



The Role of the Teacher in Documenting Summative Assessment in Primary Education

Original scientific paper

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Abstract

The purpose of this research was to obtain teachers' attitudes about the role of teachers in documenting summative assessment in primary education, focusing on the use and design of assessment instruments, planning summative assessment and informing students. The research has a qualitative approach and was carried out through semi-structured interviews with 20 primary education teachers. The results from this research show that teachers play an important role in documenting summative assessment, using different assessment instruments and adapting them to curriculum requirements. Also, the research emphasizes the importance of informing students and parents about the summative assessment process to ensure transparency and support in student development. Knowing how important and necessary assessment is in the learning process, we carried out this research, which brings innovation with its findings and serves teachers, parents, researchers from the fields of education and all actors who participate in the student assessment process.

Keywords: *Summative Assessment, Teachers, Students, School, Instruments*

Student assessment is of great importance in the learning process. Each teacher must find contemporary methods to collect information about student achievement in the learning process and to measure student progress and achievement. Assessment also provides students with feedback on their learning and can also be an incentive to improve their performance.

Assessment can serve educational purposes and the form you choose will depend on its purpose.

One of the main goals of assessment, clearly expressed in the Kosovo Curriculum Framework, is the motivation of students and the planning of activities to improve results in the future. (Hariza & Kadriu, 2015) Assessment is a process of gathering and

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discussing information from multiple sources to develop a deeper understanding of what students know, understand and can create from their knowledge as a result of their educational experiences. (MASHT, 2020). Summative assessment is done at the end of teaching. Its purpose is to enable the teacher and students to know the level of knowledge gained (Ahmedi, 2019). The summative evaluation determines the achievements at the end of the semester, the school year and serves to judge the effectiveness of the lesson. (MASHT, 2020) The teacher's role as an evaluator does not begin and end with the evaluation of the student, this is insufficient. The student is the last (but the main) in the pyramid of evaluations that the teacher has to make because the student's level is the clearest and most synthetic indicator of the entire joint teacher-student activity (Earle, 2014).

The role of the teacher in documenting the summative assessment is very important, as an important role is also planning, designing the assessment as a continuous part of the learning and teaching process, including all students in the assessment and providing help to implement all knowledge, habits, skills and attitude (Brookhart, 2016).

Literature Review

The Curriculum Framework is the basic document that regulates pre-university education in Kosovo. The curriculum is competency-based with the aim of providing a sound educational foundation for lifelong learning, as well as enhancing the quality of education and building a knowledge society (MASHT, 2020).

The summative assessment aims to evaluate the students' achievements at the end of the semester, the school year or after the completion of several teaching chapters. This type of assessment is based on learning objectives and is used to assess the effectiveness of teaching and the curriculum. It takes place after the learning process has been completed and provides information that reflects the results of teaching and learning. At this stage, formal learning has ended, and any remaining activities are more informal in nature, such as completing projects or assignments. (Ahmedi, 2019). The summative assessment is used to show the achievements of the students, their success, to fulfill the learning outcomes, for a certain period of time, by means of the summative

assessment, the grade that the student receives or the level of results that the student achieves in acquiring the planned results for the relevant period or class (Straub et al., 2017).

Documentation simply means keeping a record of what is observed while students are engaged in a learning experience through play and exploration. Data may include teacher observations that focus on specific skills, concepts, or characteristics described in the curriculum. (Harrison et al., 2017).

Competency-based assessment is an ongoing activity that occurs simultaneously with the learning process, the evidence-gathering process, and the process of deciding whether competencies have been achieved. (MASHT, 2020). Assessment is necessary in education and plays an important role (Avdiu-Kryeziu & Avdyli, 2024). Assessment is an objective, activity that can measure an object (Ho et al., 2017). In education, assessment occupies an essential position as a reference for the success or failure of the learning process (Didit et al., 2020).

The teacher during the process of summative assessment (following the learning outcomes) determines the achievements of the students at the end of a certain task, topic, chapter, period of the lesson to give grades and certify students for further learning, it is also used to determine the effectiveness of learning or the prescribed curriculum (Kali & Srirangaraj, 2016). The role of teachers in the assessment of students is defined in the administrative instructions that regulate the assessment process, which are included in the Curriculum Framework, Core Curricula of Kosovo, in all teaching programs for subjects and classes. These guidelines for student assessment are general and indicative, providing guidance for teachers and other responsible persons involved in the assessment process. (MASHT, 2020).

