

Teacher's Perspective on Formative Assessments in Primary Schools: Challenges and Opportunities

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Abstract

Formative assessment has gained global recognition as a effective tool for enhancing the learning of the students, yet its implementation in diverse educational contexts remains a complex challenge. This qualitative study explored the perspectives of primary school teachers in Dhaka, Bangladesh, regarding formative assessment practices, implementation challenges, and opportunities for enhancing student learning. Employing a phenomenological approach, the study collected data through focus group discussions (FGD) with 16 assistant teachers and key informant interviews (KII) with two head teachers from two government primary schools. This research enlightens the perspectives of Bangladeshi school teachers, highlighting both the opportunities they identify and the challenges the teachers face in applying formative assessment within their specific educational context. Thematic analysis revealed that teachers recognized formative assessment as learning outcome-focused and feedback-centered, appreciating its potential to track progress and support achievement. However, large class sizes, student absenteeism, and limited training opportunities posed significant challenges to effective implementation. Opportunities identified included increased student engagement, reduced academic pressure, and the practice of diverse assessment tools. The findings contribute to understanding formative assessment trails in the Bangladeshi primary education context and inform professional development initiatives, curriculum design, and policy formulation to support teachers in effectively enforcing formative assessment strategies.

Keywords: formative assessment, primary education, teacher perspectives, assessment, teachers training, qualitative research, Bangladesh.

Chapter 1

Introduction and Background

1.1 Introduction

Much recent focus in education has been on formative assessment, which is defined as "the practice of collecting evidence on students' learning to aid in instructional decisions and give feedback that enhances learning" (Black & Wiliam, 1998). This technique of assessment states that teachers should constantly monitor their students' progress and utilize that data to tailor their lessons to each student's unique needs.

When applied to elementary school curricula in Bangladesh, formative assessment has the potential to significantly impact students' ability to learn. Only a small fraction of students can demonstrate achievement in the core disciplines, despite significant attempts to increase enrollment rates (Asadullah & Chowdhury, 2013). This is concerning. In light of student accomplishment and learning disparities, this poses a significant barrier to effective assessment procedures and teaching strategies.

Educators play a pivotal role in introducing formative assessment strategies to their students. Their understanding, perspective, and disposition towards formative assessment greatly dictate how well these methods are incorporated into the teaching and learning process. It has been found through research (Al-Nouh et al., 2014; Lee & Wiliam, 2005) that teachers' assessment skills and grasp of the idea of formative assessment principles vary.

The study evidence about primary education in Bangladesh is scarce, yet there have been some studies that have highlighted teachers' perspectives towards formative assessment in various contexts (Tomas & Rigano, 2010; Yasmin & Saeed, 2018; Dev et al., 2020). In order to describe the conditions

that help to provide quality education, pedagogies, professional development, and educational policies to increase student learning, it is helpful to know the experiences, challenges, and opportunities of Bangladeshi primary school teachers in implementing formative assessment.

The purpose of this qualitative research is to learn how elementary school educators in Dhaka, Bangladesh, see current formative assessment strategies. More specifically, it aims to gauge how instructors feel about formative assessment, what obstacles they face when putting it into practice, and what benefits students may reap from it. Teachers' perspectives and experiences will form the basis of this study's contribution, which will fill a gap in the current literature and provide useful data for stakeholders, politicians, and educators in Bangladesh.

When it comes to using formative assessment strategies in the classroom, primary school teachers in Bangladesh are pioneers. The perspectives of these important practitioners on formative assessment, however, are notably absent from the research literature, despite their critical importance. This study fills that need by delving deeply into an understudied topic: the perspectives and experiences of elementary school teachers in Bangladesh.

The study's results may shed light on the current situation of formative assessment procedures in Bangladeshi primary schools by highlighting some problem areas. To further aid educators in making effective use of formative assessment strategies in the classroom, this study may also provide light on how to best allocate resources and design in-service professional development programs. Efforts to improve the quality of education and students' learning results in Bangladesh can continue if this study helps us comprehend teachers' perspectives.

1.2 Research Topic

The research title for this study is:

"Teachers' Perspectives on Formative Assessment in Primary Schools: Challenges and Opportunities"

This study examines the various facets of formative assessment in Bangladeshi basic education from the perspectives of those who are in charge of it: teachers in general. By providing students with timely feedback and guiding instructional decisions, formative assessment—a continuous and evidence-based approach to evaluating student progress—makes it feasible to optimize teaching and learning processes. These considerations will provide the groundwork for the study's central question: Teachers' views on formative assessment; difficulties encountered by teachers when trying to incorporate formative assessment practices into their classrooms; the impact of factors such as class size, available resources, training opportunities, and curriculum demands on these challenges; and opportunities presented by formative assessment, such as the possible benefits or advantages teachers see in implementing these techniques and how they can support student engagement, motivation, and achievement in primary education in Bangladesh. The study's focus on teachers' perspectives on formative assessment sheds light on their beliefs, practices, and worries in this area. Improving classroom instruction in primary schools across Bangladesh is a potential outcome of using this study's findings to advise educational stakeholders, policymakers, and professional development programs. The research issue is treated only through a qualitative lens, enabling a thorough examination of the perspectives on formative assessment held by teachers, as well as their voices and experiences in the classroom.

1.3 Statement of the Problem

Assessments like the National Student Assessment (NSA) and studies conducted by Education Watch show that only a small percentage of students in Bangladesh are attaining the expected competencies in core subjects like mathematics and literacy, despite efforts to increase enrollment in primary education (Roy, G., 2016).

If Bangladesh is serious about raising student achievement and narrowing the achievement gap, it must immediately begin to improve its assessment processes and instructional strategies, particularly for elementary school students. A valid approach to enhancing learning outcomes is formative assessment, which is defined as gathering evidence of student learning for the goals of instruction and feedback (Black & Wiliam, 1998). It is the knowledge, attitude, and talent of the teacher that matters most when it comes to integrating formative assessment procedures into classroom instruction. It has been found that there is a significant disparity in the knowledge and attitudes of teachers regarding assessment, particularly formative assessment procedures (Al-Nouh et al., 2014; Lee & Wiliam, 2005). The traditional focus on summative assessments, a lack of opportunities for professional development and training, contextual challenges such as big classes, inadequate resources, and curricular constraints, and teachers' different levels of assessment literacy are some of the factors that may influence how teachers in the Bangladeshi context view and implement formative assessment (Mukut, 2012; Dev et al., 2020; Heitink et al., 2016; Ogan-Bekiroglu, 2008; Range et al., 2013). Since they are the ones actually putting formative assessment into practice, teachers are in the best position to shed light on the obstacles they face and the support they require. Promote formative assessment procedures in primary schools with a firm understanding of teachers' experiences and perspectives to avoid potential pitfalls. In order to better inform policy decisions, resource allocation, and professional development initiatives aimed at implementing formative assessment in primary

education, this study investigates the formative assessment practices of primary school teachers in Dhaka city, Bangladesh.

