Formative Assessment Practice: Insight into Three Latvian Universities

Alla Anohina-Naumeca[1,2], Anzela Jurane-Bremane[2]
[1]*Riga Technical University*, [2]*University of Latvia*

***Abstract* – Taking into account that formative assessment promotes learning and there is a lack of evaluation data on such type of assessment in Latvian institutions of higher education, at the beginning of 2015 the research was undertaken with the aim of investigating the assessment practice of university lecturers. The questionnaire was used as the main research instrument. The paper presents the analysis of data on three Latvian largest universities: Riga Stradiņš University, Riga Technical University, and University of Latvia. Conclusions are made about assessment purposes, ways of use of assessment information, frequency of grading, feedback types, and other assessment aspects.**

***Keywords* – feedback, formative assessment, higher education, questionnaire.**

I. Introduction

Within the last 17 years since publishing of the study presented in [1], formative assessment became a hot topic in educational debates and research. One of the reasons for such a situation is the development of views that assessment should match the understanding of learning, which nowadays is associated with a constructivist approach to learning [2]. The constructivist approach advocates activities and methods of knowledge assessment which focus on learning and active construction of knowledge. The fact that formative assessment promotes learning is well-established in publications over the last 20 years [3]–[7]. Feedback or information about the current state of students' learning is an integral part of formative assessment. An activity becomes a formative activity when feedback is used for making adjustments of the study process with the aim of satisfying students' current learning needs [8].

The learning paradigm of 21st century emphasizes the significance of formative assessment in the teaching–learning process at any educational level, including higher education [9]–[10]. Despite the fact that the United Kingdom is one of the leading countries in the research and practical implementation of formative assessment and there exist a huge number of studies on this type of assessment, several authors emphasize the insufficient integration of formative assessment in the study process of institutions of higher education. Reference [11] indicates that formative assessment almost is not practiced and feedback from lecturers is slow and little meaningful. As a result, university students express great dissatisfaction about feedback [12]. As possible reasons for such a situation some authors mention the dominating position of summative assessment due to the pressure from the governmental institutions, the modularization of study programs in higher education, and promotion of mass education [13]–[16].

In Latvia, research on the university lecturers' practice of formative assessment has not been conducted so far. The paper presents results of the first such study which was undertaken in February 2015 by offering the teaching staff of all Latvian universities to fill-in a questionnaire about their assessment practice. The results discussed in the paper focus on three Latvian institutions of higher education: Riga Stradiņš University (RSU), Riga Technical University (RTU), and University of Latvia (UL), which are the largest Latvian universities covering the whole spectrum of scientific disciplines – health care (RSU), engineering (RTU), and humanities, sciences, and social sciences (UL).

The paper is structured as follows. Section II explains the main concepts of formative assessment. Section III discusses the method and the sample of the research. The analysis of data acquired through the questionnaire together with the discussion of results is presented in Section IV. Conclusions are given at the end of the paper.

II. Formative Assessment

A lot of definitions of formative assessment or assessment for learning are given in literature, for example, [2], [7], [15], [17]–[22]. Their summarization allows defining of formative assessment as a process which can be described by the following attributes [23]:

- Purposes: using assessment information for making adjustments in the study process a) to improve students' learning, b) to increase students' achievement levels, and c) to increase the quality of the teacher's work;
- Time span: during the ongoing study process;
- Participants: student, student group, lecturer;
- Implementation forms: any (observations, questions, discussions, projects, homework, etc.);
- Integral parts:
  - obligatory: precisely defined study goals, learning outcomes, and assessment criteria; feedback both to the lecturer and to students; adjustment of the study process through the lecturer's and/or students' actions according to feedback;
  - desired: self-assessment and peer assessment;
- Essential characteristics: regular and grade-free.