Classroom assessments should be varied and tailored to the individual needs of students and their learning styles. (Black & Wiliam, 2018). Assessment is a process in which data is collected and a judgment is made on the value of student achievement, based on levels of achievement. The main purpose of assessment is to improve the learning results of the student, as well as the

learning process itself. (MASR/IZHA, 2018).

Teachers in primary education plan the assessment of students (Avdiu-Kryeziu & Kryeziu, 2024), during the assessment planning, the methods, assessment instruments, techniques used to assess the students' achievements and to guide the support of the students' learning should be shown. For example assessment with a checklist for evidence of engagement in class, assessment with essays, assessment with tests or summary tasks, assessment with files (portfolio), assessment with individual or group projects, assessment with photos or albums - depending on the specifics of the learning outcomes of the subject (Ambreen, 2021). Summative assessment attempts to capture the culmination of student achievement within a given time frame; Summative assessment is the assessment of learning (Capraro et al., 2011). Student evaluation is based on the Curricular Framework of Pre-University Education of the Republic of Kosovo, which also defines the evaluation principles: validity, transparency, reliability and impartiality (Mehmeti et al., 2019).

According to the administrative instruction for the assessment of students in Kosovo, the summative assessment is about:

- It is part of teaching and learning and is carried out by the teacher throughout the school year, based on the learning results and is done with a numerical grade (Article 7) or with a descriptive assessment according to the paragraph for the curricular level I;
- It is realized in two semesters;
- For one semester, two (2) grades are placed in the class book, where the planning time for their placement is divided proportionally with the duration of the semester;
- The grades of a half-year are summary evaluations that reflect the levels of achievement of learning results based on measurements with different instruments designed by teachers and evaluation criteria based on the evaluation principles determined by the curriculum documents;
- The type of instruments for the summative evaluation is determined by the Professional Asset (Department) (which consists of the teachers of the school where this professional asset works and operates), their number

should not be less than three evaluation instruments (e.g. evidence of engagement in class, homework, quizzes, debates, oral presentations, essays, tests, portfolio, project, practical work or any other instrument deemed appropriate by the Professional Activity);

- The results of the summative assessment are recorded in the teacher's personal diary with comments and grades for the level of achievement of the learning outcomes.; (MASHT, 2022).

Evaluation should be an integral part of annual plans, monthly and daily plans teachers. Teachers should plan summative assessment (assessment of learning) in accordance with school policy and the expected outcomes set out in the curriculum. Summative assessment is carried out at the end of the learning process and provides feedback on teaching and learning. (Hariza & Kadriu, 2015) . During the assessment, the teacher is independent in choosing the types, methods and instruments of assessment, always keeping in mind the principles and criteria of assessment.

Documentation of evaluation according to the Core Curriculum of Kosovo, with the Curriculum Framework defines the goals, principles and types of evaluation that ensure the interconnection and sustainability of the evaluation system. The assessment system defines what is assessed, when it is assessed, as well as by whom the different types of student assessment are carried out (MASHT, 2016). Student assessment is based on the learning outcomes for competencies, curriculum area and teaching subjects defined by the curriculum documents as follows:

The teacher's role in documenting summative assessment in primary education, when assessing students, teachers should take into account the principles of assessment outlined in curriculum documents, such as validity, transparency, reliability and impartiality.

Also, teachers should take into account some important assessment requirements, such as:

- Assessment should be a means of support for students;
- Assessment should help students to assess themselves;
- The assessment must be based on multiple evidences;
- The assessment must be appropriate to the learning outcomes and the content developed with students;

- The evaluation should include all levels of knowledge (recognition, understanding, application, analysis, evaluation, synthesis), as well as the affective field (including interests, attitudes, values, etc.) (Black et al., 2010).

Evaluation should be an integral part of school work planning, annual, monthly, daily plans of every teacher. Teachers should start from the fact that they should plan summative assessment for student assessment, in harmony with the expected results for students defined by the curriculum. In order to ensure relevant indicators for learning and student achievements in the given period, the assessment should be part of the planning of different levels within the school, which planning is done by the teachers in cooperation with the professional activities of the classes (Fletcher, 2023).

