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ORIGINAL STUDY

Enhancing Student Evaluation: A Study of Formative and Summative Assessment Practices in Primary Schools

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ABSTRACT

This article explores assessment in the Kosovo primary education system, focusing on the content to be assessed and the methods used to measure student learning. The study seeks to characterize typical assessment methods, including assessment models, to determine the extent to which they contribute to the quality of teaching and to students' learning. The study focuses in particular on formative and summative assessment, exploring their use in practice and the teacher attributes within this context. Initial results indicate that the predominant use of summative assessment is sensitive to demographic characteristics, such as teacher age and level of professional training. Older teachers favour summative methods more, which emphasise evaluating student performance at set times. On the other hand, younger teachers are less biased towards formative and summative approaches, with a greater focus on both for continuous feedback and active learning and development. It is promising, in line with this move from static (or "traditional") student-guided assessments to assessments more grounded in students' personalised learning and curricular needs. Lessons learned from the analysis reveal the role of the teacher's training, teaching practice, and pedagogical knowledge in informing assessment activities. By offering evidence-based guidelines, the study leads to education reforms and policy decisions to promote an integrated assessment format that enriches the entire learning process for all students. Finally, it promotes a teaching and assessment approach oriented to children that improves teaching and learning quality, supports diverse learning needs, and enhances educational achievements across the primary school system in Kosovo.

Keywords: Formative assessment, Summative assessment, Teacher training, Professional development, Student-centered learning

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Introduction

Assessment is one of the foundational and most important methods used in education as a whole; it is not only for defining students' knowledge but also for learning and providing instructional advice (Andrade et al., 2009). By systematically collecting information about student performance, via assessments, teachers monitor how students are learning over time and adjust their instruction to new learning needs. Dynamic assessment allows teachers to go beyond reporting grades on a rubric to a role that actively contributes to improving and enhancing teaching and learning. In such a context, assessment is not something that happens on one occasion; it is cyclical, iterative, with teaching and learning reinforcing their effects, and a feedback loop that is beneficial for both teachers and students.

The most essential aspect of assessment is to promote student engagement. By looking at individual ways in which students learn, what they like, and what they do well, and what they need for their lessons, assessments can be amended and modified to meet the individual variation of the classroom's needs and provide for more inclusivity and flexibility so that the classroom can create a focused setting to create a common learning experience (Boud, 1988, 1995; Boud & Holmes, 1995). This is especially important to note across educational settings, as students can be tremendously diverse in their prior knowledge, motivation, and learning styles. As teachers amend their assessment methods to take these differences into account, they will be better equipped to assess success, failure, and where these gaps exist (or cannot be addressed) with greater proficiency.

In addition to personalized learning, assessment is a primary weapon behind lesson planning. Assessment data, in turn, could provide teachers with the information needed to determine which lessons should continue in what order and which pedagogical strategies to use, along with resource allocations (Jones, 2019). Specifically, formative assessment provides educators with continuous feedback to identify misconceptions, assess pedagogy, and facilitate early action to better serve students. But summative assessments serve as evaluative yardsticks for assessing student success at the conclusion of teaching units: they reflect how well students navigated the content of each instructional unit and thus inform learning outcomes measured a macro level.

In this study, formative assessment means structured and intentional practices that provide ongoing feedback to support student learning during instruction. Although related literature sometimes uses the terms continuous assessment and student-centered assessment, they do not mean the same thing. Continuous assessment focuses on how often assessment activities occur, while student-centered assessment highlights learner involvement and personalization. In this paper, formative assessment is seen as a broader teaching approach that can include aspects of both.

Formative and summative assessments provide evaluative information and help achieve teaching goals. Instructional documentation is also one of the most effective components of assessment. This rich inventory of what their students have learned, their observations, and the moments when they interacted adds to the whole of students' learning throughout that grade (Brown et al., 1994). We can see that data-driven, scientific teaching supports meaningful reflection on practice and professional development through a reflective process in which teachers consider the impacts they have on students' learning and decision-making as a result. Although the significance of assessment in educational practice is recognized, across different countries, including but not limited to Prishtina (in Kosovo), an important gap is found in the literature examining evaluation practices.

The majority of them have studied a general educational context without recognizing the variation in local teaching methods, resources, and cultural implications for assessment

practices. Therefore, investigating teachers' perspectives and practices in Prishtina may help fill this gap. This study intends to discover what impact these aspects have on assessment decisions by addressing the differences between teachers' perspectives in the classroom and the impact of these differences on assessment decisions, differences that need to adapt the strategies of instruction and effective learning approaches for each respective student (Spahiu & Kamberi Spahiu, 2018; Assefa et al., 2025a, 2025b). This examines how teacher characteristics, such as age, professional experience, class size, and training, influence perceptions and use of assessment. Teacher perspectives could change over time as educational aspirations evolve, perhaps due to new research, policy, or curriculum, or changes in policy. These differences shed light on the challenges of developing and implementing effective assessment practices. This is useful for discussing professional development and training, career progression, curriculum and policy-making for the future, and how the intersection of teachers' beliefs, teaching, and children's educational success would work (Bridges et al., 2002).

Although the research studies have been widely conducted in educational research, focusing on teachers' actual assessment practices in specific local contexts remains limited, particularly in primary education systems in the Western Balkans. Specifically in Kosovo, the educational reforms have been centred on learners' approaches and continuous assessment. However, evidence regarding how these principles are enacted in everyday classroom settings is still scarce. This current study will be among a few studies that examined the assessment practices in primary school teachers in the Prishtina region, with a special focus on the use of formative and summative assessment methods. The primary objective of this study is to explore how demographic and professional characteristics, such as age, teaching experience, class context, and participation in assessment training, are associated with teachers' reported assessment practices. By documenting current practices rather than attempting causal explanations, the study aims to contribute empirical evidence that can inform professional development initiatives and support ongoing discussions on assessment reform in Kosovo's primary education system.

