings is that the findings support the idea highlighted by Antoniou and James (2014) that teachers have positive beliefs toward applying formative assessment techniques within the classrooms as it assists them to discover areas in which more explanation or help is needed for learners. Also, the findings of this study support this idea that formative assessment enables the teachers to be aware of the students' achievement and gained skills based on the covered material within the classroom. The findings of this study also prove that the teachers have some misperceptions about formative assessment practice as many teachers used the word "rəy" [feedback] and "qiymət" [grade] interchangeably in their speeches while talking about their formative assessment practices. Also, as a result of document analysis and classroom observation, it also became clear that all teachers from both schools utilize grades and oral feedback which do not describe specific areas of needed improvement and do not provide additional strategies to students to improve such as "əhsən" [bravo], "afərin"[well done], "əla" [perfect]. This also contradicts the idea highlighted by Hasanov et al. (2020) that formative assessment is the process of not assessing students with grades. Rather, it is an assessment of the level of knowledge and skills arising from a content

standard (Decision of Cabinet of Ministers, 2009). Further, the problem of using the words ‘feedback’ and ‘grade’ interchangeably was observed in the interviews with primary school parents and students.

The claim by Deslandes and Rivard (2013) that parents value formative assessment as they want their children to improve in school, is consistent with the findings of this study. All parent participants reported that both written and oral feedback is important for them because they make the parents aware how well the child mastered the topic and what skills the child gained in the class. However, remained unanswered question by Harris (2015) of whether formative assessment can be used to help parents to support their children’s learning at home remains unanswered by this study as well.

To sum up, regarding the reviewed literature (Brookhart, 1997; Brookhart, 2001; Black & William, 1998), the findings of this study show participants perceive that formative assessment has an important effect on students’ learning as many students themselves confirmed that even negative feedback makes them work harder to receive positive feedback. Additionally, through students’ perspectives, the findings of this study show that even as a formative assessment technique, feedback somehow affects the parents of primary school children.

CHAPTER 6: CONCLUSION

This present study aimed to investigate the formative assessment perceptions of primary school teachers, parents and students, as well as teachers' formative assessment practices within the classroom. The purpose of this study was to explore the relationship between formative assessment and primary school children's learning motivation in two public schools of Azerbaijan through the perspectives of primary school teachers, parents and children and beliefs towards formative assessment practices in classrooms of primary education. The study was conducted in two public schools of Azerbaijan.

6.1 Recommendations

In this subsection of the chapter, I present some recommendations on the explored topic for future research based on the findings of this study.

I recommend that further research needs to be done about the relationship between formative assessment and students learning motivation with other age groups as this study only explored primary education level. Further, research focusing on self and peer-assessment is scarce in Azerbaijani literature, therefore, a more systematic analysis of this formative assessment techniques might be important to understanding the relationship between these techniques and not only primary school children but also elementary or high school students.

Additionally, the question of whether formative assessment can be utilized to assist parents support their children's learning at home remains unanswered by Harris (2015) and this study, I recommend the future researchers to address to what extend formative assessment helps the parents to support their children's learning at home.

To sum up, I also recommend Ministry of Education in Azerbaijan to take actions to improve teachers' formative assessment practices in classrooms as the findings suggest that there are some misconceptions not only among teachers but also among parents and students regarding formative assessment techniques.

APPENDICES

APPENDIX A

Interview Protocol for Teachers

Introduction: The researcher will begin the conversation by extending a warm welcome to the participant teachers. To begin the conversation, the researcher will provide personal background information about her.

Purpose: The researcher will explain the purpose of the study, which is to explore the general beliefs about the relationship between formative assessment and primary school children's learning motivation and the perceptions of primary school teachers, students and parents about this assessment type.

Procedures: The researcher will clarify that the interviewee will be asked open-ended questions and the interviewee will have the option of answering or not answering any of them. The interview will take around an hour and will be audio-recorded before being transcribed. After the data collection, participants' identities will be hidden by substituting their names with pseudonyms. The collected data will be analyzed and included in the researcher's study.

