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Perspectives on assessment at school

Abstract: In this paper, different concepts of assessment in institutional education are taken into consideration. The analysis uses views and observations regarding assessment and grading characteristics at schools that are described by various authors. This at the same time means that the text is a generalised discussion and does not refer to a particular school system and its assessment policy. The discourse is inspired by a variety of solutions both within and outside Europe to seek a model of better practices in the field of assesment. The author of the paper does not intend to devise any systemic regulations. It is only an attempt of indicating solutions, which, due to a number of socio-economic conditions, may be chosen or modified in school practice. They can also be used merely as a theory which, when confronted with the experience of particular educational systems, can improve them in the future. These concepts represent the starting point for finding the answers to some of the dilemmas concerning the problem of assessing student's knowledge. This paper develops arguments and argues that summative assessment, which is based on objectively verifiable knowledge standards and on the indicators and assessment criteria derived from them, is well linked with and complemented by formative assessment. The latter is not confined to an assessment of student performance but, instead, documents a student's progress and the development of key personality characteristics that represent important objectives of every educational process. This implies that formative assessment should be understood as a supplement to summative assessment. The complementary and linking relationship between these two types of assessment could be used to provide more comprehensive guidelines for a student's individual development, as well as for the critical assessment of one's own learning process and knowledge acquired.

Keywords: formative assessment, summative assessment, reflection, didactic measurement, personality development

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Introduction

School assessment is a complex, multi-faceted, intricate and controversial process. Regardless of various discrepancies, a tendency to search for solutions that would effectively combine the advantages of different visions and approaches towards assessment is becoming more evident in didactic research (Dorn 2010; Earl 2012; Kozłowska 2002; Niemierko 2007; Noyce and Hickey 2011; William 2011). The majority of attention is devoted to the basic and well-known concepts, such as: formative assessment (i.e. continuing assessment) and summative assessment. Some research within this area of didactics aims to search for a common denominator and to find ways in which the assessment process at school can be made more effective. These concepts, summative and formative assessment, are neither a novelty nor a revolution. However, there has been an extensive search for a model of assessment that would allow for the most thorough appraisal of a student's knowledge and would, at the same time, develop the individual needs and abilities of a learner, leading to a comprehensive development of his or her personality. It seems that the suggested solution of combining the two ways of assessment can move the teaching and assessment practice towards meeting these expectations.

Summative assessment gives a concrete answer to the question regarding the achievement of the educational objectives, knowledge standards, the indicators and the student assessment criteria derived from them. Formative assessment, on the other hand, provides a student with current information about what he or she is already capable of doing and how to possibly fill in any of their knowledge gaps. It seems that most advantageous is the combination of formative and summative assessment which allows a student to demonstrate his or her achievements while also contributing to his or her broader development (cf. Ainsworth and Viegut 2006; Bennet 2011; William 2009; Szedzianis 2017; Briggs and Dominique 2013; Cowie and Bell 1999; Klenowski 2009; Creswell 2009). Consequently, this paper looks at assessment as a challenge, pointing to the objectives and the essence of this process. From this perspective, the main functions and effectiveness of assessment, as well as basic errors made by teachers during the assessment process, should also be analysed.

The essence of summative assessment is primarily to compare learning outcomes with the educational objectives and knowledge standards set by curriculum or syllabus. It may also cause the student to be classified in the class hierarchy. However, this can also lead to a hasty labelling of the student and the assessment can become an appraisal of the student's degree of adaptation to school discipline without demonstrating his or her actual knowledge and skills. An alternative to the assessment understood in this way could be the widest possible use of formative assessment, which provides continuous feedback on aquired knowledge or skills. Such an assessment also improves the quality of learning process. In this context, assessment also allows the learner to feel like a responsible participant and organiser of the learning process. Studies and research on the effects of summative and formative assessments are not new and this problem has been subject to a thorough analysis for a number of years. A research in New Zealand (Hattie 2009, Hattie and Anderman 2013) has attracted much attention recently. Based on the analysis of 1200 studies, the benefits of formative assessment have been formulated. The main positive characteristic of formative assessment is the ability to influence students' personal development, their sense of autonomy and responsibility for their own work. This change of the way of thinking is closely related to the changing role of the school which increasingly becomes a place of support for development and constructive criticism. Therefore it is worth making efforts to continually seek a balance between summative and formative assessment and combine their best elements in order to create an enriched appraisal system.