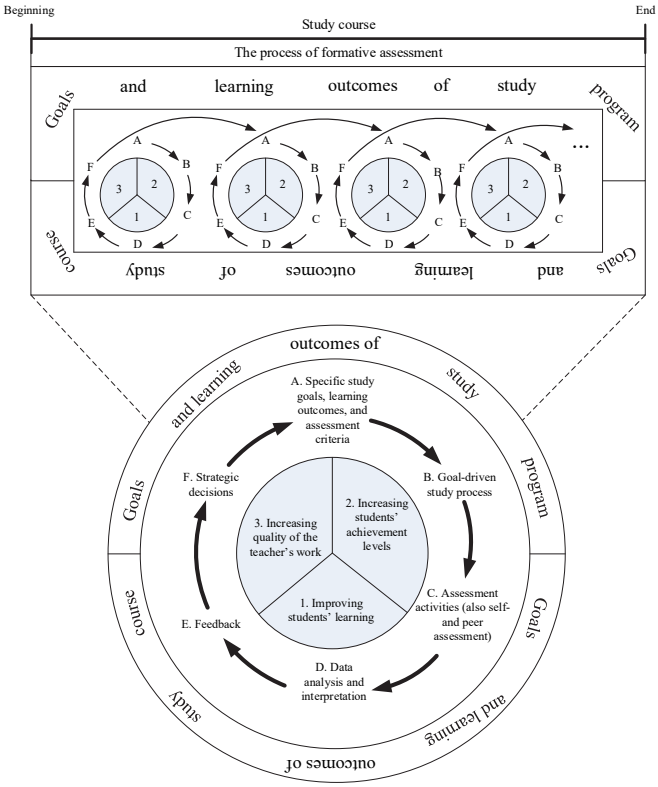

Fig. 1. The process of formative assessment.

To achieve the main purposes mentioned above, formative assessment is implemented as a cyclic process which includes the following activities of the lecturer (Fig. 1):

a) defining study goals, learning outcomes, and assessment criteria specific for an ongoing study episode;
b) implementation of the study process, taking into account the previously defined goals;
c) implementation of assessment activities (inter alia self- and peer assessment) with the aim of acquiring information about students' learning and teaching effectiveness;
d) analysis and interpretation of data acquired during assessment activities;
e) development of feedback and its delivery to students;
f) making strategic decisions in relation to actions which should be performed in the next steps of the study process;
g) returning to the definition of study goals, learning outcomes, and assessment criteria, taking into account the decisions made in relation to remediation of the study process.

The defined activities should be implemented, taking into account both goals and learning outcomes of the study course and the study program.

Thus, a distinctive feature of formative assessment is the use of information obtained in assessment activities for making adjustments in the ongoing study process. This information which is called feedback is acquired by comparing student's current performance with the pre-defined study goals, learning outcomes, and assessment criteria. In reality, it is nothing more than the information about the gap between the current and the desired state of student's learning. Effective feedback should include both information about the correctness of student's answer/solution, explanation of possible mistakes, and instructions for the next steps in the study process [22], [24].

Adjustments in the study process is a consequence of actions which could be performed by the lecturer, a student, or both according to feedback. In general, adjustments can be implemented at several levels, including [25]:

a) immediate instructional adjustments (adjustments in the ongoing lecture or practical class);
b) near-future instructional adjustments (adjustments in the next few study episodes, for example, in the next couple of lectures or practical classes);
c) last-chance instructional adjustments (adjustments before the end of the ongoing study process or any its part).

Nowadays self-assessment and peer assessment is considered to be components of formative assessment because they offer a way of involving students in the assessment [15]. On the basis of the known assessment criteria, in self-assessment students independently judge the quality of their own work while in peer assessment they judge works of their peers [26]. These activities also promote learning, increase students' understanding of assessment, study goals, and learning outcomes, as well as develop students' autonomy, responsibility for learning, and self-assessment skills. However, they demand additional training and preparation of students to develop assessment skills and to become aware of assessment procedures and standards.

III. Research Method and Sample

To acquire data about the assessment practice of the teaching staff of Latvian institutions of higher education, a questionnaire was developed and distributed by e-mail to lecturers of all Latvian universities (both public and private) in accordance with a list of universities published in the report on the Latvian higher education [27]. The questionnaire included nine questions about the assessment and five general questions (gender, higher education institution, academic position, years of teaching practice, and a thematic group of the study program). The questionnaire was filled-in by 285 lecturers from 21 universities.

