

## **Formative evaluation in teacher performance development**

**By**

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### **Abstract**

Formative evaluation is a continuous activity developed throughout the educational teaching process to regulate it, turning the teacher into a mediator and enhancer of student learning. The objective of this paper is to evidence the studies on the importance of formative evaluation for the development of the teacher's performance in education. The methodology was conducted through a literature review analysis, considering 50 articles. The results can infer that formative assessment increases knowledge quality, impacts learning level and fosters learners' responsibility. It is concluded that the challenge in formative assessment is centered on the low teacher knowledge about this resource, the low mastery of adapting to this modality, which is why traditional assessments continue to be used, diverting the measurement of skills and abilities.

**Keywords:** Teaching performance; formative assessment; strategies; learning.

### **Resumen**

La evaluación formativa es una actividad continua que se desarrolla a lo largo del proceso docente educativo con el fin de regularlo, convirtiendo al docente en un mediador y potenciador del aprendizaje de los estudiantes. el objetivo del artículo es evidenciar los estudios sobre la importancia de la evaluación formativa para el desarrollo del desempeño del docente en la educación. La metodología se realizó mediante un análisis de revisión bibliográfica, considerando 50 artículos. Los resultados pueden inferir que la evaluación formativa aumenta la calidad del conocimiento, impacta el nivel de aprendizaje y fomenta la responsabilidad de los educandos. Se concluye que el desafío en la evaluación formativa se centra en el bajo conocimiento docente sobre este recurso, el bajo dominio por adaptarse a esta modalidad, por lo cual se sigue empleando las evaluaciones tradicionales desviando la medición de habilidades y destrezas.

**Palabras clave:** Desempeño docente; evaluación formativa; estrategias; aprendizaje.

## **Introduction**

In recent times, the educational system has developed important advances in the evaluation to determine the terms of learning and teaching, in view of this, the teacher's performance plays a great role in giving greater emphasis to the quality of education through the application of pedagogical methods as strategies to generate learning and evaluation. For Joya (2020), through formative assessment, teachers identify students' possible errors, understand the factors, generating decisions to improve the effectiveness of teaching, performance and learning for students.

Formative assessment is related to the improvement of discipline, and learning, therefore, the management of formative assessment should be analyzed as knowledge and applied for improvement purposes, assuming the types of concepts or theoretical foundations available to teachers in the professional environment and their performance (Dolorier et al., 2021). Meanwhile, teachers face a great challenge in education, which can interfere with a part of the formative assessment as part of the evaluation of student performance and fulfill their educational role; both in technological advancement and globalization, teachers have to align themselves to the means as tools, evaluation methods, resources, technology.

In the international context, formative assessment in education presents difficulties in the implementation for its evaluative development due to the aspects. Therefore, the educational system generates observations in its strategies to strengthen the teaching side for a better result before the educational quality (Cañadas and Santos, 2021). In case of Latin America, the different institutions face a challenge before the development of formative assessments and the regular pedagogical knowledge to generate the implementation, which generates weaknesses in the evaluation to identify the correct level of student learning (Luna, 2019). On the other hand, the formative assessment allows for determining the level of performance that represents each teacher, generating respect for the pace of learning and providing timely feedback to their students using proactive didactic strategies that they should consider in their studies.

In Peru, teachers continue with the traditional evaluation of students, minimizing the key elements to transform teaching and learning. They focus on the traditional scoring and not on a more thorough aspect, such as evaluating processes in skills, abilities, etc. Therefore, a formal evaluation is where teachers and students can reflect and reinforce actions (Torres et al., 2021). When a formal assessment of new learning scenarios is not carried out, students' performance and progress are limited due to teachers' lack of knowledge to plan activities and the shortcomings of the assessment process.

Therefore, the objective of the article is to evidence the studies on the importance of formative assessment for the development of teacher performance in education. The theoretical justification because it generates the contribution on the conceptual and theoretical framework and knowledge on formative evaluation. The practical justification is developed on the emphasis of the importance of the teacher to have a relevant training in their professional development to apply a formative evaluation, thus improving their teaching performance in education. Finally, the social justification is developed for educational social benefit to be considered for future research.

