



## **Evaluating The Impact of Formative and Summative Assessment on Academic Achievement of Preparatory School Students (Descriptive Research)**

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### **Abstract**

Assessment plays a significant role in shaping students' academic achievement. This study aims to investigate the impact of formative assessment on students' academic performance and learning process, as well as examine the impact of integrating summative and formative assessment on their overall achievement. A mixed-method approach was used to collect data through a questionnaire from 96 students and interviews with 2 English teachers at Almakrezy Governmental Language School in Egypt during the current academic year. The findings indicate that Formative assessment has a slight impact on students' academic performance but no significant effect on students' learning process. Moreover, students didn't perceive any notable benefits resulting from this integration. Based on these findings, this study offers some recommendations for more effective integration of formative and summative assessment to foster a more enriching learning experience for students and teachers.

**Key Words:** Assessment - Formative Assessment - Summative Assessment - Academic Achievement- Integration between Formative and Summative.

## 1. Introduction

Assessment is a cornerstone for continuous improvement of the education quality. Assessment is a systematic process of gathering evidence to make informed judgments about students' learning progression.

According to Tontus (2020), assessment is the process of collecting and debating data from a variety of sources and activities to gain an extensive understanding of what students know, comprehend, and are able to do with their knowledge as a result of their educational experiences.

Assessment is essential in the context of a traditional educational setting for determining students' understanding, development, and achievement after receiving education. It can also be used to evaluate the effectiveness of the teaching and learning process (Pramesti, 2024).

Furthermore, assessment is an important component in the educational process and offers numerous benefits. Among these benefits are its ability to track students' progress overtime, enhance their motivation to learn, and evaluate the effectiveness of teaching methods. Additionally, assessment helps identify students' weaknesses and strengths, enabling educators to provide specialized academic support, educational programs, or social services (Yambi, 2020, p. 1).

However, there is a misunderstanding of different educational concepts like assessment, evaluation, testing and measurement. Adom et al. (2020) conduct a study to explain these concepts, and to help educationists and researchers to apply them more effectively in educational contexts. Several studies have highlighted the distinctions between them in education, including those by (Adom et al., 2020; Afandi, H. 2024; Mahmoodi-Shahrehabaki, 2018; Yambi, 2018). Measurement is the process of assigning numerical values to students' performance. Testing is a tool for collecting data to measure specific knowledge or skill. Evaluation is the process of making

judgments and decisions about the education level and improving it based on assessment results. In contrast, assessment is a continuous and comprehensive process designed to enhance education and develop students' skills by collecting and analyzing data on their achievement of learning objectives.

Also, these studies highlighted that the absence of a deep understanding of these concepts would significantly reduce their effectiveness. This will impact the effectiveness of assessment practices in schools. In this context, clarifying these concepts is a crucial step in grasping the nature, role, and significance of assessment in the educational process.

After identifying the differences between the concepts in a straightforward way, researchers paid great attention to describe different types of assessment. Boraie (2018) clarified that formative and summative assessments are the most common in education.

Summative assessment is carried out at the end of a specific educational period to assess how well students met the educational objectives, often through final exams. This is essential for making decisions regarding the transition of students between different educational stages, based on their academic achievement and assessment results. States (2021) identifies summative assessment as “an appraisal of learning at the end of an instructional unit or at a specific point in time.”

Unlike summative assessment, formative assessment is an ongoing process that occurs during the learning process. It provides continuous feedback that enhances students' academic achievement and skills before reaching the summative assessments. Formative assessment is an essential component of instruction that involves student-teacher interaction to improve student achievement and assist teacher and student reflection (Pramesti, 2024, p. 189).

Educational assessments are carried out for many purposes, and the nature of the assessment tends to reflect the objectives. The three main categories of assessment purposes are assessment for learning, assessment of learning, and assessment as learning.

Assessment for learning enables teachers to modify their teaching tactics in real-time based on student performance. Moreover, it provides a continuous feedback loop that helps students understand their success and areas for improvement. Teachers can gather data about their students' learning processes using both formal and informal forms of assessment under this teacher-student interactive assessment approach; it provides students' with continuous feedback so they can concentrate on their learning achievements (Villamarin & Calafiore, 2020).

In contrast, assessment of learning is used at the end of the learning process to assess and compile the knowledge or skills that a student has acquired. Final exams and is an example of summative assessment that is typically used for this. According to Jogan (2019), assessment of learning is usually given at the end of a unit or grading period, it assesses a student's knowledge retention.

In assessment as learning, students determine their own learning and analyze how they performed. Students actively participate in the assessment process using this kind of evaluation, which helps them learn how to track, analyze, and modify their own learning. The student is the center of assessment as learning, which highlights assessment as an intellectual process (knowledge of one's own thought process) for students (Hidayat et al., 2023).

In this regard, it becomes important to have tools that enhance the assessment process of students, such as feedback and rubrics. These tools

play an essential role in making the learning process more clear and fairer. Several studies have highlighted the importance of feedback and rubrics in enhancing assessment process, including (Chowdhury, 2018; Irons, Kington, 2021; Morris, Perry, Wardle, 2021). These tools are designed to help students identify their strengths and weaknesses to continuously improve their knowledge retention.

Irons and Kington (2021) highlight that feedback not only limited to the student's awareness of their assessment results, but also includes understanding the underlying reasons behind these assessments. On the other hand, rubrics are useful in bridging the gap between instruction and assessment by setting clear learning objectives. As stated in Muhammad, (Muhammad, Lebar, & Mokshein, 2018) study highlighted that a rubric is an assessment tool that has a description of the expected performance for each criterion in order to achieve a grade or certain outcomes.

In the light of the rapid changes and developments in Egyptian education, the Ministry of Education and Technical Education has been expressing its increasing interest in updating assessment systems. This is consistent with Egypt's vision 2030 in enhancing the educational sector. This vision aims to enhance education quality and develop students' skills. This by transforming its educational policy from rote memorization- based learning to understanding and creativity. Therefore, the Minister of Education and Technical Education, Dr. Reda Hegazy, issued Ministerial Decree No. 137 of 2024 to reconsider its approach to assessment and educational practices applied at preparatory stage.

This has been aimed at improving education quality and learning outcomes by updating assessment strategies. In 2024, The Egyptian Ministry of Education confirmed that the

academic work for each student is evaluated based on the classroom performance, homework assignments, and weekly assessments. Classroom performance consists of tasks given by the teacher during the lesson as an essential part of formative assessment. Homework assignments are tasks assigned by the teacher for students to complete at home and the teacher corrects them to assess students' engagement and to identify strengths and weaknesses points. Weekly assessments as a part of summative assessment are designed to ensure the achievement of learning knowledge covered in the lessons taught during the week.

These three mechanisms are important in highlighting the creative aspects in classroom interactions, whether in the teaching process or in communication with students, and bringing a sense of engagement for both teachers and students.

While some previous studies provided empirical evidence of how the application of one type of assessment can enhance student learning, very few of them examined both summative and formative assessment and their implementation process in the classroom, specifically in developed countries like Egypt. This study aims to fill this gap by raising awareness among educators on how to establish a supportive and structured learning environment with formative and summative assessments that enhance students' progress.

## 1.2. Literature Review

1. Impact of Classroom Assessment Practices on Student's Academic Performance: A Case Study, (Shabbir et al., 2021). The research aims to ascertain the influence of assessment on the academic performance of primary school students. The research was quantitative and experimental in nature. The sample of the research was 200 students. The findings are that those teachers who are involved in evaluation practices have a better

result than those who are not involved. As we are going through a highly competitive time, mentors need to evaluate students for their better results.

2. Effects of Continuous Assessment on the Academic Performance of Student in Senior Secondary Schools in Ilorin West Local Government Area, Kwara State (Dauda, 2024). The main objective of the study was to find out the effects of continuous assessment on the academic performance of students. The study used a descriptive survey research design. A multistage sampling procedure was used to choose 87 students to be study respondents, students from public mixed Senior Secondary Schools in the Ilorin-West Local Government Region were included in the study. The findings of the study revealed that continuous assessment has a positive effect on the academic performance of students since it affects the future career of students both academically and socially. In the light of these findings, it was recommended that stakeholders in the education sector should organize orientation programs periodically to all students in the region on the causes, consequences and solution to the effects of continues assessment.
3. The Impact of Frequency and Stakes of FA on Student Achievement in Higher Education: A Learning Analytics Study" (Bulut et al., 2024). The purpose of this study is to discover the significance of formative exams in reinforcing college students' overall educational performance and look at the effect of the frequency and stakes of formative exams (obligatory vs. optional) on college students' direction overall performance. Researchers used the mastering analytics method. The sample was collected

from 336 undergraduate college students at a Canadian university. They used a tool as a mastering control system (LMS) to gather statistics on scholar tries and ratings in assessment. The findings confirmed that college students' overall performance now no longer always progressed through growing the frequency of formative exams. Additionally, college students' involvement became impacted through the need for formative exams. The researchers recommended using formative exams and requiring fewer formative exams that can enhance their predictive power.

