

IRSTI 13.00.08

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FORMATIVE AND SUMMATIVE-ORIENTED CLASSROOM ASSESSMENT: A COMPARATIVE STUDY OF ENGLISH ACHIEVEMENT AND LEARNER PERCEPTIONS

Abstract. Assessment is a core component of the educational process. This study aims to compare English language achievement and students' perceptions of assessment between two classes: one oriented towards formative assessment and the other towards summative assessment. The study involved two pre-existing ninth-grade classes: a formative-oriented class and a summative-oriented class ($N = 50$). Data were collected through a Likert-scale questionnaire measuring feedback/motivation, self-regulation, and stress/pressure. Academic scores were obtained from school assessment records. The results of an independent samples t-test revealed a statistically significant difference in academic achievement favouring the formative-oriented classroom $t(48) = 2.95$, $p = .005$, $d = 0.83$. The findings showed differences between the two groups in academic achievement, feedback/motivation, self-regulation, and stress/pressure. According to the results summative-oriented group demonstrated considerably higher levels of stress whereas formative-oriented group of students shared higher feedback motivation and self-regulation. Therefore, students in the formative-oriented classroom demonstrated higher English achievement, motivation, and self-regulation than those in the summative-oriented classroom. These findings represent observed group differences rather than causal effects, because the study involved two pre-existing classes and did not include a pre-test.

Keywords: formative-oriented classroom, summative-oriented classroom, assessment, English language proficiency, secondary school learners, learner motivation, student anxiety, feedback

Introduction

Assessment is crucial in educational institutions, especially in English as a Foreign language (EFL) education. Two prevalent assessment paradigms are formative and summative assessment, which serve different but complementary functions in EFL education. These assessment techniques are used for a number of purposes such as monitoring students' progress, determining students' aptitudes, and guiding future teaching strategies. Formative assessment techniques are intended to monitor students' progress, identify areas of difficulty or misinterpretation, and guide instructional decisions to enhance learning results (Black & Wiliam, 1998; Greenstein, 2010). Summative assessment differs from formative assessment in terms of its characteristics and objectives and is commonly referred to as assessment of learning. Summative assessments take place at the conclusion of a learning period and offer an overall evaluation of student success in relation to predetermined standards or learning objectives, as claimed by Gronlund and Brookhart (2004) and Mogboh and Okoye (2019).

Although formative and summative assessments are frequently used in English language courses, there is little agreement on how different assessment approaches relate to long-term language ability. Summative evaluations are frequently given priority when making important decisions, yet they could not accurately represent a student's development over time. Although formative assessments play a crucial role in educational process, their relationship with academic achievement remains insufficiently explored. There is limited empirical evidence regarding how different assessment approaches are associated with students' academic performance.

Formative assessment, often described as assessment for learning, aims to support ongoing instructional adjustment and student self-regulation through feedback, monitoring, and low-stakes evaluation (Black & Wiliam, 1998; Hattie & Timperley, 2007). However, summative assessment, also known as evaluation of learning, is typically conducted at the end of a course and used for grading and certification (Gronlund & Brookhart, 2004).

Several scholars and professionals in the field of English language teaching have emphasized the central role of assessment in the learning process. According to Bachman and Palmer (2010), assessment provides evidence about learners' language abilities and supports educational decision-making.

According to Andrade and Brookhart (2020) and Panadero (2017), formative assessment supports learner autonomy, self-regulation, and active engagement in the learning process. Furthermore, Nicol and Macfarlane-Dick (2006) argue that formative assessment is associated with higher levels of learner motivation and self-monitoring, whereas summative assessment primarily serves evaluative and accountability purposes.