Literature review

Assessment in education is a key pillar for fostering student learning and achieving educational objectives. This domain is quite broad. The preparatory aspect comprises preparation, content, exercises, and evaluation on the knowledge acquisition, knowledge and skills building, and reflection (Gojkov, 2003; Spahiu, 2013). Moreover, assessment practices are attacked because they have typically favoured memory over critical thinking and objectivity in these (Gojkov, 2003). Based on the fact that ESL classrooms may contain linguistic diversity, which is found within their classroom environment, we shall consider, to some extent, that we have to understand assessment practices in a multilingual environment, and this is even more crucial in the future in these sorts of questions (Spahiu, 2013). In addition, a study such as Spahiu et al. (2021) shows specific challenges in language learning and how we view language acquisition and education. Works like Assessment of Student Development: A Teachers' Guide (Havelka et al., 2003) emphasize the integration of assessment into planning and teaching to help students make progress. These principles align with the general principles of assessment to assess in accordance with administrative instructions and to ensure fairness and clarity. The bottom line is that assessment is integral to a student's success — and fair and accurate assessment practice goes hand in hand. This is because educators need transparency and fairness, understanding the difference

between formative and summative assessment, which will help us determine where and if our students need help (Saginer, 2008; Chappuis & Chappuis, 2005/2007).

Both formative and summative assessments serve different purposes and employ different methods to support a student's learning experience; however, they have different impacts on how students learn. In particular, formative assessments provide students with feedback that improves their learning experience by encouraging student participation. Formative assessments focus on the process of learning, including developing knowledge and skills, rather than grading; therefore, teachers often provide feedback in a timely feedback and specific guidance during the formative assessment stage. Formative assessment is typically informal and ongoing, enabling a teacher to monitor progress and adjust teaching as needed. In summary, formative assessments are intended to help the student develop their understanding of specific subject areas while also enhancing the student's potential to develop as a learner (McMillan, 2007).

Conversely, summative assessment focuses on the student's overall learning outcomes after completing a given unit or course of study. Student involvement is often minimal during summative assessment and is usually centred on performance/grading rather than engagement for further improvement; teachers primarily serve as evaluators through more formal, standardised forms of assessment (such as exams or final projects). Summative assessments provide an overall assessment of a student's learning; however, this type of assessment usually has little impact on a student's ability to improve their learning experience during the course of study (McMillan, 2007).

Formative assessment refers to the informal, ongoing monitoring of teaching and learning processes, intended to provide constructive feedback to students and teachers about their learning and potential areas for improvement (McKay, 2006). The theoretical foundations of formative assessment draw heavily from the work of Black and Wiliam (1998) and Wiliam (2011). They defined assessment for learning as a process that takes place during daily classroom practice. Their approach focuses on feedback, student involvement, and adaptive instruction. Similarly, Bloom's (1968) mastery learning theory stresses the importance of continuous assessment and corrective feedback. This practice helps ensure that students meet specific goals before moving on. Additionally, Hattie's (2009) review of meta-analyses shows that feedback is one of the strongest factors affecting student achievement. This supports the educational value of formative methods. These frameworks help us understand the assessment practices discussed in this study. Learning outcomes are tracked in many formats across time, for students as well as teachers. It is the practice of monitoring performance, process, and progress to direct additional instruction (McKay, 2006). Assessment data, as determined through formative assessment, is the bedrock of a teacher's decision-making process and is often used to identify specific student strengths and weaknesses through diagnostic assessment (McKay, 2006). Observation (McKay, 2006): This formative assessment technique is one of many that teachers can use to assess students without disrupting regular classroom activity. According to Diaz-Rico (2012), the effective execution of observation, formal and informal, allows teachers to tailor their instruction to individual learners and track developmental progress across diverse facets of the curriculum (McKay, 2006). Summative assessment may be drawn from the results of internal or external tests or teachers' summative decisions based on observations of students' performance over a year (McKay, 2006).

Most people are probably much better acquainted with this method; however, it is this very approach that most school systems use, leading to campaign-learning, grade-oriented learning, an orientation towards knowledge, suitable access to learning, and student selection, rather than encouraging students to do more qualitative work. This method is often performed in the last weeks of a school year or semester, when students fear

the final public assessments they are facing, which greatly hinders any future career plans. Hence, as [Biggs and Tang \(2007\)](#) mention in their book *Teaching for Quality Learning*, it is at this stage of the teaching process that students are less willing to attempt a multitude of ideas and concepts, instead opting to take the easy way out, providing what they assume is expected, and banking the marks given. Methods of data collection within the summative assessment are usually oral and written examinations, essay writing and testing (standardized measuring instruments). Furthermore, [Spahiu \(2013\)](#) argues for incorporating linguistic heterogeneity and a variety of effective language classes, especially in ESL classrooms, to improve learner satisfaction.

The use of oral assessments allows teachers to get a better understanding of what students know by asking follow-up questions. It is also used to assess students' abilities to solve problems and apply their knowledge to new situations, because oral assessments require students to "think on their feet" as they answer questions from their teachers. In addition, oral assessments gather data on interpersonal and communication skills, including how effectively students articulate their ideas and how well they respond to others in professional or collaborative situations. Finally, oral assessments provide teachers with information about personal attributes, such as an individual's ability to adapt, understand himself/herself, be confident, and manage stress ([Biggs and Tang, 2007](#)).

Research methodology

Research design and participants

This study adopted a quantitative descriptive research design. The authors used a structured questionnaire at three main target schools to gather information on teachers' assessment styles and to understand the importance of assessing what is being taught and how it is taught in primary education. This design was selected to document prevailing trends in formative and summative assessment and to examine associations between teachers' demographic characteristics and their reported assessment practices. The data were cleaned, processed, and presented in tables following analysis in IBM SPSS. Furthermore, the questionnaire aimed to examine a teaching and assessment environment. The participants consisted of twenty-one ($n = 21$) English language teachers teaching in grades 6–9 in primary and lower secondary schools in Prishtina, Kosovo. These participants were from both public and private educational institutions, including one private school used as a primary research site. Of the 21 participating teachers, 14 were employed in public schools and 7 in private institutions, allowing for a descriptive comparison between the two sectors. All teachers participated as volunteers, and their information was kept confidential and anonymous through this study according to research and data privacy ethics.

Although the sample size ($N = 21$) is relatively small, it is appropriate for the exploratory and descriptive nature of this study. The aim was not to generalize findings to the entire population of primary school teachers in Kosova, but to document observable trends and patterns within a defined local context. The limited sample size should therefore be interpreted as a contextual constraint, and findings are presented accordingly without inferential claims.

Instrument used for Data collection

Data were collected using a structured questionnaire developed to capture information on teachers' demographic characteristics (age, gender, teaching experience, workplace), participation in assessment-related training, and assessment practices. The questionnaire included closed-ended items focusing on types of assessment used, frequency of assessment

practices, feedback methods, and perceived reliability of assessment results. The instrument was designed to gather descriptive data and was reviewed for clarity prior to administration.