Major aims and the essence of the assessment process

Assessment, as an everyday work element for all teachers, is often interpreted as the process of diagnosing the knowledge, skills and abilities of students as well as of a teacher's own work. As a result, competence in the field of skills assessment is a basic condition for a correct diagnosis, defined as 'recognizing an object, event or situation in order to acquire precise information' (Okoń 2003, p. 48). In this context, assessment allows a teacher to determine and analyse the cognitive and motivational achievements of a student while taking into account various conditions (intelligence, memory, ambitions, willingness to acquire knowledge, individual skills and interests, etc.). It is these conditions that make the assessment and measurement of achievements throughout the learning process one of the most difficult elements of a teacher's work. At the same time, it should be noted that the consequences of assessment are multi-faceted—positive can serve as an incentive for the future work of a pupil, whereas a continuous lowering of grades or a lack of ability to find even the smallest success indicators can demotivate a student and become factors that inhibit the active participation of such students in classes (Brookhart 2007; Castoldi 2012). This is why it is worthwhile to consider systemic changes that would make it possible to eliminate at least some of the weaknesses in the process of assessment. These changes could move towards employing more psychologists and school pedagogues or counselors in order to help students dis-

cover their strengths. School pedagogues and psychologists could also show the teachers the most effective ways of passing on the knowledge and acquiring skills in relation to individual students. In addition, they could provide for a richer and fuller perspective of school assessment. Teachers should very precisely identify the aims of the assessment process itself. The main aim is to provide feedback to both students and teachers about the effectiveness of the learning process. Furthermore, it is also important that assessment increases the students' motivation for learning and development. This is mainly achieved by showing students the specific ways and techniques of cognitive work, as well as by presenting them with the contents required to operate the basic mechanisms of the didactic process (Niemierko 2007). Finally, the aim of assessment is to obtain the feedback that is necessary for teachers to determine which learning objectives have been achieved in a satisfactory manner. In this way, assessment becomes a source for both student and teacher reflections on their own work. For teachers, it also represents the starting point for modifying the ways of working with students.

The abilities to accurately recognise the level of student achievement and to reliably and objectively assess their achievements are among the most highly valued skills that teachers can possess in their working environments. However, assessing is an exceptionally complex didactic undertaking that does not only assume a necessity for the efficient and free use of an assessment theory by teachers due to its close relation to other teacher competences, such as interpersonal communication, motivation and creativity. In the assessment process, other didactic competences of teachers are also extremely important, including motivation and the ability to creatively formulate tasks and problems for students, as well as a whole range of competences within the area of interpersonal communication. After all, teachers are responsible for the climate of the assessment process and all the assessment consequences, both in the form of the applied grading scale and the continuous feedback directed at their students. The importance of the procedure of informing students about their assessment results, while respecting the rights of students obtained through privacy and personal data protection regulations, is also strongly emphasised. The way in which the assessment of a student is presented reflects the teacher's level of his or her professional maturity and, at the same time, of the level of his/her personal culture (e.g. the way in which opinions about a student are formulated and expressed, the ability to empathise, the ability to communicate by indicating successes first followed by the knowledge/skills gaps, and to focus critique on achievements and not on student's person, etc.).

A constant flow of information about the achievements of students forms the basis for flexible shaping of programs, courses and classes in the area of education. Students are stimulated to act when they understand and approve the goals and objectives set by their teacher. Hence, receiving feedback on the results and effects of work is necessary in each step of the didactic process for both students and their teachers. Strengthening student motivation by grading is a necessary but not always positive way of building the proper self-esteem of students. Such assessments may prove particularly important not only for students and their parents but also for other individuals involved in the educational process in further managing the fate

of students (Boyle and Charles 2010). It should also be remembered that teachers should be able to produce accurate diagnostic tools that enable them to assess the achievements of objectives in the most objective manner possible. This means that teachers should be able to develop appropriate measurement tools, based on a clear procedure for assessing achievements, expressed in the form of clear assessment criteria. Teachers should also know that written exams are only one of the many ways in which they can assess their students and that the ability to communicate opinions and judgments about their students is one of the most important assessment skill elements (Creswell 2009; Harris 2011). The presented aims and the essence of pedagogical competence in the field of assessment are attempts to accentuate the multi-aspect nature of the assessment process. This is, perhaps, why the discussion of various points of view on the school assessment process has been ongoing for many years and still remains open.