4. The Impact of Formative Effective Techniques on Students' Self-Assessment Skills" (Turysbayeva et al., 2023). The purpose of this study is to explore the effect of the author's formative assessment techniques on student self-evaluations. The method that they used in this study was quasi-experimental methodology. They used tools to gather information like complex tasks, self-assessment forms, independent work, thematic verification, group activities, and reflection-based exercises. The sample they used in this study was 55 fourth-grade students; 27 students were in the experimental group, and 28 students were in the control group. The findings of the study were that the experimental group, which received formative assessment, showed a significant improvement in self-assessment skills compared to the control group, also formative assessment helped the students to develop healthy self-esteem and better education outcomes.
5. The Impact of Formative Assessment on Students' Academic Achievement" (Ferdinal & Isramirawati, 2021). The purpose of this study explores how formative assessment

(ongoing feedback) affects students' learning in an Australian culture class and aim to understand the opinions of students about this type of assessment. They used both the qualitative and quantitative method to gather information from 79 students (77 Indonesian, 2 from Madagascar), aged 17- 19. This was the sample of this study. They used a questionnaire to gather students' opinions, tests and quizzes to check knowledge and learning notebooks for feedback. The findings of the study that students' test scores improved a lot (from 63.2 to 80.4), some students felt less motivated, possibly due to online learning and most students liked formative assessment because it gave them useful feedback. They recommended to use formative assessment more to help students learn more, provide better teaching tools to keep students motivated and combine formative and summative assessments for the best results.

6. Integrating Formative and Summative Assessment in Learning and Evaluation of English Language (Alfarsi, 2020), This study examined the integration of formative and summative assessment in evaluating English language learning in Secondary Education Schools. The study followed a qualitative research methodology, relying on a review of previous studies, books, and academic papers related to assessment in education. The study didn't involve a specific sample of participants, but rather reviewed literature related to secondary education and English language assessment. The results of this study show that the integration of formative and summative assessment is very useful in learning and evaluating English language in post-basic education schools because it provides students with feedback and encourages them to carry out work and



improvements in the future and develops their ability to think critically and develop their educational skills.

7. Investigating the Differential Effects of Formative and Summative Assessment on EFL Learners (Amir et al., 2019). This study aims to explore the impact of formative and summative assessments on academic performance. A combination of both contributes more significantly to learners' performance. The research highlighted the potential effectiveness of both methods in combination. The study employs an experimental pre-test/post-test design. The participants included 133 advanced Iranian EFL learners from an English language institute. The author used a variety of instructional and testing materials: pre- and post-quizzes, a midterm, and a final exam. The results showed that both formative and summative assessment methods contributed to EFL learners' end-of-term achievement. The combination of formative and summative assessment yields the best results. The research indicates that integrating both types of assessment creates a more effective learning environment. Furthermore, this study provides empirical evidence that a combination of formative and summative assessment is the most effective approach for enhancing EFL learners' academic achievement.
8. Implementing summative assessment with a case study in a large class (Jaclyn et al., 2017) This article reports on how elements of formative practices can be implemented as part of summative assessment in very large undergraduate cohorts ( $n = 1,500$  in one semester) and studying in different modes (on- and off-campus). This research is a case study, arguing that for summative assessment

to benefit learners, it should contain formative assessment elements. This research emphasized the importance of combining formative and summative assessment to obtain favourable results for students.

### 1.3. The statement of the problem

From the observation as field training teachers after the implementation of FA along with SA in Egypt, there are some problems of this newly integrated system; the implementation of this combined system has not achieved the desired outcomes, which are to reduce rote memorization and enhance students' knowledge retention so that they get the best out of the learning experience. As the questions of the FA including classroom performance, homework assignments, and weekly assessments failed to create interactive, engaging and fun learning environment instead it turned to be boring, repetitive, and dull from the students' perspective. Because it is as the same as the questions of the SA, which lies in the final exam, it takes the form of essay and multiple-choice questions which depends only on memory.

Another challenge is that, there is a lack of practical strategies for educators to successfully combine FA and SA together. In many classrooms, assessment remains disconnected from the teaching part, assessment is often used as a means of grading rather than as a tool for learning. Many teachers use both types of assessment, but they may not fully understand how to balance between them to get the best results.

As planned, integrating these types of assessment should foster a sense of enthusiasm and create the desire to learn. As a matter of fact, it worked completely the opposite; some students detest having to attend class every day of the term to get assessed by questions that don't measure their creativity or critical thinking. Assessments

solely measure their memorization with no other factor, and there is still a lack of definitive information about how FA and SA affect students' academic performance. Throughout the learning process, FA give teachers ongoing feedback that allows them to adjust their teaching methodology to suit their students' needs. SA, on the other hand, evaluate the overall students' performance.

However, there are still debates among educators over the most effective strategy for improving academic performance and how to combine the two forms of evaluation in order to achieve the best results. Consequently, there is an increasing necessity to assess the current utilization of FA and SA, as well as to explore new strategies for better integration for better academic results for preparatory school students and investigate strategies for better integrating FA and SA to help students in preparatory school achieve better academic outcomes.

This study aims to identify the differences between the two forms of assessments, to evaluate how they affect students' academic performance, and to determine the best way to combine the two so that students can improve their areas of weakness and achieve better results in preparatory school.

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## 1.4. Research objectives

1. Investigating the impact of FA on students' academic performance.
2. Examining the extent to which FA helps preparatory school students enhance their learning process.
3. Investigating the impact of SA and FA on students' academic performance.

4. Evaluating the impact of the actual implementation of integrating SA and FA on students on preparatory schools in Egypt this year.
5. Providing some recommendations for the effective use of integrating SA and FA together.

## 1.5. Research Questions

Q1. What is the impact of applying FA on students' academic performance in preparatory stage?

Q2. How does FA help students in the preparatory stage to enhance their learning process?

Q3. What is the impact of the actual implementation of integrating SA and FA on students in preparatory schools in Egypt this year?

Q4. What are the effects of integrating SA and FA on students' academic achievements?

Q5. What are the recommendations for the effective use of integrating SA and FA together?

## 1.6. Significance of the Research

The research emphasizes the importance of integrated FA and SA in enhancing students' academic achievement. Formative assessment helps students reduce stress in SA and thus students can answer correctly in final exam.

FA assists teachers in developing strategies and providing continuous feedback to ensure students' progress. SA and FA evaluate students' comprehension of the educational material, encouraging regular review and commitment, leading to higher achievement.

Both forms enhance academic success, because question banks in FA are often included in Summative exams. Learners can attain higher academic levels with more confidence and preparedness when FA and SA are integrated because it strikes a balance between performance evaluation and learning support.

## **2. The Theoretical Framework**

### **2.1. Assessment Definition**

Assessment is defined as the methodical gathering ,analysis ,and use of data about educational initiatives aimed at enhancing learning (Mahmoodi-Shahreabaki ,2018). It is also defined as a systematic collection of measures employed to evaluate a multifaceted characteristic of a person or a group .This entails obtaining and analyzing data regarding the degree to which students have met learning objectives . Additionally ,assessments are utilized to determine each student's strengths and shortcomings so that teachers can offer social services ,educational programming ,or specific academic help (Yambi, 2020). Although there are studies that uniquely define assessment ,there is confusion between it and other concepts.

### **2.2. Assessment, Measurement, Testing, and Evaluation.**

There is a difference between assessment, measurement, Students may be confused by this definition and can define this definition chronologically as follows: A test is a method or instrument designed to obtain or evaluate information, any knowledge, characteristics, quality, ability, intelligence, performance, and skills of a person or students. It is also usually composed of test items or exercises and instructions in the areas it is designed to measure. Tests are like paper-and-pencil tests, oral exams, and product assessments (Nway, Win, 2019), while measurement is the process of checking an

answer as correct or wrong, and it is also the process of assessing numbers and giving a description of the degree of the performance according to specific standards. Measurement can be in the form of a questionnaire and test to give grades on students' levels. These forms are corrected and give numbers and grades by answering the form's questions to show students' performance (Adom et al., 2020). In addition, assessment is a systematic process of gathering and collecting information or data about what learners know, can do, and understand as a result of their educational experience and students learning. Assessment measures students' progress and understanding without judgment; it can be done through paper tests, and teachers can administer these tests and give feedback on students' performance (Nway & Win, 2019), and evaluation is the process of judgment and decision-making; it determines what students have met or not met on instructional objectives. Evaluation can be used to give value to the educational process or if it needs some modifications. This stage can come after tests and measurement and assessment, so it is called the final stage to determine the quality of education and add the most important decisions that education needs (Yambi, 2020).