Data collection and analysis

The questionnaires were administered during the academic year and subsequently coded and entered into SPSS for analysis. Data analysis was limited to descriptive statistics, including frequencies and percentages, in line with the exploratory nature of the study. The analysis aimed to identify patterns in assessment practices rather than to test causal relationships or make inferential claims. Independent variables of teachers’ attitudes toward the consolidation of assessment methodologies are the dependent variables of the educator’s personal conceptualisation of the outcomes from the use of different methodologies for assessing performance in their practice as a teacher, which relate to helping students succeed and develop as individuals. The dependent variables are observed in terms of differences among students, the ability to observe their progress and development through formative assessments, and collaboration with colleagues, parents, and other entities to enhance student learning outcomes through assessment. The data collected for research and analysed based on teacher survey responses will provide information for the findings in the British School of Kosova for the lower and upper schools of Prishtina, with the results to be made available in English.

Findings and results

This section presents the findings derived from the descriptive analysis of questionnaire data collected from primary school teachers in Prishtina. The results are organized around teachers’ demographic profiles, professional training, and reported assessment practices, with frequencies and percentages used to identify observable patterns across the sample.

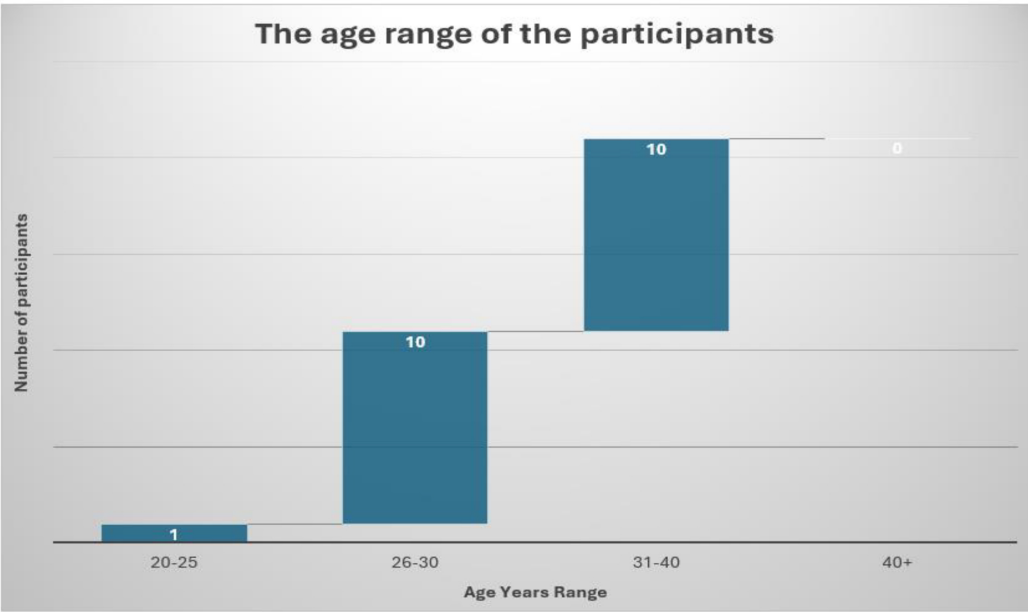


Fig. 1. The age range for participation.

Fig. 1 illustrates the age distribution of the participating teachers (N = 21). Approximately half of the respondents (n = 11) fall within the 26–30 age group, while the remaining participants (n = 10) are aged between 31 and 40 years. The distribution indicates a relatively young teaching workforce, with representation from both early-career and mid-career teachers.

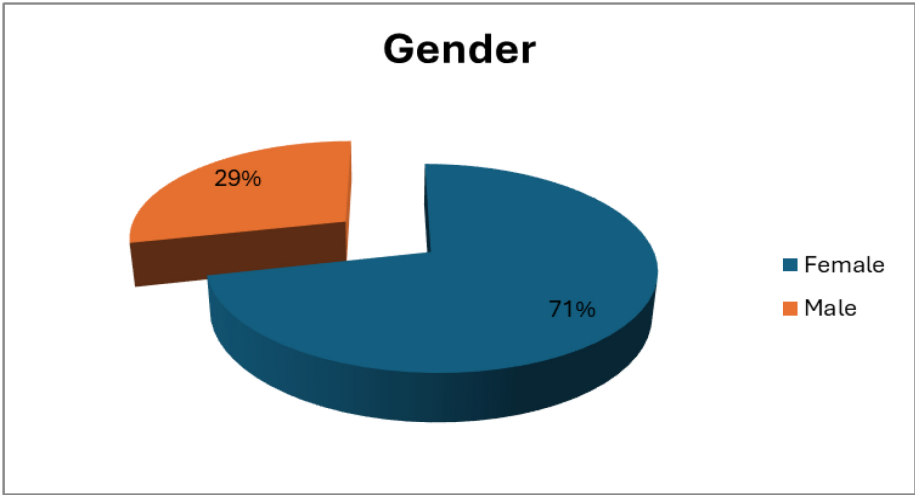


Fig. 2. Gender wise distribution of the participation.

According to the gender ratio, Fig. 2 shows that 71% of teachers are female and 29% are male. Fig. 2 presents the gender composition of the teacher sample. Female teachers constitute the majority of participants (n = 15; 71%), while male teachers account for less than one-third of the sample (n = 6; 29%). This distribution reflects the broader gender pattern commonly observed in primary and lower secondary education.

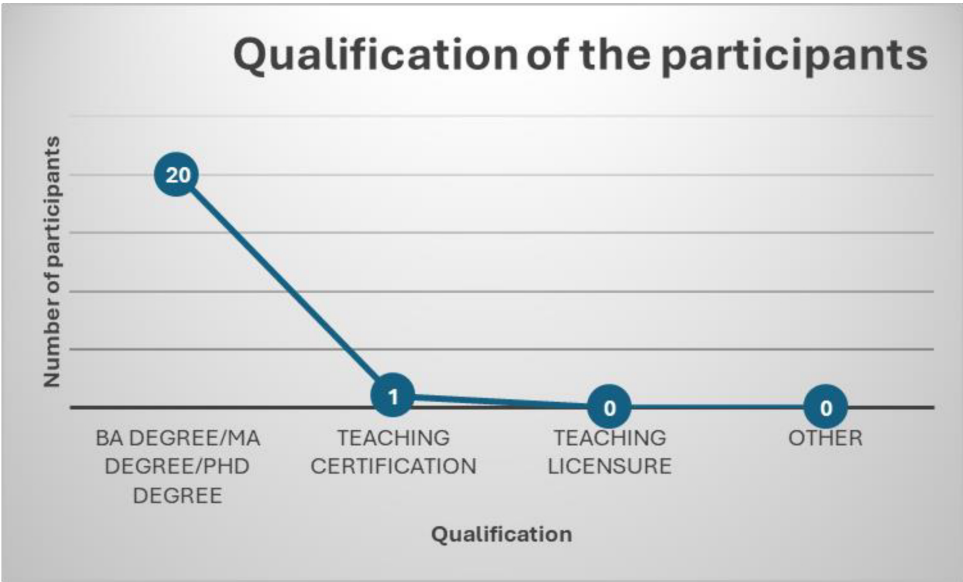


Fig. 3. Qualifications details of the participants.