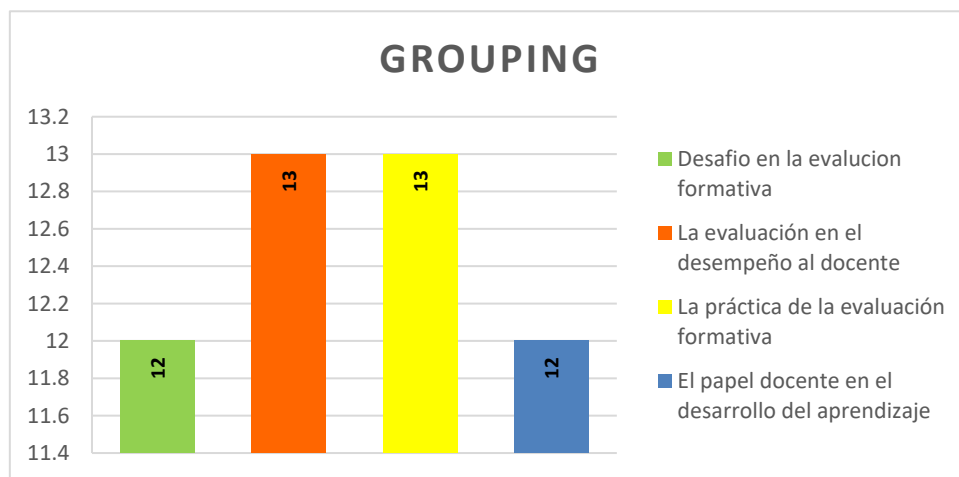
## Methodology

The development of the study is through a literature review because it focuses on a systematic process, simplifying the information through a synthesis for the construction and classification of knowledge and information (Esquirol et al., 2017). A systematic search was generated in educational search engines such as Scopus, Science Direct, Scielo, Dialnet, Research gate and Google Scholar, using logical operators (and, not, or); using keywords such as: "formative evaluation", "teaching performance, "formative evaluation in teaching practice" "formative evaluation", "teaching performance, "formative evaluation in teaching practice".

Table 1 shows the final result of the selection process of the articles, it started with 225 articles about formative evaluation in the development of teacher performance through the inclusion criteria (academic articles from 2017-2022, exclusion criteria (duplicates cancellation, different types of document, without relevance to the topic) which gave 103 articles, from which 50 articles with greater relevance to the topic of the study were selected. Subsequently, for the grouping of the selected articles, the characteristics titles, summaries, results and conclusions were considered, resulting in the challenge in formative evolution (12), evaluation in performance to the teacher (13), the practice of formative evaluation (13), teaching role in the development of learning (12), as evidenced in Figure 1.

**Table 1.** *Final selection of articles*

Dialnet	Google Scholar	Researchgate	Scielo	ScienceDirect	Scopus
1		5			



**Figure 1.** *Grouping of items*

## Results

For the results, according to Figure 1, the classification was made in 4 aspects, which evidenced studies and theoretical aspects about each group.

### *Teacher performance evaluation*

Within educational systems and reforms, formative teacher evaluation is a valued element for learning development, where part of teacher evaluation involves professional development, school management, self-regulation and critical reflexivity (Abelha et al., 2020). Formative assessment increases the quality of knowledge, impacts the level of learning and

fosters learner accountability. However, part of the system disagrees on how formative development evaluations should be and on the veracity of their results (Mihelič and Zore, 2021).

Likewise, assessment is based on a process to identify useful information, the merit of achievements such as capabilities, to guide the process, to address accountability issues, and to promote understanding of the phenomena involved (Cáceres et al., 2018). Furthermore, formative assessment strengthens educational decision-making to improve the affectivity of student learning (Lamberg et al., 2020); therefore, a greater emphasis on developing a line that evaluates the physical, cognitive, emotional and socially and participatory aspects (Zou et al., 2021). Despite this, many teachers find it difficult to use formal assessments effectively.