Selected points of view on the assessment process at school

Leading teacher competences in the area of assessment, such as creativity in preparation of measurement tools, ability to communicate grades and ability to reflect on their own work based on the school achievements and development of their students, point out the importance of assessment. That is why assessment should be designed to support the dialogue between teachers and students and their development, as well as the development of school as such. Assessment associated only with a conclusive opinion about student performance seems to be insufficient. Hence, it is worthwhile to look at the benefits of attempting to supplement summative assessment with formative assessment.

If such benefits turn out to be important for the didactic process of further research, it could then be worthwhile to make efforts to change the adopted assessment procedures and legal regulations. Due to the complementary nature of summative and formative ways of assessment, the benefits for all the educational process participants of combining them are most promising. Such a combination benefits all the learning outcomes' feedback recipients. The main recipients in this process are, of course, the students. The feedback resulting from a combination of summative and formative measures of assessment, in this context, is based on a structure that shows a very wide spectrum of knowledge and skills mastery levels. This spectrum contains a range of information that supports the student. The most significant skills and strengths of students develop during the educational process course. In this combinatory approach to assessment, the school as an institution ceases merely to be a place of knowledge acquisition. Instead, it becomes a place for self-reflection and for the reflection on the ways in which changes can be made to acquired information and skills (Popham 2008; Kožuh 2017; Niemierko 2007). It also becomes the place of discovery—of the world, of one's own abilities and of how to develop one's personality. Additional arguments that speak in favour of combining the two approaches to assessment (i.e. summative and formative assessment) are the provision of a competent introduction of students to the process of self-assessment

and the evaluation of others. Combining these approaches to assessment thus creates a possibility for a reliable final assessment that is supplemented by a holistic view of the students' knowledge. In this manner, the assessment does not only come from teachers but also from classmates, as well as from a student himself/herself, and is the result of his/her deep self-assessment and self-reflection. Students' learning competence is thus developed, and his or her personal development more broadly supported. In this respect, school becomes a place in which the competencies of students—related to the development of their own potential through a sense of autonomy, ability to make decisions and to reflect on personal progress—are tested and developed (Bennet 2011; Earl 2012; Ainsworth and Viegut 2006; Gallagher; Hipkins and Zohar 2012; Heritage 2013).

Complementing summative assessment and grading with formative assessment also imposes a different role on teachers. By skilfully combining both approaches to assessment, a teacher becomes a moderator of the learning process that supports student development and involves students in the search for creative solutions. Teachers' work on the approaches to assessment begins with setting educational objectives. It is at that point that a reflective teacher creates a matrix of expectations, answering the questions of what, when and how he or she will be assessing. This is how assessment is planned, taking place prior to starting the set objectives fulfilment process—i.e. before a teacher's first meeting with students. This assessment system planning stage is followed by the beginning of the objective achievement process with which the assessment process also begins (Niemierko 2007; William 2009; Mihaly and McCaffrey 2014; Kožuh 2017). This is done by analysing and evaluating the statements of the students participating in discussions, debates and brainstorming activities or working on the basis of any other educational technique. Here, the assessment most often takes on the form of commentaries made by teachers, their suggestions and opinions on how to solve problems, as well as the argumentation and counter-argumentation of the statements made by their students (Kozłowska 2002; Niemierko 2007; Crouch and Mazur 2001; Brophy 2002). At the same time, it should be emphasised that this final stage of assessment is constituted by the feedback about the effects of the teachers' work—i.e. the extent to which they have fulfilled the planned objectives during the education process. The assessment of students and, on this basis, the assessment of teachers, is the foundation for subsequent reflections on the work of both students and teachers as well as a source for future ideas on what and how to change in the educational process so that the results of the work are better and more valuable. From this perspective, the process of mere identifying of acquired knowledge is much narrower than the process of assessing students at school. This is because grading primarily aims to answer the question about the quality of the students' knowledge. It shows students their most significant achievements and, at the same time, reveals important gaps in their knowledge as well as possible ways to fill them in. It also identifies the strengths of each learner, showing them the ways to effectively control their acquired skills. This way of thinking about assessment at school can also become the basis for the reflection of teachers on their own work. It would make it easier for teachers to find the answer to the question

which work technique will allow their students to avoid mistakes. In turn, a change in the work quality of both students and teachers would contribute to a change in the quality of the way the entire school system works.

In the area of assessment, efforts are also being made to familiarise students with various ways of effective learning. This also supports the motivation and creativity of students, their curiosity about the world, creative thinking and the ease of adapting to change (Łukasik, Adamska-Staroń and Piasecka 2009). It should be emphasised that a student's self-esteem and ability to find an individual development path play a very important role in the assessment process. The assessment process also emphasises the importance of abilities such as: teamwork, interpersonal communication, purposeful action and taking the responsibility for the effects of one's own work. School assessment should preserve the ability to express any judgments, praises and opinions to students and other addressees of comments and assessments (William 2011; Sterna and Strzemieczny 2014; Shepard 2009; Leahy, Lyon, Thompson and William 2005).