Consent: The researcher will inform the participants that their involvement in the interview is voluntary and will ask them to sign a consent form and confirm their willingness to participate. The researcher will also urge the participants to share the information which they are comfortable with and will remind them that their privacy will be safeguarded using pseudonyms, and that they can withdraw it at any time. Also, participants will be invited to pick their pseudonyms, or the researcher will do so for them if they do not.

Dialogue: The following are some preliminary interview questions:

Müəllimlər üçün müsahibə sualları:

1. Zəhmət olmasa özünüzü təqdim edə bilərsiniz?
 - a) Hansı fənni tədris edirsiniz?
 - b) Neçə ildir ki, məktəbdə müəllim kimi fəaliyyət göstərirsiniz?
 - c) Bəs neçə ildir ki, bu məktəbdə müəllim kimi fəaliyyət göstərirsiniz?
 - d) Sizcə məktəbin idarə heyəti və sizin şagirdləriniz sizi təsvir etmək üçün hansı 3 sözdən istifadə edərdilər?
2. Ümumiyyətlə hansı qiymətləndirmə növlərindən istifadə edirsiniz?
 - a) Sizcə qiymətləndirmə ibtidai təhsildə nə dərəcədə vacibdir və niyə?
3. Bəs formativ qiymətləndirmə haqqında nə düşünürsünüz?
 - a) Bu qiymətləndirmə növündən nə tezlikdə istifadə edirsiniz?
 - b) Sizcə bu qiymətləndirmənin tətbiq olunması məcburidir mi? Niyə?
4. Ümumiyyətlə sizcə formativ qiymətləndirmənin dərs prosesində tətbiq olunmasının əsas məqsədi nədir? Sizcə formativ qiymətləndirmə nəyə xidmət edir?
 - a) Bu qiymətləndirmənin müsbət və mənfi tərəfləri hansılardır sizcə?
 - b) Bu qiymətləndirmə növündən istifadə etməyiniz sizin nə qədər vaxtınızı aparır?
5. Formativ qiymətləndirmə üsullarından daha çox hansılardan istifadə edirsiniz? Niyə? Zəhmət olmasa nümunələr gətirə bilərsiniz?
 - a) Konstruktiv şifahi rəyə daha çox üstünlük verirsiniz yoxsa yazılı rəyə? Səbəb?
 - b) Formativ qiymətləndirmə qeydlərini harada edirsiniz? Nə tezlikdə?
 - c) Bu qeydləri kimləsə müzakirə edirsiniz mi? Kimlər ilə isə bölüşürsünüz mü?
 - d) Şagird gündəliyində etdiyiniz yazılı qeydlər sizcə valideynlərə maraqlıdır mı? Valideynlər o qeydləri başa düşür mü?
 - e) Heç olub mu ki valideyn yazdığımız rəyi.qeydi başa düşməsin? Olubsa necə?
6. Daha çox müəllimin formativ qeyd kitabçasında səviyyələr üzrə qeydlər aparmağa üstünlük verirsiniz yoxsa yazılı şəkildə şagird gündəliyində qeydlər aparmağa? Səbəb?
7. Bəs qiymətləndirmə meyarlarını necə müəyyənləşdirirsiniz?
8. Şagirdlər arasında özünüqiymətləndirmə və ya qarşılıqlı qiymətləndirmədən istifadə edirsinizmi? Nə tezlikdə? Zəhmət olmasa nümunələr gətirə bilərsiniz?
9. Sınıfdə qiymətləndirmə və qarşılıqlı qiymətləndirmə mühiti necə yaradırsınız?
10. Sizcə formativ qiymətləndirmə vasitələri (özünüqiymətləndirmə, yoldaş qiymətləndirməsi, konstruktiv rəy ...) sizin şagirdlərin öyrənmə motivasiyasına necə təsir göstərir? Belə düşünməyinizə səbəb?
 - a) Şagirdlərinizin bu qiymətləndirmə növü haqqında düşüncələri nədir sizcə?
 - b) Şagirdlərinizin formativ “feedback” almağa can atırlarmı?