The total number of respondents from the universities analyzed in this paper was 172 with the following distribution: RSU – 51, RTU – 69, and UL – 52. Their description is presented below:

- gender: female – 56 %, male – 44 %;
- academic position: assistant – 10 %, assistant professor – 25 %, associate professor – 15 %, leading researcher – 3 %, lecturer – 23 %, professor – 16 %, researcher – 8 %;
- years of teaching practice: 1–5 – 24 %, 6–10 – 19 %, 11–15 – 13 %, 16–20 – 13 %, 21–25 – 8 %, 26–30 – 7 %, 31–35 – 5 %, 36–40 – 2 %, 41–45 – 5 %, 46–50 – 3 %.

The same characteristics for each university separately are given in Table I.

TABLE I

CHARACTERISTICS OF THE SAMPLE

Characteristic and its values	RSU (%)	RTU (%)	UL (%)
Gender			
female	76	39	60
male	24	61	40
Academic position			
assistant	25	4	2
assistant professor	37	20	19
associate professor	10	16	19
leading researcher	0	4	4
lecturer	24	17	29
professor	4	25	17
researcher	0	13	10
Years of teaching practice			
1–5	26	25	19
6–10	20	23	13
11–15	16	9	17
16–20	14	9	19
21–25	8	4	12
26–30	6	7	8
31–35	4	7	4
36–40	0	4	2
41–45	4	7	4
46–50	2	4	2

TABLE II

THE QUESTION "WHY DO YOU MAKE ASSESSMENT IN YOUR STUDY COURSES?"

University	Answer category	% of answers
RSU	Necessity (most often externally imposed)	29
	Control (knowledge/skills/achievement)	27
	Feedback	22
RTU	Control (knowledge/skills/achievement)	41
	Necessity (most often externally imposed)	39
	Improvement of lecturer's work	17
UL	Necessity (most often externally imposed)	59
	Control (knowledge/skills/achievement)	19
	Students' motivation	15

IV. RESULTS AND DISCUSSION

At the beginning of the questionnaire, an open-ended question was presented to lecturers: "Why do you make assessment in your study courses?" This was an only open-ended question. The answers obtained allowed the identification of 12 categories. Some categories were divided into sub-categories. There was an answer from lecturers of the analyzed universities almost in each category. Table II specifies three the most often chosen categories of answers.

The results show that the first two most often chosen categories are not related to promotion of learning. This could indicate that the assessment for learning is not an integral part of teaching practice. Most probably, the reason for such a situation is the fact that the assessment is a mandatory requirement of any formal education system. It is regulated by the rules of the Cabinet of Ministers [28]–[29] in institutions of higher education in Latvia. However, it should be noted that the third category the most often chosen by lecturers (independently from the university) is a component of formative assessment that could indicate that some features of formative assessment are presented in the study process in Latvian universities. There were several lecturers from each university (RSU – 5, RTU – 3, UL – 7) who recognized that they do not understand the question. This could point out to the fact that lecturers did not get used to think about purposes of daily work processes.

The next question in the multiple choice form asked lecturers about goals of the use of information acquired in the assessment (Table III). It was possible to choose any number of items from the offered response options. The analysis of answers revealed that more than 60 % of teaching staff use the assessment information for identifying the achieved learning outcomes and grading of students. This fully corresponds to summative assessment. At the same time, in all three universities the provision of feedback to students is carried out more than in 70 % of cases. Considering the possibility to use the assessment information for making adjustments in the study process, adjustments in the study course of the next study year were most often selected by lecturers. This does not allow achieving one of the purposes of formative assessment – promotion of students' learning in the ongoing study process. Among adjustments most closely related to formative assessment, more than 50 % of lecturers chose near-future adjustments while immediate instructional adjustments and last-chance adjustments are implemented in up to 30 % of cases, with the exception of RSU where immediate instructional adjustments are made by more than 31 % of the lecturers. Thus, the results show that the assessment information almost is not used for adjustments of the study process taking into account students' current learning needs. It is also important to note that more than in 58 % of cases, the assessment information is used to obtain an overall impression about the situation in the study process, which is a fully passive activity without any consequences for the ongoing study process.

TABLE III

THE QUESTION "WHAT ARE PURPOSES YOU USE STUDENTS' ASSESSMENT INFORMATION FOR?"