The above Fig. 3 summarizes participants’ teaching experience levels as an indicator of professional background. Seven teachers (n = 7) reported having one year of teaching experience, another seven teachers (n = 7) reported up to five years of experience, five

teachers ($n = 5$) reported between five and ten years, and only two teachers ($n = 2$) reported more than ten years of teaching experience. The data suggest that the majority of respondents have relatively limited teaching experience.



Fig. 4. Teaching experience.

According to [Fig. 4](#), 7 teachers have 1 year of experience, 7 have up to 5 years, 5 have 5–10 years, and 2 have over 10 years of teaching experience. [Fig. 4](#) further details the distribution of teaching experience among participants. Teachers with one year of experience and those with up to five years of experience each represent one-third of the sample ($n = 7$ each), while those with five to ten years of experience account for nearly one-quarter ($n = 5$). Highly experienced teachers (over ten years) represent a small minority ($n = 2$), indicating that senior teachers are underrepresented in the sample.

In [Fig. 5](#), the information about work is displayed. It provides the geographical distribution of participants' workplaces. The majority of teachers are employed in urban schools ($n = 18$), while only one teacher works in a rural setting ($n = 1$). Two teachers ($n = 2$) reported working in other types of educational locations. The data indicate a strong urban concentration of the sample. This figure further shows that most teachers (18) work in urban areas, 1 in a rural area, and 2 in other types of locations

Nine teachers reported never taking part in assessment-related training, while twelve have participated, as shown in [Fig. 6](#). All respondents indicated that the training they attended was basic assessment training. It further shows teachers' participation in professional training related to assessment practices. Twelve teachers ($n = 12$; approximately 57%) reported having participated in assessment-related training, while nine teachers ($n = 9$; approximately 43%) indicated that they had not received any such training. All training reported by participants was described as basic-level assessment training.

The above [Fig. 7](#) shows that 13 teachers attended school-based training, 8 attended seminar-based training, and 2 attended online training. [Fig. 7](#) further illustrates the types of assessment training attended by teachers. School-based training was the most common format ($n = 13$), followed by seminar-based training ($n = 8$). Online training was the least common form, reported by only two teachers ($n = 2$). The results indicate a strong reliance on in-person, institution-based professional development.

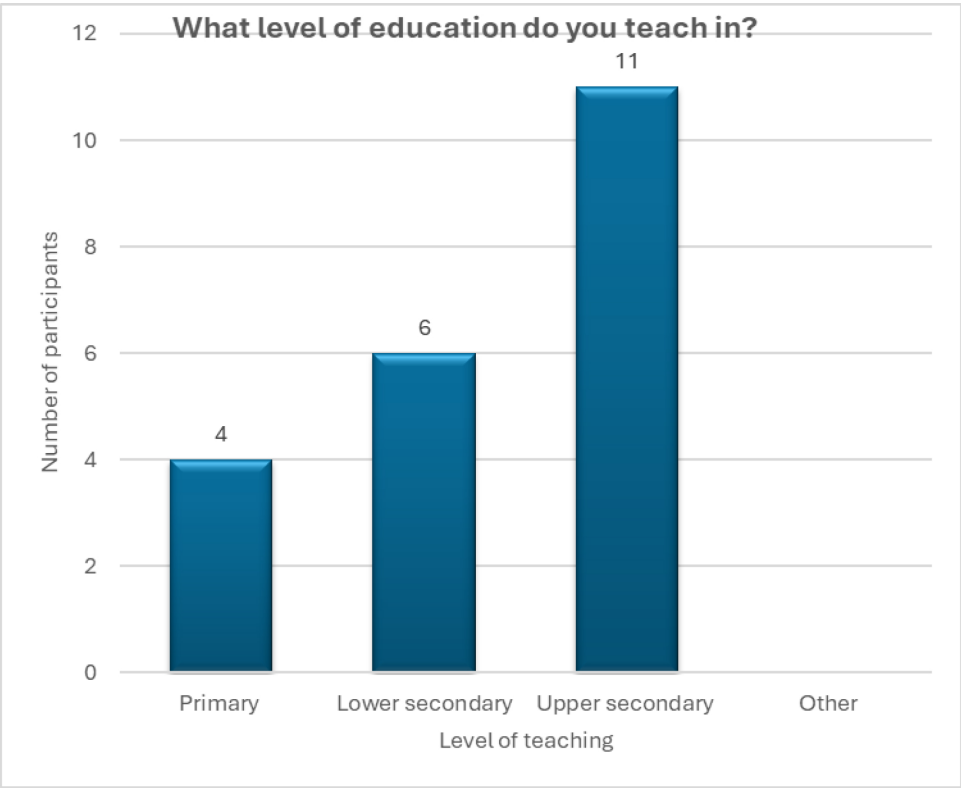


Fig. 5. Teaching experience level of the participants.

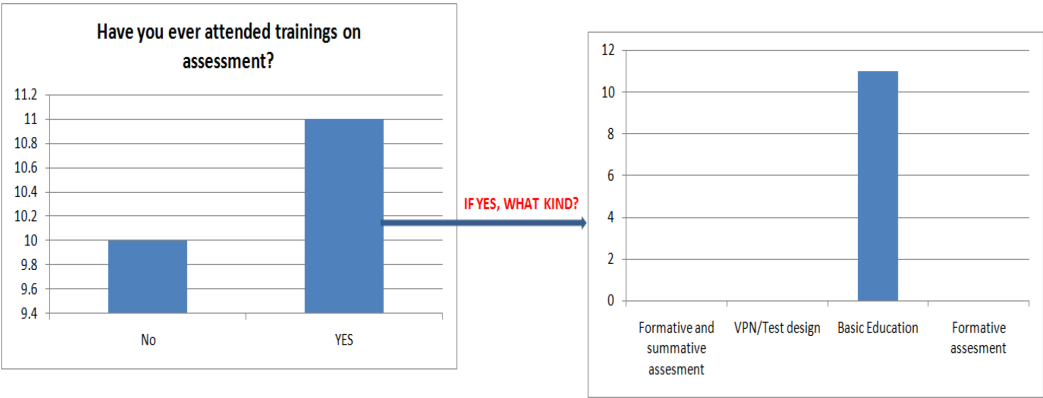


Fig. 6. Participation in assessment training.