- c) “Feedback” haqqında nə düşünürsünüz? Sizcə bu nə dərəcədə faydalıdır? “Feedback” verərkən nələrə diqqət etməyə üstünlük verirsiniz?
 - d) Bəs “feedback” almağa can atmayan şagirdlərə münasibətiniz necədir? Onları necə motivasiya etməyə çalışırsınız?
11. Siz necə əmin olursunuz ki sizin verdiyiniz konstruktiv rəydən şagirdləriniz istifadə edərək (anlayaraq) onların öyrənmələrini inkişaf etdirirlər? Zəhmət olmasa nümunələr gətirə bilərsiniz?
 12. Bəs ümumi olaraq sizcə şagirdlər bu formativ qiymətləndirmə barədə nə düşünürlər?
 13. Şagirdlərin ev tapşırıqlarını, fəaliyyətlərini qiymət əvəzinə daha çox rəylərlə qiymətləndirilməsi haqqında nə düşünürsünüz?

Interview Questions for Teachers:

1. Can you introduce yourself, please?
 - A) What subject do you teach?
 - B) How many years have you been working as a teacher at school?
 - C) How many years have you been working as a teacher at this school?
 - D) What 3 words do you think the school board and your students would use to describe you?
2. What types of assessments do you use?
 - A) How important do you think assessment is in primary education and why?
3. What do you think about formative assessment?
 - A) How often do you use this type of assessment?
 - B) Do you think it is mandatory to apply this assessment? Why?
4. In general, what do you think is the main purpose of applying formative assessment in the teaching process? What do you think formative assessment serves?
 - A) What do you think are the pros and cons of this assessment?
 - B) How long does it take you to use this type of assessment?
5. Which of the formative assessment methods do you use the most? Why? Can you give examples, please?
 - A) Do you prefer constructive oral feedback or written feedback? Why?

- B) Where do you take formative assessment notes? How often?
- C) Are you discussing these notes with anyone? Who do you share with?
- D) Do you think parents are interested in the notes you make in the student diary? Do parents understand those notes?
- E) Did the parents not understand the note you wrote? If so, how?
6. Do you prefer to keep notes on levels in the teacher's formative journal or do you take notes in the student diary in writing? Why?
7. How do you define evaluation criteria?
8. Do you use self-assessment or peer assessment among students? How often? Can you give examples, please?
9. How do you create an assessment and peer assessment environment in the classroom?
10. How do you think formative assessment tools (self-assessment, peer assessment, constructive feedback ...) affect your students' learning motivation? Why do you think so?
- A) What do you think your students think about this type of assessment?
 - B) Are your students eager to receive formative feedback?
 - C) What do you think about feedback? How useful do you think this is? What do you prefer to pay attention to when giving feedback?
 - D) How do you feel about students who do not want to get feedback? How do you try to motivate them?
11. How do you make sure that your students use (understand) their constructive feedback to develop their learning using your constructive feedback? Can you give examples, please?
12. Generally what do your students think about formative assessment?
13. What do you think about evaluating students' homework and activities with more feedback instead of grades?

Conclusion: The researcher will thank the participants for their time and ask if they have any questions.

APPENDIX B

Interview Protocol for Parents

Introduction: The researcher will begin the conversation by extending a warm welcome to the participant parents. To begin the conversation, the researcher will provide personal background information about her.

Purpose: The researcher will explain the purpose of the study, which is to explore the general beliefs about the relationship between formative assessment and primary school children's learning motivation and the perceptions of primary school teachers, students and parents about this assessment type.

Procedures: The researcher will clarify that the interviewee will be asked open-ended questions and the interviewee will have the option of answering or not answering any of them. The interview will take around an hour and will be audio-recorded before being transcribed. After the data collection, participants' identities will be hidden by substituting their names with pseudonyms. The collected data will be analyzed and included in the researcher's study.