Answer	RSU (%)	RTU (%)	UL (%)
Immediate instructional adjustments	31	17	25
Near-future instructional adjustments	51	51	58
Last-chance instructional adjustments	29	22	25
Adjustments in the study course of the next study year	71	57	79
Provision of feedback to students	73	71	77
Acquiring the overall impression on students' progress, learning difficulties, weak and strong sides without the use of this information for making adjustments in the study process	69	70	58
Identifying the achieved learning outcomes and grading of students	63	65	88

TABLE IV

THE QUESTION "WHAT INFORMATION DO YOU OFFER TO STUDENTS WHEN YOU DO NOT ASSIGN MARKS, SCORES, OR OTHER SUMMATIVE VALUES (ALSO PASS/FAIL)?"

Answer	RSU (%)	RTU (%)	UL (%)
Information about the correctness of answer/solution	48	55	48
The correct answer/solution	32	30	37
Location of mistakes	40	30	37
Explanations why the answer/solution is wrong	60	70	33
Instructions how to get the right answer/solution	60	48	33
Recommendations for improvement of performance in future	40	52	37

TABLE V

THE QUESTION "WHAT ADDITIONAL INFORMATION DO YOU OFFER TO STUDENTS WHEN YOU ASSIGN MARKS, SCORES, OR OTHER SUMMATIVE VALUES (ALSO PASS/FAIL)?"

Answer	RSU (%)	RTU (%)	UL (%)
Information about the correctness of answer/solution	63	61	75
The correct answer/solution	35	25	40
Location of mistakes	43	43	60
Explanations why the answer/solution is wrong	71	57	69
Instructions how to get the right answer/solution	41	48	37
Recommendations for improvement of performance in future	61	45	44

TABLE VI

THE QUESTION "HOW DO YOU INVOLVE STUDENTS IN THE ASSESSMENT PROCESS?"

Answer	RSU (%)	RTU (%)	UL (%)
Informing students about the developed assessment criteria	75	74	92
Defining assessment criteria together with students	20	7	15
Giving students an opportunity to assess their work using the developed set of assessment criteria	31	9	27
Giving students an opportunity to assess their peer works using the developed set of assessment criteria	35	22	42
Defining learning goals and expected outcomes together with students	29	12	13
Discussing with students future performance after receiving feedback	51	49	35

The third question in the multiple choice form asked lecturers to select one answer which characterizes the most precisely how often they make grading of students using marks, scores, or other summative values (also pass/fail). In more than 50 % of cases it occurs every time when lecturers offer an assessment activity and this is a common trend for all three universities (RSU – 51 %, RTU – 52 %, UL – 67 %). This again highlights the dominance of summative assessment in the study process. Up to 30 % of lecturers grade students only in some assessment activities (RSU – 25 %, RTU – 28 %, UL – 27 %) or only in the final assessment activities (RSU – 24 %, RTU – 20 %, UL – 25 %).

The next two multiple choice questions presented lecturers a list of different kinds of information and a possibility to choose any number of items to indicate what kind of additional information students receive when grading is not undertaken (Table IV) and when they are graded (Table V). The fourth question was offered only to lecturers who did not select an option "Every time when an assessment activity is offered to students" in the previous question. As a result, the number of respondents was the following: RSU – 25, RTU – 33, and UL – 17.

In the grade-free assessment, an information about correctness of student's answer/solution falls under the first three most often chosen options (independently from the university). In case of RSU, students receive also explanations why the answer/solution is wrong and instructions how to get the right answer/solution. In the context of RTU, both explanations and recommendations for improving future performance are provided to students. The all previously mentioned aspects are closely related to formative assessment and could be used for improving learning. However, such features of formative feedback as explanations and instructions were chosen by lecturers of UL only in 33 % of cases. In the mentioned university, students most often receive the correct answer/solution together with highlighted mistakes and recommendations for improving performance in future.

Performing students' grading, lecturers (independently from the university) provide students with explanations of why their answer/solution is wrong and the general information on the correctness of the answer/solution. In case of RSU, the mentioned aspects are supplemented by recommendations for improvement of performance in future, while in the case of RTU – by instructions how to get the right answer/solution. Lecturers of UL chose highlighting of mistakes as the third most common aspect. However, it should be noted that despite the dominance of summative assessment, students get the information which they could use for improvement of learning.