### **2.3. Assessment Significance**

Assessment plays a significant role in education. Assessment goes beyond measuring academic achievement to improving the overall quality of teaching and learning. As Yambi (2020, p. 2) notes, assessment is a continuous, comprehensive process that supports students' intellectual growth and ensures fairness in education. This shows that assessment is not just a tool, but a key driver for effective and equitable learning.

According to Tosuncuoglu (2018, p. 163), assessment helps teachers determine the extent to which students have met the educational objectives. It also helps identify strengths and areas for improvement. This, in turn, enables teachers to modify their techniques in novel ways



to boost student engagement and motivation (Nway & Win, 2019, p. 284). When teachers use assessment to modify their techniques and structure lessons to meet the various needs of their learners, learning becomes more personalized. This creates a classroom environment in which every student feel valued and supported.

Moreover, assessment helps students to take control of their learning. Feedback helps them track progress, set goals, and become more responsible for their development (Annan-Brew, 2022, p. 18). This skill is crucial for future academic and career success. This amount of autonomy is critical, especially as education moves to preparing students for lifelong learning rather than just exams.

Assessment also builds critical thinking and problem-solving skills. When students analyze and apply knowledge, students improve both academically and practically (Yambi, 2022, p. 2). Such skills are critical in today's rapidly changing world, where students must think flexibly and adapt quickly.

For teachers, assessment offers insight into what works and what needs adjustment. It supports curriculum development that fits students' levels and needs (Tosuncuoglu, 2018, p. 166). Data from assessment also guides schools in making better decisions and improving programs. In this way, assessment becomes a feedback loop—not just for learners, but for educators and the entire system.

Clear assessment criteria help students trust the evaluation process and feel included. Accurate assessment results help teachers and policymakers allocate resources fairly and improve teaching strategies (Yambi, 2020, p. 2). Students are more likely to participate and remain motivated when they believe the assessment is fair.

In summary, assessment supports student progress, teacher development, and overall teaching and learning quality. Assessment is a powerful tool for improving learning, designing better curricula, and preparing students for lifelong learning (Annan-Brew, 2022, p. 18).

Therefore, assessment should be seen as a central part of the learning process, not just a final step.

## 2.4. Types of Assessment

Assessments are generally categorized into five categories: formative, summative, diagnostic, self-, and peer- assessments. These assessments, which help teachers and students to measure learning, are carried out at various points during the learning process.

### • Formative Assessment

FA is one of the most essential types of assessments in the educational process. It is utilized by teachers to improve their teaching strategies and by students to enhance their understanding. As Annan-Brew (2022, p. 21) states that teachers can use FA to determine whether their students need support or reinforcement.

FA is defined as all activities undertaken by teachers, or by their students, which provide information to be used as feedback to modify teaching and learning process (Morris et al., 2021, p. 3). Vero and Chukwuemeka (2019, p. 9) stated that FA occurs constantly during the educational process to enable teachers and students to assess achievement and progress more frequently. Some researchers agree with Annan-Brew that FA can be taken in different forms, such as tasks, quizzes, reading comprehension exercises, educational games, homework, and discussion questions. However, the data collected from these forms may be used to modify the upcoming lesson plan if required (2022, p. 21).

FA is a crucial element in the teaching and learning process because FA provides an ongoing feedback for teachers as well as learners, as FA reveals students' weaknesses and tells where students might require additional support (Bulut et al, 2024, pp. 1, 3). Likewise, Ghozali and Tyas (2022, p. 2) state that regular FA helps teachers to identify student's success, the acquired knowledge, the difficulty of the subject being studied, and help students to identify their

strengths and weaknesses. Similarly, Annan-brew (2022) highlights that FA helps students know their strengths and weaknesses and develop those that need improvement.

FA is commonly conducted during lessons to address questions like: "What are the strengths and weaknesses of students' understanding of the course content?" and "How should the teacher adapt the lesson to make the lesson more beneficial to the learners?" (Bulut et al., 2024, pp. 1, 3). This continuous feedback makes students more active in their learning, improves their academic achievement, and contributes to make their grades better.

In summary, FA is an essential and integral component of teaching and learning process. FA helps both teachers and students in continuously improving their academic performance. Through quizzes, assignments, and discussion questions, FA motivates students to participate actively in their learning. Moreover, FA aids students to improve their academic achievement and their grades over time.

## **Feedback and Rubric as tools of Formative Assessment**

Rubric is a tool for assessment that uses a grid structure to identify precise expectations that are in line with the task's description criteria and compares performance on the task to the expectations (Olson & Krisiak, 2021, p. 174).

Rubrics have important effects on students. By using rubric assessment, it can help students to identify what they have learned and what they still need to know by clarifying the level of comprehension of an assessment's specific components. In addition, well-written rubrics make it simple for the teacher to compare the students' work to the description, which helps in reducing subjectivity in grading. Moreover, rubrics encourage higher standards and allow teachers and students to concentrate on the quality of the work. Furthermore, the rubrics serve as

performance standards that specify what constitutes excellent work in the field (Olson & Krisiak, 2021, p.175).

Feedback is defined as information to both teacher and student regarding the learner's performance in relation to learning evidence from peers, the teacher, or both. As a result, it affects the behavior of both the teacher and student; moreover, it's a test to ensure that students are prepared for the next stage of their education (Annan-Brew, 2022, p. 51).

In addition, it's crucial as a tool in assessment because any comment about a student's performance or behavior is considered feedback. It can be written, spoken, or gestured. The main goal of feedback in the assessment and learning process is to enhance the performance of learners. Providing feedback must be a constructive, or at the very least neutral, learning experience for the student. Negative comments might discourage students from achieving their goals. It is a critical responsibility of educators to support students' learning and give feedback in a way that prevents them from feeling discouraged after they leave the classroom. (Annan-Brew, 2022, p. 51).

### **• Summative Assessment**

SA is also known as AoL (Chand & Pillay, 2024). It takes place at the completion of a certain stage, semester, academic year, educational unit, or lesson to evaluate students' knowledge, to see what they have learned, further, to identify improvement areas; SA may be take different forms like final exams, mid-term exam, end-of-term paper, standardized tests, and capstone projects (Chand & Pillay, 2024). Teachers can benefit from the final scores of these assessments to put students on the right track, as these scores help teachers to modify their teaching style and learning material to suit each student's style of learning to maximize students' learning outcomes. Besides, SA determines the educational levels of students compared to their colleagues.

Furthermore, it measures whether the educational objectives have been met or not after completing a unit or a lesson whereby it helps educators to reconsider the effectiveness of their style of teaching, and the effectiveness of the educational process (Alfarsi, 2020, p. 8).

### **Advantages:**

SA offers many advantages, above all these advantages, it evaluates the effectiveness of the newly experimented educational programs by keeping track of their progress throughout the academic year and deciding whether they are going to be officially adopted programs to the educational organizations or not. It helps teachers to evaluate the effectiveness of their teaching strategies, and it gives a hand in judging the curriculum whether it is understandable and functioning or needs to be replaced by a more effective one. This appears from the scores of the exam at the end of the academic year. (Ishaq et al., 2020, pp. 25-26)

### **Disadvantages:**

Despite all these benefits, SA also has some drawbacks. The worst of which is that it can hinder the learning process because the focus of this type is the outcome of the final test rather than students' actual improvement, as there is no chance to improve a student's grade if he or she misses the exam date, even if that student has a good score record throughout the academic year but was unable to attend the exam due to unforeseen circumstances prevented him or her from attending the final exam, that necessarily means their failure. Sometimes, the questions of SA are formulated in an incomprehensible way; that makes it difficult to assess the students whether they are proficient in the subject matter or not. Since there is only one final exam, that increases students' anxiety level (Ishaq et al., 2020, p. 25-26). Students get promoted from one year to the next based on their final scores not on their overall progress or learning (Khaled & El Khatib, 2020).

### **• Diagnostic Assessment**

As a type of SA, diagnostic assessment is used to determine students' knowledge and abilities at the start of a course or study program. By identifying students' learning gaps or areas of strength and weakness, diagnostic assessments assist teachers in modifying their lessons to each student's unique profile. For integrating program learning outcomes with learning requirements, teachers might create new materials or adapt current ones based on the data from diagnostic assessments. Diagnostic assessment is the process of determining pupils' strengths, areas of improvement need in certain skill, as well as prior knowledge implementing a variety of measurements and reports. Teachers can use this information to give advice on how to properly address students' learning requirements (Md Din et al., 2023)

### **• Self- and Peer-Assessment**

Self-assessment is a type of assessment that allows students judge their own performance. Self- assessment can be quite helpful in fostering self-reflection, critical thinking, and judgment in students, which eventually teaches them to take responsibility for their own education (Karthikeyan C, 2021).