1.4 Research Questions

This research attempts to address the following research topics on primary school teachers' perspectives on formative assessment:

1. What are the perspectives of primary school teachers in Dhaka, Bangladesh, on the use of formative assessment?
 - a. What is the nature of teachers' understanding of formative assessment?
 - b. Why is formative assessment so important for improving student learning, and what are teachers' views on the matter?
2. What are some of the obstacles that elementary school teachers have when trying to include formative assessment strategies into their lessons?
 - a. How can we remove the things that get in the way of using formative assessment strategies?
 - b. To what extent do these obstacles affect the rollout of formative assessment?
3. How might formative assessment procedures be advantageous in the eyes of primary school teachers?
 - a. Does using formative assessment have any advantages that teachers see? If yes, what are they?
 - b. How may teachers and students benefit from the advantages or benefits?

Understanding teachers' perspectives on formative assessment practices—including their knowledge, attitudes, experiences, obstacles, and perceived opportunities—is the goal of this study, which

intends to address the research questions posed. We aimed to capture the nuance and complexity of teachers' perspectives and the contextual aspects that impact their experiences with formative assessment in elementary schools through our study questions.

1.5 Purpose of the Study

This qualitative study's main goal is to learn more about the perspectives of primary school teachers in Dhaka, Bangladesh, on the use of formative assessment in the classroom. This study seeks to understand how teachers perceive formative assessment, what obstacles they encounter when trying to put formative assessment practices into practice, and what opportunities they see when trying to adopt these practices by exploring their experiences, challenges, and perceived opportunities.

The research will add to the body of knowledge on formative assessment techniques in elementary education, particularly in the context of Bangladesh, once these objectives are met. With this component, the research could better inform curriculum developers, school administrators, teacher educators, and policymakers on how to effectively employ formative assessment.

In addition, the study's findings will point to where primary school teachers can benefit from professional development programs and resources. In order to address specific concerns, increase assessment literacy, and provide practical advice on how to incorporate formative assessment into classroom instruction, it is necessary to have a grasp of teachers' perspectives, difficulties, and requirements.

The ultimate objective of this study is to incorporate the perspectives and experiences of primary school teachers and to emphasize the significance of their insights for enhancing teaching and learning methods through the most effective application of formative assessment approaches.

Understanding teachers' perspectives is crucial to the study's goal of enhancing education quality and learning outcomes for students in Bangladesh.

1.6 Significance of the Study

An effective strategy for raising students' academic performance is the rise of formative assessment. Teachers, who are at the vanguard of incorporating these techniques into their classrooms, are crucial to their successful implementation because of their perspectives, expertise, and preparation. In a setting where student performance is still an important issue, this research is necessary to illuminate the present situation of formative assessment implementation in primary schools in Bangladesh.

Improving education and learning outcomes in Bangladesh is a priority, and this study will help inform and direct such efforts. Important legislative decisions, curriculum designs, and professional development programs can all benefit from the study's findings on teachers' perspectives on formative assessment procedures.

This study will provide light on the challenges and obstacles that primary school teachers have while implementing formative assessment. Our understanding of the teachers' needs and concerns will greatly assist in creating interventions and support systems that are tailored to their individual situations. In light of this, the project will seek to alleviate these difficulties so that primary school teachers and students can benefit from more efficient use of formative assessment in their lessons.

In addition, the present research highlights the advantages and disadvantages that instructors see when implementing formative assessment procedures. This information can be utilized to create useful rules and tools that take advantage of these chances to boost student involvement, drive, and performance. The teachers will be more equipped to incorporate these approaches into their instruction repertoire if we emphasize excellent practices and effective techniques of formative assessment.

Thus, by offering context-specific insights on formative assessment techniques in primary schools in Bangladesh, the study will fill a significant knowledge vacuum. While research on formative assessment has been conducted in various educational environments, this study will focus on the specific opportunities and constraints faced by educators in Bangladeshi socio-cultural settings. With this additional information, we can better craft techniques for doing formative assessment that are both culturally sensitive and suitable for the given environment.

The results will help inform decisions made at the policy level on assessment methods used in elementary schools. This study will help policymakers understand the realities of the classroom by providing a platform for teachers to share their perspectives. Policymakers, funders, and organizers of capacity-building initiatives should use these findings to better integrate formative assessment into elementary school curricula.

Taken together, these factors will strengthen the case that this study significantly improves the educational landscape in Bangladesh. Learners' learning outcomes in primary school can be enhanced through better teaching and learning experiences made possible by gaining a deeper comprehension of formative assessment and equipping teachers with the information, skills, and tools they need.

Chapter 2

Literature Review and Conceptual Framework

2.1 Literature Review

The use of formative assessment has become more prominent in contemporary pedagogy as a means of raising academic performance. The majority of these publications on formative assessment have focused on its advantages, disadvantages, and potential applications in elementary school settings. In

light of this, this literature review will focus on teachers' perspectives and experiences in the field of formative assessment.

Developing the Idea of Formative Assessment

If we were to define formative assessment as "assessment for learning," According to Black and Wiliam (1998) and Cauley and McMillan (2010), it provides a way for teachers and students to get feedback on their learning and use that information to make lesson plans. Formative evaluations are integrated into the teaching and learning process, ensuring ongoing reflection and improvement, in contrast to summative exams, which quantify learning after an instructional time (Heritage, 2007).

Students should be involved in the process through self-reflection and goal-setting, and there should be timely and constructive feedback provided. Several assessment techniques, including observations, questioning, and student self-assessments, have been linked to effective formative assessment (Moss & Brookhart, 2009; Sadler, 1989; Clark, 2012). Creating a responsive and student-centered learning environment has become more important with the advent of formative assessment, which places an emphasis on modifying teaching practices based on information gathered (Wiliam, 2011).

The attitudes, knowledge, and beliefs of teachers will greatly affect the effective application of formative assessment procedures; thus, numerous studies have sought to understand teachers' perspectives on the topic. Both favorable and negative opinions about formative assessment by teachers have been found in research findings, which are inconsistent.

The benefits of formative assessments in enhancing student learning and achievement have been recognized by teachers, and other research have shown that teachers have good impressions of these assessments (Buck & Trauth-Nare, 2009; Heritage, 2007; Yin et al., 2008). Teachers recognized the

value of formative assessment in monitoring student progress toward learning goals, providing constructive criticism, and inspiring more effort (Andrade et al., 2019; Noorlaila et al., 2021).

Formative assessment has been the subject of several investigations, which have revealed its challenges and fallacies. The time commitment and workload necessary for its successful implementation worried several teachers (Dunn & Mulvenon, 2009). Some researchers, however, showed only a cursory familiarity with formative assessment concepts (Lee & Wiliam, 2005; Dunn & Mulvenon, 2009; Randel et al., 2011).

Obstacles to Overcoming When Introducing Formative Assessment

Despite the many advantages of formative assessment, there are still several obstacles that prevent teachers from using it in their classrooms. According to Heitink et al. (2016), Ogan-Bekiroglu (2008), and Yin et al. (2008), the biggest complaint is that teachers are unable to provide students with personalized feedback due to the high student-to-teacher ratios and huge class sizes.