The formation of the grade for the level of the student's achievements in a certain subject and for a certain period should be derived through procedures that enable the grade to be a real expression of the achievements and in accordance with the program goals of the evaluation period. Forming a grade means summarizing the results from one or more assessments, as well as forming and expressing an evaluative judgment about the level of achievement. (Hess, 2024). Information on assessment knowledge must be presented in a timely manner, be clear, accurate and usable for those who need it. Information about the achievements and other knowledge that have been gained from the assessment are intended to provide relevant information to all interested subjects and institutions that bring different decisions related to learning, teaching, assessment and education progress in general (Mogboh & Okoye, 2019).

Instruments used in summative assessment in order to assess students' competences, it is important that teachers choose assessment techniques and instruments that enable students to demonstrate and demonstrate their knowledge, skills and abilities, and not just factual knowledge. In this way, teachers provide information about the quality of teaching and learning, the progress of students and the development of competencies (Peterson & Siadat, 2009). It is very important that teachers use different assessment instruments in the learning process to ensure that students are

progressing and achieving positive results. These assessment instruments should be different depending on the types of learning to be assessed, and should be completed on an ongoing and periodic basis. Assessment methods and instruments must be related to the goals and tasks of the curriculum. The educator must choose methods and select/design instruments in accordance with the purpose of the assessment (Syarifah, 2023). Some kinds of summative assesment:

- Exams (main exams);
- Final exam (a truly summative assessment);
- Assignments with a deadline (assignments submitted during the semester will be formative assessment);
- Projects (project phases delivered at different completion periods can be evaluated formatively);
- Portfolio (can also be assessed during its development as a formative assessment);
- Performances;
- Students' assessment of the subject (teaching effectiveness).
- Teacher's self-esteem (Erduran & Wooding, 2021).

Summative assessment tasks:

- Summary tests,
- Written exam,
- Oral assessments,
- File,
- Learning projects,
- Classroom observations,
- Activities,
- Work in groups,
- Practical tasks, etc. (Alt, 2018).

The summative assessment is carried out at the end of a period, the learning process, the summative assessment provides feedback on the results achieved during learning expressed in the grade. Through summative assessment we evaluate the final product resulting from the learning outcomes (Sharofova & Aminova, 2024).

The aim of the Study

The aim of the research is to get teachers' attitudes about the teacher's role in documenting summative assessment in primary education, about summative assessment instruments and their design, planning summative assessment, notifying students for summative assessment.

Research Questions

The research questions are of fundamental importance for the research, they have a double function: it expresses the purpose of

the research, but also gives us direction in its process. (Matthews & Ross, 2010)

The research questions are:

1. What is the role of the teacher in documenting the summative assessment in primary education?
2. What is the influence of the teacher on the summative assessment?
3. What instruments are used for summative assessment?

Methodology

The research was carried out with the qualitative methodology, which is a method through which the study of the life experiences of people in their natural location is aimed. The main criterion for the application of this method is the provision of qualitative information, as understood by the word itself (quality-quality; qualitative-qualitative) (Devetak et al., 2010). Qualitative research, on the other hand, focuses on exploring and understanding the complexity of human experiences, behaviors and social phenomena through non-numerical data. This method aims to reveal the meanings, motivations and cultural contexts of a given subject. (Dehalwar & Sharma, 2023).

For the realization of the study, we used the semi-structured interview with primary education teachers, to get their attitudes regarding the documentation of the summative assessment. To carry out this study, we were assisted in collecting data for the semi-structured interview by teacher Mirlinda Nexhipi, who was a master's student at the Faculty of Education, "Kadri Zeka" Public University.

Participants

This research was carried out in several primary schools in the Republic of Kosovo, participants in the interview were 20 primary school teachers, who have proven experience in teaching, are trained teachers and who work with contemporary teaching methodologies. In this research, we selected the purposeful sample, which refers to the selection of individuals or groups who have experience, evidence or have important knowledge about the phenomenon being studied, this choice is made to achieve a deeper understanding of the topic. (Tongco, 2007). Table 1. Gives us more details about the data of the participants in this research such as: work experience, gender, qualification and code of the teacher participating in the research.

Table 1.