Assessments are intended to help teachers improve their teaching, in addition to focusing on learning in formative assessment or as a way to evaluate, reward or correct performance in summative assessment (Gómez et al., 2019). Given this, it seeks to implement comprehensive, intuitive and usable formative development; thus, there is a need for a prospective application of formative development around the globalized world (Cresswell et al., 2020). Teaching methods and didactic resources are part of the influential factors in determining evaluation; periodic evaluations of formative development are necessary for future teachers.

Within the pedagogical tools of teachers incorporate the formative development process, where the participation between teacher and student generates a greater significance in the formative evaluation, fostering a better study environment and better results (Çelik, 2021). The formative and summative evaluation processes are part of the learning experience in the formative evolutionary development in education. The teaching development details the evolution through the educator's expectations (Castañeda, 2021).

The direct observation of procedural skills (DOPS) is a formative tool used by different institutions to evaluate the teaching of teachers and students, where the results obtained through the application help to determine which indicators are to be strengthened, including the didactic method used by the teacher (Qi et al., 2020); then, the evaluation performed by teachers affects the quality of education, demonstrating the mastery, knowledge and performance of the educator (Dimaté et al., 2017). Teachers must fulfill an evaluation as a systematic and participatory process to enrich the actors. Therefore, the types of evaluation have a greater success and improve the formative experience for students and teachers.

The advancement of globalization and technology requires a more complex formative assessment to improve expectations on teacher performance and adaptation to educational needs, where the benefits of formative assessment focus on improving learning and determining educational quality, where conditions, resources, trainings, policies, among others can infer formative assessment (Maramba and Mazongonda, 2020). The application of formative assessment requires improvement towards student learning outcomes and evidence the quality of performance (Menendez et al., 2019).

### ***Challenge in formative evaluation***

The training and preparation of teachers will determine the application of evaluative tools to generate the process's effectiveness in the implementation of formative evaluation (Chen et al., 2020). Cooperation in formative development will determine the practical application of an innovative assessment approach and tool to improve the effectiveness of

outcomes, where part of formative professional development is to implement tools to help, because more work is needed to increase teacher-student engagement.

Part of the problems is generated in the execution of the evaluation due to the lack of knowledge of the principles and application of formative evaluation (Schildkamp et al., 2020), where there is little reinforcement and coaching to the educator (Kreutzer et al., 2021). Thus, it is necessary to implement an evaluation based on academic reality (Warren et al., 2021). Furthermore, in educational development, it is important to know the opinions, expectations, impact and attitudes of teachers and students toward formative assessment (Al Tayib et al., 2021).

Teachers do not well integrate the assessment method despite its great pedagogical potential, the lack of management between formative and summative assessment make its implementation more difficult (Lajane et al., 2020). Because teachers only focus on content knowledge and emphasize rote learning, following traditional assessment (Mohammad and Mohammad, 2020). Therefore, teachers cannot create classroom activities and assessment criteria to complement formative assessment strategies, becoming a personal and professional challenge when they do not have adequate knowledge (Husam, 2020).

Teachers' actions are related to beliefs about teaching and assessment, where instructional utility and assessment support better effectiveness in instructional and learning outcomes (Dayal, 2021). Teachers have a strong involvement in learning and teaching activities, but also through evaluation to set goals, make decisions about their own development, and having greater emphasis on quality levels of work (Ozan and Kincal, 2017; Villachica et al., 2020).

Managerial leadership, organizational culture, institutional climate and policies are relevant elements that teachers influence to exercise their professional performance (Kanya et al., 2021). Teacher training and education is crucial for the application of formative and summative evaluations, determining the quality and veracity of their execution, to exercise the effectiveness of the teacher must reflect competencies, conviction, preparation and performance. Also, the practice of evaluation is developed at a level that deals with the context of the classroom and factors, the level of involvement in the formative tasks and evaluation of competencies, and the evaluation of the teacher.