There is limited empirical evidence comparing formative-oriented and summative-oriented assessment approaches in secondary EFL contexts, particularly in Kazakhstan. For instance, scholars such as Black and Wiliam (1998) and Hattie and Timperley (2007) have shown that formative assessment has a positive impact on student achievement and motivation. Moreover, researchers such as Brown (2004) and Harlen (2005) have argued that summative assessment is important in assessing learning outcomes. However, most of these studies have examined formative and summative assessment separately. Such studies are particularly lacking in the context of EFL (English as a Foreign Language) in schools in Kazakhstan.

Thus, the purpose of this study is to compare formative-oriented and summative-oriented classroom assessment practices in relation to students' English language achievement and learner perceptions. The study also examines differences in reported motivation, self-regulation, and stress between the two classes.

The scientific novelty of this study lies in the empirical comparison of formative and summative-oriented classrooms in English lessons in secondary schools in Kazakhstan. The study also analyzed students' academic achievements together with psychological factors such as motivation, self-regulation and stress. The analysis examined group differences and associations between assessment scores and learner perceptions. For this purpose, this research will try to address the following questions:

1. Do students in the formative-oriented class achieve higher results in English outcomes than those in the summative-oriented class?
2. Do learners' perceptions of stress or pressure, self-regulation, and feedback, motivation alter across the two classes?
3. What are the relationships between the questionnaire subscales and students' English achievement and assessment outcomes?

Several scholars and professionals in the field of teaching English as a second language have characterized "assessment" as a crucial step in the teaching process. Brown (2004) defines assessment as the process of gathering information regarding students' aptitude for carrying out learning activities. In other words, assessment is how teachers collect information about their teaching strategies and students' progress. Furthermore, as it is impossible to imagine teaching without assessments, the assessment process is inextricably linked to instruction. According to Brown, assessment is related to testing. The distinction between the two is that the former is a continuous process that happens on a regular basis, whilst the latter happens at a specific moment in time.

Formative assessment refers to any activity that helps to inform learners of their progress towards an intended goal throughout the course of studying. This consists of some specific activity like open-response essays and performances in the form of poster or presentation or even project work. Further, feedback intended to help a learner progress also includes some closed form questions like multiple-choice questions which assist the learner in reflecting on their progress. Moreover, Summative

assessments include written tests and other graded tasks administered at the end of a unit, term, or semester.

Literature review

The following literature was reviewed to gain insights into previous research on formative and summative-oriented classroom assessment and their influence on student learning. This review of related literature has extensively helped the researchers to read about the current works done in the field. Assessment procedures used in the classroom might affect students' participation and interest. Effective classroom assessment should provide information that helps both teachers and students make decisions about learning and instruction (McMillan, 2018).

Several studies have demonstrated the positive impact of formative assessment on students' self-assessment skills and students' abilities. Recent research has shown formative assessment contributes to the development of students' reflective skills in elementary school (Turysbayeva et al., 2023). Furthermore, formative assessment and feedback develop students' self-monitoring, setting learning goals, choosing learning strategies, self-regulation. Thus, formative assessment is not only a tool for assessing progress, but also a mechanism for developing autonomous learning for students (Nicol & Macfarlane-Dick, 2006).

Kazakhstani research highlights the growing importance of assessment as a tool for supporting learning rather than merely measuring achievement. Recent research has shown that formative and criterion-referenced assessments help improve student achievement. These types of assessments allow teachers to monitor students' learning progress and accurately assess their achievements (Turganalina & Malone, 2023).

In the Kazakhstani context, Begimbetova et al. (2023) emphasize that formative and criterion-based assessment can improve the quality of classroom evaluation, although teachers often understand the theoretical principles better than they apply them in practice. This research provides a contextual basis for comparing English achievement across classrooms with different assessment approaches in Kazakhstani secondary schools.

Herppich et al. (2018) conceptualized teachers' assessment competence as a learnable, situation-specific professional competence that enables teachers to address assessment demands effectively. Their model integrates knowledge-, process-, and product-oriented perspectives on assessment and provides a theoretical basis for understanding the development of teachers' assessment competence.