Fig. 8 shows that most teachers rely on the textbooks they use in class for curricular relevance. Some teachers also use reference books or other materials to support teaching, and a few use online resources. This figure also presents the instructional materials teachers reported using to ensure alignment between teaching content and assessment. Most teachers indicated relying primarily on textbooks prescribed for classroom use. A smaller number reported using reference books and supplementary materials, while only a

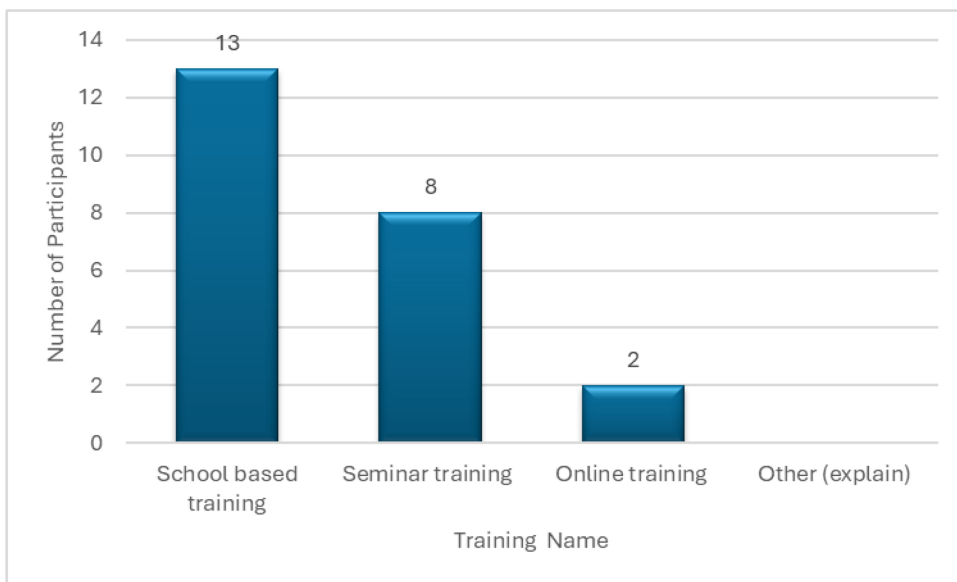


Fig. 7. Forms of assessment training.

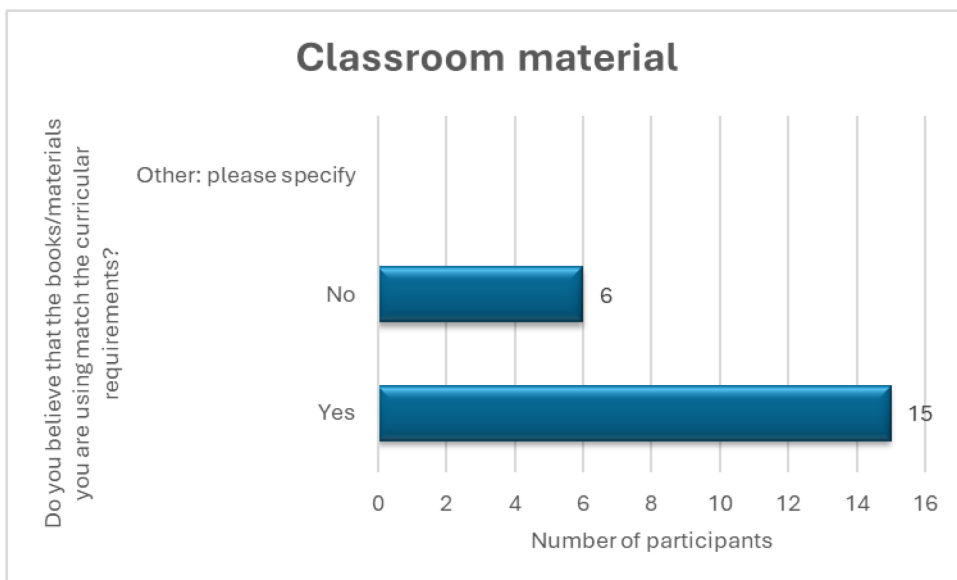


Fig. 8. Book/material to curricular relevancy.

few teachers reported using online resources to support curriculum alignment. The findings suggest a predominance of textbook-centered assessment practices.

Fig. 9 reveals that 19 teachers use oral testing, 13 use student presentations, 9 use written tests from school textbooks, 7 use written essays, 5 use written tests taken from internet websites, 2 use peer assessment, self-assessment, and students' posters, and 1 teacher uses other forms. This figure further summarizes the frequency of assessment methods reported by teachers. Oral testing is the most commonly used assessment method ($n = 19$), followed

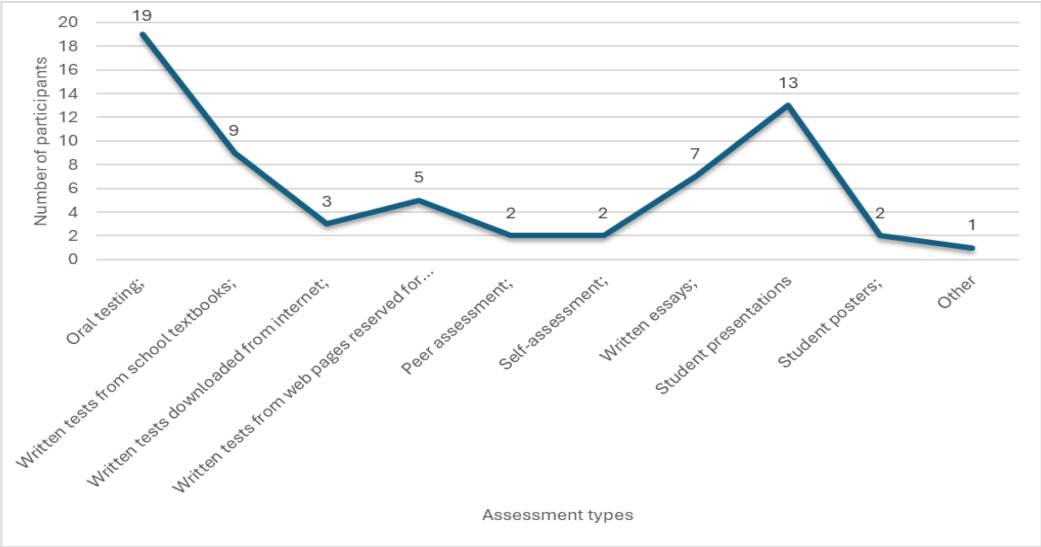


Fig. 9. Common student assessment forms.