The sixth question allowed the teaching staff to choose any number of items which characterize how lecturers involve students in the assessment process (Table VI). It should be noted that, in general, students are not considered to be partners in the assessment because (independently from the university) presentation of the lecturer's developed assessment criteria is most often mentioned as the main aspect of involvement. In case of RSU and RTU, around 50 % of the teaching staff discuss with students the future performance after receiving of feedback. This aspect was chosen only by 35 % of lecturers from UL. In RSU and UL, more than 30 % of the teaching staff offer students peer assessment activities which are considered to be one of the components of formative assessment. In case of RTU, all items related to formative assessment (i.e. definition of learning goals, expected outcomes, and assessment criteria together with students, peer assessment, and self-assessment) were chosen by the smallest number of lecturers.

The next question presented lecturers with 11 activities (Table VII) which are related to formative assessment and are commonly mentioned in the theory and research [3], [15], [30]. For each activity, lecturers indicated whether they carry out it in their study courses or not. Results show that the most

commonly used activity is asking questions during lecturing. This allows concluding that lectures are still the dominating organizational form in Latvian universities. However, in case of RSU, there are a little bit more lecturers who, during classes, discuss with students the completed works. This is the second most frequently chosen activity by lecturers of two other universities (RTU and UL). Moreover, discussion on the assessment criteria and the expected learning outcomes and the use of sample works are used by more than half of the teaching staff at each university. However, it is surprisingly that nobody chose the use of rubrics, as well as only a small number of lecturers recognized that they offer students opportunity to self-assess a work before its submission and encourage students to plan further activities after receiving of feedback.

Performing evaluation of their own understanding of formative assessment, 41 % of lecturers pointed out that they do not understand what is formative assessment (RSU – 31 %, RTU – 45 %, UL – 46 %) and 30 % – that their knowledge is insufficient (RSU – 37 %, RTU – 32 %, UL – 19 %). Only a quarter of lecturers consider that their knowledge is good (RSU – 31 %, RT U – 20 %, UL – 25 %), and only 4 % have excellent knowledge (RSU – 0 %, RTU – 3 %, UL – 10 %). Therefore, there is a lack of necessary knowledge on formative assessment among the teaching staff of the analyzed universities.

TABLE VII

THE QUESTION "INDICATE IF YOU MAKE ACTIONS DESCRIBED IN EACH STATEMENT!"

Answer	RSU (%)	RTU (%)	UL (%)
During classes, I discuss with students the completed individual or group works	92	87	75
I ask questions during lecturing	88	97	94
I offer students a possibility to re-submit the work after receiving feedback on the draft	55	61	60
I use rubrics	0	0	0
Before submitting their work, I offer students a possibility to identify strengths and weaknesses of their work taking into account assessment criteria	14	10	10
I offer students a possibility to view other students' works before submission in order to get opinion of peers	24	13	17
I use portfolios which include students' reflection	18	17	23
I give students sample works to help students to understand the standard	63	68	69
During classes, I spend time for discussion on assessment criteria and standards (expected outcomes)	80	61	63
I ask students what kind of feedback is the most useful for them	71	48	38
I ask students to create a list of future actions after receiving of feedback	22	10	13

The last question was not presented to those lecturers who ticked the option "I don't understand what is formative assessment" in the previous question. So, the number of respondents for the ninth question was the following: RSU – 35, RTU – 38, and UL – 28. Fourteen statements about formative assessment were presented to the teaching staff. Lecturers should evaluate them using a Likert-type response scale with values "strongly disagree", "disagree", "neutral", "agree", and "strongly agree". Performing the analysis of results, it was considered that if a statement is right then both answers "strongly agree" and "agree" are accepted as appropriate responses. The same is valid for wrong statements and the answer options "disagree" and "strongly disagree". The answer "neutral" was not considered as a valid answer, and it was assumed that it points out that lecturers do not understand whether a statement is related to formative assessment or not. Two lecturers from RSU, two from RTU, and four from UL marked all statements as "neutral". All statements were correctly evaluated by two lecturers from RSU and one from RTU. One lecturer from UL correctly evaluated 12 from 14 statements. It should be noted that for each statement the most often chosen responses were "agree"/"disagree" which assume some doubts of lecturers about their knowledge and understanding of formative assessment. Table VIII includes statements which were most often correctly evaluated by the teaching staff of each university. It shows the total number of answers (%), as well as the number of strongly agreed and agreed answers. Two statements "Formative assessment is assessment of learning" and "Formative assessment assumes grading of students" were most often evaluated incorrectly. The next follows the statement "The lecturer has a role of controller but students – the role of controlled units".