The Structure of the Interviewees

No.	Gender	Work experience	Degree	Code
1	F	20	Ba	T1
2	F	18	Ba	T2
3	F	33	Ba	T3
4	M	13	Ma	T4
5	F	22	Ba	T5
6	F	17	Ma	T6
7	F	22	Ma	T7
8	M	17	Ba	T8
9	F	28	Ma	T9
10	F	25	Ba	T10
11	F	8	Ba	T11
12	M	9	Ba	T12
13	F	5	Ma	T13
14	F	7	Ba	T14
15	F	25	Ma	T15
16	F	24	Ba	T16
17	F	29	Ba	T17
18	F	24	Ba	T18
19	F	10	Ba	T19
20	F	25	Ma	T20
Total	20			

Instruments

In order to reach the answers to the research questions, a semi-structured interview was used as an instrument, which was carried out with primary education teachers. The semi-structured interview provides a certain degree of standardization of the interview questions and a certain degree of openness of the answer on the part of the interviewer (Wengraf, 2001). Semi-structured interviews are used to collect data in a wide range of research types. They are usually related to the collection of qualitative social data and how and why they experience and understand the social world in this way. (Belina, 2023). To analyze the data, processed from the semi-structured interviews, we did the thematic analysis. From the research questions, sample selection, and the data collection process itself, we gained ideas on preliminary terms that piqued our interest. We recorded the interviews, transcribed them, listening and re-listening them in order to put them into the research. (Parfenova, 2024). Before the research, we communicated with the participants in writing, informing them of the interview procedures, participating of their own volition, voluntarily without any compensation. The interview consists of a total of 10 questions, the data from this interview are confidential and coded as shown in Table 1. (T1, T2....T20) The following are the semi-structured interview questions:

1. What is the role of the teacher in documenting the summative assessment in primary education?
2. What is the influence of the teacher on the summative assessment?
3. What instruments are used for summative assessment?
4. How do you design summative assessment instruments?
5. How much do you think these assessment instruments sufficiently measure students' knowledge?
7. How much do you use Bloom's Taxonomy when designing questions?
8. When do you do the summative assessment?
6. What do you include in the summative assessment?
9. Tell us how you plan the summative assessment?
10. Are students and parents notified of the

summative assessment?

Validity and Reliability

To ensure the validity and reliability of the research, we relied on the study based on the suitability of the research instruments, the research methodology, the research questions, the sample and the analysis of the data from the research is suitable with the final results of the research, i.e. the correlation of findings from the research brings validity and reliability (Leung, 2015).

In order to ensure the validity and reliability of the research, we reviewed various literature related to this issue, we designed the research instruments by consulting with experts in this field, academic level professors who have dealt with this issue in the past and we came to conclusion that semi-structured interview can be used for this qualitative research (Özkan, 2023).

Ethics

Ethics approval was given by the Municipal Directorates of Education, and was approved by the principals of the schools where the research was conducted. Participants were informed about the research and declared their consent to participate in the research. The participants were informed in time that participation in this research is voluntary and they are not obliged to participate in the study, they can withdraw at any time during the research. The participants voluntarily agreed to participate and confidentiality was guaranteed by the researchers, giving consent for participation and complete confidentiality, that the data will be coded and also the participants were informed about all research procedures (Sadeghi & Smith, 2024).

Data analysis

We carried out the qualitative research with primary education teachers, in this study we took about the role of the teacher in the documentation of the summative assessment, the instruments of the summative assessment, the data collected in this qualitative research by means of a semi-structured interview were analyzed, compared with reviewed literature and the data were coded, grouped according to the theme of the answers and with the permission of the participants in the interview we wrote them down, read and re-read them carefully specifically, grouping the research data according to the themes that emerged

from this interview (Khoa et al., 2023). From the qualitative research we derived four subthemes, which are presented in this research.

Procedure

The research was conducted in three phases:

- The first phase: includes obtaining research permission, selecting participants, getting ready for qualitative research.
- The second phase - involves conducting semi-structured interviews with selected teachers in the respective schools, in order to collect data regarding the role of teachers in documenting the summative assessment.
- The third phase - structuring and analyzing the data, collected from the first and second phase. 20 primary education teachers participated in this research, which was carried out in the time period October-December 2024.