### ***The practice of formative evaluation***

Today, formative assessment is seen as a way to help students improve learning and strengthen specific skills for educational success (Fatou et al., 2021). The elements of support are key to formative development and improving students' behaviors and well-being, where the influence of good habits affects the academic formative journey (Glassman et al., 2022). Although formative assessment is the responsibility of teachers, the constant application of formative assessment affects technical learning (Sotelo et al., 2021).

In less developed countries, educational systems are experiencing various difficulties, where it is also reflected by teachers who lack the necessary skills to teach effectively (Hammond, 2017; Popova et al., 2022). Part of the programs aimed at development are not linearly focused on incentives to engage in professional development and strengthening of pedagogical strategies, moreover part of formative development involves personal, academic and social formation. Therefore, the focus on teaching and evaluation strategies should be incorporated as part of teacher training programs, with repercussions on practices (Matsumoto and Ramirez, 2021).

The methods used generate an impact of culture on the formative assessment practices of teachers, which should be taken into account when applying the tool or instruments (Yan and Pastore, 2022). The use of formative assessment has a limited impact on academic performance, so it is necessary to explore in depth the tactics and strategies when applying formative assessment (Mackintosh, 2021). Both school leaders and teacher educators should support the strengthening of teacher performance in the application and knowledge of formative assessment since the more practice and experience the teacher has on the subject, the better the effectiveness in its application and mastery (Zi et al., 2022).

In part of the studies, the lowest indicator teachers manage related to didactic strategies and technological tools (Flores et al., 2021). Evaluation and feedback are not used systematically to reach formative evolution. Therefore, there are no spaces for dialogue around the evaluation process (Tapia et al., 2022). The importance of formative evaluation is focused on obtaining professional recognition about the perspective of characterization, development and evaluation (Cervantes et al., 2021). Therefore, knowing teaching methods is not the same as practicing teaching and evaluation methods (Jao et al. (2018).

### ***The teaching role in the development of learning***

Formative evaluation is a continuous activity that is developed throughout the educational teaching process to regulate it, turning the teachers into a mediator because they have the responsibility to train professionals who are provided with the appropriate tools to manage learning in the development process (López and Alfonso, 2021). Therefore, the educator plays an important role in the formative development, in the formative educational development considering his metacognitive and self-regulatory capacities to benefit the students.

Within the educational system, new evaluation systems are used to increase teacher performance by setting goals to improve the vision of their pedagogical development and clarify their expectations (Hunter and Springer, 2022). The relevance of institutional leadership fosters greater work commitment and extra-role behavior generates the involvement of teachers and managers, where communication and didactics are established (Hermanto and Srimulyani, 2022; Miller, 2022). One of the tools to empower teachers is the evaluation of portfolios for the development of teacher training, which generates reflection in practice and improves learning development (Harada, 2021).

Teacher performance is associated with transformational leadership, motivation and commitment factors. Managers, depending on the type of leadership, influence teacher development, which is why it is necessary to employ psychological drive through leadership (Talib et al., 2019). The teacher must be able to employ cognitive understanding toward the student, knowledge of representations and instructional strategies, and the characteristics that develop teachers present (Reynolds and Park, 2021). Didactic planning reflects the teacher's professional development and instructional quality, impacting the students' participation; therefore, planning and evaluation of strategies should be carried out to achieve greater benefit to the teacher (Padillo et al., 2021).

Although teachers perceive formative and summative development as a challenge in their teaching patterns, it also evidences that there is no pattern in assessing and teaching; study patterns in formative development should be developed for educators' pedagogy (Shah et al., 2020). The relevance of emotions in teaching is currently a widely studied aspect; although it is being discussed how teachers can realize, regulate and control their emotions, the study

proposes how emotional intelligence can be incorporated into teaching through competencies to achieve better teaching (Ramirez et al., 2020).

Behavioral skills and teaching instruction are part of the performance rate scale; it is worth mentioning that many teachers are not adapted to globalized development. It is important to carry out instruction and reinforcement to teachers as it generates more effectiveness in the results of their teaching (Hranchuk and Williams, 2021). Therefore, teachers must have many competencies, which requires years of preparation, practice, dedication, perseverance, self-motivation and self-education to become an excellent teacher who meets the demands of people and their students (Aravena and Gairín, 2021).