Dev et al. (2020) and Range et al. (2013) also noted that there was a lack of funding for assessment materials, technology, and support systems. Prioritizing formative assessment techniques is difficult for teachers due to a lack of time, curriculum demands, and administrative support (Dunn & Mulvenon, 2009; Randel et al., 2011).

Lastly, research strongly suggests that teachers should have ample time for thorough and ongoing professional development and training so they can build their skills and knowledge in utilizing formative assessment strategies (Wylie & Lyon, 2015; Heritage & Wylie, 2020; Lewis & Riley, 2021).

Formative Assessment: Possibilities and Advantages

However, the possibilities and advantages of formative assessment procedures have been shown in thousands of studies. According to studies conducted by Andrade et al. (2019) and Noorlaila et al. (2021), formative assessment has the potential to enhance student engagement, motivation, and self-regulation abilities. When students are involved in the assessment process and receive timely feedback, formative assessment can help them build a sense of ownership and responsibility for their learning (Clark, 2012; Sadler, 1989).

Higher student achievement and enhanced learning gains across a variety of subject areas and grade levels have also been associated with formative assessment (Black & Wiliam, 1998; Kingston & Nash, 2011). Teachers may better meet the demands of their diverse student body by keeping close tabs on their progress and how their students are responding to it. This allows them to identify any areas where their students are struggling and implement strategies to close those gaps.

Furthermore, formative assessment can help promote classroom fairness and diversity, according to research. An inclusive learning environment is ensured when teachers receive continuous feedback and support, which allows them to consider the diverse learning requirements and backgrounds of their students (Heritage, 2010; Moss & Brookhart, 2009).

Cultural Considerations and Contextual Factors

While most of what is known about formative assessment procedures comes from research, in practice, teachers' perspectives and experiences are shaped by cultural and contextual factors. Many research have highlighted the need of understanding the specific educational and sociocultural setting in which formative assessment is implemented (Adie, 2012; Caviedes & Diosdado, 2015; Azis, 2015).

According to Ogan-Bekiroglu (2008) and Dev et al. (2020), educational policies, curricular demands, assessment systems, and societal expectations are some of the elements that impact teachers' attitudes and practices regarding formative assessment. Another possible explanation is that cultural norms, attitudes, and values regarding education have an impact on whether or not formative assessment methods are accepted and used (Caviedes & Diosdado, 2015; Azis, 2015).

Unmet Needs in the Field and the State of Research Field-Restricted Research

There is a need for more research that aims to understand teachers' perspectives on formative assessment within the specific socio-cultural and educational contexts of different regions or countries, even though the current literature offers valuable insights into formative assessment practices in general. The perspectives of primary school teachers in Bangladesh about formative assessment procedures have received very little study attention, in particular.

Assessments have revealed that only a small portion of students demonstrate satisfactory achievement in the terminal competencies set by the National Curriculum and Textbook Board (NCTB) (Roy, G., 2016). This is despite the fact that Bangladesh has made significant improvements in primary education accessibility. If we want to find out what's wrong, what's possible, and how to fix it so that students learn better, we need to look at formative assessment from the perspectives of teachers in this setting.

Because it is context-specific, our study adds to what is already known and helps to close a significant knowledge gap. This study's findings will inform formative assessment methodologies that improve educational practices and outcomes in Bangladesh.

There are many obstacles to implementing formative assessment, despite its critical importance in enhancing students' learning and accomplishments. Accordingly, the study's findings would be useful

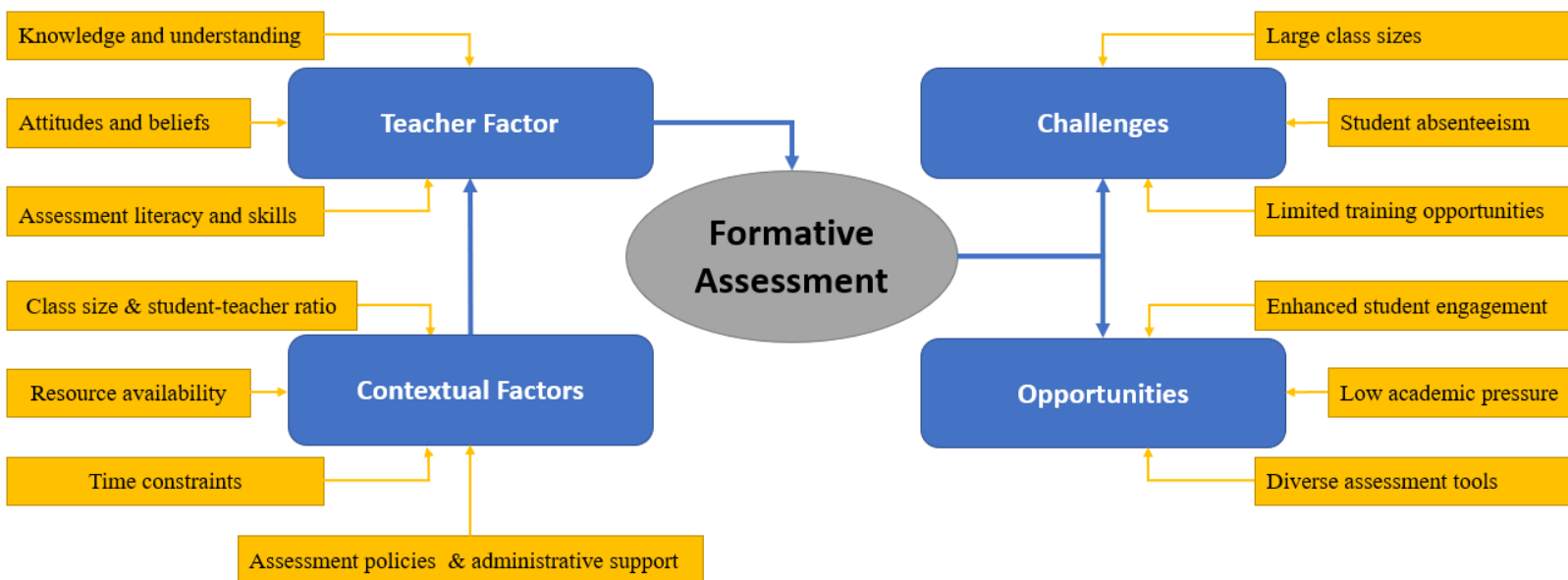
for informing policy decisions, pedagogical practices, and professional development programs aimed at enhancing primary school students' learning and teaching experiences in Bangladesh.

2.2 Conceptual Framework

This study is framed on theory and research on formative assessment and its implementation in primary education settings. The framework will be used to integrate key concepts, variables, and relationships in order to better understand teachers' perspectives on formative assessment practices.

At its core, the framework revolves around the concept of formative assessment, which is defined as the process of collecting evidence about student learning on an ongoing basis to inform instructional strategy and provide feedback that guides further learning (Black & Wiliam, 1998). The factors that influence the practice of formative assessment are complex and interrelated, including teachers' knowledge, attitudes, and skills, and contextual factors such as class size, resource availability, and assessment policies.