Results

During the realization of this research, we took the attitudes of the teachers about the role of the teacher in the documentation of the summative assessment in primary education, about the instruments of the summative assessment and their design, the planning of the summative assessment, the notification of the students for the summative assessment. From these results we understood that teachers play an important role in documenting summative assessment. For the realization of this research, we used the qualitative method with the research instrument semi-structured interview, the data are presented below with the themes and sub-themes from the research in Table 2.

Current Findings

Teachers' Attitudes About the Teacher's Role in Documenting Summative Assessment in Primary Education

Considering the role of teachers in documenting summative assessment, they emphasize the importance of using various instruments to assess student progress and achievement, including tests and other methods appropriate to the curriculum, they have the responsibility to collect, record and analyzed assessment data, ensuring transparency and providing valuable information to parents and educational authorities, we analyzed this data focusing on the teacher's role in documenting summative

assessment, the attitudes of teachers are presented as follows what is the summative assessment:

"It is to assess the progress and achievements of students using tests and other methods to determine and acquire the knowledge and skills required during a certain learning period" (T1, T3)

"The teacher prepares the evaluation instruments, the questions that must be drafted based on the curriculum he had" (T5)
"The teacher plays the key role in summative assessment, since he uses all possible instruments" (T7)

"The teacher has the responsibility to collect, record and analyze the data collected from the summative assessment, which aims to assess the level of knowledge and skills of the students after a teaching period" (T8)

"The role of the teacher is very important and must be correct, impartial" (T9, T11)

"The evaluation process is very important which affects the improvement of students' progress and the role of each teacher is to have in his documents the summary evaluation, the continuous evaluation and we are free to have the notes in the personal notebook"(T12)

"Teachers are responsible for compiling evaluation reports for each student" (T13)

"This documentation enables the teacher to identify the strengths and weaknesses of the students, as well as to plan strategies for improvement" (T14)

"The teacher must regularly monitor and evaluate the program and personal development of each student during the school year" (T15,T16)

"...it's quite big because student evaluation is very important for the learning process, so every teacher must find ways to summarize information"(T17)

"Documentation is an important tool to ensure transparency and provide valuable information to parents and educational authorities"

"The teacher ensures the use of all types of assessment, which are defined as necessary to evaluate achievements and individual development to highlight the strengths of students" (T19, T20)

Summative Assessment Instruments

From the teachers, during the semi-structured interview, they declared that they use multiple instruments for summative assessment such as: projects, presentations,

homework, classroom activities, students' portfolios, essays, dictations and control exercises. The teachers emphasize that the use of these instruments depends on the subject and the level of the students, and they are planned in cooperation with the professional asset of the classes, we have listed the most concrete answers below:

"Tests, final exams, final projects, assessments with written tests, student portfolios, activities that take place in the classroom" (T1)

"All possible instruments, it depends on the subject and the age of the child, we design the written tests, the oral tests in cooperation with the asset, the oral answers, the individual work, the completed projects, the portfolio" (T3)

"Homework, activity, tests, dictation, files, activities based on the curriculum, the material learned during the school year" (T5)

"Written test, oral answers, presentation of projects, dictation, portfolio, homework, essays, class activity" (M7, M8)

"Tests, control tasks and summative tasks are divided by percentage of assessment (eg assignments 20%, tests 30%, etc.). They demonstrate consistency of results, self-evaluation, evaluation of each other, include topics that have been developed in advance, focus on summarizing achievements"(T10)

"For the summative assessment we use: homework, student files, assessment tests, activities during the year, oral expressions, essays, and the design of tests is done by adapting to the level of the students, adhering to Bloom's Taxonomy (T11)

"Tests, control exercises, engagement in class, portfolio, homework, various quizzes, debates, communication and expression skills, analysis skills, results of feedback tasks, etc. we plan all these for the realization of the summary assessment"(T13)

"We try to use all instruments, but some of them are: oral responses in class, essay writing and speaking skills, assessment tests, engagement in class, collaboration, homework, obtaining and researching information cloud and many other instruments..."(T14)

"Tests, student portfolios, observations, projects and presentations, self-assessment, test results, etc" (T15)

"We plan the instruments that will be used with the professional asset of the classes, such as: homework, tests, quizzes, extracurricular activities, group behavior,

tests that are designed according to Bloom's Taxonomy" (T16)