Peer assessment is the process by which students evaluate their classmates' work using predetermined standards. According to Maphalala (2016), peer assessment is the procedure of allowing learners to determine each other's achievements based on established objectives.

Therefore, peer and self- assessment can participate in summative grades (moderated by you or your colleagues), peer review (also known as peer feedback), or a combination of the two. Revision and improvement are the main goals of peer and self-assessment. Instead, than constantly relying on assessments from teachers, it encourages students to confidently assess their

own and other students' progress on their own (Karthikeyan C, 2021).

## **2.5. Integrating Formative and Summative Assessments**

FA and SA are integral to contemporary education systems. SA is seen as an assessment of learning that leads to the learner's accreditation and judgment. FA is known as an assessment for learning. It supports learning and advancement by giving teachers and students continuous feedback. However, rather than offering a helpful reflection of learning, SA have come under critique for just gauging students' recollection of previously taught material. On the other hand, FA is more in line with contemporary learning theories and positions the learner as an active agent in the learning process, reflecting a shift away from the transmission of knowledge. The integration of SA with FA practices can make the assessment process more meaningful for students.

As a teacher, you'll likely need to employ both SA and FA in your curriculum. An effective balance of these assessments will help you understand your students' needs while meeting your standards (Hummel, 2024).

FA and SA work together to help in creating a more effective learning journey for students. SA provides an overview of students' performance and achievement, while FA gives regular feedback and support throughout the learning process. When used in conjunction, these assessments create an engaging, growth-centered learning environment. Through their work, educators can modify their teaching approaches for optimal results, and students are given the necessary support to thrive in education (MV, A., 2023).

SA measures the results of learning, whereas FA effectively direct the process. Although FA and SA have different purposes, integrating them can result in a more productive method of teaching and learning. When combined, they offer an in-depth understanding of the development and success of students. Students always receive

support throughout their learning journey when both assessments are included in a balanced assessment system. Students who receive regular formative tests in addition to SA typically perform better overall. FA prepare them for the SA by reinforcing learning and reducing test anxiety (Dwarka, 2024).

## **2.6. Purposes of Assessment**

Assessment is a dynamic process that modifies and improves the educational experience rather than just assessing students' knowledge. When understood and applied properly, assessment forms three essential purposes: AfL, AoL, and AaL. Each purpose contributes uniquely to the educational process.

AfL is a continuous planning of collecting and analyzing data that students and teachers use to determine where a student is, what they should progress, and the most efficient way to achieve the desired objectives. AfL happens during the learning process as part of FA, often more than once, rather than at the end of the process.

Abdulla (2019) identified AfL as an educational process where teachers collect information about students learning and use the information to improve their teaching as well as the learning of students by giving constructive feedback (2019, p. 8).

Teachers use AfL to boost students' motivation and dedication to learning. When teachers make learning and continuous feedback the main assessment focus, they transform the classroom environment into one of students engaging and enjoyment. AfL aims at improving learning by using feedback, questioning, and discussions. According to A.T Umar (2018), AfL focuses on providing specific and immediate feedback for each learning step to prevent excessive delays when correcting students' errors.

AoL focuses on implementing assessment methods at the end of the year, part of SA, to improve the teaching-learning process. AoL emphasizes the use of grading for measuring



knowledge, comprehension, and assessing the suitability of a curriculum framework. Therefore, AoL determines each student's degree of learning (achievement compared to learning outcomes.) for example, end-of-term projects and final-exams.

Furthermore, the role of teachers in AoL is to teach the curriculum, the role of students is to learn, and the role of assessment is to judge how much of the taught content students have learnt. The goal of AoL is to assess student learning at the end of a unit or course by comparing results against a defined standard (Villamarin & Calafiore, 2020).

To sum up the differences between AfL and AoL, the former identifies potential for learning and recommends steps to promote it, with a focus on teaching-learning dynamics. On the other hand, AoL provides a view of final achievements, memorized information, and a snapshot of present situations. However, Jogan (2019, p. 553) highlighted that AfL is crucial for improving learners' performance, but there should be consideration for AoL because assessment of learning helps in making final judgments.

AaL, part of FA, includes students observing and accumulating data about their own learning. When trying to discover their areas of strength and what they have to concentrate on to enhance their learning, students collect evidence of their current achievement and compare it with pre-established criteria. Moreover, AaL allows students to create individualized learning objectives, implement action plans, and evaluate the outcomes to see how their efforts impacted their learning.

Lam (2018) clarified AaL as personal, ongoing, reflective, and self-monitoring, although certain programs may impose stringent requirements on learners when learners engage in AaL practices, namely demanding concrete improvement plans after self-reflection.

Although grades are rarely used in AaL, grades promote the active use of cognitive awareness, knowledge, and techniques when evaluating their own achievements.

According to Annan-Brew, AaL contributes to making the students active participants in the learning process by using assessment information to self-assess, regulate, and monitor their performance (2022, p. 18). By adopting these strategies, educators can establish a more reflective, inclusive, and productive learning environment that fosters lifetime learning and personal development in addition to knowledge improvement.

### **3.Methodology of the Research**

#### **Research design:**

This research depends on the descriptive method to evaluate the impact of the actual implementation of integrating SA and FA on students in preparatory schools in Egypt in the current academic year. This is done through identifying the advantages and the disadvantages of the actual implementation of this integration. Recommendations were elicited from the opinions of students and teachers for further improvement. This method was chosen because of the diversity of its tools and its focus not only on collecting data but also on analysing it to arrive at accurate results. The descriptive method examines the actual reality by providing an accurate and comprehensive picture of the phenomenon under study.

#### **Data collection tools:**

A mixed method was used in this research, where data was collected from questionnaire to the students and an interview to the teachers.

1. A questionnaire was conducted for students to evaluate the actual impact of integrating SA and FA on their academic achievement. It included closed-ended questions requiring specific answers, such as "FA helps me monitor continuously my academic progress during the course (agree - neutral – disagree)" and open-ended questions, such as "Your recommendations for improving the current assessment system." The



questionnaire helps quickly collect accurate and reliable data from a large number of students and give them a chance to express their personal experience. In addition, it provides flexibility in setting questions as closed-ended questions that provide specific answers, open-ended questions that provide in-depth, detailed insights, or both. Therefore, it was chosen because it is an effective tool for collecting data.

A semi-structured interview was conducted for teachers to find out the advantages and disadvantages of integrating assessments based on their actual application and their recommendations for improvement. It included closed-ended questions, like "Did you receive any training on how to effectively integrate FA with SA? (Yes-No)" and open-ended questions for teachers to answer, like "In your opinion, how can the challenges faced teachers be addressed and dealt with?". The interview also provides more in-depth and diverse data on the challenges and benefits of implementing the integration experience for teachers, as well as their recommendations for improvement. Therefore, combining these two tools provides an accurate and comprehensive picture of the actual reality of the integration experience.

### Sample and participants:

A stratified random sampling sample was selected from Almakrezy Governmental Language School, where the sample included:

Students: The number of students participating in the questionnaire reached 96 students from the preparatory stage, distributed among the academic classes as follows:

1. 44 students from the first preparatory stage.
2. 52 students from the second preparatory stage.
3. Teachers: Two English language teachers with a BA from the Faculty of Education, Ain Shams University, who work at Almakrezy

Governmental Language School and have more than 15 years of teaching experience, were selected for the interview.

### Data analysis method:

#### 1-Questionnaire:

- A. Closed questions will be analysed by using descriptive statistics, such as frequencies and percentages, which help identify the impact of the actual integration on students' academic achievement.
- B. Open-ended questions will be analysed by using thematic analysis, which will help in identifying the challenges of the new assessment system for students and their recommendations for improving it.

#### 2 - Interview:

Thematic analysis will be used to analyze teachers' responses, which will help in identifying the in-depth and detailed insights of their actual personal experience of the integration.

## 4. Results of Research

**Table (1): Average School Grade Distribution**

Grades	Count
89,5%-100%	61
70,5%-89%	34
70%-50,5%	1
0-50%	0
<b>Total</b>	<b>96</b>

61 out of 96 students scored grades from 89,5% - 100%, 34 out of 96 students scored grades from 70,5% - 89%, while one out of 96 student scored grades from 70%-50,5%, and none of them scored 0-50%.

**Table (2) Frequency of Formative Assessment used**

Frequency	Count
Weekly	54
Monthly	40
Daily	2
<b>Total</b>	<b>96</b>

54 out of 96 participants conduct FA weekly, 40 out of 96 students conduct FA monthly, and 2 out of 96 students conduct FA daily.