Conceptual Framework: Teachers' Perspective on Formative Assessment



The framework highlights four main dimensions that shape teachers' perspectives on formative assessment:

1. Teacher Factors:

Teacher Factors include what teachers know, how they feel, and what skills they have when it comes to formative testing. This includes how well they understand the principles of formative assessment, how important they think it is, and how well they can use different assessment methods. How well teachers can use formative assessment in their daily classroom activities is affected by these things in a big way.

2. Contextual Factors:

Contextual factors are the things in the surroundings and the system that affect how formative assessment is used. Some of these are class size, the number of resources available, time limits, the needs of the program, and the current rules for grading. These things work together to make the background that teachers have to work with when they use informal assessment methods in the classroom.

3. Perceived Challenges:

The problems teachers think they will have or actually do have when using formative testing are called perceived challenges. Some of these are dealing with large class sizes, students who don't show up for class, and not having many training chances. Problems like these can make teachers less able and willing to use formative assessment methods regularly.

4. Perceived Opportunities:

Perceived Opportunities show the possible benefits that teachers think formative testing could have for them. Some of these are more interested students, less stress about school, and the chance to use a variety of evaluation tools. When teachers are aware of these chances, it can encourage them to deal with problems and use formative assessment in their lessons.

The interplay of teacher factors and contextual factors influences teachers' perceptions of challenges and opportunities in implementing formative assessment practices. In their turn, teachers' perceptions shape their practices and the effectiveness of formative assessment in improving the results of student learning.

This framework also addresses the eventual impact brought about by professional development and training on the part of the teachers toward knowledge, attitudes, and skills in formative assessment. In this context, specific interventions and support systems help in setting up difficulties and opportunities, hence fostering the effective incorporation of formative assessment in primary education settings.

This study will allow for an understanding of the different complexities and dynamics involved in implementing the formative assessment practices of teachers in Bangladeshi primary schools by viewing their perspectives through a conceptual lens. The conclusions drawn will help formulate policy decisions, resource allocations, and professional development initiatives to make teachers competent in using formative assessment to attain better student learning and achievement.

Chapter 3

Methodology

3.1 Research Approach

This study adopts a qualitative approach to study perceptions of primary school teachers on formative assessment practices in Dhaka city, Bangladesh. Qualitative research will be relevant for this study since it is an in-depth investigation of subjective experiences, perceptions, and interpretations of the participants. (Creswell, 2014).

This study objective is befitting to the qualitative research approach: the critical undertones of this research question are directed toward understanding teachers' perspectives regarding formative assessment, especially in the face of difficulties in practice and possibilities with the adoption of these strategies. Qualitative methods have the power to detail aspects of the lived experience that are complex, nuanced, and highly embedded in the structures that characterize the lives and experiences of teachers and learners, which are manifest in contextual aspects of school, classrooms, and family (Maxwell, 2012).

This research has applied the phenomenological approach within the qualitative research paradigm. It emphasizes the description of the lived experience of people related to a certain phenomenon (Creswell, 2014). In this regard, this study has taken into account the use of practices in formative assessment in primary school classrooms. This study applies a phenomenological approach with the intention of describing how teachers experience and make sense of formative assessment from lived experience.

Qualitative analysis of data from the FGDs and KIIs will be done by way of thematic analysis. This will enable the researcher to identify common patterns, themes, and categories emerging from the data and hence gain a deeper interpretation of the perceptions and experiences of teachers (Merriam & Tisdell, 2016).

The qualitative design and phenomenological nature of the study make it appropriate, for the voices and lived experience of participants—primary school teachers—are of most importance in this study. Qualitative research can highlight nuanced and contextual aspects of formative assessment practices to help identify challenges, opportunities, and strategies that lie at the core of the realities in the primary education context of Bangladesh.

3.2 Research Site

Two government primary schools in Dhaka city, belonging to the Gulshan education zone, were chosen for the conduct of this research study. The choice of these two schools is based on the fact that access is easily achievable since the researcher was once a teacher in one of these selected schools.

The schools under the Gulshan education zone are basically primary schools from the Badda, Khilkhet, and Uttara areas in Dhaka, which are also semi-urban and urban areas of Dhaka. The two selected schools have several similarities in that:

- 1. Overcrowded classrooms:** Both schools are congested, with class sizes amounting to about 85 students per class, and this has created a very high student-to-teacher ratio, approximately 1:100.
- 2. Socio-economic background of students:** Most of the students come from lower socio-economic groups; their parents are garment workers or day laborers.
- 3. Student population:** Both schools have a total of approximately 3,500 students enrolled and a total number of 35 teachers employed.

Selection of these two schools within the Gulshan education zone offered several advantages, such as:

- 1. Accessibility:** The fact that the researcher used to work as a teacher in one of the selected schools implies the researcher is familiar with the context and will, therefore, have easy access to the research sites.

2. Representation of urban primary education: The schools reflect the typical scenario encountered in urban primary education in Dhaka, such as overcrowded classes and lower socio-economic backgrounds of the students.

3. Consistency of context: By selecting schools within the same education zone, it ensures the research will maintain consistency in terms of the broader educational environment, policies, and administrative structures.

The semi-urban and urban nature of the Gulshan education zone also ensures consistency with the focus of the study on examining formative assessment practices in the context of government primary schools in Dhaka city.

It is worth noting that although the choice of these particular schools is specific, it will allow for a deep exploration of the research topic; hence, the findings of the research study cannot be generalized directly to all the primary schools in Bangladesh. However, the gains from this study add to the overall understanding of practices in formative assessment in urban settings of primary education and contribute to further research and initiatives within the same or similar lines.

3.3 Research Participants

The primary research participants for this study are primary school teachers from the two selected government primary schools in the Gulshan education zone of Dhaka city. There are two types of participants in the study:

1. Assistant Teachers:

The primary participants were assistant teachers who are currently teaching Bangla, English, and Mathematics subjects at the primary level (grade 5-7). A total of 16 assistant teachers took part in focus group discussions (FGDs) for this study.

Participated Assistant Teachers:

- Gender: six men and ten women
- Age range: from 38 to 45
- Experience in teaching: two to fifteen years
- Educational background: at least a bachelor's degree

Involving assistant teachers as participants in the study was foremost because they were actually going to implement classroom formative assessment practices. Their experiences, challenges, and perceptions about the incorporation of formative assessment practices into teaching and learning in primary school contexts were of immense value for this study.

2. Head Teachers:

Besides the Assistant Teachers, the head teachers from the two schools also contributed to the study through key informant interviews (KIIs). Their views as school administrators and leaders provided a complementary perspective on the implementation of formative assessment practices within their respective schools.

Head teachers demographics:

- Age: 48 and 51 years
- Gender: 1 female and 1 male
- 10–15 years of administrative experience

- Educational background: at least a master's degree

Involving head teachers as participants in the current study helped to include the administrative and leadership-related issues that are likely to impact the adoption and support of formative assessment strategies. Their experiences and observations can shed light on the opportunities, challenges, and potential strategies for strengthening formative assessment practices at the school level.