TABLE VIII

THE QUESTION "EVALUATE YOUR OWN AGREEMENT WITH EACH STATEMENT ON FORMATIVE ASSESSMENT!"

University	Statement	% of answers	Number of strongly agreed answers	Number of agreed answers
RSU	Formative assessment (FA) helps to clarify what is a good performance	61	6	25
	FA assumes cooperation between lecturer and students	57	13	16
	FA assesses the learning process and progress	57	11	18
RTU	FA provides the descriptive feedback to students	46	17	15
	FA assumes cooperation between lecturer and students	45	12	19
	FA is associated with adjustments of the ongoing study process	45	9	22
LU	FA provides the descriptive feedback to students	46	9	15
	FA assesses the learning process and progress	44	9	14
	FA is assessment for learning	40	10	11

V. Conclusion

Thus, the results of the research clearly show that summative assessment still has a dominating position in the study process of Latvian universities. As a consequence, lecturers perceive the assessment as an externally imposed necessity and do not consider students as partners in the assessment process.

Only some features of formative assessment are presented in the study process. They are mostly related to the provision of feedback to students and near-future adjustments in the study process. It is positively that feedback includes explanations about the correctness of student's answer/solution together with instructions how to get the right answer/solution or recommendations for improvement of performance in future. This is the information which could be used by students for improvement of their learning process.

It is obvious that the teaching staff lacks or has insufficient knowledge on formative assessment. However, the fact that some features of formative assessment are observable in the study process allows thinking that by activating lecturers' mutual discussion and providing appropriate professional development courses, formative assessment has the potential to become an everyday practice of lecturers' pedagogical activity.

In case of RSU, aspects of formative assessment were chosen more frequently than in the other two institutions of higher education. This could be related to specifics of the university (health care study programs) where to acquire the necessary knowledge, skills, and understanding are especially essential for the future professional activity of students.

The sample size and the known drawbacks of the research instrument (questionnaire) determine the possible limitations of the research presented in the paper.

Despite the fact that the research results are not quite optimistic, the authors of the paper believe that the teaching staff who participated in the research has developed at least some interest in formative assessment as well as started to think more about possible purposes and goals of the assessment process in their practice.