**Table (3) Types of Formative Assessment Used**

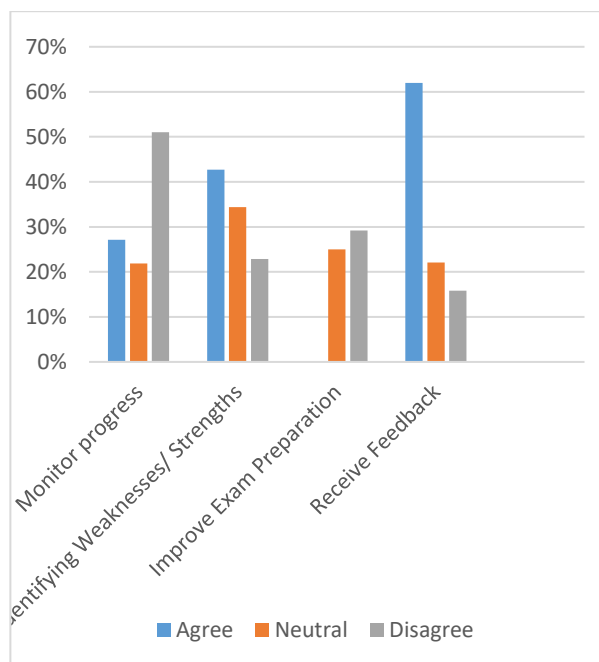
Assessment Type	Count	Percentage
Home Assignments	92	95,7%
Peer Assessment	25	26%
Classroom	30	31,2%
Discussions	45	46,9%
Quizzes		

92 out of 96 participants conduct that home assignments are used 95,7% of time, 45 out of 96 participants conduct that quizzes are used 46,9% times in classroom, 30 out of 96 participants conduct that classroom discussions are used 31,2 times, while 25 of participants conduct that Peer assessment is used only 26% times in classroom.

**Table (4) impact of FA on Academic Performance**

	Mean	Std Dev	Agree %	Neu 96al %	Disagree %
<b>Monitor progress</b>	2.01	2.18	27.1	21.9	51
<b>Identifying Weaknesses/ Strengths</b>	3.17	1.94	42.7	34.4	22.9
<b>Improve Exam Preparation</b>	3.18	1.82	38.5	41.7	19.8
<b>Receive Feedback</b>	3.77	1.83	62.1	22.1	15.8

The data showed that 27.1% of students agreed that FA helps them to monitor their academic progress, while 42.7% of them agreed that it helps in identifying their weaknesses and strengths. Also, it showed that 38.5% of them agree that FA helps them improve their preparation for final exams, and 62.1% reported that it helps them receive effective feedback.



**Figure (1) impact of FA on Academic Performance.**

**Table (5) impact of FA on students learning process**

	Mean	Std Dev	Agree%	Neutral %	Disagree %
<b>Critical Thinking</b>	2.48	1.99	26.3	38.9	34.7
<b>Improve Performance</b>	2.42	2.1	29.5	31.6	38.9
<b>Complete Learning Picture</b>	2.91	1.85	31.2	44.8	24
<b>Enjoyable Learning</b>	1.26	2	17.7	12.5	69.8

The data showed that 26.3% of students agreed that formative assessment helps in critical thinking, while 34.7 disagreed. Additionally, 29.5% of students agreed that FA helps them improve their performance, while 38.9% against that. Furthermore, 31.2% of students agreed that FA helps them understand the subject better, while 24% disagreed. Finally, 17.7% of students agreed that FA makes learning enjoyable, and 69.8% reported that they did not enjoy it.

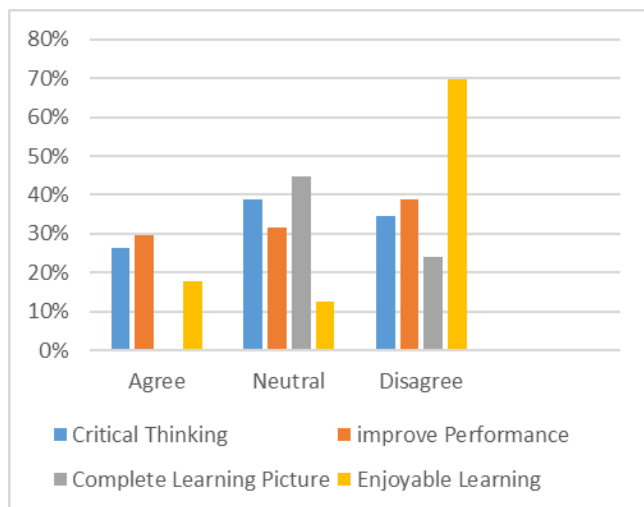


Figure (2) impact of FA on Students Learning Process

**Table (6) Effects of Integration on Students' Experience**

	Mean	Std Dev	Agree %	Neutral %	Disagree %
<b>Reduce Anxiety</b>	1.86	2.03	19.8	29.2	51
<b>Better Identification</b>	2.73	1.95	30.2	40.6	29.2
<b>Deepen Understanding</b>	3.07	2.02	42.4	31.5	26.1
<b>Clear Instructions</b>	2.48	1.99	26.1	39.1	34.8

The data in Table (6) shows that 19.8% of students who agree that the combination between FA and SA reduces anxiety. While 30.2% of students agree that it causes better identification in the academic achievement. It also shows the same percentage of 30.2% of them that it causes deepening understanding. And finally it shows 26.1% of them that it can help in making the instructions clear.

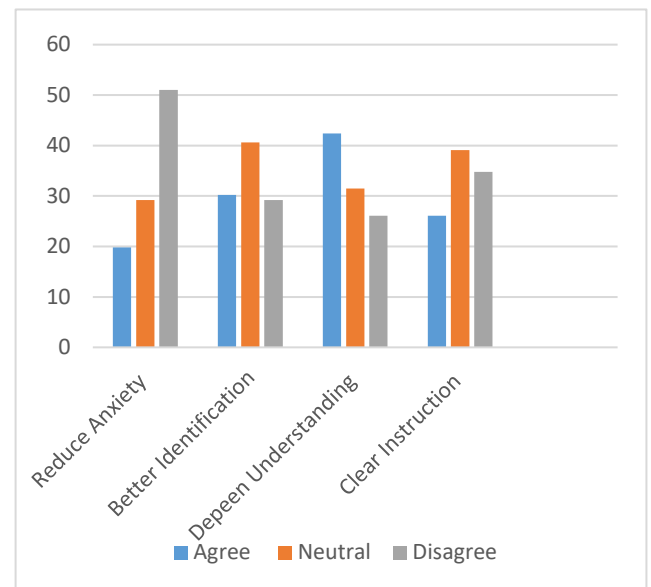


Figure (3) Effects of Integration on Students' Experience.

## 5. Interpretation of Results

**Table (1)**

categorizes the frequency of formative assessment use among groups of respondents. the most popular frequency (56.26%) that most responders conduct FA weekly, indicating that many teachers prefer assessing students on a regular basis rather than every day, while monthly assessments (41.67) that a significant portion of students use FA monthly, demonstrating a preference for less frequent assessment, possibly due to time constraints or curriculum structure and there are two out of 96 respondents (2.08%) employ FA daily suggest that most students could feel it unnecessary or impractical to conduct assessment every day.

**Table (2)**

Students' grades are displayed in various percentage ranges based on their performance: (61 students out of 96) Scored between 89.5% and 100%, Showing a high academic performance for the majority of students is possible due to many factors, like studying well for exams, while 34 students scored between 70.5% and 89%, indicating excellent but somewhat lower performance than the majority of students, and there is (1) student who scored between 50.5% and 70%, in which very few students fall into the lower grade. No students scored below 50%, indicating the overall performance was high or strong across the board, and these results show that most students performed well between the 70.5% and 100% range.

**Table (3)**

presents the FA types used in this study, and this question in the questionnaire allowed students to choose more than one answer. Home assessments were the most popular assessment type, where 92 students said used it in percentage (95.7%) , indicating that they were the dominant method and their importance in reinforcing learning; quizzes, 45 students said they used quizzes in percentage (46.7%), indicating that regular testing was a significant part of student assessment, while classroom discussions 30 students used it in percentage (31.2%), indicating a moderate amount of interactive learning and peer assessment; peer assessment was the least popular method, 25 students used it in percentage (26%), and it plays an important role in assessment, but it was indicated that peer assessment is not a primary method as other methods.

**Table(4)**

these percentages found some drawbacks in applying FA to students; they are shown by the large number of students who don't see that FA helps them monitor their progress. Also, there are close percentages about helping them improve their preparation for final exams. These opinions show that FA doesn't help students in these areas which, according to the previous studies we

discussed in the research, are among the most important roles of it.

Although there are some problems, there are a large number of students who strongly agree that formative assessment helps them receive effective feedback, and it is beneficial in identifying their strengths and weaknesses.