by student presentations ($n = 13$). Written tests from school textbooks are used by nine teachers ($n = 9$), while written essays are used by seven teachers ($n = 7$). Five teachers ($n = 5$) reported using written tests sourced from internet websites. Alternative assessment methods, including peer assessment, self-assessment, and student posters, were reported by only two teachers ($n = 2$), indicating limited use of learner-centered assessment strategies.

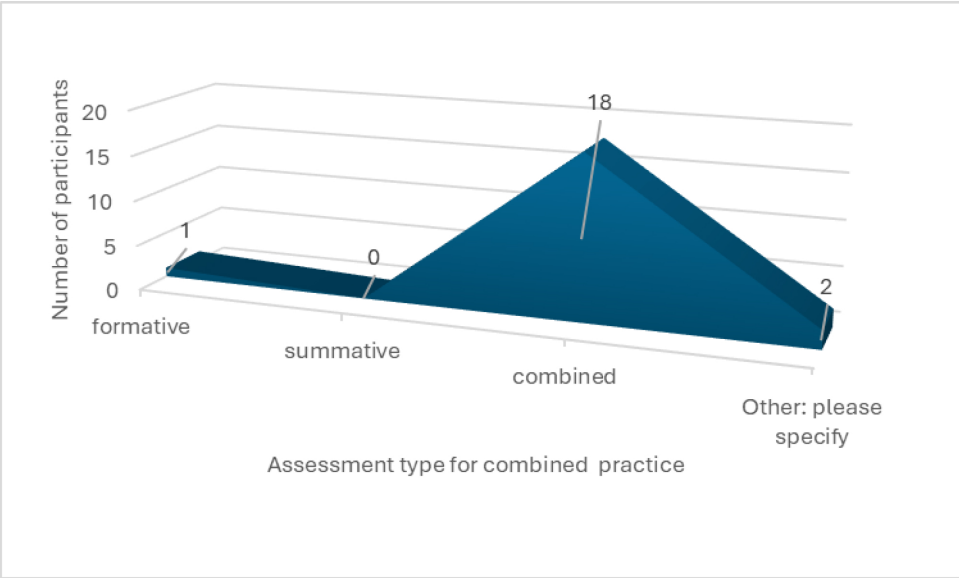


Fig. 10. Combined assessment forms used by teachers.

Fig. 10 shows that 18 teachers use combined assessment, 1 uses formative assessment, and 2 use other forms. This table presents teachers' reported use of formative and summative assessment combinations. The majority of teachers ($n = 18$) indicated using a combination of formative and summative assessment methods. Only one teacher

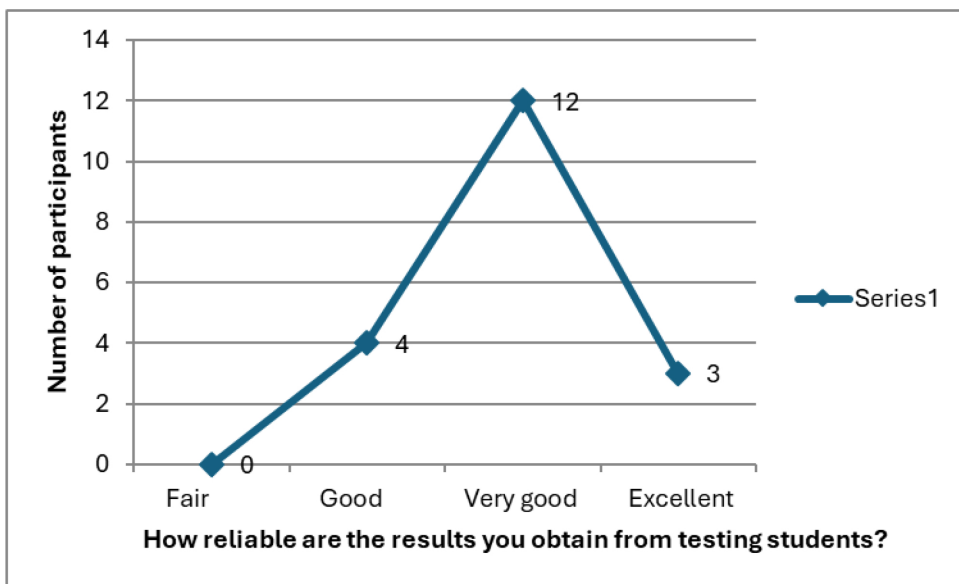


Fig. 11. Results of reliability of assessment tools.

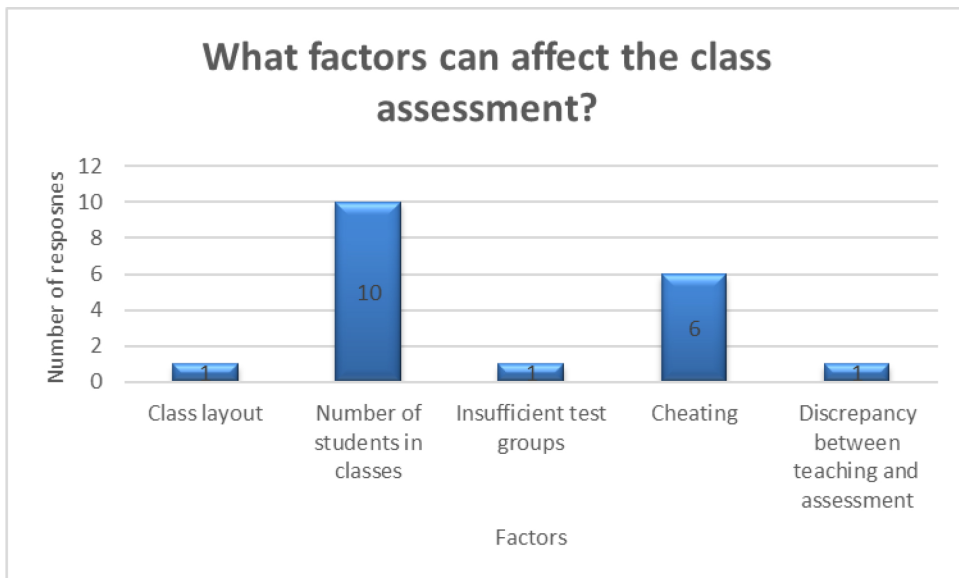


Fig. 12. Factors affecting class assessment.