Consent: The researcher will inform the participants that their involvement in the interview is voluntary and will ask them to sign a consent form and confirm their willingness to participate. The researcher will also urge the participants to share the information which they are comfortable with and will remind them that their privacy will be safeguarded using pseudonyms, and that they can withdraw it at any time. Also, participants will be invited to pick their pseudonyms, or the researcher will do so for them if they do not.

Dialogue: The following are some preliminary interview questions:

Validəylər üçün müsahibə sualları:

Özünüzü təqdim edin zəhmət olmasa.

- A) Övladınız neçənci sinifdə oxuyur?
 - B) Daimi olaraq onun dərsləri ilə məşğul olursunuz mu?
 - C) Onun müəllimləri ilə sıx-sıx əlaqə yaradırsınız mı?
1. Ümumiyyətcə məktəbdə mövcud olan qiymətləndirmə haqqında nə düşünürsünüz?
 2. Formativ qiymətləndirmədən istifadə etməyə münasibətiniz necədir? Onun tətbiqi haqqında nə düşünürsünüz?
 3. Gündəlik olaraq övladınızın gündəliyini yoxlayırsınız?
 - a) Ümumiyyətcə gündəlik sizcə lazımlıdır mı? Niyə?
 - b) Bəs gündəlikdə qeyd olunan rəylər haqqında nə düşünürsünüz? Bu rəyləri gündəlik olaraq yoxlayırsınız mı?
 - c) Ümumiyyətcə övladınızın daha çox qiymətləri ilə maraqlanırsız yoxsa daha çox hansı bilik əldə etdiyi ilə?
 4. Sizin övladınızı müəllimlər daha çox səviyyələr üzrə qiymətləndirmə edir yoxsa yazılı rəylərlə? (sizi məlumatlandırmaq üçün)
 - a) Ümumiyyətcə sizcə səviyyələr üzrə (müəllimin şagird gündəliyində formativ qiymətləndirmə vasitəsi kimi səviyyələrdən istifadə etməsi məs: I, II, III,IV kimi) daha yaxşıdır yoxsa konstruktiv rəy? Nəyə görə?
 5. Sizcə formativ qiymətləndirmə sizin övladlarınızın öyrənmə motivasiyasına necə təsir göstərir? Belə düşünməyinizə səbəb nədir?
 - a) Sizcə övladlarınızın bu qiymətləndirmə növü haqqında düşüncələri nədir sizcə?
 6. Övladınız müsbət və ya mənfi qiymət aldıqda özünü necə hiss edir?
 - a) Sizcə həm mənfi həm də müsbət rəy (müəllim tərəfindən verilən) sizin övladınızı motivasiya edir ki gələcəkdə daha yaxşı (aktiv) olsun? Daha yaxşı qiymət alsın?
 7. Ümumiyyətcə sizcə formativ qiymətləndirmənin dərs prosesində tətbiq olunmasının əsas məqsədi nədir? Sizcə formativ qiymətləndirmə nəyə xidmət edir?
 8. Ümumiyyətcə ibtidai təhsildə bu qiymətləndirmə sizcə nə dərəcədə vacibdir və niyə?
 - a) Sizcə ibtidai təhsildə qiymətləndirmə uşaqların motivasiyasına təsir edirmi?
 9. Sizcə bu qiymətləndirmə effektiv şəkildə həyata keçirilirmi?
 10. Formativ qiymətləndirmənin tətbiqi barədə nəyisə dəyişmək istərdinizmi?

Interview Questions for Parents:

Please introduce yourself.