In fact, and according to much research on FA, all these areas are related to each other, and all results of each one depend on the others. For example, the difference in students' opinions about that FA doesn't help them effectively in monitoring their academic performance and about that it is useful for them in receiving continuous feedback and identifying their strengths and weaknesses, which helps them to improve their academic performance and improve their learning process continuously, indicates that the problem might be that the students are less certain that FA is useful in improving their academic performance through the continuous feedback it provides them with.

Another problem is that the way FA is applied to them is not effective enough to help them benefit from all its advantages.

**In Table (5)**

it is observed that varying perspectives on the effectiveness of FA in different aspects of learning. While some students see its benefits, others remain unsure or don't find it useful. 26.3% of students agree that FA helps in critical thinking, while 34.7% disagree. The results suggest that FA does not have a clear and strong impact on students' critical thinking skills. What is the impact of applying FA on students' academic performance? On academic performance about 29.5% of students agree that formative assessment helps them improve their achievements. And 38.9% disagree. The mixed replies indicate that FA might not be clearly enhancing students' performance. The fact that more students disagree suggests that FA is not making a noticeable difference or that students don't see its benefits. Furthermore 31.2% of students believe that FA helps them understand the subject better, and 24% disagree. These results indicate that its effectiveness is not clear to all students.

Additionally, only 17.7% of students agree that FA makes learning enjoyable, does FA help students in the prep stage enhance their learning process? The data indicates that FA does not significantly enhance the learning process in an enjoyable way for students in the prep stage. The fact that a large percentage (69.8%) do not find it enjoyable suggests that the way FA is implemented might be creating stress or workload on students rather than fostering engagement.

#### **In Table (6)**

According to the question of the impact of the actual implementation of integrating summative and FA, the table doesn't show a positive impact because the high percentage of disagree responses in reducing anxiety indicates that the integration might fail in reducing students' anxiety. The results regarding identification and understanding are mixed with a large neutral response, which means that the integration doesn't have a strong positive or negative impact. Also, most students didn't find the integrations clearer, so it can make the learning more difficult. This table doesn't measure academic achievement directly, but it can provide some factors that can influence it. For example: High anxiety can impact students' performance negatively, and it may obstruct their academic progress. In addition, unclear instructions can lead to confusion and lower achievement. When integration fails to help students by identifying better with the material, it results in a negative impact on academic performance.

So based on the table, the current integration method may impact negatively on the academic achievement due to the negative effects on anxiety, understanding, identification, and instruction clarity.

#### **Results of Open-Ended Questions Students' Recommendations**

1. The assessment system (Formative) should be monthly not weekly.
2. FA should be Homework assignment not quiz.

3. Reduce the Number of assessments of each subject.
4. FA should be at the level of the average student.
5. FA questions should be less difficult.
6. The percentage of FA grades should be lower and gradually increase.
7. The Teachers must make students aware of their mistakes in Assessments (provide them with feedback.)

#### **Challenges Students Face**

1. There are too many assessments and there is no time to study.
2. The number of assessments should be reduced.
3. FA should be at the level of the average student.
4. Difficulty of assessments questions and incorrect English words found in assessment questions.
5. Assessments make students feel stressed and pressured.
6. Assessment system is too long and doesn't match with the term time.
7. Assessments make students under pressure to attend school every day and this doesn't suit the circumstances of many students, such as a sick student.
8. The method of questions in assessment is very boring for students.
9. The large number of assessments prevent students from practicing their hobbies normally, so students don't study them passionately.



## Discussion

All these challenges have many causes may be go back to problems in applying FA on students, which causes these difficulties for them. For example, the frequency of FA. Most students face the problem of too many assessments like challenges (1,2,3,9). These may be due to the application of FA in schools focuses on frequent testing and assessment system not on the students and their learning process which may take all their time to solve homework and prepare for the next assessment. So, they do it just as a task to be done, they may not have enough time to study the materials well, and they can't practice their hobbies.

Also, we have the challenge of the assessments causing stress and pressure might go back to a lack of students' support; it's possible that students don't get enough help dealing with stress and anxiety. Also, students may become more stressed if the criteria of assessments are unclear. In addition, the challenge of the assessment system is long and doesn't match the duration of the term. Maybe this happens because the assessment schedule isn't well-planned. Moreover, the assessment system might lack flexibility with different circumstances. Furthermore, Assessment pressures students to attend school daily, which is problematic for sick students. Maybe this challenge goes back to overemphasis on attendance as a performance measure, and the assessment system might not accommodate students with health issues. In addition, the technology might not be used to provide remote assessment options. Moreover, the difficulty of assessment questions and difficulty of English words found in assessment questions. This challenge explains the fact that assessment questions are often too difficult; additionally, they might be written in a way that is hard to understand because of the complexity of the questions or because they contain difficult English vocabulary, which makes it harder to answer correctly. This can lead to confusion and low performance in exams. Also, the method of questioning in assessments is very boring for students. This

challenge points out that the way questions are structured in assessments is not engaging for students. Because Lack of variety: If all questions follow the same format (e.g., multiple-choice or fill-in-the-blanks), students might lose their Interest. Repetitive content: If students encounter similar questions repeatedly, they may feel bored if the questions are too theoretical and do not relate to real-life situations, which can negatively affect their motivation and performance.

## Interview Results:

The interview was with two English teachers responsible for the preparatory stage in Almakrezy Governmental Language School in Misr-Elgadedda. The interview provided separate questions that was assigned to each issue to make it easier for the teachers to express their opinions. Furthermore, the interview questions were designed based on the theoretical framework, to ensure that they flexibly reflect the reality of implementing the new assessment system. Ultimately, the interview was recorded in two ways: first, using a recorder to verify response later; and second by writing down the teachers' opinions verbatim as they wanted.

### **1. The positive impact of integrating both summative and formative assessments on students' performance according to the sample's opinion:**

1. Allow top students to practice a lot through the assessments' questions
2. Enhance students' knowledge retention through repeated exposure to the educational topics from the assessment's questions.
3. Provide valuable personalized feedback, which is tailored for each student's strengths and weaknesses.

### **2. Challenges**

### **A. Challenges students face after integrating SA and FA:**

1. Students are not interested in what they have learned from classroom performance or home assignments; they just want to finish them and get grades to succeed.
  2. The number of assessments is too many, and students have no enough time for studying.
  3. Students have no time to write down the required assessments, so they write the answers only in their notebooks.
  4. Printed-out assignments are not permitted, and it is a must to write them down.
  5. Reading comprehension texts cannot be written due to time constraints or printed, and it is very difficult for students to focus only on listening without the text in front of them.
  6. Questions provided on the platform of Ministry of Education have some errors without a review by the designated authorities, and it is difficult for students to understand and confusing for some of them.
  7. Excellent students are unsatisfied that they can have the same marks as their less skilled peers at the academic level.
  8. Continuous assessment has more grades (70%) than the final exam (30%), which represents more pressure on the student than necessary.
  9. The questions that students train on in the new assessment system are much easier than the questions of the final exams, and then students will eventually be surprised by the difficulty of the questions.
1. Teachers consider the distribution of the grades with the large number of students in the classroom is pressure on them, and a student can be aggrieved by them if they wrote grades wrongly.
  2. The teacher does not have enough time to write all these exercises for assessment on the whiteboard.
  3. There are not enough teachers in school or co-teachers to help students with different patterns of assessment.
  4. Students do not bring books with them to school, and the school environment doesn't support the use of interactive online materials.
  5. Teachers do not have teachers' guidance nor teachers' book, and the continuous of changing decisions affect their time and effort in classroom negatively.
  6. If the number of classes increases, it will wrongly affect the teachers even more because of poor staffing at school and the lack of educational structures.
  7. No one cares if the student understands the lesson well or not. All that matters is the presence of what is on the platform of the MOE in Students' notebooks.

### **B. Challenges teachers face in the new assessment system**

#### **3. Recommendations for improving the effectiveness of integrating formative and summative assessments:**

1. Build and expand the number of schools to accommodate the large number of students.
2. Increase the number of teachers.
3. Assign co-teachers to help the main teachers relieve their burden and workload pressure.
4. Provide innovative materials and useful online resources so that teachers can explain

from them easily instead of relying on a teacher's textbook.

5. Refine the curriculum's complexities and shortages to accommodate students' requirements, abilities, and study time.
6. Reduce the number of assessments to suit students' and teachers' abilities and time.
7. Reduce the percentage allocated to FA to 30% instead of 70% to limit the side effects of problems associated with this percentage.
8. Diversify FA questions and exercises to support and stimulate critical and creative thinking and problem-solving skills for students.
9. Schedule a specific day for implementing the assessments.
10. Creating alternative assessment methods that consider the current school environment, and that is going to be achieved by removing the issue of bureaucratic decisions in their execution.