($n = 1$) reported relying exclusively on formative assessment, while two teachers ($n = 2$) reported using other assessment approaches. The results highlight the dominance of mixed assessment strategies, with limited exclusive use of formative assessment.

According to the findings in Fig. 11, 63% of respondents believe their results are very reliable, 21% consider them of good reliability, and 16% perceive them as fully reliable.

This Figure reports teachers' self-assessments of the reliability of their assessment results. Thirteen teachers (63%) rated their assessment results as very reliable, while four teachers

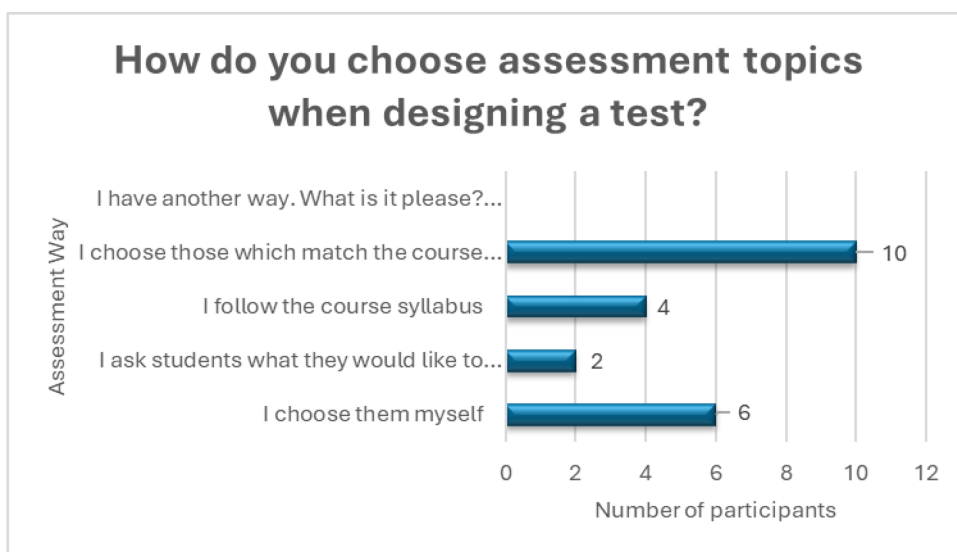


Fig. 13. Selecting assessment topics.

(21%) considered them to be of good reliability. Three teachers (16%) perceived their results as fully reliable. Overall, the data indicate a high level of teacher confidence in assessment outcomes.

All 10 teachers surveyed believe the number of students in class affects assessment outcomes, 6 consider cheating a factor, and 3 selected other factors. [Fig. 12](#) further outlines factors identified by teachers as influencing assessment practices. All respondents ($n = 10$) indicated that class size affects assessment outcomes. Cheating was identified as a concern by six teachers ($n = 6$), while three teachers ($n = 3$) reported other factors influencing assessment. These findings suggest that structural and contextual constraints play a significant role in classroom assessment.

[Fig. 13](#) shows that about 10 teachers choose topics based on course objectives, 6 choose themselves, 4 follow the syllabus, and 2 ask students what topics to choose. This figure presents the criteria teachers use when selecting assessment topics. Course objectives were the most frequently cited criterion ($n = 10$), followed by teachers' personal selection of topics ($n = 6$). Four teachers ($n = 4$) reported following the syllabus strictly, while only two teachers ($n = 2$) indicated involving students in topic selection. The results suggest limited student involvement in assessment design.

[Fig. 14](#) illustrates teachers' reported frequency of setting goals to support consistent assessment practices ($N = 21$). The majority of respondents indicated that they always set assessment goals ($n = 14$), demonstrating a strong commitment to planned and structured assessment. A smaller number of teachers reported usually setting goals ($n = 4$), while only a limited proportion indicated doing so sometimes ($n = 2$). Very few teachers reported rarely setting assessment goals ($n = 1$), and no respondents selected never ($n = 0$). Additionally, no participants provided open-ended explanations regarding how they set goals. Overall, the distribution suggests that goal setting is a common and well-established practice among the surveyed teachers, although the frequency and consistency vary across individuals.

The above-mentioned findings provide an overview of the assessment practices among the participating teachers, with particular attention to the use of formative and summative assessment methods. These results indicate that multiple forms of assessment are com-



Fig. 14. Frequency of goal setting in developing a consistent assessment.

monly used and employed by the teachers at primary and lower secondary schools in the Kosovo region, with oral testing, students' presentations, and written tests being the most frequently reported practices.

The study further examines the assessment practices of primary schools in Prishtina, Kosovo, and evaluates formative and summative assessment methods. Its goal is to measure the link between what is measured and the method used, and assess its application in developing the learning and teaching system for greater effectiveness. Evidence of a pervasive use of summative assessment has begun to emerge among older educators, as demographic factors and engagement with training further influence its use. Yet younger educators could adopt both formative and summative measures, suggesting an evolving balance in assessment. This research highlights that continuous teacher professional development is required for implementing diverse types of assessment, informing policy decision-making, and improving educational policy and policy reform relevant to enabling good practice in student evaluation and assessment and in learning outcomes.

Almost half of the teachers, whether in public or private schools, have received some form of training in conducting assessments. Teachers in public schools have learned different ways to assess students. Most of this training came from programs put on by global groups that support education in Kosovo. In private schools, training usually focuses only on the fundamentals of assessment. For private schools, most training—57% to be exact—happens right there at the school. Then there's about 35% that comes from seminars, and a small chunk, just 9%, is done online. So, for government places, most of the training, like 64% of it, happens right there at school. Then you have 21% that are more like seminars, and another 14% that are just sort of varied other kinds of training. Of that 14%, USAID was behind 65% of those programs, while GIZ handled the other 35%.