References

1. P. Black and D. Wiliam, Assessment and classroom learning, *Assessment in Education: Principles, Policy & Practice,* vol. 5, iss. 1, pp. 7–74, 1998.
2. B. Bell and B. Cowie, *Formative assessment and science education*. New York: Kluwer Academic Publishers, 2002.
3. D. J. Nicol and D. Macfarlane-Dick, D, Formative assessment and self-regulated learning: A model and seven principles of good feedback practice, *Studies in Higher Education*, vol. 31, iss. 2, pp. 199–218, 2006.
4. P. Black, The nature and value of formative assessment for learning. *Improving Schools*, vol. 6, iss. 7, pp. 7–22, 2003.
5. D. R. Sadler, Formative assessment: Revisiting the territory. *Assessment in Education*, vol. 5, iss. 1, pp. 77–84, 1998.
6. M. Yorke, Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. *Higher Education*, vol. 45, iss. 4, pp. 477–501, 2003.
7. D. R. Sadler, Formative assessment and the design of instructional systems. *Instructional Science*, vol. 18, iss. 2, pp. 119–44, 1989.
8. P. Black, C. Harrison, C. Lee, B. Marshall and D. Wiliam, *Assessment for learning: Putting it into practice*. Berkshire: Open University Press, 2003.
9. R. B. Barr and J. Tagg, From teaching to learning – a new paradigm for undergraduate education. *Change*, vol. 27, iss. 6, pp. 13–25, 1995.
10. E. W. Gordon, L. Aber and D. Berliner, Changing paradigms for education. *Assessment, Teaching, and Learning*, vol. 2, iss. 2, 2012.
11. W. Hornby, Dogs, stars, rolls royces and old double decker buses: Efficiency and effectiveness in assessment. *Reflections on Assessment*, pp. 15–29, 2005.
12. J. Laight, M. Asghar and A. Aslett-Bentley, Investigating conceptions and practice of formative assessment in Higher Education. *Literacy and Computer Education Journal*, vol. 1, iss. 3, pp. 192–199, 2010.
13. D. Boud, Sustainable assessment: Rethinking assessment for the learning society. *Studies in Continuing Education*, vol. 22, iss. 2, pp. 151–167, 2000.
14. D. Boud and N. Falchikov, Redesigning assessment for learning beyond higher education. *Research and Development in Higher Education*, vol. 28, pp. 34–41, 2005.
15. A. Irons, *Enhancing learning through formative assessment*. Oxon: Routledge, 2008.
16. M. Yorke, Formative assessment and student success. *Reflections on assessment*, pp. 125–137, 2005.
17. P. Black and D. Wiliam, Inside the black box: Raising standarts through classroom assessment. *Phi Delta Kappan*, pp. 139–148, 1998.
18. J. Chappuis, *Seven strategies of assessment for learning*. Portland: Pearson Assessment Training Institute, 2009.
19. G. J. Cizek, An introduction to formative assessment: History, characteristics, and challenges. in *Handbook of Formative Assessment*, H. L. Andrade and G. J. Cizek, Eds. New York: Routledge, 2010, pp. 3–15.
20. L. Greenstein, *What teachers really need to know about formative assessment*. Alexandria: ASCD, 2010.
21. M. Heritage, Formative assessment: What do teachers need to know and do? *Phi Delta Kappan*, vol. 89, iss. 2, pp. 140–145, 2007.
22. C. M. Moss and S. M. Brookhart, *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria: ASCD, 2009.
23. A. Anohina-Naumeca, Justifying the usage of concept mapping as a tool for the formative assessment of the structural knowledge of engineering students. *Knowledge Management & E-Learning: An International Journal*, vol. 7, iss. 1, pp. 56–72, 2015.
24. V. J. Shute, *Focus on formative feedback*. 2007. [Online]. Available: http://www.ets.org/Media/Research/pdf/RR-07-11.pdf [Accessed: June 14, 2015]
25. W. J. Popham, *Transformative assessment in action: An inside look at applying the process*. Alexandria: ASCD, 2011.
26. N. Falchikov and J. Goldfinch, Student peer assessment in Higher Education: A meta-analysis comparing peer and teacher marks. *Review of Educational Research*, vol. 70, iss. 3, pp. 287–322, 2000.
27. Izglītības un zinātnes ministrija, Pārskats par Latvijas augstāko izglītību 2014. gadā, 2015. [Online]. Available: http://www.izm.gov.lv/images/statistika/augst_izgl/12.pdf [Accessed: June 14, 2015]
28. Latvijas Republikas Ministru kabinets, Ministru kabineta noteikumi Nr. 240 – Noteikumi par valsts akadēmiskās izglītības standartu, 2014. [Online]. Available: http://likumi.lv/doc.php?id=266187 [Accessed: June 14, 2015]
29. Latvijas Republikas Ministru kabinets, Ministru kabineta noteikumi Nr. 512 – Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu, 2014. [Online]. Available: http://likumi.lv/doc.php?id=268761 [Accessed: June 14, 2015]
30. S. Gedye, Formative assessment and feedback: a review. *Planet*, vol. 23, 2010. [Online]. Available: http://journals.heacademy.ac.uk/toc/plan//23 [Accessed: June 14, 2015]

Alla Anohina-Naumeca obtained the doctoral degree in the field of information technology from Riga Technical University (Latvia) in 2007. At present, she is a PhD student of the study program "Pedagogy" at the University of Latvia and is developing her PhD thesis on the concept of map-based formative assessment of the structural knowledge of students of engineering study programs.

She is an Associate Professor at Riga Technical University with a fifteen-year experience of teaching in the field of computer science. Her research interests include assessment practice, instructional methods, educational software, and artificial intelligence.
She has more than 50 publications and more than 20 research projects in the field of education, computer science, artificial intelligence, and educational software.
Address: Department of Artificial Intelligence and Systems Engineering, Riga Technical University, Daugavgrivas Str. 2, Riga, LV-1048, Latvia. Phone: +371 67089595; Fax: +371 67089584;
E-mail: alla.anohina-naumeca@rtu.lv