For example, Teacher X suggests that instead of writing the comprehension passage on the whiteboard, the teacher reads it repeatedly to the students and writes only the questions on the whiteboard. Since neither the teacher nor the students are able to write the comprehension passage, because it is very difficult for them. In addition, there is not enough time for this. Therefore, the teacher assigns this alternative method to substitute the arbitrariness of the decision to another applicable one, which requires writing the assessments instead of printing them, without any violation to the law or the ministry decisions.

## Discussion of Results:

Previous studies have shown that combining formative and summative assessments can have a positive impact on students' academic performance. For example, the study of Mahshanian et al., (2019) found that combining

formative and summative assessments is the most effective approach for enhancing EFL learners' academic achievement. However, the interview with teachers in this study revealed that this system has not achieved the desired results. Most teachers expressed dissatisfaction with the current integration process. They justified their position with several main reasons, including:

## Challenges faced by students after Integration

Through the interview with teachers, several challenges students encountered after implementing the new assessment system. Many students are not truly interested in learning; instead, they only concentrate on finishing tests and earning passing grades, which is one of the main problems. This could be explained by the numerous assessments, which make students feel stressed by the large number of assignments they have to finish quickly and cause them to lose focus on understanding the material.

Additionally, teachers noted that the number of assessments is excessively high compared to the available study time, which results in increased academic pressure on students. Students must finish assignments by hand and are prohibited from printing them, which negatively impacting the quality of learning.

The fact that some students find it difficult to understand the questions on the educational platform due to errors that have not been reviewed by the relevant authorities is another issue that has been brought to light. This error may divert students' attention and reduce the validity of the assessments.

Additionally, teachers noticed that high-achieving students were unsatisfied with the way grades were distributed because lower-skilled students could receive the same grades because formative assessments made up 70% of the total and summative assessments made up 30%. High achievers may feel less motivated and less fairly assessed as a result of this discrepancy.

## Challenges faced by teachers

In addition to the challenges that students face, the new system means that teachers are under more pressure than ever before. According to them, distributing grades to a large number of students is an extra pressure, and grading the many assessments takes a significant amount of time, which adds to their stress levels.

Effective assessment planning and execution are further complicated by a lack of instructional materials and explicit teacher guidelines. Some teachers have observed that instructional decisions are often made without sufficient planning, which negatively impacts their capacity to effectively oversee the classroom.

The lack of teachers and co-teachers to help students complete different assessments is another discussed problem. This circumstance lessens the efficacy of formative assessments by disproportionately affecting students who require more assistance.

### **Teachers' recommendations**

Teachers' concerns were taken into consideration when formulating a list of recommendations for improving the new system. These recommendations include lowering the quantity of tests to accommodate teachers' and students' time constraints. FA should be reduced from 70% to 30% in order to lessen its detrimental effects on high-achieving pupils. To properly support the implementation of assessments, more teachers should be hired, along with assistants. Alternative assessment techniques that take into account the contemporary educational setting, like reducing the need for excessive handwriting or leveraging contemporary technologies, should be introduced to save more time and make the learning process much easier.

### **Benefits of integration**

Despite the difficulties, some teachers cited the advantages of combining formative and summative assessments. Excellent students can improve their problem-solving abilities by

practicing a large number of questions with this system. Because the same subjects are covered repeatedly through different assessments, it also helps to improve knowledge retention. FA also helps to provide each student with feedback. However, teachers participating in this research indicated that the implemented system has not attained the anticipated outcomes and they have demonstrated discontent with the existing integration method. Everything that has been changed in the assessment system has no benefit as long as it continues to be a heavy burden and pressure on the student and the teacher without providing the right educational environment and no real aids.

### **Recommendations of the study**

Based on the research results and data analysis, a set of challenges were identified facing students and teachers due to the incorrect implementation of integrating summative and formative assessment in learning process. Therefore, this study provides some recommendations to deal with these challenges in order to enhance the effective use of integrating summative and formative assessments.

### **Enhance the students' learning experience in the new assessment system**

1. Implement a system that provides students with specific feedback on their performance, allowing them to follow their progress and track their learning strategies.
2. Provide digital platforms and tools to facilitate interactive, engaging, and accessible assessments that help in maintaining learning process.
3. Design assessments that focus on students' progression of specific skills and competencies, enabling them to progress through the curriculum at their own pace. For example, rubric is usually used to measure students' performance in relation to a set of criteria or to encourage the

consistent application of learning standards, objectives, or expectations in the classroom.

4. In order to achieve a fair assessment strategy, prevent excellent students from being unsatisfied and ease the procedure for 1st and 2nd preparatory students, the 70% grading distribution applied to FA should be reconsidered.
5. Incorporate game design and interactive online materials are important in the learning progression to make the assessment process more enjoyable, motivating students to engage actively with the learning material.
6. A lot of classroom performances and home assignments make students stressed, therefore they should be less frequent to give them more time for studying.
7. Designed authorities should be established to review the questions before uploading on the platform because any mistakes could lead to confusion between students.

### **Supporting teachers toward the effective use of the new assessment system:**

1. Give teachers frequent training and assistance so they are able to better understand the advantages and difficulties of the integrated assessment system.
2. In order to foster accuracy and excellence, encourage educators to collaborate on the creation and administration of assessments by combining resources, knowledge, and best practices.

3. Provide courses that help teachers become more adept at assessment so they can design reliable, valid, and efficient tests that support learning goals.

4. As they negotiate the integrated assessment technique and deal with obstacles, both primary teachers and co-teachers should be present in order to raise the standard of assessment. In addition to easing workloads, having enough teachers in schools will guarantee that students receive fair and efficient learning quality.
5. Encourage an environment of creativity and quality by recognizing and rewarding teachers who show a remarkable dedication to putting the integrated assessment strategy into practice.

### **Limitations of the Study:**

**Settings:** This study is limited to students in the preparatory stage, in Cairo governorate. The methodology is applied only in one school, which is Almakrezy Governmental Language School and it may limit the implications of the research to other educational institutions with diverse learning environments and group of students.

**Time Duration:** Because the study was only carried out from September to April, it was not possible to gather long-term data or track changes over a longer length of time.

**Very low students' attendance rates:** The research implementation was hindered by the significant number of students' absence, which had an impact on the efficiency of data collection. Also, this was evident in the small sample number chosen. Not only 96 students were barely found from the 1st and the 2nd year, but also participants from the third year were excluded due to their total absence.

**Accessing students' grades data:** Researchers were unable to access all middle school students' academic grades needed because of administrative bureaucracy. This made it more difficult for them



to examine how the research directly affects students' performance. This challenge was solved by applying the interview to the teachers and the questionnaire to the students.

**Applying the questionnaire on the 1<sup>st</sup> and the 2<sup>nd</sup> year school students:** Some challenges were encountered by the researchers while applying the questionnaire, such as the students' inability to comprehend the questionnaire questions, which were written in English. To deal with this difficulty, the researchers read aloud and translated the questions to the students.

**Administrative and logistical challenges:** Challenges were encountered by facing a number of administrative difficulties when carrying out the field study, including getting the school administration's approval and getting the students ready for participation.

## **Methodology of the study:**

This study obtained Mixed-method research and relied on Questionnaire with students and interview with teachers to draw a meaningful conclusion and to strength the validity of the data.

## **Participants**

This study is limited to students in the preparatory stage. Only students in the first-and second- year were included in the study. A total number of 96 participants (44 first-year and 52 second-year preparatory students), this sample was selected randomly according to their availability and readiness to participate. In addition, the teachers' number was very limited, since only two English teachers took part in the interview because of the limited number of teachers responsible for the preparatory education stage.

## **6. Conclusion**

This research analyzed the impact of formative and summative assessment on the academic achievement of preparatory school students. The

research also attempts to fill the research gap that previous studies are not sufficient to clarify the effectiveness of integrating formative and summative assessments. Furthermore, and provided some recommendations to increase the effectiveness of integrating them and benefit correctly from this integration. Research results showed that despite the importance of FA and the integration between formative and summative assessments in improving students' academic performance, there are many problems that occur when they are applied in schools. The results showed first that FA has a very slight effect on students' performance and their learning process. It just helps them in identifying their weaknesses and strengths by providing continuous feedback, and in return, it fails to improve them in many areas, such as improving their performance, making learning more enjoyable and helping them think critically.

As for the integration between formative and summative assessments, it failed in all aspects. Although some previous studies have shown that the integration between them has great importance in improving students' academic performance, this failed due to many challenges that students faced when applying it to them, such as the large number of assessments, the difficulty of their questions, and the fact that some teachers don't give their students continuous feedback and the method of questioning is very boring to students due to the repetition of the format of the questions. The main reason for this failure is problems in the ways of applying them both to students. In conclusion, this research highlights the importance of integrating formative and summative assessments in improving students' academic achievement and provides some recommendations to attract teachers and policymakers' attention to apply the best assessment strategies to increase the effectiveness of this integration to improve students' academic performance.