3.4 Sampling Procedure

In this qualitative study, non-probability sampling was carried out, which involves convenience sampling, selection of participants based on availability, accessibility, and willingness to participate in the study (Creswell, 2014). The sampling procedure was set as follows:

First, the researcher utilized his past experience and contacts to spot potential government primary schools within the Gulshan education zone of Dhaka city. Then, the researcher went to the selected schools and secured formal permissions and approvals from the school administrators to conduct the study, explaining the research objectives, methodology, and ethical considerations to ensure transparency and facilitate access to the research sites. The researcher then requested the head teachers to assist in identifying and recruiting assistant teachers teaching the subjects of Bangla, English, and Mathematics at the primary level (grades 5-7) and briefed them on the objectives of the study with the criteria for selecting assistant teacher participants. Further, the heads of the selected schools have been invited to participate in the study through key informant interviews to contribute valuable perspectives as school administrators and leaders. These interviews aim at gathering insights into various aspects related to the practices of formative assessment at the school level. The study aimed at seeking informed consent from all participants before conducting FGDs and KIIs. Such communication meant explaining the purpose of the study, methods, risks, benefits, and the nature

of voluntary participation, coupled with freedom to withdraw at any time without facing any adverse consequences. While convenience sampling is applicable in this qualitative study due to its ability to access easily available and willing participants, its limitations lie in self-selection bias and a lack of generalizability to the larger population (Creswell, 2014).

3.5 Data Collection Methods

The research used two complementary methods for collecting data: focus group discussions (FGD) and key informant interviews (KII), to appreciate deeply the perspectives of primary school teachers on practices in formative assessment.

1. Focus Group Discussions (FGDs)

Eight assistant teachers from each of the participating primary schools formed the focus groups. This method is appropriate for uncovering the shared experiences, beliefs, and perspectives of participants who enjoy similar roles and contexts (Krueger & Casey, 2015). The FGDs provided a venue for assistant teachers to discuss, share their experiences, and reflect collectively on the challenges and opportunities that arise from the implementation of formative assessment practices in their classrooms.

Semi-structured discussion guides were used to conduct FGDs, which allowed flexibility in exploring key themes but with the possibility of spontaneity and emergent topics within the discussion. The guide covered areas such as the teachers' view of formative assessment, experiences with the variety of techniques on formative assessment, challenges and barriers perceived, and opportunities and benefits attributed to such practices.

2. Key Informant Interviews (KIIs)

KII's were conducted with the head teachers of the participating primary schools. Such individual KIIs had contributed valuable insight from the perspectives of the school administrators and leaders, who play important roles in shaping and supporting the formative assessment practices within their respective schools.

The KIIs will be conducted with a semi-structured interview guide seeking answers on such topics as strategies of the school in connection with formative assessment, the support and resources given to the teachers, and the head teachers' observations and experiences with the challenges and opportunities connected with the implementation of formative assessment.

Both FGDs and KIIs took place in person, allowing for face-to-face interaction and rapport building with the participants. Upon receiving informed consent, the sessions were audio-recorded, considering accuracy in data capture, followed by transcription and subsequent analysis.

The use of FGDs and KIIs as complementary means of collecting data is in line with a qualitative research approach and the phenomenological design of this study. FGDs contributed to the identification of shared experiences and perspectives of assistant teachers in understanding formative assessment practices. KIIs contributed to an administrative and leadership view in understanding formative assessment practices at the school setting.

The researcher assumed a reflexive position during the data collection process to take care of the aspects of positionality and the potential for sources of bias. Some of the ways this was done were: member checking, triangulation of sources, and the view to credibility and trustworthiness of the findings.

3.6 Role of the Researcher

In this qualitative research, the researcher is the primary tool and instrument in data collection and analysis. As an insider researcher, having taught at one of the selected primary schools, the researcher brings with him a strong understanding of contextual knowledge of the location and familiarity with the research setting. However, the positionalities of being an insider come with potential biases that need to be accounted for and mitigated against. The researcher's key role involves the building of rapport and trust with research participants to enhance openness and honesty in the focus groups and interviews. Being an active listener and observer in the data collection phase, the researcher captured non-verbal cues, group dynamics, and contextual subtleties. Engaging in constant self-reflection allows the identification and addressing of personal biases, assumptions, and predispositions about formative assessment practices. At the same time, ethical principles are adhered to throughout the study; data collected is stored and organized securely to maintain its integrity and confidentiality. Active involvement in the data analysis and accurate reporting of study findings, which faithfully represent the voice and views of the research participants, are sensitive to the context. The prior connections with the schools were very helpful in building trust, yet professionalism and ethical considerations also play a significant role in this process. The researcher will maintain a reflexive journal and have frequent discussions with the supervisor to address potential bias. The researcher plays a huge role in ensuring that the study findings are communicated effectively and responsibly.

3.7 Data Analysis

According to Braun and Clarke (2006), the data analysis in this study used an inductive method to theme analysis with the goal of discovering recurring themes and patterns. In qualitative research, thematic analysis is a popular and versatile tool for finding and understanding recurring themes in data. The first of many stages was getting to know the data, which involved reading over and over again the transcripts of the focus group discussions and key informant interviews to fully grasp them

and make mental notes of any patterns or initial thoughts that emerged. In order to code the data in a systematic way, the researcher used descriptive and interpretative codes to select and classify text segments that represented important ideas, concepts, and patterns connected to formative assessment. Collecting and organizing these codes into topic groups allowed us to actively seek out recurrent patterns, ideas, and concepts that were pertinent to our study concerns. To make sure the coded extracts and the whole dataset were used for correct representation, we looked at the themes that could emerge and made sure they were coherent and unique. Clear and succinct titles were given to each subject when its essence was identified and the data element it captured was determined. This allowed the themes to be improved and further defined. Using colorful and representative quotes from the FGDs and KIIs, the researcher was able to weave together an analytic narrative and data extracts into a coherent and compelling story about the data. This allowed them to show the themes and support the conclusions. The research questions served as a framework for the presentation of the results, and the overarching themes established connections between the results and the relevant literature. The researcher used a reflective approach to his own biases and assumptions throughout the thematic analysis process; he also strengthened the credibility and trustworthiness of the findings through peer debriefing and member checking.

3.8 Ethical Issues and Concerns

Research on human subjects needs to be greatly devoted to ethical principles and practice. Major ethical considerations were, therefore, in the forefront of this study to ensure safety for all participants in research and maintaining the trustworthiness and integrity of the study. Major issues and ethical considerations that the researcher put in place include the following: informed consent, voluntary participation, confidentiality, anonymity, privacy, and data protection. All participants had to give informed consent before data collection, clearly indicating the purpose and objectives of the study and procedures involved, possible risks and benefits. Participants also needed to be reminded about the right to withdraw from the study at any point without prejudice. Participation was strictly voluntary, and no forms of coercion or pressure were placed on the potential participants by the researcher. He was to guarantee participants confidentiality and anonymity, including by using pseudonyms or codes; data was stored, and any restricted access to identifiable information was minimized. Any data collected had to be treated with the utmost care and sensitivity to ensure that it met the relevant data protection regulations and guidelines. The researcher had to take proper measures toward storage and disposal, so no unauthorized access or misuse of the data is possible.