Furthermore, research suggests that formative assessment and feedback can support learning through feedback provision and students' self-assessment and self-regulation (Black & Wiliam, 1998; Hattie & Timperley, 2007). In addition, recent evidence from EFL contexts indicates that formative assessment can positively influence learners' motivation and academic achievement (Zhang et al., 2025). As a result, students' motivation to learn is related to three basic psychological needs: autonomy – the ability of students to control their own learning, competence – the ability to be confident in their abilities and relatedness – the ability to feel connected to their teacher and classmates. Furthermore, Black and Wiliam (1998) claimed that offering ongoing feedback throughout the learning process, formative assessment greatly improves students' academic progress. Similarly, formative assessment helps students develop self-assessment skills (Andrade & Brookhart, 2020). However, Panadero (2017) argues that self-regulated learning is the process by which a student controls their own learning. It consists of 3 main stages: planning, monitoring, and reflection. It is often acknowledged that one important way that formative assessment affects learning outcomes is through self-regulated learning.

Effective feedback is one of the most important elements in student success. Hattie and Timperley (2007) claim that feedback enables students to recognize the discrepancy between their present performance and their intended learning objectives. Moreover, Nicol and Macfarlane-Dick (2006) argue that effective feedback helps students monitor and modify their learning processes, which in turn promotes self-regulation. Shute (2008) emphasizes that formative feedback should provide specific, supportive information that helps learners improve their understanding, with its effectiveness depending partly on learner characteristics and task demands.

Almost all studies have examined the benefits of formative assessment and its impact on self-regulation and the importance of feedback and its impact on learner affect. However, this area is understudied in the Kazakhstani context, with few specific comparative studies in EFL classrooms, especially among school students, and almost few examine achievement and learner perceptions in a single model. Therefore, this study not only fills this gap, but also provides evidence in the context of teaching English as a foreign language in Kazakhstan and demonstrates the relationship between the type of assessment, students' perceptions, and their academic achievement.

Methods and materials

Research design

This study employed a quantitative research design using a Likert-scale questionnaire and statistical analyses, including independent-samples t-tests and Pearson correlations. The study compared academic achievement and learner perceptions between two pre-existing classes with different classroom assessment approaches.

Participants

The study involved ninth-grade students from a comprehensive school in Almaty, Kazakhstan. The total sample consists of 50 students (9A, $n = 25$; 9B, $n = 25$). The participants of the study were between ages of 13 and 14. The main criteria for selecting participants were: experience in learning English, regular attendance at classes, and voluntary participation in the study. According to school records, both classes followed the same English curriculum, were taught using identical learning objectives and assessment criteria, and represented comparable educational backgrounds. No pre-test was administered; therefore, baseline equivalence in English achievement could not be established. The sample comprised 60% female and 40% male students.

Instruments

The study employed two main instruments. The first instrument was a 20-item Likert scale questionnaire to measure students' opinions of formative and summative assessment procedures, including motivation, self-control, feedback, and stress associated with assessments. The 20-item questionnaire was researcher-developed for the purposes of this study and was informed by the literature on formative and summative assessment, feedback, self-regulation, and assessment-related stress. The questionnaire was not subjected to independent construct-validation procedures; therefore, evidence of validity beyond internal consistency is limited. Accordingly, the questionnaire findings should be interpreted as exploratory.

The second data source consisted of students' academic scores obtained from school assessment records. The internal consistency of the questionnaire was assessed using Cronbach's alpha coefficient for each reported subscale and for the overall questionnaire. A 5-point Likert-scale questionnaire was used to assess students' perceptions of formative and summative assessment. Three subscales were examined: Feedback/Motivation (Q1, Q2, Q9, Q10), Self-Regulation (Q5, Q6, Q7), and Stress/Pressure (Q12, Q18). Subscale scores were calculated based on the items included in each respective subscale. Cronbach's alpha was calculated for each reported subscale and for the overall questionnaire. In addition, students' academic achievement was assessed based on formative assessment scores, summative assessment scores, and the final quarterly English achievement score. The primary academic achievement outcome was the overall quarterly English percentage recorded in the school's electronic gradebook (rather than a score from a separate common achievement test). Formative and summative assessment scores were additional gradebook indicators. The quarterly percentages were used for the between-class comparison; however, a common reporting scale alone does not establish equivalence of the underlying assessment tasks and grading procedures.