## **Acknowledgement**

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## **Abbreviation**

FA: Formative Assessment.

SA: Summative Assessment.

DA: Diagnostic Assessment.

MOE: Ministry of Education.

AaL: Assessment as Learning.

AfL: Assessment for Learning.

AoL: Assessment of Learning.

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## Appendix

### The questionnaire:



Evaluating the impact of Summative and Formative Assessment on Academic Achievement of Preparatory School Students.

Habiba Samir Abdel-Moniem  
Habiba Atef Abdel-Megid  
Doaa Abdelrahman Ramadan  
Demiana Essam Abd El-Gabar  
Donia Ebrahim Ebrahim  
Doaa Mostafa Abdel-Fattah  
Rana Rafat kurdy

#### Supervisor

Marwa Mohammed Samir Al-Mogy  
Lecturer of Foundations of Education  
Faculty of Education, Ain Shams University

2025

#### Instructions:

Dear student.....

This questionnaire consists of 12 questions, and it based on 3-points scale as follows:

0= not agree

3- neutral

5-agree

After reading each question carefully, please select the appropriate response which best describes you. If you feel that more than one option applies to you, you may select the two answers that best reflect your opinion. Try to choose the response that represents your experience most of the time during this academic year. Be sure to read all the questions carefully before making your choice.

-The second part of this questionnaire consists of two open-ended questions.

Remember, dear student, that there is no right or wrong answer. The correct answer is the one that reflects your real actions toward the question. Dear student, please pay attention to:

- Fill out the initial data.
- Answer all questions and do not leave any unanswered, as these data are confidential and will only be used for scientific research purposes and not for any other purposes.
- Read all statements carefully and attentively.
- Place a checkmark (✓) in the box that applies to you.
- Do not place more than one checkmark in front of a single statement.

Dear students, We invite you to participate in a research study entitled (Evaluating the impact of Summative and Formative Assessment on Academic Achievement of Preparatory School Students) :

We are currently enrolled in Bachelor of Arts and Education (Preparatory and Secondary) Program, English Literature and Applied Linguistics at The Faculty of Education, Ain Shams University, we are in the process of writing our graduation project aims to evaluate the impact of summative and formative assessment on academic performance of preparatory school students and we recommend some strategies to combine between summative and Formative assessment for enhancing academic achievement .

The enclosed questionnaire has been designed to collect some information about the integration between summative and formative assessment and its impact on students' academic performance If you agree to participate in this project, please answer all the questions on the survey.

It should take no more than 30 minutes.

Participation in this survey is highly valued, but voluntary. Your confidentiality is protected, and your responses will only be used for scientific research purposes and not for any other purposes

**Thank you for your participation**

#### Personal Information

-Name (optional) : .....

-Grade:

☒ First

☐ Second

☐ Third

-Gender:

☒ Male

☐ Female

-Your average school grades of last semester:

☐ 0-50%

☐ 50,5%-70%

☐ 70,5%-89%

☒ 89,5%-100%

-Frequency of formative assessment:

☐ Daily

☒ Weekly

☒ Monthly

-What are the types of formative assessment you have :

☒ Home assignments

☐ Peer assessment

☐ Classroom discussion

☒ Quizzes

☐ Others.....

Questions	Agree	Neutral	Disagree
<b>Evaluating formative assessment:</b>			
1- Formative assessment helps me monitor continuously my academic progress during the course.		✓	
2- Formative assessments give me the chance to identify my strengths and weaknesses in my learning.	✓	✓	
3- Formative assessments help me continuously improve my preparation for final exams.	✓		
4- Formative assessments help me receive continuous feedback on my learning performance.	✓		
5- The exercises and tasks of formative assessment help me think critically and creatively.			✓
<b>Evaluating how combined formative and summative assessment influence my academic achievement :</b>			
6-Both summative and formative assessments helped me improve my academic performance.			✓
7-Integration of summative and formative assessments gives me a more complete picture of my learning progress.			✓
8-The combination of summative and formative assessments makes learning more enjoyable and attractive.			✓✓✓
9-Balancing between formative and summative assessments reduces my anxiety.			✓
10-Integration of summative and formative assessments this year helps me identify my strengths and weaknesses in learning better than last year		✓	

11-Integration of formative and summative assessments deepens my understanding of the material course.		✓	
12-The new assessment method provides me with clear instructions about how I am going to be assessed than the previous method .			✓

**-Open-ended questions:**

1-what are the challenges that face you in the new assessment system?

having to balance my hobby for programming, Voluntary activities and a weekly assignment, homework, and class work assignments for each subject while sleep takes 8 hours of my day studying could take 10 hours which doesn't leave me any time to improve in any other way than the scope of academics

2- your recommendations for improving the current assessment system:

1. having the option to print the papers saving half of the time  
 2. making it only twice a month rather than 4 times  
 3. removing that system from non-critical thinking subjects such as ICT, history, and any subject that is all about memorizing  
 4. having to put the student in a system with nothing about what he cares about and only general knowledge & academics which is fine and everyone should know math, science and all of these to live in a civilized country but it shouldn't be the only one with a kind of a force to not know but these.  
 and for putting over opinions in mind I am writing this in a notebook

## The interview:



### Personal Interview

#### Aimed at

#### Surveying Teachers' Opinions on the Impact of Integrating Summative and Formative Assessment on Academic Achievement of Preparatory School Students

Habiba Samir Abdel-Moniem

Habiba Atef Abdel-Megid

Doaa Abdelrahman Ramadan

Demiana Essam Abd El-Gabar

Donia Ebrahim Ebrahim

Doaa Mostafa Abdel-Fattah

Rana Rafat kurdy

Supervisor:

Dr. Marwa samir El mogy

PhD in English language department

Program: Bachelor's Degree in Arts and Education (Middle and Secondary School) with a specialization in English Literature and Applied Linguistics

2024/2025

An interview to familiarize teachers with the impact of integrating summative and formative assessment on academic achievement of preparatory school students

Dear participant,

Thank you for talking the time to participate in this interview, which aims to gather teachers' opinions on the impact of summative and formative assessment on academic achievement of preparatory school students. Assessment is an integral part of the educational process, contributing to improvement of student's academic performance by providing continuous and valuable feedback. Through this interview, we seek to understand how integrated these two types of assessments influence students' progress, motivation, and overall Learning effectiveness.

Please note that all responses in this study will be anonymous to protect the privacy and confidentiality of the participants; no identifying information, including names, locations, or specific details, will be shared; the data collected will be used exclusively for academic research purposes and presented in a manner that protects the identities of all participants. We greatly appreciate your cooperation and support. Thank you once again for your valuable contribution to this research.

#### Basic information:

- **Name (optional):**
- **Gender:**
  1. Male
  2. Female
- **College:**
  1. Faculty of education
  2. Faculty of Al-Alison
  3. Faculty of Arts
  4. Other: .....
- **Years of teaching experience:**
  1. Less than 5 years
  2. 5 – 10 years
  3. 11 – 15 years
  4. More than 15 years
- **Subject taught:**
  1. English
  2. Mathematics
  3. Social studies
  4. Other: .....

- **Educational Qualification:**

1. Bachelor's Degree
2. Master's Degree
3. PhD
4. Other: .....

- **Place of interview:**

- **Date of Interview:**

#### Interview Questions :

- Did you receive any training on how to effectively integrate formative assessment with summative assessment?  
☒ Yes  
☒ No
- How often do you use formative assessment with your students in the classroom?  
☒ Daily  
☒ Weekly  
☒ Monthly
- Do you provide students with continuous feedback on their academic performance?  
☒ Yes  
☒ No
- What are the different types of formative assessment that you usually use with your students?  
☒ Home assignments  
☒ Peer assessment  
☒ Classroom discussion  
☒ Quizzes  
☒ Other: .....
- In your opinion, do you think that formative assessment has a positive impact of students' academic achievement?  
☒ Yes  
☒ No
- In your opinion, what are the benefits of applying formative assessment on students' academic achievement in final tests?
- What are challenges that students faced after applying the integration of formative assessment with summative assessment?

- In your opinion, how can the challenges faced by students be addressed and dealt with?
- What are challenges that teachers face after applying the integration of formative assessment with summative assessment?
- In your opinion, how can the challenges faced by teachers be addressed and dealt with?

Thank you so much for your time and valuable contribution in this interview. As mentioned earlier, your responses will remain confidential and will be used solely for research purposes. If you have any further questions or need any clarification, feel free to contact me. Thanks again for your help with this research.