A change in the way of thinking about assessing and, more specifically, about attempting to complement summative with formative assessment, may involve changing the students' mentality among other things. Students can be involved in self-assessment and self-control. Educational assessment is also an element of a teacher's didactic workshop, indicating to students the most effective ways of supporting their development (Crouch and Mazur 2001; Briggs and Dominique 2013). For a teacher, assessment is a systematic reflection of student work as well as a reflection of his/her own work. This reflection, in turn, determines the basis for planning didactic activities and classes with students and also serves as the foundation for student development, because the assessment, which documents a learner's development process, becomes the feedback for both parties involved in the didactic process (Kožuh 2017). By indicating the student's level of knowledge and skills mastery, the process of assessment thus becomes an indicator of student and teacher success during the didactic process. Nowadays, assessment should be understood even more broadly—as a mechanism that supports the work of schools and other institutions and, thus, as the operation process for the entire system of education. Such an understanding of the assessment process by all participants of the education process provides a great opportunity to elevate the quality of school work through the critical reflection of both teachers and students on their own work.

Function and efficiency of assessment

An analysis of deliberations on the subject of assessment and its role in the didactic process authorises the identification of some of the most frequently mentioned functions of the assessment process at school. The first of these is its diagnostic function (Niemierko 2007; Kozłowska 2002), which takes the form of preliminary findings and ongoing monitoring of student progress as well as of the individual student development process. This diagnostic function improves the activities of teachers and students, directing them towards the path of continuous

student development and leading to more effective results of student work. The second function indicated by the assessment process is the motivating function, also referred to as the function of activating students. Each student is an individual and each student reacts differently to stimuli; consequently, different ways of working can be motivating for different students. In order for the assessment process to be most effective, it is necessary for teachers to have rich knowledge of the individual interests and specific abilities of their students. Moreover, each specific student age group requires a different didactic approach and a different way through which a teacher can motivate and involve students in the process of acquiring skills and knowledge (Brophy 2002). A third function of the assessment process lies in its self-assessment and self-control function, which helps students evaluate themselves. This function requires a continuous cultivation of skills in the area of objective and reliable self-assessment of one's own activities—because the more accurate the self-appraisal is, the closer the actions taken on its basis are to the most effective achievements of the student. The preventive function is also mentioned among the more important functions of school grades and of the assessment process. It shows the students the possible directions for their improvement and for supplementing their deficits. This function also allows for an understanding of the shortage range regarding knowledge, skills and actual understanding of acquired knowledge. The preventive function shows students the content that they have not yet learnt but know or that they neither know nor realise they do not know. It effectively shows the tracks and paths students can take to reach the content that is not studied or is foreign to them. An extremely important function of assessment is also its prognostic function (William 2009; Kozłowska 2002; Niemierko 2007). This function allows for predicting the learning outcomes and achievements of students at successive levels of education. It, therefore, facilitates the decisions made by students and is helpful to and supportive for their parents and teachers in choosing the direction and scope of their further education. When formulating a list of postulates regarding the activities and school procedures related to the assessment process, it should be clearly emphasised that assessment should start with positives even if the dominating factor is going to be pointing out student mistakes. Assessment viewed from this perspective may be perceived as constructive criticism.

Beginning assessment by reminding students of their recent successes, even if they are very distant, would prove to students that teachers mainly remember successes not failures. Proper assessment should also include an opportunity to change or improve the assessment. It should be directed at activities or behaviours that a student can and is able to change. Assessment should take into account the needs of the recipient, that is, it should provide students with specific information about the areas of their ignorance—i.e. the lack of knowledge, information or skills—and the ways in which they can obtain the missing knowledge as well as where it should be looked for. Information about the time needed to improve their skills and knowledge, as well as the ways in which this can be done, is also valuable for students. Similarly, students should also be told when and how they can improve upon their current acquired skills and knowledge. Teachers should ensure that students can use different forms of presenting their achievements, including

the possibility of making written and oral statements (Balley and Heritage 2008; Sterna and Strzemieczny 2014). Individual predispositions of students can make it easier for one student to speak out verbally, while other students have greater success responding in written form. This is why it is so important for teachers to continuously develop their assessment skills in order to avoid mistakes in everyday didactic work.