Data collection

The research work was carried out from April to May 2025 and lasted two months. All assignments, activities, and assessments were planned and implemented throughout the study. A class where assessment was conducted using a formative method included feedback, self-assessment and oral assignments. A class where assessment was conducted using a summative method used mainly large summative tasks. All tasks and lesson plans are provided in full in Appendix B.

Data analysis

Statistical analysis was conducted using software programme Jamovi version 2.6.45. Pearson correlation analysis was conducted to examine associations between questionnaire subscale scores and academic assessment scores. To ascertain the extent of group differences, effect sizes (Cohen's d) were also computed. Correlations were calculated for the pooled sample without controlling for classroom assessment condition and were interpreted as exploratory.

Ethical Considerations

Before the study, parents or legal guardians were informed about the study through the class supervisor via WhatsApp. Students took home consent forms that explained the purpose of the study, procedures, voluntary participation, and anonymity. Parents or legal representatives signed these forms, and students submitted them before the research began. Also, students were informed that participation was voluntary and that they could decline or withdraw without penalty. Student assent was also obtained from each participant after the study had been explained and before participation began. All questionnaires used in the research process were completed without collecting students' names. Students' names were replaced with participant codes (e.g., S1, S2, S3). These codes were used to link questionnaire responses with academic scores. Access to individual-level study data was restricted to the researcher. Students were identified by participant codes rather than names. The study was conducted solely within the school, without affiliation with a university or another research institution. Permission was obtained from the school administration. The school had no Research Ethics Committee, and no external REC/IRB review or formal exemption was obtained. Consequently, no ethics approval or exemption number was issued. Results were reported in aggregate form to protect participants' identities.

Results

Table 1

Reliability Analysis of the Questionnaire

Scale	Items	Cronbach α
Feedback / Motivation	Q1, Q2, Q9, Q10	.84
Self-Regulation	Q5, Q6, Q7	.79
Stress / Pressure	Q12, Q18	.76
Overall questionnaire	20 items	.82

Table 1 presents the reported internal consistency estimates for the three questionnaire subscales and the overall questionnaire.

Comparing the two classes (using an independent samples t -test), it was found that there was a significant difference between them. Class 9A (which used formative assessment) showed a higher score in the quarterly final result. However, class 9B (which used summative assessment) had a relatively lower result. As for the survey results, 9A students showed higher feedback and motivation, as well as better self-regulation skills, while class 9B had higher levels of stress and pressure. As a result, students in the formative-oriented classroom demonstrated higher academic performance and more positive perceptions than those in the summative-oriented classroom.

Table 2

Descriptive Statistics for Formative Assessment Scores

Class	N	M	SD	Min	Max
9A	25	19.26	3.32	13.3	24.7
9B	25	16.79	3.42	12.1	22.5

Table 2 shows higher recorded formative assessment scores in Class 9A ($M = 19.26$, $SD = 3.32$) than in Class 9B ($M = 16.79$, $SD = 3.42$). This difference does not establish that daily feedback caused higher scores.

Table 3*Descriptive Statistics for Summative Assessment Scores*

Class	N	Mean	SD	Min	Max
9A	25	40.09	7.24	27.1	50.0
9B	25	35.08	7.31	25.0	47.9

Table 3 shows higher recorded summative assessment scores in Class 9A ($M = 40.09$, $SD = 7.24$) than in Class 9B ($M = 35.08$, $SD = 7.31$). These results describe a between-class difference rather than an effect attributable to the assessment approach.

