

## CHALLENGES IN THE IMPLEMENTATION OF FORMATIVE ASSESSMENT: A SYSTEMATIC REVIEW

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A formative assessment is continuous monitoring and gathering of evidence about how students are progressing in their learning. According to Black and Wiliam (1998), formative assessment includes all the activities that teachers and students undertake to gather information to be used as feedback to modify their teaching and learning practices. The current study followed this concept, emphasizing that formative assessment entails gathering evidence about students' learning through a variety of activities, and using that evidence to tailor future teaching and learning. Despite the key role teachers play in implementing formative assessments, there seems to be a limited number of systematic studies on factors that help or hinder their efforts. Therefore, this review, relying on Petticrew and Roberts' (2006) guide to a systematic review in the social sciences, focused on factors that might influence teachers' formative assessment practices. Generating research objectives, selecting a search strategy, undertaking a literature search, setting the inclusion criteria, analyzing the quality of the studies, and extracting data from included articles have all been steps in the procedure. 21 eligible studies were found through Eric, Scopus, Sage, and Elsevier using English keywords, and 10 of them were eventually included in the review. All the studies that were included were published between 2000 and 2020. The following influencing factors were revealed: lack of support, lack of clear manuals or guidelines, lack of continuous and adequate professional training, large class size, unpleasant working conditions, teachers' and students' beliefs about teaching and learning. Findings highlight the need for continuous and adequate professional training as well as school-based support to promote formative assessment. Moreover, researchers, school principals, teachers, parents, and policymakers may find this review useful in facilitating the implementation of formative assessment practices.