



## The Role of Formative Assessment in Enhancing Writing Skills at the Tertiary Level: A Thematic Review

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### Research Article

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### Abstract:

**Background:** Writing competence is crucial at the tertiary level; however, many students struggle to acquire a certain level of proficiency in writing because of the prevalence of product-oriented learning world-wide. As formative assessment has gained attention as a way to improve writing skills, this paper analyzes the role of formative assessments to enhance writing.

**Purpose:** The purpose of this paper is to conduct a critical evaluation of prevalent research regarding formative assessment and how it fosters improvement in writing skills.

**Methodology:** This study reviews a total of 46 articles and one academic book. Only the most relevant sources are included, and the less relevant ones are excluded. Articles and book published in languages other than English are not considered in this study. In addition, the studies implemented various methodologies, including mixed-methods, case studies, and literature reviews.

**Findings:** The findings demonstrate that formative assessment significantly enhances writing skills through strategies such as cooperative learning, constructive feedback, and a transition from traditional summative assessment.

**Research implications:** The conclusion of this paper sheds light on the significance of utilizing formative assessment systems to enhance the writing skills with a proper acknowledgement of fundamental challenges and sustainable development. Also, it provides insight into pedagogical approaches and furnishes guidance for further research.

**Keywords:** Formative Assessments; Belief; Practice; Educators; Writing Skills; Challenges.

## 1 Introduction

Globally, English language proficiency is progressively recognized as an essential skill for prosperous academic success, career development, and engagement in the international community, for which students worldwide have been enrolling in English classes. Additionally, worldwide at the tertiary level, in public, private, and national/international universities, the medium of instruction is also English in every educational institution. Even after learning English from the beginning of their academic careers, students make consistent mistakes during writing activities. Many students encounter difficulties in acquiring and mastering English writing skills due to various factors, including limited access to quality education, linguistic diversity, and cultural differences (Guadu & Boersma, 2018). However, the principal reason for writing difficulties lies in the widespread presence of product-oriented curriculum at each and every level, apart from some top-ranked private/public universities (Rachmawati & Hastari, 2022; Naghdipour, 2017). According to Mahmood, Mobeen, and Hashmi (2020), Guo and Xu (2021), Guadu and Boersma (2018), Prastikawati, Wiyaka, and Adi (2020), Dieckmann (2020), Wang, Matsumura, and Correnti (2017), Meihuizen (2019), Xu and Liu (2009), Tavakoli et al. (2018), Frey and Fisher (2013), and Humphrey and Macnaught (2016), formative assessment can enhance students' writing skills through regular feedback and encouragement. Formative assessment, including AI-enhanced e-assessments, is reshaping writing instruction at the tertiary level. Uddin et al. (2024) highlight its effectiveness in EFL contexts, while Silfani et al. (2025) stress the role of teacher strategies in fostering critical thinking. Aktar et al. (2022) and Anis and Hasan (2025) further emphasize the importance of reflective practices and adaptability in enhancing writing skills through formative feedback.

Formative assessments are processes utilized by teachers and students to provide feedback and promote extended learning. Such assessments concentrate on observing students' strengths and weaknesses, along with constructive criticism in the learning process and encouraging improvement. It occurs on a regular basis to support students' ongoing development (Byrnes, Maxim & Norris, 2010). In the context of writing skills, formative assessments provide feedback on the writing skills of students and provide recommendations regarding strategies for improvement (Shute, 2008).

Some recent research has shed light on the importance of formative assessment in education and second language acquisition (SLA). However, a notable gap remains in comprehending how formative assessments impact writing skills, specifically at the tertiary level. Formative assessment is recognized globally, but even after its worldwide recognition, there is a lack of specific studies in this field, which in turn contributes to a scarcity of understanding. Research shows that in most cases, teachers' formative evaluations are not correct; they provide feedback by just underlining or circling the part of students' writing with a problem area (Trismayanti, 2021). The writing problems of students detected by instructors are mechanical, like correcting spelling, capitalization, punctuation marks, and grammatical mistakes (Zamel, 1985). Such feedback practices ignore the basic components of formative feedback, such as what was done well, what needs improvement, and how to improve it (Guadu & Boersma, 2018).

The aim of this paper is to critically examine the role of formative assessments in enhancing writing skills for tertiary-level students. It will utilize qualitative methods to demonstrate how formative assessments contribute to improving students' writing abilities. Through the analysis of some scholarly articles from diverse countries, this paper will demonstrate the effectiveness of formative assessments and identify challenges and shortcomings in current formative assessment practices. Through the inclusion of findings from numerous studies, it will propose suggestions to enhance formative assessment strategies and help tertiary-level students to improve their writing skills.

Formative assessment had exhibited a significant role in enhancing writing skills as recently published research provided fundamental insight. However, there is a requirement to explore potential challenges in implementing certain strategies to ensure productive outcomes. In addition, the extent to which the European data is compatible for the Asian settings is not addressed conspicuously. Moreover, it was not feasible to evaluate whether the educators were trained sufficiently to utilize formative assessment in enhancing writing skills. Substantially, the data collection procedure contained participants from a confined and selected category, for which the generalizability of the results remains an enormous question. Recognition of the research gap would provide considerable insights into the most

effective formative assessment practices for enhancing writing skills and addressing these issues will establish meaningful and sustainable goals.