3.9 Credibility and Rigor

As the conducting researcher in this qualitative study, I brought with me the relevant experience, training, and capabilities that supported the credibility and rigor of the research process. This prior experience as a primary school teacher for two years allowed me to bring firsthand knowledge and insight into the classroom contexts and practices under study and thereby to connect with the participants, understand the nuances of their experience, and probe with appropriate questions during data collection.

Additionally, during my M.Ed, I undertook very rigorous coursework on research methodology that imparted me with skills in designing, implementing, and analyzing a qualitative study systematically. Topics of training included qualitative techniques in data collection, such as conducting interviews and focus groups, and ways of coding, analysis, and ethical guidelines that informed my approach.

In preparing for this study, I engaged in an elaborate process starting with reviewing the literature in depth to find gaps and situate my research questions. Next, I outlined a detailed research matrix that included my study's purpose and objectives and indicated the sources of information to be used in the study and how these data would be analyzed. This matrix therefore created a roadmap during this research journey. I also prepared a detailed research proposal that was vetted by my supervisor before I started collecting data.

Regarding personal qualities, I tried hard to be self-aware, reflective, and open-minded throughout the exercise. My preconceptions were bracketed by maintaining a reflective journal so that I could identify potential biases. Although my prior experience as a teacher helped me bring an 'insider's' perspective, I tried not to let assumptions blur my interpretations of data. I was also patient, able to listen well, and build rapport with the participants in order to help them share openly and honestly during the interview and focus group discussions.

As such, my relevant professional background, my formal training in methodology, the rigor of my preparatory work, and my reflexive, ethical approach all contributed to the credibility and trustworthiness of this qualitative inquiry into primary teachers' perspectives on formative assessment practices.

3.10 Limitations of the Study

Though all possible measures have been taken to carry out a rigorous and credible qualitative inquiry, this research study has certain inherent limitations, which must be acknowledged. The first key limitation lies in the fact that the sample size was very small and geographically narrow. The study was confined to only two government primary schools of the Gulshan education zone within Dhaka city. Indeed, the research findings may not be totally representative or generalizable to other contexts—for example, rural primary schools all over Bangladesh—with just 16 teacher participants from two urban schools.

Also, the constraints on time and resources limited the data collection in depth and breadth. Class observations were part of the original research design, coupled with teacher interviews and focus groups. Given the limited timeline, it was not possible to observe the actual classroom implementation of formative assessment practices. Due to this observational data gap, the study only relied on self-reported perspectives from teachers and not on the actual observations of their pedagogy.

Another limitation of the study was related to the qualitative nature of the study. No matter how many precautions were undertaken, such as those of member-checking and reflexive journaling, researcher bias is something that can never be completely eradicated during the data collection and interpretation process. My own positionality as a former primary teacher may have shaped how participants responded and how I made sense of their perspectives.

Furthermore, the voluntary sampling technique taken for the recruitment of participants may bring about a kind of self-selection bias in the study. What this means is that teachers who took part would

have certain motivations, skills, or opinions that are not typical in the larger population of primary teachers in Dhaka.

While rich insights were gained, these limitations of sample size, lack of observational data, potential researcher bias, and self-selection of participants do restrict the transferability and trustworthiness of the study findings in some respects. On the other hand, the context specificity allows for limited generalization of the results in other contexts. The study, however, gives a very valuable localized understanding of the implementation of formative assessment from the perspective of urban primary teachers in Dhaka.

CHAPTER 4

Results & Findings

4.1 Introduction

In this section, the researcher presents the findings obtained from the qualitative data analysis. This section provides an overview of the perspectives of Bangladeshi government primary school teachers regarding formative assessment, the challenges they face in its implementation, and the opportunities it presents. The data was collected through focus group discussions (FGDs) with assistant teachers and key informant interviews (KIIs) with head teachers, aimed at understanding the teachers' views on formative assessment and the challenges and opportunities associated with its implementation in improving student learning at Government Primary Schools in Bangladesh.

The total data was collected from two different schools from same community. One FGD and one KII executed in each school. For the two FDGs, total 16 teachers participated in the discussions. The age group were 38 – 45 years and they were from grades 5, 6 & 7 and had more than eight years of

teaching in the same school on average. The headteachers for key informant interviews (KIIs) had 15 and 18 years of school administrative experience as headteacher.

After cataloging and analyzing the data, several themes were developed, aligning with the three research questions based on the participants' responses.

The following section discusses the three research questions, along with their respective themes.

4.2 Teacher's Perspective on Formative Assessments:

4.2.1 Teachers freedom: In the both of the focused group discussions teachers share that they practice formative assessment as continuous assessment and assessment during learning. Majority of teacher mentioned about their training experiences which was given by the government. They found the formative assessment is more learning outcome focused and feedback centered. Formative assessment is more achievement centered for students and teachers are also free to assess the students. One of the participants from focus group #1, 25-02-24; has mentioned that,

“Teachers can easily track the learning outcomes after each class. It helps the teacher to plan the next class and the next step for the lesson. It seems the formative assessment system is very teacher friendly system.”

Similarly, another participant from focus group #1, 28-02-24; has mentioned that,

“The assessment system is very teacher friendly. Teachers have freedom to set the assessment tools and the dates for the assessment.”

4.2.2 Students learning: During the KII headteachers seems they also consider the formative assessment as an appropriate tool for primary schools. They mentioned that students can easily get feedback during the lesson and the slow learners can get extra support from the teachers as the gap

is easily identified by this assessment system. One of the headteachers from key informant interview #2, 28-02-24; has mentioned that,

“Considering my school context, most of the students comes from lower middleclass family. They did not get any kind of learning support from their family. The formative assessment process helps the teacher to identify the gaps among the students during the learning period of the academic year.”

4.3 Challenges to practice formative assessments on primary students:

4.3.1 Teacher student ratio: Most of the assistant teachers mentioned about the large class size and the teacher student ratio is the major challenge for practicing formative assessment. Teachers also have trouble keeping track of data when students aren't in class. They also mentioned about the short class time as a challenge. One of the participants from focus group #1, 25-02-24; has mentioned that,

“We track the data of each student after every assessment. But the large class size creates challenges for every teacher to track the data for each student and take special remedy for the students. Some of the students often miss the regular classes and it creates another challenge for teachers to track their learning.”

4.3.2 Lack of training: During the discussion they also talked about the unclear government instructions and less training opportunity for teachers. One of the participants from focus group #2, 28-02-24; has mentioned that,

“The new assessment system is unknown to most of the teachers. Use of different assessment tools is also important but most of the teachers cannot implement the tools in their assessment process. So, training is most important for all the primary school teachers.”