Table 4*Descriptive Statistics for Quarterly English Achievement*

Class	N	M	SD	Min	Max
9A	25	78.52	12.15	61	100
9B	25	68.16	12.69	53	94

As shown in Table 4, the formative-oriented class had a higher mean quarterly English achievement score ($M = 78.52$, $SD = 12.15$) than the summative-oriented class ($M = 68.16$, $SD = 12.69$).

Table 5*Independent Samples t-Test Comparing 9A and 9B*

Variable	9A M (SD)	9B M (SD)	t (48)	p	Cohen's d
Formative assessment	19.26 (3.32)	16.79 (3.42)	2.59	.013	0.73
Summative assessment	40.09 (7.24)	35.08 (7.31)	2.44	.019	0.69
Quarterly English achievement	78.52 (12.15)	68.16 (12.69)	2.95	.005	0.83

Students in the formative-oriented group had higher formative assessment scores than those in the summative-oriented group, $M = 19.26$ vs. 16.79 , $t(48) = 2.59$, $p = .013$, $d = 0.73$. Similarly, summative assessment scores were higher in the formative-oriented group, $M = 40.09$ vs. 35.08 , $t(48) = 2.44$, $p = .019$, $d = 0.69$. This difference was statistically significant. Overall, term results of both groups were 78.52 and 68.16 with significant difference ($p = .005$).

Table 6*Independent-Samples t Tests Comparing Students in Classes 9A and 9B*

Scale	9A (n = 25) M (SD)	9B (n = 25) M (SD)	t	p	Cohen's d
Feedback and Motivation	3.89 (0.55)	3.41 (0.64)	2.99	.004	0.82
Self-Regulation	3.42 (0.68)	2.98 (0.71)	2.45	.018	0.65
Stress and Pressure	2.76 (0.79)	3.32 (0.85)	-2.70	.009	0.71

Students in class 9A formative assessment-oriented classroom had higher levels of motivation and self-regulation, while students in class 9B had higher levels of stress. First, the mean score for the Feedback/Motivation indicator for class 9A was 3.89, while that for class 9B was 3.41. This difference is statistically significant ($p = .004$). Students in the formative-oriented group reported higher feedback/motivation scores than students in the summative-oriented group. Next, on the Self-Regulation indicator, class 9A scored 3.42, while class 9B scored 2.98. The results indicate that the formative-oriented group reported higher self-regulation scores. Overall, on the Stress and Pressure scale, class 9B had higher stress levels (3.32) and class 9A had lower stress levels (2.76). That is,