"The various tests, the file, the task checklist, the student engagement list, we use many instruments, one of them is the test where in its design the use of Bloom's Taxonomy is of particular importance as a hierarchical structure of the abilities of thinking and network to measure the cognitive depth of students' learning" (T17)

"Different instruments are used for summative assessment, i.e. oral and written questions, various tests, students' portfolios, the summative assessment includes the knowledge, skills, attitudes and values of the students, more than three instruments are always planned" (T18)

"Various tests, files, task checklist, student engagement list, group work, engagement, homework, writing, dictation, reading-comprehension, listening-comprehension"(T19)

"The administrative instruction clearly foresees how to carry out the summative assessment, where the professional asset determines the instruments that we use for the summative assessment, making them part of the planning by teachers such as: homework, evidence from class engagement, essays, tests, projects, practical work, portfolio, etc."

Summative Assessment – Documentation – Planning

The purpose of the assessment is to collect information to support the student in mastering the learning outcomes, determining the level of performance. Summative assessment attempts to capture the culmination of student achievement within a given time frame, which is at the end of a teaching period, to see when they take the summative assessment (Kibble, 2017) and how we plan it, we will see below the answers given by the teachers:

"We must do it at the end of a learning period, such as the half-year or the end of the school year, to evaluate the knowledge and achievements of students, this planning must include the definition of learning objectives, the choice of appropriate assessment instruments and the examination of results"(T1)

"At the end of the chapter, the semester, the school year, also preparing the tests from all the knowledge they have acquired"(T3)

"After a period, after a chapter, at the end of

the first semester and at the end of the second semester, planning is done by choosing the questions from the easiest to the most difficult" (T6)

"At the end of every two months and the end of the half year, planning is done when planning is done for the school year, but it is revised after each period of time" (T9)

"Summative assessments are done in periods, which provides greater achievement to students, especially helps those students who have learning difficulties, which is now widely implemented in the curriculum, summative assessment planning is initially done on a global, monthly plan" (T10)

"Summary tests, after the tests at the end of each chapter and the bimonthly test, ensuring a valid, objective, reliable and consistent assessment for all students throughout the school year" (T12)

"At the end of each chapter, I first identify the purpose of the assessment, then define the assessment methods and instruments, consultation with the plan and learning outcomes, conducting the assessment, analysis of the assessment and data, reporting and feedback" (T13) "At the end of a chapter or at the end of a certain period after we move from one chapter to another, any time after passing 6 or 8 units we decide to summarize them in an assessment test and after a period we put them back in another summative test" (T14)

"It is usually done at the end of a certain period, at the end of the school year, etc., and we set the success criteria, identify the goals and objectives of the lesson as well as the choice of assessment instruments, which we plan in time" (T15)

"Summary assessment is done every two months, which means students are graded twice in a semester; planning is done by keeping regular notes in the teacher's personal diary for each subject and each student" (T19)

Involvement in Summative Assessment

According to teachers' opinions from the semi-structured interview, summative assessment includes summative tasks, tests, and checking files to measure student achievement in a given period, teachers have the autonomy to select assessment methods, planning them collaboratively with the professional asset of the classes. Below we see the answers of the teachers:

"In the last part of the period for the

summative assessment, we include summative tasks, tests, checking files, to measure the level of student achievement in that period as planned" (T2, T3)

"Teachers are free to select or what to include for summative assessments, this is in the autonomy of the teacher who plans these together with the professional asset of the classes" (T5, T7)

"When a certain period of time ends, the teacher tests the students according to the plan, or checks the summary tasks" (T9)

"Under the monitoring of school management and professional activity, the summative assessment time is planned, which is regulated and with administrative instructions" (T10, T11)

"In the planning for the implementation of the summative assessment, we also foresee informing the parents" (T13)

"At the time when we do the summative assessment, after setting the grade, we then put the grades in the diary" (T14, T15)

"Recording in the personal diary and class diary also makes summative assessment easier; including more assessment instruments helps us in this process." (T17, T19)

Summative Assessment Information

Informing students and parents about the summative assessment

During the semi-structured interview, the teachers said that informing students and parents about the summative assessment is carried out at the beginning of the school year, when students are informed about the instruments that will be used for assessment, and the methods of information are adapted according to the age of the students, parents are also informed in certain periods, through individual or joint meetings, where students' achievements and needs for improvement are discussed.