4.3.3 Time constraints: Headteachers mentioned lack of skilled teachers and infrastructural barrier as major challenge. They specifically mentioned less class time as fundamental challenges. One of the headteachers from key informant interview #1, 25-02-24; has mentioned that,

“It takes long time to assess all of the student of each class. Most of the teacher failed to assess all the students during single class time. They took two or three classes to assess all the student of a single class. It effects on the daily class routine.”

4.4 Opportunities of Formative Assessment:

4.4.1 Less academic pressure: Most of the participants who took part said that formative assessment is a good way to test students in public elementary schools because it doesn't put too much pressure on students, and it lets teachers see how they're doing and where they need to improve while they're learning. They also mentioned about different types of assessment tools like exit tickets, assignment, group works etc. as the opportunities of formative assessment. One of the participants from focus group #1, 25-02-24; has mentioned that,

“Using different assessment tools during the lesson is most exciting for the students. Students enjoy the assessment process in daily class or once a week. Mostly they enjoy the group tasks. The student engagement and their excitement were not present in the summative assessment process.”

4.4.2 Mitigating learning gap: Some of the participant mentioned about the large syllabus during summative assessment and post covid learning gap created huge pressure on students as well as on the parents. But the formative assessment in the form of continuous assessment releases the pressure. Parents are also becoming aware about the assessment system. One of the participants from focus group #2, 28-02-24; has mentioned that,

“After the covid-19, most of the students faces learning gap. Some of them forgot the basics. So, they need special remedy for each lesson. Continuous assessment creates the opportunity for the teacher to find out the learning gap of each student and support team.”

4.4.3 Teachers support: During KII’s head teachers mentioned about the holistic impact of formative assessment. They mentioned, for the formative assessment system students are not guide or coaching center dependent, students do not have the fear of examination, teachers are more involved with the student’s learning outcome, students can easily get extra support from the teacher and most importantly, teachers have all the data of her/his students. One of the headteachers from key informant interview #1, 25-02-24; has mentioned that,

“In this assessment system the teachers have control over the students learning. He/she can easily identify the gaps and provide necessary support to the student. It is really important for the slow learners.”

CHAPTER 5

Discussion

5.1 Introduction

This study aimed to explore the perspectives of Bangladeshi government primary school teachers regarding formative assessment, the challenges they face in its implementation, and the opportunities it presents. This section will represent the discussion considering the three research questions. Three sub sections were developed considering the findings regarding research questions. They are,

1. Perspective: Teacher's freedom and students’ growth,
2. Challenges: Teacher student ratio, teachers training and class time constrains, and
3. Opportunities: Less academic pressure, teachers support and learning gap mitigation.

5.2 Overall Result

Generally, the results of the study agree with the existing literature that places strong emphasis on the role of formative assessment in promoting students' learning and in identifying problematic areas for improvement (Black & Wiliam, 1998; Cauley & McMillan, 2010). The teachers mainly saw the positive aspects of the formative assessment, feeling that it may track the learning outcomes and give feedback, thus supporting student achievement. However, the results of the study showed that the practice of formative assessment could not be implemented correctly since of the problems of big classes, the student absenteeism, and the lack of opportunities to conduct teacher training. The respondents identified in how the practice could be improved: increased engagement of students, lower academic pressure, and the use of various types of assessment tools.

5.3 Perspective: Teachers' freedom and students' growth:

The teachers later demonstrated that formative assessment was a learning outcome-focused and feedback-centered approach in line with the literature (Black & Wiliam, 1998; Cauley & McMillan, 2010). In addition, the teachers appeared to enjoy the freedom to assess student and opportunities to track learning outcomes, similar to those reported by Popham (2008) and Stiggins (2005), that teacher autonomy is critical to formative assessment and can significantly impact the instructional decisions made in the classroom.

Much research reports the positive attitude of teachers toward formative assessment, highlighting the following: it promotes learning and achievement among students (Buck & Trauth-Nare, 2009; Heritage, 2007; Yin et al., 2008).

The reason could be the fact that teachers have been poorly prepared or do not understand the principles of formative assessment, which has emerged as a negative attitude or misconceived approaches towards it (Dunn & Mulvenon, 2009; Randel et al., 2011).

The participants' positive attitudes toward formative assessment may have been because of the government training, which may have helped in understanding the rationale and the benefits of formative assessment. The perception of friendliness toward teachers under this approach may have contributed to their positive attitudes toward the model as well.

5.4 Challenges: Teacher student ratio, teachers training and class time

In the study, some of the identified barriers to formative assessment were large class sizes, high levels of student absenteeism, and limited training opportunities for teachers. Previous studies have indicated such barriers as Heitink et al. in 2016 and Ogan-Bekiroglu in 2008 and Yin et al. in 2008.

Large class sizes and high student-to-teacher ratios have been pointed out as a serious obstacle to the effective implementation of formative assessment in many studies (Heitink et al., 2016; Ogan-Bekiroglu, 2008; Yin et al., 2008).

Several studies have shown that teachers face problems in time pressure, curriculum demands, and lack of administrative support in class size and student absenteeism (Dunn & Mulvenon, 2009; Randel et al., 2011).

Large class sizes and absenteeism among students can be pervasive in government primary schools in Bangladesh, where resources and support mechanisms might be poor. Lack of clear instructions from the government and very few opportunities for training exacerbate the situation.

5.5 Opportunities: Less academic pressure, teacher support and learning gap mitigation

Formative assessment opportunities identified included increased engagement by the student, reduced academic pressure, and the presence of a multiplicity of assessment tools. The findings are in accord with literature showing that formative assessment may increase motivation among the students, reduce test anxiety, and increase the use of all available assessment strategies (Black & Wiliam, 1998; Cauley & McMillan, 2010; Stiggins, 2005).

For instance, numerous studies have outlined the benefits of formative assessment, among them increased student engagement, reduced test anxiety, and the utilization of diverse assessment instruments (Buck & Trauth-Nare, 2009; Heritage, 2007; Yin et al., 2008).

The literature presents some perspectives that teachers may also find difficulty in implementing varying assessment strategies or may still behave more in the summative than in the formative strategy of assessment (Dunn & Mulvenon, 2009; Randel et al., 2011).

The opportunities identified in the research may be particularly relevant for governmental primary schools in Bangladesh where the old traditional summative assessments and high-stakes exams have existed. Introduction to formative assessment can provide a refreshing and engaging approach to assessment, thereby removing academic pressure and motivating students.

5.6 Conclusion

This study focused on the perceptions of Bangladeshi government primary school teachers towards formative assessment and the challenges that have to be confronted, along with opportunities emanating from it. The findings have, in general, indicated that teachers hold positive attitudes

towards formative assessment, realizing its worth in tracking the learning outcomes, providing feedback, and assisting the achievement of learners. Government training provided to them has seemingly helped teachers develop an understanding of the rationale and benefits that formative assessment offers. However, at the same time, the study has highlighted a number of challenges as responsible for the inadequacy of formative assessment in primary classrooms. Large class sizes, high student-teacher ratios, and absenteeism are significant obstacles to providing individualized attention and monitoring progress. Moreover, teachers perceived a lack of clear government instructions and a lack of training opportunities, which stood as additional barriers to the full utilization of the strategies in formative assessment. Despite the presence of all these challenges, the study underlines the opportunities that formative assessment offers. Participants noted how formative assessment could increase student engagement, reduce academic pressure, and allow for the use of a variety of assessment tools. These benefits are most relevant to the setting of Bangladeshi government primary schools, which, until recent times, have had more prevalence of traditional summative assessment and high-stakes exams. The research conducted has tended to fulfill its purpose by providing valuable insights into teachers' perspectives on formative assessment practices, challenges, and opportunities within the Bangladeshi primary education context. The findings add to the pool of increasing knowledge on formative assessment and point to the need for targeted interventions and support mechanisms that need to be incorporated to address the challenges identified and tap the potential benefits.