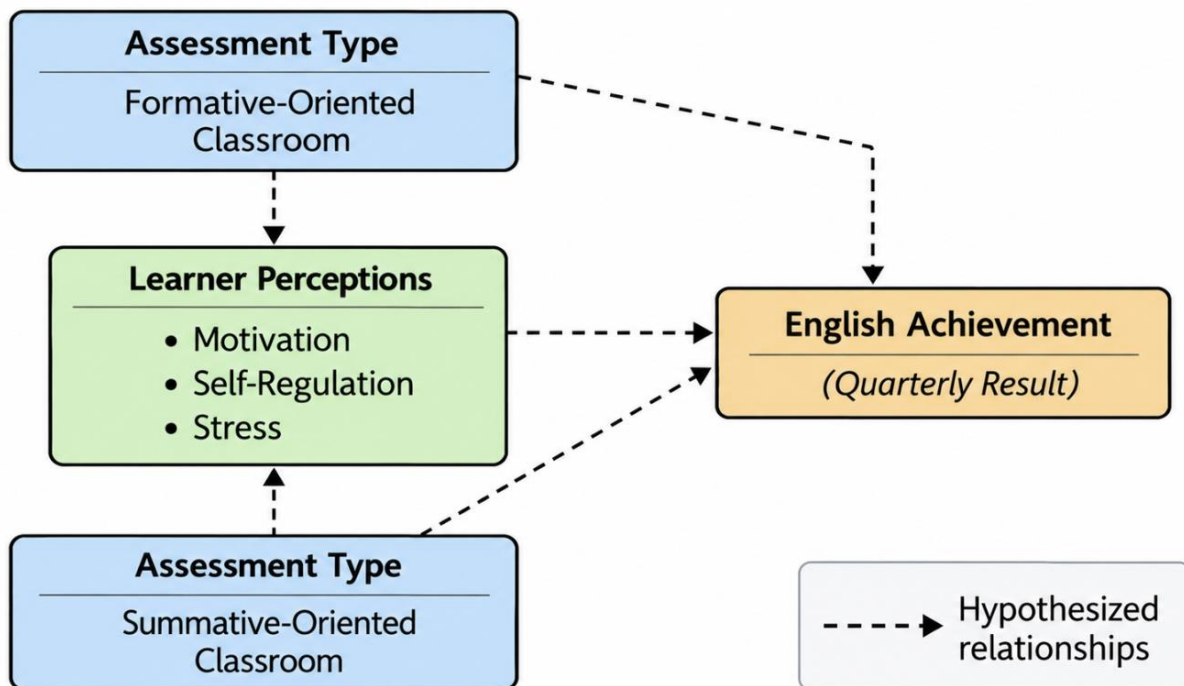
students in the class with the dominant summative assessment felt more pressure and anxiety. In conclusion, the results indicate that the formative-oriented group reported higher levels of motivation and self-regulation and lower levels of stress than the summative-oriented group. These findings should be interpreted as group differences rather than evidence of causal effects.

Table 7
Pearson Correlations of Assessment Components and Psychological Indicators

Variable 1	Variable 2	<i>r</i>	<i>p</i>
Feedback and Motivation	Percentage formative assessment	.46	< .001
Self-Regulation	Final %	.39	< .01
Stress and Pressure	Percentage summative assessment	.41	< .01

The correlations in Table 7 are exploratory. Because the analysis combined both classes without controlling for assessment condition, these associations may partly reflect between-class differences and should not be interpreted as independent of assessment condition or as causal effects. Higher formative assessment scores were positively associated with higher feedback/motivation scores ($r = .46, p < .001$). In addition, there was a positive correlation between Self-Regulation and Final % ($r = .39, p < .01$), indicating that students had higher overall academic performance. Correlation between Stress/Pressure and Summative Assessment (%SAC) ($r = .41, p < .01$). Questionnaire responses indicated higher reported feedback/motivation and self-regulation and lower reported stress/pressure in the formative-oriented class than in the summative-oriented class.

Figure 1
Conceptual framework of the study



The conceptual framework presents hypothesized relationships among assessment approach, academic achievement, and learner perceptions. These relationships are theoretical expectations rather than causal effects established by this study. It proposes that motivation and self-regulation

may be positively associated with academic achievement, whereas stress may be negatively associated with achievement.

Discussion

The formative-oriented class had higher recorded achievement scores than the summative-oriented class. This pattern is consistent with the emphasis on formative feedback discussed by Black and Wiliam (1998), but the present study does not establish that the assessment approach caused the observed differences. Students in the formative-oriented class reported higher feedback/motivation and self-regulation scores than those in the summative-oriented class. These differences do not establish that frequent quizzes or immediate feedback caused higher motivation or self-regulation.

Students in formative-oriented group regularly received short quizzes, activities, tasks designed to help them identify their strengths and areas of difficulty. This group received immediate feedback after each task and this finding is consistent with the work of Hattie and Timperley (2007), that feedback is a vital component of any formative assessment and one of the most potent influences on student learning.

According to questionnaire analysis, formative-oriented classroom students demonstrated higher levels of self-regulation feedback motivation while summative oriented classroom showed stress and pressure. This finding is consistent with the work of Black and Wiliam (1998), who argue that formative assessment enhances learning by giving timely feedback.