"At the beginning of the school year, students are informed about the instruments that will be used for the summative assessment, it depends on the age of the students we choose and how we inform them" (T1, T2)

"Usually, we hold meetings with parents at the beginning of the school year; in the first meeting with them the class teacher also informs the parents about the methods of assessment of their children, also telling you about the course of the summative assessment" (T4, T5)

"Parents are informed from the first meeting held with parents, telling them about

the planning of the evaluation, and the evaluation instruments." (T7)
"We inform parents about the summary assessment during certain periods of time, in individual meetings with parents, but also in meetings when we have them in common, of course the results are always individual" (T8, T9)
"After completing a certain period of summative assessment, or before the end of the assessment, parents are informed about their children's strengths and weaknesses" (T10, T12)
"Students are constantly informed about their results, because through this information they also receive recommendations for improvements" (T13)
"Based on the personal diary, in certain periods of time the teacher informs parents

and students about the results achieved, also providing information for improvement according to needs" (T14, T15)
"At the end of a lesson, the teacher informs the parents about the grades achieved by the student, about his achievements in general, according to the requests of the parents, also for specific subjects" (T16, T17, T18)
"After the end of the evaluation period, when the teachers give a report on the achievements and needs of the students, including recommendations for possible improvements" (T19)
"We also have planned meetings with parents, here we also inform them about their children's achievements, sometimes according to needs outside of the plans" (T20)

Table 2.
Findings from Qualitative Research

Research topic	Researched topic	Main descriptions
Current findings	Teachers' attitudes towards the role of the teacher in documenting summative assessment in primary education	✓ to assess progress
		✓ the teacher prepares the instruments
		✓ the teacher plays a key role in summative assessment
		✓ correct
		✓ impartial
		✓ the assessment process
		✓ very important
		✓ have responsibility
		✓ monitor
		✓ assess regularly
		✓ should be based on competencies
		✓ results
		✓ the teacher
		✓ find ways
		✓ should be as realistic as possible
		✓ principles of assessment
		✓ transparent
		✓ real assessment
Summative assessment instruments	Summative assessment instruments	✓ assess
		✓ Identify
		✓ Manage
		✓ students' progress
		✓ tests
		✓ final exams
		✓ projects
		✓ written
		✓ student portfolios
		✓ activities that take place in the classroom
		✓ homework
		✓ learned material
✓ control tasks		
✓ summary tasks		
✓ control exercises		
✓ class engagement		
✓ portfolio		
✓ homework		
✓ various quizzes		
✓ dictation		
✓ reading		

Table 2 (continued).*Findings from Qualitative Research*

<i>Research topic</i>	<i>Researched topic</i>	<i>Main descriptions</i>
Summative assessment- documentation - planning	Summative assessment- documentation	✓ at the end of a teaching period
		✓ at the end of a chapter
		✓ half-year
		✓ school year
		✓ after a period
		✓ at the end of every two months
		✓ planning is done for the school year
		✓ reviewed after each period of time
	Involvement in summative assessment	✓ summative assessments
		✓ determine methods
		✓ assessment instruments
		✓ consultation with the plan
		✓ learning outcomes
		✓ personal diary
		✓ teachers
		✓ for each subject
Summative assessment and assessment planning	✓ each student	
	✓ students are informed	
	✓ expectations	
	✓ parents	
Information about the summary assessment	Informing students and parents about the summative assessment	✓ usually
		✓ meetings
		✓ beginning of the school year
		✓ parents
		✓ first meeting
		✓ class teacher
		✓ summative assessment
		✓ assessment planning
		✓ Instruments
		✓ periods
		✓ students
		✓ strengths
		✓ weaknesses
		✓ constantly informed
✓ improvements		
✓ personal diary		
✓ results achieved		
✓ grades		
✓ specific subjects		

Discussion

The results of the research have shown us how important the role of the teacher is in documenting the summative assessment and how much influence the teacher has in this assessment using different assessment instruments. Summative assessment is a key element in primary education, helping to measure students' progress and develop their skills. According to the research done, the teacher has an important role in documenting the summative assessment and ensuring a fair, reliable

and comprehensive assessment process, where the documentation of the summative assessment is an integral part of this process, as it provides objective data and clear about the students' progress.