Personally, conducting this study has been an enriching experience because it has furthered my understanding of the issues that surround formative assessment practices in resource-constrained settings. It has reinforced to me that educational reforms should take teachers' voices and experiences into serious consideration in the design and implementation. Moreover, it has underscored the need

for continued professional development and support to build the capacity of teachers towards the effective integration of formative assessment in classroom practices. This study conveys important insights into the views of government primary school teachers in Bangladesh regarding formative assessment. Teachers appreciate the potential of formative assessment; however, they face challenges in the process of carrying it out, which needs to be looked into by implementing appropriate intervention and support mechanisms. The Bangladeshi government primary schools are to create a more enabling environment for the effective implementation of formative assessment to improve the learning outcomes of students and job satisfaction among teachers. The findings and recommendations from this study would be used for policy decisions, resource allocation, and professional development initiatives towards supporting teachers in incorporating formative assessment into their classroom practices.

5.7 Recommendations

1. More training and support should be provided to teachers on how to execute formative assessment in the classroom. It has been evidenced that most teachers lack clear instructions and sufficient training opportunities, hence being a hindrance in their capability to execute formative assessment strategies. Regular sessions of professional development and workshops may be given to make the teachers understand the principles and practices of formative assessment.
2. Handle the large class sizes and student-teacher ratios. These are challenges that make it impossible for a teacher to give his or her students individual attention and track progress. Enact the co-teaching policy, peer tutoring, or small groups to manage the large classes so that no student misses adequate support.
3. Develop strategies to reduce absenteeism among students since it affects the effectiveness of formative assessment. School administrators, parents, and the community at large must be contacted and work in conjunction to deal with the root cause of absenteeism and develop target interventions. This might be improved in the infrastructure at school, provision of transportation, or incentives provided on regular attendance.
4. Encourage the usage of diversified assessment tools and strategies to engage students in their own way of learning. Findings indicate that students love various tools to be used in assessment, such as exit tickets, assignments, and group work. Offer the teachers resources and guidelines on how to incorporate these tools into their lesson plans effectively.
5. Emphasize that formative assessment reduces academic pressure and increases the welfare of students. The current study showed that it could be used to reduce the pressure associated with

summative assessments. Educate the parents and the community at large on the benefits of formative assessment to gain support and understanding.

6. Further research into the long-term impact of formative assessment on the achievement of learners' intended outcomes and the practice of teachers in the context of Bangladeshi government primary schools: Longitudinal studies are important to provide insights into effectiveness and future policy decisions related to formative assessment.

7. The provision of adequate resources and infrastructure for the implementation of formative assessment in primary schools, including necessary materials, technology, and classroom spaces, which ensure effective assessment practices.

Through these recommendations, Bangladeshi government primary schools could create the enabling environment needed for successful implementation of formative assessment, leading to better achievement of learning outcomes by students and satisfaction by teachers.

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Appendix A. Consent Letter

TEACHER CONSENT TO PARTICIPATE

My signature below indicates that I have read the information provided and have decided to participate in the study titled as '*Teacher's Perspective on Formative Assessments in Primary Schools: Challenges and Opportunities.*' as a part of master's program of BRAC Institute of Educational Development to be conducted at this school from ____to____. I understand that the signature of the Head Teacher indicates approval for the research project. I understand the purpose of the research project is to learn about the current practice of formative assessments in classrooms of primary schools in Dhaka city, the type of formative assessments teachers use, and the influence of assessment data in designing effective lesson plans to deliver in the classroom. I will participate in an interview session.

I agree to the following conditions with the understanding that I can withdraw myself from the study at any time should I choose to discontinue participation.

- The identity of participants will be protected. The data collected [in](#) the interviews will be completely anonymous.
- The interviews will be in-person.
- Information gathered during the course of the project will become part of the data analysis and may contribute to published research reports and presentations.
- There are no foreseeable inconveniences or risks involved to me participating in the study. Participation in the study is voluntary and will not affect either teachers' employment or reputation. If I decide to withdraw permission after the study begins, I will notify the researcher about my decision.
- If further information is needed regarding the research study, I can contact Md. Mishal Bin Salim at +8801779006000 or through email at mishal.binsalim@teachforbangladesh.org.

Signature (Teacher): _____ Date: _____

Signature (Head Teacher): _____ Date: _____

Appendix B. Focused Group Discussion Guide

FGD GUIDE

This interview is being conducted as a part of data collection of the study titled as *Teacher's Perspective on Formative Assessments in Primary Schools: Challenges and Opportunities*. The purpose of the research project is to learn about the perspective of primary school teachers on formative assessments in primary school classrooms, the challenges of formative assessments teachers face in classroom and the opportunities to ensure effective learning in the classroom. The interview will take about 60-90 minutes of your time. Are you ready for the interview?

Question 1: How long have you been teaching in primary school? What do you know about formative assessment?

Question 2: Do you use formative assessment in your classroom? If yes, what are the challenges you face to implement them? If not, what are the reasons?

Question 3: If asked to practice formative assessment in the classroom, How do you, as a teacher, use formative assessments in the classroom?

Question 4: How will you organize and interpret student assessment data?

Question 5: Considering Bangladesh primary school context, what are the major barriers for formative assessments?

:

Question 6: In your opinion what are the opportunities of formative assessment? Considering Bangladesh primary school context.

Question 7: How can formative assessment be effective for primary schools in Bangladesh?

:

Appendix C. Key Informant Interview Guide

INTERVIEW GUIDE

This interview is being conducted as a part of data collection of the study titled as *Teacher's Perspective on Formative Assessments in Primary Schools: Challenges and Opportunities*. The purpose of the research project is to learn about the perspective of primary school teachers on formative assessments in primary school classrooms, the challenges of formative assessments teachers face in classroom and the opportunities to ensure effective learning in the classroom. The interview will take about 60 to 90 minutes of your time. Are you ready for the interview?

1. How could teachers in your school conduct formative assessments? What types of assessments can be use?

2. What challenges teachers will face in effectively practicing formative assessments in the classroom based on your observations?

3. How does the school support teachers in integrating formative assessments in their teaching? What kind of training or resources are provided?

4. How can formative assessments be used to improve students learning outcomes?

5. What recommendations would you give to strengthen the use of formative assessments in primary classrooms?

6. What support is needed from the education department/directorate to enhance formative assessment practices in schools?