Summative assessment provides information about students' achievement at the end of a learning period. This is consistent with what Gronlund and Brookhart (2004) have argued – that summative assessment is necessary for certification and accountability in formal education systems. On the other hand, students in the formative-oriented class reported lower stress/pressure scores. Although Darabi Bazvand and Rasooli (2022) focused on fairness rather than stress, their findings highlight the importance of students' perceptions of fairness in summative assessment and the need to consider students' experiences when evaluating assessment practices. According to Nicol and Macfarlane-Dick (2006), self-regulation is essential in language learning, and it is best developed through formative assessment that provides feedback.

One limitation of the study is the absence of a pre-test, which limits causal interpretation of the findings. Therefore, the findings demonstrate associations between assessment approaches and student outcomes rather than definitive causal effects. This limits confidence in the direct comparability of the reported achievement scores.

The original participant-level questionnaire responses have not been retained and are no longer available. Consequently, the questionnaire scoring, reliability estimates, and analyses involving questionnaire responses could not be independently verified or recalculated during revision. This limits the verifiability of the questionnaire-based findings.

The observed differences warrant further investigation of classroom assessment practices using baseline measures and a design that better accounts for differences between classes. Future research could also examine whether incorporating formative assessment into summative decisions supports fairness, validity, and alignment with communicative language teaching principles.

Conclusion

Assessment plays a very important role in students' lives because it provides them with feedback and grades to improve their learning, which influences their future education and career choices. Therefore, teachers need to adapt their teaching and assessment methods. Summative assessments should be used for comparison and formative assessments to improve feedback and learning. The findings of this study suggest that formative assessment may be associated with higher academic achievement, greater learner motivation, and stronger self-regulation compared with a summative-oriented assessment approach. In general, students in the formative assessment group reported more positive academic results and more favourable learning experiences. These results suggest that formative assessment, which offers ongoing feedback and encourages student participation, might be a useful part of teaching process.

The findings suggest that students in the formative assessment group generally achieved higher scores and reported stronger engagement than those in the summative-oriented group.

In conclusion, students in the formative assessment group performed better than their peers in the summative-oriented classroom, indicating that formative assessments are strongly associated with academic development. Student grades and questionnaire responses showed differences in academic achievement and learner perceptions between the two classes. Students in the formative-oriented group reported lower levels of stress and higher levels of motivation and self-regulation; however, these findings do not establish that regular feedback caused these differences. Formative assessments are intended to support ongoing learning while summative exams provide a summary of standardized, outcome-based learning.

Overall, the findings indicate that formative-oriented assessment was associated with higher student achievement, motivation, and self-regulation compared with the summative-oriented classroom. Given the quasi-experimental design and the absence of a pre-test, these findings should be interpreted as observed group differences rather than evidence that formative assessment caused these outcomes.

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ҚАЛЫПТАСТЫРУШЫ ЖӘНЕ ЖИЫНТЫҚ БАҒАЛАУҒА БАҒДАРЛАНҒАН СЫНЫПТАРДАҒЫ БАҒАЛАУ: АҒЫЛШЫН ТІЛІ БОЙЫНША ОҚУ ЖЕТІСТІКТЕРІ МЕН ОҚУШЫЛАРДЫҢ БАҒАЛАУДЫ ҚАБЫЛДАУЫН САЛЫСТЫРМАЛЫ ЗЕРТТЕУ