Basic errors teachers make during the assessment process

Scientific theories regarding the assessment process are consistent with the analyses of teacher errors that occur during the education process. Weaknesses of assessment as a basic tool for documenting the development and progress of a student during the didactic process have long been an area of research (Hanushek and Rivkin 2010; Harris 2011). Such studies were mainly conducted in two directions: the first consisting of analysing the factors that affect a student's ability to formulate oral or written statements, and the second concerning the factors that are the result of a teacher's subjectivity or lack of a certain didactic competence (Kožuh 2017). Consequently, the analysis of such previous research conducted made the identification of factors that influence errors in assessment possible, which depend on the differing abilities of students and the subjectivism of teachers. Within the group of factors that are dependent, to a large extent, on student skills, it is necessary to indicate the intellectual capability of a student as well as his/her verbal abilities and emotional immunity. These include the students' use of language symbols, ease of expression, richness of vocabulary and the degree of their familiarity with the concepts used. Intellectual abilities of students, such as the ability to concentrate, individual emotional stability, ways of formulating thoughts and judgments, being able or unable to think in an analytical, synthetic, convergent, divergent and creative manner, are also important. The above mentioned abilities and competences are not equally developed in individual students. This is the main reason why high grades are often granted to students who speak without difficulty and successfully reproduce and formulate acquired content, or have the ability to speak fluently on any subject. Students who do not have well-developed verbal skills are in a different situation. When speaking, they often suspend their voice, searching for and choosing the right words. Some pupils have speech defects, involving stuttering or lisping. The manner of content presentation also plays a significant role here—the more it is in line with a teacher's expectations, the better grade a student can get. Emotional resistance, which is a very important component in this group of factors, is determined both by the teacher created climate and by a student's abilities. The second group of factors that distort student assessments are factors that result from a teacher's subjectivism or from the absence of other, broader didactic competences. The latter contains selected elements of the emotional generalisation phenomenon, such as the effect of having favourites—also called the halo effect, the effect of the first impression—as well as stereotypes, prejudices, self-checking prophecies and petrified expectations. Differentiation is among other

mistakes made by teachers during the assessment process—e.g. too large a differentiation of the rating scale—making it impossible to prepare consistent learner assessment. Consecutive errors include the error of contrast, the error of extreme grading, the error of the central tendency and the error of adjusting grades to the level of the class. Another important element affecting assessment distortion is the lack of teacher competence regarding the ability to construct measurement tools. An improperly prepared test does not objectively verify the full extent of the knowledge and skills of students. Sometimes, the test instructions are missing, sometimes the questions or instructions sound incomprehensible and, despite the knowledge they have, the students give incorrect answers. The use of tests should also be accompanied by caution and common sense, manifested, inter alia, through the resignation of the treatment of the test results as the final judgment on students. Navigating away from such an attitude allows teachers to consider tests as an important but not the only source of information about students. This point of view on didactic measurement makes it possible to perceive the results of school achievements as a starting point for seeking and gathering comprehensive knowledge about students.

Conclusion

Contemporary education challenges teachers in all areas of their work. In particular, many important tasks concern the area of assessment. Teachers should less frequently think about how to check the knowledge of students with tests and quizzes and should seek answers to the following questions more often instead: What conditions should be created for a student to learn effectively? How can students be made to feel responsible for their own learning? How can student emotions be engaged to support the overall effectiveness of learning? The presented perspective of assessment at school, which is a combination of summative and formative assessment, provides a chance to improve the contact between teachers and students and to make school the primary place for the personal development of its students. In accordance with this perspective of assessment, the ultimate objective of the school is to prepare students for the lifelong process of skill acquisition and for the continuous development of their strengths. Such an approach assigns the role of a locomotive to assessment, which pulls the process of education along the best tracks, adapting to the highest quality and speed.

This perspective of assessment is indispensable because it is difficult to change the functioning of a school without changing the philosophy of assessment. Assessment that is understood as the art of grading and determining what the student does not know has been obsolete for a long time. Assessment today is understood as a diagnosis of student achievements, that is, as a source of knowledge about the actual abilities of students. It also provides information about the abilities to apply acquired knowledge in different situations.