Anzela Jurane-Bremane obtained the Master's degree in pedagogy from University of Latvia in 1993 and the professional Master's degree in computer science from Vidzeme University of Applied Sciences (Latvia) in 2008. At present, she is a PhD student of the study program "Pedagogy" at the University of Latvia and is developing her PhD thesis on the formative assessment in higher education.
She is a Research Assistant at University of Latvia and an Adviser of Educational Services at Burtnieki Municipality (Latvia). She has three publications in the field of education.
Address: Faculty of Social Sciences, University of Latvia, Lomonosova Str. 1a, Riga, LV-1019, Latvia.
E-mail: anzelajb@gmail.com

Алла Анохина-Наумец, Анжела Юране-Бремане. Изучение практика формирующего оценивания в трех университетах Латвии
Принимая во внимание тот факт, что формирующее оценивание способствует процессу обучения, но в то же время отсутствуют данные о реализации этого типа оценивания в учебном процессе высших учебных заведений Латвии, в начале 2015 года посредством анкетирования было проведено исследование практики оценивания обучающего персонала латвийских университетов. В данной статье отображены результаты анализа данных по трём самым крупным университетам Латвии: Рижского университета имени Страдыня, Рижского технического университета и Латвийского университета. Вопросы, включенные в анкету, касались общих целей оценивания, способов использования оценочной информации, частоты выставления оценок, типов обратной связи и других аспектов, связанных с процессом оценивания студентов. Результаты исследования позволяют сделать заключение о доминирующей позиции суммативного оценивания в учебном процессе латвийских высших учебных заведений, в результате чего обучающий персонал воспринимает сам процесс оценивания как необходимость, навязанную извне и не отводит студентам роль партнеров в этом процессе. Однако, некоторые признаки формирующего оценивания все-таки представлены в учебном процессе. Они, главным образом, связаны с предоставляемой студентам обратной связью и изменениями, которые обучающий персонал проводит в последующих нескольких учебных эпизодах после получения оценочной информации. Знания обучающего персонала о формирующем оценивании являются недостаточными или наблюдается их отсутствие. Аспекты, связанные с формирующем оцениванием, чаще выбирались преподавателями Рижского университета имени Страдыня, что можно связать со спецификой учебных программ этого высшего учебного заведения, которые относятся к сфере здравоохранения.

Alla Anohina-Naumeca, Anžela Jurāne-Brēmane. Formatīvās vērtēšanas prakse: ieskats trīs Latvijas universitātēs
Ņemot vērā faktu, ka formatīvā vērtēšana veicina mācīšanos, bet tajā pašā laikā trūkst datu par šāda tipa vērtēšanas īstenošanu augstākās izglītības iestādēs Latvijā, 2015. gada sākumā ar anketēšanas palīdzību tika veikta Latvijas augstskolu docētāju vērtēšanas prakses izpēte. Rakstā ir atspoguļoti iegūto datu analīzes rezultāti, kas attiecas uz trim lielākajām universitātēm Latvijā: Rīgas Stradiņa universitāti, Rīgas Tehnisko universitāti un Latvijas Universitāti. Anketā ietvertie jautājumi tika saistīti ar vērtēšanas vispārīgiem nolūkiem, vērtēšanā iegūtās informācijas izmantošanas veidiem, atzīmju izlikšanas biežumu, atgriezeniskās saites tipiem un citiem aspektiem, kas attiecas uz studentu vērtēšanas procesu. Pētījuma ietvaros ir izdarīts secinājums, ka Latvijas augstākās izglītības iestādēs dominējošo pozīciju ieņem summatīvā vērtēšana. Tā rezultātā docētāji uztver vērtēšanas procesu kā ārēji uzspiestu nepieciešamību un neuzskata studentus par partneriem šajā procesā. Taču atsevišķas formatīvās vērtēšanas iezīmes tomēr studiju procesā ir novērojamas. Tās galvenokārt ir saistītas ar studentiem piedāvāto atgriezenisko saiti un izmaiņām, ko docētāji realizē dažās nākamajās studiju epizodēs pēc vērtēšanas informācijas iegūšanas. Docētāju zināšanas par formatīvo vērtēšanu ir nepietiekamas, vai to trūkst. Formatīvās vērtēšanas aspektus visbiežāk izvēlējās Rīgas Stradiņa universitātes docētāji, ko var saistīt ar šīs augstākās izglītības iestādes studiju programmu specifiku – veselības aprūpi.