- A) What grade is your child in?
- B) Do you regularly attend his classes?
- C) Do you keep in touch with his teachers?
- 1. What do you think about the assessment available at school in general?
- 2. How do you feel about using formative assessment? What do you think about its application?
- 3. Do you check your child's diary on a daily basis?
- A) Do you think the diary is necessary at all? Why?
- B) What do you think about the feedback on the diary? Do you check feedback daily?
- C) In general, are you interested in your child's higher grades or what knowledge he / she acquires more?
- 4. Do teachers evaluate your child on more levels or with written feedback? (to inform you)
- A) In general, do you think it is better to use levels (such as I, II, III, IV) as a formative assessment tool in a student's diary or a constructive feedback? Why?
- 5. How do you think formative assessment affects your children's learning motivation? Why do you think so?
- A) What do you think your children think about this type of assessment?
- 6. How does your child feel when he or she receives a positive or negative feedback?
- A) Do you think both negative and positive feedback (given by the teacher) motivates your child to be better (active) next time? Get a better feedback?
- 7. In general, what do you think is the main purpose of applying formative assessment in the teaching process? What do you think formative assessment serves?
- 8. In general, how important do you think this assessment is in primary education and why?
- A) Do you think that assessment in primary education affects children's motivation?
- 9. Do you think this assessment is applied effectively?
- 10. Would you like to change something about the application of formative assessment?

Conclusion: The researcher will thank the participants for their time and ask if they have any questions.

APPENDIX C

Interview Protocol for Students

Introduction: The researcher will begin the conversation by extending a warm welcome to the participant students. To begin the conversation, the researcher will provide personal background information about her.

Purpose: The researcher will explain the purpose of the study, which is to explore the general beliefs about the relationship between formative assessment and primary school children's learning motivation and the perceptions of primary school teachers, students and parents about this assessment type.

Procedures: The researcher will clarify that the interviewee will be asked open-ended questions and the interviewee will have the option of answering or not answering any of them. The interview will take around an hour and will be audio-recorded before being transcribed. After the data collection, participants' identities will be hidden by substituting their names with pseudonyms. The collected data will be analyzed and included in the researcher's study.

Consent: The researcher will inform the participants that their involvement in the interview is voluntary and will ask them to sign a consent form and confirm their willingness to participate. The researcher will also urge the participants to share the information which they are comfortable with and will remind them that their privacy will be safeguarded using pseudonyms, and that they can withdraw it at any time. Also, participants will be invited to pick their pseudonyms, or the researcher will do so for them if they do not.

Dialogue: The following are some preliminary interview questions:

Şagirdlər üçün müsahibə sualları:

Özünü təqdim et zəhmət olmasa.

- A) Adın, Soyadın nədir? Neçənci sinifdə oxuyursan? Ən çox hansı fənləri sevirsən?
1. Qiymətlərin barədə nə düşünürsən?
 - a) Qiymətlərin necədir?
 - b) Səncə yaxşı qiymət almaq üçün nə etmək lazımdır? Səncə dərsi yaxşı öyrənmək yaxşı qiymət almağa kömək edir mi?
 2. Müəllimin sənə dərsdə iştirakını necə qiymətləndirir?
 3. Yaxşı qiymətlər alanda özünü necə hiss edirsən?
 - a) Yaxşı qiymət alanda və ya müəllimdən yaxşı “feedback” eşidəndə növbəti dəfə yenə də eyni müsbət qiymət almaq və ya müsbət rəy eşitmək üçün səy göstərirsən mi? Bunun üçün nə edirsən?
 - b) Müəllimin müsbət olmayan rəy verdikdə özünü necə hiss edirsən? Bu sənə dərsə olan marağını azaldır mı?
 4. Dərs zamanı özünü qiymətləndirmə edirsən mi? Yəni özün öz aktivliyini (fəallığını) qiymətləndirirsən mi? Edirsənsə necə?
 - a) Müəllimin buna şərait yaradır mı? Necə?
 5. Dərs zamanı yoldaşlarının aktivliyini qiymətləndirirsən mi? Yoldaşlarının aktivliyini necə qiymətləndirirsən?
 - a) Müəllimin buna necə şərait yaradır?
 6. Səncə qiymət daha yaxşıdır yoxsa müəllimin yazılı və yaxud şifahi rəyi? Niyə?
 7. Heç müəllimin sənə işini bəyənmədiyini, və yaxud hazırlıqsız olduğun vaxtlarda müəllim sənə necə qiymətləndirir? Bu sənə öyrənmə motivasiyana necə təsir edib? Nümunə gətirə bilərsən?
 8. Evdə sənə verilən rəylərə valideynlərinin reaksiyaları necədir?
 - a) Ümumiyyətlə valideynlərin daimi olaraq sənə gündəliyini yoxlayır mı?
 - b) Müsbət və ya mənfi qiymət (rəy) aldıqda valideynlərinin sənə qarşı münasibəti necə olur?