Assessment is increasingly treated as something that brings about the real development of students and the professional transformation of teachers; thus, it

prompts change in school quality itself. Contemporary understanding of assessment is—assessment *for* learning not assessment *of* learning. It presents a change from earlier forms of assessment that merely documented the degree of knowledge mastery only, to that of assessment which provides information about the entire development process of students. The assessment that is thus understood encourages students to analyse their own mistakes, to eliminate their shortcomings, as well as to search new areas for previously unknown information. This type of assessment explores the knowledge that students have about themselves and provides teachers with information about their development abilities as well as the direction of changes in didactic strategies. This approach to assessment has a great chance to strengthen the reflection and self-assessment skills of both students and teachers, thus becoming a lifelong learning strategy at different levels of education.

The most important change, however, is probably the change of the assessment model with the actions of teachers involving a combination of summative and formative approaches to assessment. This combination indicates a necessary transformation of student assessment into a more complete picture of student achievement. This involves a broader assessment perspective that highlights the knowledge gained and documents student abilities during the process of acquiring this knowledge. After all, one cannot fail to notice that a well-organised assessment process, registering the didactic achievements of students and thus also the achievements of teachers, together with all the above-mentioned advantages, enables the teachers to develop an extremely important didactic competence—which is flexibility in reacting to the learning process. This further involves skilful moving between theoretical concepts and not adhering to only one way of assessing the successful achievements of students. Such flexibility is manifested, inter alia, through the selection of various ways of assessment that activate students as well as through the development of a variety of didactic measurement tools that constitute feedback for both teachers and their students. Irrespective of the importance of assessment in the didactic process, it needs to be reiterated that it is the school, rather than the student assessment, that should stimulate the passion for learning and seek to constantly improve the student knowledge and skills resources. The transformations of the forms of assessment in the field of education should therefore resemble a journey from a place in which the pedagogy of memory and perceptual education continues on towards the land of pedagogy of expectations, which enables students to learn creatively, to search for knowledge independently and to choose their own, individual ways of development, discovering themselves and their own abilities along the way. This perception of the assessment process at school clearly indicates that teacher actions, which are based on different forms of assessment, are an integral part of didactic activities at every stage of the teaching process and in all areas of school activity. The teacher who uses summative assessment complemented by formative assessment can create more intentional and consistent lessons and make better use of time during the different lesson phases. In addition, being more aware of the purpose of their meetings with students, teachers would be able to better inform students about the assessment criteria, thus increasing student motivation and their involvement in the learning process. Furthermore,

using effective feedback, teachers provide guidance to their students to assist them in the process of modifying their actions while they themselves also receive tips to help shape and change their own work techniques. Using assessment criteria that have been explained and are familiar to students, teachers make their students feel more secure. This, in turn, means that students are not afraid to make mistakes, focusing on ensuring their best performance when completing a task and not on competing with other students.

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PERSPEKTIVE OCENJEVANJA V ŠOLI

Povzetek: V pričujočem besedilu razmišljamo o različnih zasnovah preverjanja in ocenjevanja znanja v institucionalnem izobraževanju. V svoji analizi se opiramo na poglede in spoznanja o značilnostih šolskega preverjanja in ocenjevanja kot jih opisujejo različni avtorji v mednarodnem prostoru. Ta spoznanja so izhodišče za iskanje odgovorov na nekatere dileme o preverjanju in ocenjevanju znanja v šoli. V besedilu tako razvijamo in strokovno utemeljujemo tezo, da bi moralo biti ocenjevanje znanja, ki sicer temelji na objektivno preverljivih standardih znanja ter iz teh izpeljanih opisnikov in kriterijev, vselej smiselno povezano tudi z dejavnostmi formativnega, procesnega preverjanja, za katerega je značilno, da se ne omejuje zgolj na ugotavljanje učenčeve storilnosti, pač pa tudi na njegov napredek in razvoj ključnih osebnostnih značilnosti – kar so prav tako pomembni cilji vsakega vzgojno-izobraževalnega procesa. Gre torej za tezo, da je treba formativno preverjanje razumeti kot komplementarno sumativnemu ocenjevanju znanja. Formativno preverjanje namreč lahko smiselno dopolnjuje sumativno ocenjevanje znanja, saj v večji meri lahko upošteva individualne potrebe učenca, mu nakazuje možnosti za lastno kakovostno učenje in razvoj, ga spodbuja k samoocenjevanju kot subjektivnemu kritičnemu vrednotenju lastnega učenja in znanja ter ga vodi k spoznanjem o tem, kako naj se uči, da bo uspešen in da mu bo učenje v veselje.

Ključne besede: formativno preverjanje, sumativno ocenjevanje znanja, refleksija, merjenje v didaktiki, razvoj osebnostnih značilnosti

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