How we conduct assessments differs in these two areas. At private schools, about 30% of your grades come from talking things out. Another 21% is from presentations where you get up and speak. Then there's 14% for tests right out of the textbook. Essays make up 11% of the assessments. A smaller piece, 8%, comes from tests bought from special websites.

The rest of the grades, whatever's left, come from tests someone just found online. In public places, oral tests account for 40% of how we assess progress. Written tests from textbooks are another 40%, and the remaining 20% comes from tests we get online. It looks like public institutions tend to stick with older testing methods rather than trying out many different ones. On the other hand, private institutions are much more open to a wide range of assessment approaches. Across both kinds of schools, it seems most places are really leaning into a mix of ways to figure out how pupils are doing.

Discussion

The findings of this study highlight the continued prominence of summative assessment within primary school classrooms in Prishtina, alongside a growing use of formative assessment practices. While most teachers reported employing a combination of assessment methods, formative assessment was rarely used in isolation, suggesting that summative approaches remain central to evaluation practices. This aligns with previous research indicating that traditional assessment methods continue to dominate classroom practice, particularly in systems undergoing curricular reform. In other similar studies, the researchers highlighted that the Albanian students often face challenges when learning English as a foreign language. According to [Spahiu et al. \(2021\)](#), many students make frequent grammar and language errors at different stages of learning. Understanding these challenges is very important for teachers. By recognizing where students struggle, whether with grammar, syntax, or vocabulary, teachers can adjust their methods and provide targeted support to help students improve.

Acknowledging these learning obstacles underscores the need to shift from simply measuring overall performance to continuous assessment. Small, incremental practices allow teachers to guide learning step by step. In the Prishtina case study, this has important implications for primary school assessment. Many teachers still rely on traditional summative methods, such as end-of-term tests and standardized projects, which are useful but only provide a snapshot of student learning. Summative assessments do not give immediate feedback, making it harder to adjust teaching along the way. This shows the value of adopting more student-centered and ongoing assessment strategies ([Spahiu et al., 2021](#)). The study also found generational differences in how teachers approach assessment. Older teachers often prefer traditional summative methods, while younger teachers are more open to formative approaches, such as continuous feedback, peer review, and individual tracking. These newer methods help engage students and provide meaningful insights into their learning.

Differences in assessment practices across age and experience groups suggest that professional background plays a role in shaping teachers' assessment choices. Younger teachers and those with more recent training appeared to be more receptive to formative practices, such as ongoing feedback and diversified assessment formats. This finding through this quantitative study supports earlier studies that associate contemporary teachers' education with increased emphasis on learner-centered and formative assessment approaches. Professional development plays a key role in helping teachers use both formative and summative assessments effectively. Ongoing training equips teachers with the knowledge and tools to better support students, reflect on their teaching, and enhance their skills. By fostering a culture of continuous learning and collaboration, schools can create inclusive environments where all students are respected and supported. In the end, the study shows that good assessment is more than just checking grades. It should help teachers teach better, let students take charge of their learning, and improve education in a real way.

By being flexible, thinking about what students need, and working together, teachers can make assessments that really help students learn and succeed in school and in life.

Moreover, the findings suggested that the role of professional development emerged as a key factor and influenced assessment practices. This paper explores assessment in primary schools in Kosovo and highlights the importance of using diverse methods that address students' needs and abilities. It shows that teachers vary in how they assess students, depending on their training and experience. By understanding these differences, schools can help teachers design assessments that challenge students, keep them engaged, and support their learning. Assessment should not just measure what students know at a single point in time; it should be part of the overall teaching and learning process, helping students grow and improving education as a whole. Schools need to ensure assessments align with the curriculum and teaching practices so that learning is continuous, meaningful, and inclusive for all students.

Importantly, the findings should be interpreted within the study's limitations. The reliance on self-reported data and the use of descriptive analysis restrict the ability to draw causal conclusions. Nevertheless, the study provides valuable insight into current assessment practices and highlights areas where targeted professional support may enhance assessment quality and alignment with student-centered learning goals. The generational differences noted in this study may show larger changes in teaching methods related to international assessment reforms. Various educational systems, including those in Europe that are updating their curricula, have gradually shifted from performance-focused, exam-driven models to approaches based on feedback and development. Younger teachers, who often come from modern teacher education programs that stress learner-centered methods, are likely to use more formative strategies. However, factors like curriculum requirements, standardized testing pressures, and institutional accountability may still strengthen traditional assessment practices. This is especially true for older teachers whose professional identities were formed in earlier educational environments.

Conclusions

The survey results highlight some interesting differences between private and public schools in Kosovo. Public schools usually hire teachers who are a bit older and have more years of experience. Private schools, on the other hand, often cater to younger folks, and most of their staff are around the same age with similar experience. Public schools often stick to old-school teaching methods, while private schools seem to be experimenting with new, more imaginative approaches. It looks like private schools have better work setups and learning spaces, which help teachers try out fresh ideas. In both these areas, it's mostly women who teach English as a foreign language. Teachers in both places usually have very clear goals about how they'll assess regularly. Once the results are out, they give students feedback and talk about how they did. They also said they always give directions out loud before starting an assessment. Most teachers say it's really important to have clear success criteria when creating tests, and they usually feel their tests are pretty good. So, it turns out that teachers in Kosovo don't get enough training in assessing students. The Ministry of Education really needs to get serious about providing better, more focused training on how to do assessments. After all, assessments are key to determining whether teaching and learning are actually working. After these trainings, it's a good idea to observe classroom activities and conduct additional checks. This helps us see if the training actually changed how assessments are done.

Limitation

This study is limited by its relatively small sample size and its reliance on self-reported questionnaire data. The findings are therefore not intended to be generalized beyond the study context. Future research could incorporate classroom observations, student perspectives, and inferential statistical analysis to provide a more comprehensive understanding of assessment practices in Kosovo's primary education system.

Author contribution

Niman Dreshaj: Conceptualization, methodology, data collection, formal analysis, writing—original draft. Isa Spahiu: Supervision, conceptualization, methodology, writing—review and editing. Zarije Nuredini Spahiu: Investigation, data validation, writing—review and editing. Suzana Ejupi: Data curation, visualization, proofreading, and final manuscript review. All authors have read and approved the final version of the manuscript.

Data availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

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Conflict of interest

The authors declare no conflict of interest.

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The authors declare that they have used Grammarly Premium to proofread for language issues in this manuscript. They did not use any AI tools for writing this manuscript.

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