Аңдатпа. Бұл зерттеудің мақсаты — қалыптастырушы және жиынтық бағалауға бағдарланған екі сыныптағы оқушылардың ағылшын тілі бойынша оқу жетістіктері мен бағалауды қабылдау ерекшеліктерін салыстыру. Зерттеуге бұрыннан қалыптасқан екі тоғызыншы сынып қатысты: бір сынып қалыптастырушы бағалауға, екіншісі жиынтық бағалауға бағдарланған ($N = 50$). Деректер кері байланыс/мотивация, өзін-өзі реттеу және стресс/қысым көрсеткіштерін өлшейтін Ликерт шкаласына негізделген сауалнама арқылы жиналды. Оқу жетістіктерінің балдары мектептің бағалау деректерінен алынды. Тәуелсіз іріктемелерге арналған t -тест нәтижелері екі сыныптың оқу жетістіктері арасында статистикалық тұрғыдан мәнді айырмашылық бар екенін көрсетті, бұл ретте қалыптастырушы бағалауға бағдарланған сыныптың көрсеткіштері жоғары болды, $t(48) = 2.95$, $p = .005$, $d = 0.83$. Қалыптастырушы бағалауға бағдарланған сыныптағы оқушылардың оқу жетістіктері, кері байланыс/мотивация және өзін-өзі реттеу көрсеткіштері жоғары, ал стресс/қысым көрсеткіштері төмен болды. Жиынтық бағалауға бағдарланған сынып оқушылары стресс/қысымның жоғары деңгейін көрсетсе, қалыптастырушы бағалауға бағдарланған сынып оқушылары кері байланыс/мотивация мен өзін-өзі реттеудің жоғары деңгейін көрсетті. Бұл нәтижелер себеп-салдарлық әсерлерді емес, топтар арасында байқалған айырмашылықтарды көрсетеді, өйткені зерттеу бұрыннан қалыптасқан екі сыныпта жүргізіліп, алдын ала тестілеу қарастырылмаған.

Түйін сөздер: қалыптастырушы бағалауға бағдарланған сынып, жиынтық бағалауға бағдарланған сынып, бағалау, ағылшын тілін меңгеру деңгейі, орта мектеп оқушылары, оқушы мотивациясы, оқушы мазасыздығы, кері байланыс

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ОЦЕНИВАНИЕ В КЛАССАХ С ФОРМАТИВНОЙ И СУММАТИВНОЙ ОРИЕНТАЦИЕЙ: СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ УЧЕБНЫХ ДОСТИЖЕНИЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ И ВОСПРИЯТИЯ ОЦЕНИВАНИЯ УЧАЩИМИСЯ

Аннотация. Оценивание является неотъемлемой составляющей образовательного процесса. Цель исследования — сравнить учебные достижения по английскому языку и особенности восприятия оценивания учащимися двух классов. В исследовании приняли участие два ранее сформированных девятых класса: один — с ориентацией на формативное оценивание, другой — на суммативное оценивание ($N = 50$). Данные были собраны с помощью анкеты на основе шкалы Ликерта, измеряющей показатели обратной связи/мотивации, саморегуляции и стресса/давления. Баллы учебных достижений были получены из школьной документации по оцениванию. Результаты независимого t -критерия показали статистически значимое различие в учебных достижениях между двумя классами при этом более высокие показатели наблюдались в классе, ориентированном на формативное оценивание $t(48) = 2,95$, $p = 0,005$, $d = 0,83$. Учащиеся класса, ориентированного на формативное оценивание, продемонстрировали более высокие показатели учебных достижений, обратной связи/мотивации и саморегуляции и более низкие показатели стресса/давления. Согласно результатам, учащиеся класса, ориентированного на суммативное оценивание, продемонстрировала значительно более высокий уровень стресса, в то время как группа учащихся, ориентированная на формативное оценивание, продемонстрировали более высокие показатели обратной связи/мотивации и саморегуляции. Эти результаты отражают наблюдаемые межгрупповые различия, а не причинно-следственные эффекты, поскольку исследование проводилось в двух ранее сформированных классах и не предусматривало предварительного тестирования.

Ключевые слова: класс ориентированный на формативное оценивание, класс, ориентированный на суммативное оценивание, оценивание, уровень владения английским языком, учащиеся средней школы, мотивация учащихся, тревожность учащихся, обратная связь

Received 11 March 2026

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