## **Discussion**

In the development of teacher effectiveness in formative assessment, the focus should first be on strengthening the teacher through theoretical, innovative, cognitive and pedagogical approaches, which are necessary components for their professional performance and adequacy to pedagogical methods, because they are essentially the need and ability to teach the Members to question themselves and their practice, both through the improvement of knowledge and the transmission of ideas for continuous improvement. Part of the teacher's performance includes practical lessons and simulations at different levels and areas.

Formative evaluation is transferred to academic evaluation, given that its practice is related to the design of learning, which should focus on objectives and competencies. Therefore, teachers play an important role in formative assessment, which not only strengthens students' learning, but also of teachers when applied effectively; that is, the more teachers master the implementation of formative assessment, the better the results will be.

In the evaluation of teacher performance, formative evaluation, as it provides performance information is collected, interpreted and used by teachers to manage decisions to improve student performance because the evaluation of teacher performance focuses on evaluating the results in a non-traditional but formative way, focusing on skills, abilities and the learning process. For Menéndez et al. (2019); Abelha et al. (2020); Cresswell et al. (2020); Gómez et al. (2019), the best way to generate evaluation towards students is through theory and practice, together with decision-making, the definition of responsibilities, the establishment of objectives, setting of standards, reflected in the formative evaluation strategy and the results to be transmitted.

In the challenge in formative assessment, the different studies show that the greatest challenge is focused on the teacher because they use conventional methods to proceed with the evaluation, but not the evaluation of formative methods as evaluation tools as part of the strategy, in addition to the formative assessment generates a better diagnosis of the learning difficulties of students. According to Lajane et al. (2020); Schildkamp et al. (2020); Warren et al. (2021); and Mohammad and Mohammad (2020), the problem focuses on the lack of teacher training and knowledge about formative assessment because as long as teachers do not master the subject, they will not be able to improve the management and application of this valuable tool, it is difficult for teachers to create formal assessment activities.

The practice of formative assessment due to the lack of knowledge and application of formative assessment methods; the educational system should raise within the guidelines and training the requirements for teachers to effectively use formative assessment in their classroom practice because there is information on factors for its application in improving the

professional development of teachers. Therefore, Popova et al. (2022); Yan and Pastore (2022); Mackintosh (2021), the methods used generate an impact of culture on the formative evaluation practices of teachers, which should be taken into account when applying the tool or instruments.

Teachers play a fundamental role in educational development where, depending on their knowledge, didactics and teaching and evaluation techniques, they will generate better educational quality, focused on maximizing the potential and learning of students. As part of this, according to Reynolds and Park (2021); Ramirez et al. (2020); Harada (2021), the educational system should generate recognition and support in the curricular training of teachers since it not only benefits students but the whole society, where guidance decisions for the professional development of teachers are focused on finding right and wrong answers to determine the domain and focus on decision making.

## **Conclusions**

The existence of traditional evaluation is focused on results and not on the continuous process, so the guarantee of meaningful learning is almost nonexistent since it only grants numerical titles, which does not take into account the needs and difficulties of the students, there being a lack in the measure management of new learning. Therefore, implementing formative assessment practices greatly increases the learning outcomes, performance and behavior of students and the teacher.

The formative evaluation applied by the teacher should not only be comprehensive and used for legitimate purposes, but should also ensure that it does not revert to the image and profession of the teacher, thus the teacher's effectiveness in formative evaluation focuses on self-evaluation, differential evaluation and co-evaluation, where the integration of activities, the adequacy of the content, the adequacy of the evaluation system should be developed.

The challenge in formative assessment is centered on the low teacher knowledge of this resource, the low mastery to adapt to this modality, which is why traditional assessments continue to be used, diverting the measurement of skills and abilities; in addition, formative assessments must be designed to make corrections in the activities and learning process.

In the context of their pedagogical practice, teachers respond to a series of processes to improve the quality of education, through which they face problems in the areas of teaching, teaching methods, pedagogy, low results, curricula and education, which may affect their performance and educational effectiveness.

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