Interview Questions for Students:

Please introduce yourself.

- A) What is your name, surname? What grade are you in? What subjects do you like the most?
1. What do you think about grades?
- A) What are your grades?

- B) What do you think you need to do to get a good grade? Do you think that studying well helps you to get good grades?
- 2. How does your teacher evaluate your participation in the lesson?
- 3. How do you feel when you get a good grade?
 - A) When you get a good grade or hear good feedback from a teacher, do you try to get the same positive grade or positive feedback again? What are you doing for this?
 - B) How do you feel when a teacher gives a negative feedback? Does this reduce your interest in the lesson?
- 4. Do you do self-assessment during the class? In other words, do you assess your own activity? How do you do that?
 - A) Does the teacher create conditions for this? How?
- 5. Do you evaluate the activity of your peers during the lesson? How do you assess the activity of your friends?
 - A) How does the teacher create the conditions for this?
- 6. Do you think the grade is better or the teacher's written or oral feedback? Why?
- 7. Have you ever experienced that the teacher did not like your work or you were unprepared? How has this affected your learning motivation? Can you give an example?
- 8. How do your parents react to feedback given to you at home?
 - A) Do your parents regularly check your diary?
 - B) How do your parents feel about you when you receive a positive or negative feedback?

Conclusion: The researcher will thank the participants for their time and ask if they have any questions.

APPENDIX D

Consent Form for Participants

Tədqiqatın adı: “Formativ qiymətləndirmənin uşaqların motivasiyasına təsiri: Azərbaycanada ibtidai sinif müəllimlərinin, şagirdlərin və valideynlərin perspektivləri”.

Razılıq məktubu,

Əziz iştirakçı,

Bu Azərbaycanda formativ qiymətləndirmə və ibtidai sinif uşaqlarının təlim motivasiyası arasında əlaqəni və ümumi formativ qiymətləndirmə haqqında ibtidai sinif müəllimləri, şagirdləri və valideynlərinin təsəvvürləri mövzusunda aparılacaq araşdırmada iştirak üçün dəvətdir. Sizin çox dəyərli iştirakınız bu araşdırılmanın aparılmasına çox böyük töhvə verəcəkdir. Araşdırılma ADA Universitetinin professoru Ulviyyə Mikayılovanın nəzarəti altında həmin universitetin MAEM 2022 “Təhsilin İdarəedilməsi” ixtisası üzrə magistr proqramı ikinci kurs tələbəsi Lalə Hümətova tərəfindən aparılır. Hər bir müsahibə sizin cavablarınızdan asılı olaraq təxminən bir saata qədər çəkə bilər. Bundan əlavə tədqiqatçı sizdən bəzi sənədləri bölüşməyi xahiş edə bilər.

Sizin bu müsahibədə iştirakınız tamamilə könüllüdür. Siz istədiyiniz suala cavab verməkdən imtina edə və ya müsahibəyə davam etməmək istəyinizi istənilən anda bildirə bilərsiniz. Sizin adınız, soyadınız, iş yeriniz və s. kimi şəxsi məlumatlarınız anonim olaraq qalacaq və şəxsi məlumatlarınızın məxfiliyi maksimum dərəcədə qorunacaqdır. Cavablarınız təhlil edildikdən sonra dissertasiya tədqiqatının bir hissəsi kimi anonim olaraq bir yazı şəklində tərtib ediləcəkdir.