Based on the literature reviewed and the results from the semi-structured interview regarding teachers' attitudes about the teacher's role in summative assessment documentation, the teacher has the responsibility to collect and analyze the information that comes from the summative assessment, to create an overview of clearly for the development of students during

a certain learning period. This process includes the use of various instruments for student assessment, such as tests, projects, presentations and various activities that are related to learning objectives. Participating in this process is also the teacher's reflection on the methods and practices he uses, to ensure that they are effective and suitable for the needs of the students and the results achieved by the students. (Daka et al., 2021).

During their work, teachers also plan the process of student evaluation, as well as the summative evaluation, this was also said during the interview, teachers plan evaluation instruments, evaluation documentation, they do this together with the professional assets of the classes, the documentation must be in accordance with curricular requirements and administrative instructions and laws in force, once support students in further development by supporting them according to their needs.

In the research process, while taking the positions, the teachers showed how they inform the students and parents about the summative assessment, calling this a very important step in the learning process, the students and parents are notified at the beginning of the school year about the assessment steps, about the instruments which are used, and this ensures transparency and understanding of the evaluation method and criteria. The teacher has the responsibility to clearly communicate the assessment objectives, methodology and how the results will be used to support student development. This information creates opportunities for close collaboration between the school and parents, ensuring that students understand expectations and have ongoing support to improve their performance. (Brownlie et al., 2024).

The findings of this research in general have great importance for teachers, parents, students of the fields of education, university professors, but it also helps the educational policies of the Ministry of Education, Science and Innovation. This research provides a clear insight into the role of the teacher in documenting summative assessment in primary education, enabling various researchers to use the best practices of this process and teachers the best models of assessment and documentation, with a word, this paper has a special importance for the sciences of education in general and

assessment in education in particular.

Conclusions

By means of this qualitative research, we have obtained teachers' attitudes about the teacher's role in documenting summative assessment in primary education, emphasizing its influence on the use of different assessment instruments, documenting summative assessment, planning, informing students and parents and in creating a fair and reliable evaluation process. Teachers have a major responsibility in collecting and analyzing assessment data, which helps in shaping a clear picture of student development and in the ongoing planning of teaching methods. (Hall & Kieron, 2018). Also, from the findings of this research, we have highlighted the importance of informing students and parents about the summative evaluation process, it creates opportunities for close cooperation and continuous improvement of students' performance. Trained and prepared teachers are able to plan and document in accordance with curricular and legislative requirements, providing individualized support for students according to their needs and the obligations they are given (Orongan et al., 2023).

Teachers' attitudes about their role in documenting summative assessment where teachers stated that they have a key role in this process, using different assessment instruments, documenting student progress, ensuring transparency in the assessment of their students according to requirements curricular and legislative in general.

This research provides a deep understanding of the role of teachers in documenting summative assessment in primary education, emphasizing the importance of using appropriate instruments for student assessment, informing students and parents to ensure transparency in assessment. Future researchers can use these results to identify best practices for documenting summative assessment and to improve assessment strategies in primary education. This research can enrich the existing literature by contributing new information on the ways of documenting and using summative assessment in primary education, which are important for the development of curricula and educational policies. Also, the results can help solve

some practical problems faced by education experts in different countries, by improving communication and support in the student assessment process. The research was conducted with qualitative methodology, the data are reliable and comprehensive in the research process, which gave us results that can be used by researchers in the fields of education.

From the findings in general, we can say that this research has great importance for educational sciences and assessment practices in education, providing a deep understanding of the summative assessment documentation process and contributing to the development of educational policies and the improvement of teachers' practices. This paper is a valuable resource for teachers, students of education fields, and researchers seeking to delve further into the field of assessment and assessment documentation in general, summative assessment in particular for primary education.

Study Limits

Teachers' attitudes about their role in documenting summative assessment where teachers stated that they have a key role in this process, using different assessment instruments, documenting student progress, ensuring transparency in the assessment of their students according to requirements curricular and legislative in general. During this research we used the qualitative method with the semi-structured interview instrument, if we were to use a methodology other than the qualitative one, we could choose a quantitative approach, which would include the collection of numerical data and the use of statistics to analyze the results. This method would allow measuring the impact of summative assessment on a wider sample of teachers, providing the opportunity to compare and generalize findings to a larger population. In this case, we could get other results from this research.

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