İştirak etdiyiniz üçün təşəkkür edirik!

Mən bu tədqiqatda iştirak etməyimə öz razılığımı bildirirəm. Bundan əlavə, aşağıda imzalamaqla mən cavablarımın bu tədqiqatın məqsədləri üçün audio lentə yazılmasına icazə verirəm.

İmza: _____

Tarix: _____

Ad, Soyad: _____

Consent Form for Participants

Research title: “The effects of formative assessment on student motivation: perspectives of primary school teachers, students and parents in Azerbaijan”.

Consent form,

Dear participant,

This is an invitation to participate in a study on the relationship between formative assessment and the learning motivation of primary school children in Azerbaijan and on perceptions of primary school teachers, students and parents about formative assessment. Your very valuable participation will greatly contribute to this research. The research is conducted by Lala Hummatova, a second-year student at ADA University's master's program in MAEM 2022 "Education Management" under the supervision of Professor Ulviyya Mikayilova. Each interview can take up to an hour, depending on your answers. In addition, the researcher may ask you to share some documents.

Your participation in this interview is completely voluntary. You can refuse to answer any question you want or express your desire not to continue the interview at any time. Your name, surname, place of work, personal information etc. will remain anonymous and your privacy will be protected to the maximum extent possible. Once your answers have been analyzed, they will be compiled anonymously as part of dissertation research.

Thank you for participating!

I agree to participate in this study. In addition, by signing below, I allow my answers to be recorded on audiotape for the purposes of this study.

Signature: _____

Date: _____

Name, Surname: _____

APPENDIX E

Observation Form for Formative Assessment

Teacher Candidate: <hr/> School: _____ Grade/Topic: _____ Subject: _____ Date: _____ Observer: _____	(+) Observed with defined Evidence	(/) Observed with ideas for growth	(-) Not observed or evident	(N/A) Not applicable to the lesson	<i>Notes</i>
<i>The Learner and Learning</i>					
Learner Development (Student Needs)					
1. The teacher modifies, adapts and adjusts the lesson to learners' interests, personal experiences and prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. The teacher collects and efficiently uses data on student growth to adapt instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Learning targets: Clarifying Learning outcomes and sharing criteria for Success					
3. The teacher makes sure that learners understand the learning outcomes for the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. The teacher addresses possible misunderstandings regarding the criteria for success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Monitoring: Effective Classroom Discussions, questions, and Learning Tasks that elicit evidence of Learning					
5. The teacher tries to monitor every student's learning continuously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. The teacher utilizes effective questioning strategies (for example wait time, open-ended questions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Formative Assessment Practice					
Feedback: Providing feedback					
8. The teacher provides students with meaningful feedback (i.e., information with which a learner can confirm, add to, overwrite, tune or restructure understanding)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. The teacher gives accurate feedback that assists learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. The teacher provides feedback in reference to a criterion-based standard, avoiding feedback based in comparison to other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Feedback is given in a way that it describes specific areas of needed improvement and provide additional strategies to make that improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Feedback describes specific learner strength and suggest ways for continued learning in those areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Self-Assessment					
13. The teacher provides students with opportunities to utilize self-regulatory competencies, such as the ability to adequately evaluate their own knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

16. The teacher uses peer activities to assist students improve their understanding of common errors and find alternative strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments on Peer Assessment:				
				77

14. The teacher tries to improve self-monitoring competencies in learners (i.e., meta-cognitive skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. The learners make decisions in related to their own development on the basis of continuous assessment data (i.e., ownership of learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Peer Assessment: Making Learners Be Active as the Owners of Their Own Learning				
1. The teachers creates an atmosphere where students engage in peer-monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The teacher uses the results of peer activities to improve ongoing assessment of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teacher uses peer activities to assist students improve their understanding of common errors and find alternative strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Peer Assessment:				

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