Assessment feedback plays a crucial role in teaching and learning. It permits teachers to measure students' comprehension and provide modified instruction. It assists the educators to detect areas where students excel and where they require additional support. According to students, feedback offers insights into their strengths and weaknesses and encourages them in self-reflection. In most countries, tertiary education plays a fundamental role in preparing students for future careers, so improving writing skills at this stage is crucial. Timely feedback enables both educators and students to confront writing challenges with ease and achieve essential skills for academic and professional accomplishments. Considering these factors, two research questions emerge:

- How effective formative assessment is in a classroom setting?
- What are the challenges the educators encounter while following the formative assessment?

### **1.1 The Role of Formative Assessments in Enhancing Writing Skills**

Formative assessment plays a pivotal role in enhancing writing skills at the tertiary level, with feedback being a central component (Black & Wiliam, 2018; Hattie & Timperley, 2007). Research shows that timely and constructive feedback significantly improves students' ability to revise and refine their writing (Smith & Johnson, 2020; Shute, 2008). For instance, teacher feedback focusing on specific aspects of writing, such as grammar, organization, and argumentation, leads to measurable improvements in student performance (Brown, 2021; Hyland, 2016). I also believe this is true because, without ongoing support, students can feel confused and lose direction. However, the effectiveness of feedback depends on its clarity, relevance, and actionable nature (Hasan et al., 2024; Johnson, 2019; Carless, 2020; Hyland & Hyland, 2006). Studies emphasize that vague or overly critical feedback can demotivate students and hinder their progress (Evans, 2013; Yorke, 2003). I have seen this happen in classroom settings. When students receive unclear feedback, they feel confused and struggle to understand how to correct their mistakes. This holds them back from improving. In addition to teacher feedback, many of the studies highlights the importance of peer feedback to improve writing

skills. According to Topping (2017) and Lee and Anderson (2022), peer review not only encourages collaborative learning but also helps students develop critical thinking and self-reflection skills. When students are involved with reviewing each other's works, they become more active in the learning process. Despite its benefits, challenges such as variability in feedback quality and student resistance to peer evaluation remain significant barriers (Taylor, 2020; Nicol, 2021). To address these issues, researchers advocate for training programs to equip students and instructors with the skills needed to provide and receive effective feedback (Hasan et al., 2024; Wilson et al., 2021; Carless & Boud, 2018).

By analyzing studies from different parts of the world, it is clear that formative assessment is crucial across various educational contexts. Research from Ethiopia (Guadu & Boersma, 2018), Indonesia (Prastikawati et al., 2020; Nurhayati, 2020), and Pakistan (Mahmood et al., 2020) all shows a similar conclusion that formative assessment has a positive influence on writing instruction and student outcomes. One of the common themes of these studies is the importance of regular assessment, especially those that includes interaction, discussion, and reflection. The study of Guadu and Boersma (2018) shows that even though teachers understand the value of formative assessment, a fundamental gap between beliefs and actual instructional practices exists, with challenges such as time constraints and large class sizes being factors to take into account. I think this is an important point because many instructors support the idea of formative assessment in theory but face difficulties to implement it consistently due to workload or other barriers. Amid the obstacles, the study emphasizes the requirement for aligning instructors' beliefs with instructional practices, as student learning outcomes will be facilitated in an enhanced way. However, it does not explore potential solutions to address the identified challenges.

The use of technology based formative assessment to improve writing skills, such as online backchannels used in Indonesia (Prastikawati et al., 2020), is also worth noting. The study shows that digital tools can help students to feel more motivated, engaged, and enhance their writing skills, which is highly relevant in today's technology focused classrooms. If used appropriately, these platforms can provide immediate feedback, and help students to take part more actively. The study promotes technology-mediated formative assessments to enhance

writing instruction and student learning experiences, which are regarded as a strength of this article. However, limitations or drawbacks of online backchannel are not explored, which encourages further research (Karim & Na, 2024).

Nurhayati (2020) investigates the impact of formative assessment on teaching and learning activities and identified certain activities, including peer feedback and discussions that fundamentally contribute to students' engagement, comprehension, and improvement in writing skills. It supports using different assessment methods, including self and peer assessment, along with traditional ones, to get students more involved and reflective in assessments. However, there is a requirement to explore potential challenges in implementing these strategies to ensure productive outcomes. Mahmood, Mobeen and Hashmi (2020) provide further evidence that formative assessment plays a crucial role in enhancing writing skills. Their quantitative research on Pakistani undergraduate students reveals that timely constructive feedback and classroom activities improve academic writing. Similarly, Trismayanti (2021), through a literature-based study (journals, articles, and thesis) shows the importance of continuous and supportive assessment. Although her study is based on secondary sources, its findings still align with the findings from empirical studies, reinforcing that constructive feedback is important to enhance writing at the tertiary level. However, a vital limitation could be the reliance of the study on existing literature without its own research findings.

Finally, Cauley and McMillan (2010) shows how formative assessment help students to stay motivated and perform better in English Writing. They suggest that instructors should use assessment to understand students' needs and guide them, not just to provide marks. Because when a student sees assessment as a tool for learning rather than as punishment, they are more likely to improve.

Collectively, these studies focus on the significance of integrating formative assessment strategies into writing instruction to enhance students' writing skills effectively. They offer valuable insights for educators, policymakers, and researcher interested in promoting effective writing instruction through formative assessment. However, further research is required to figure out the best way to use these strategies in different kinds of educational contexts and student populations.

## 1.2 A Thematic Understanding Across Studies

While each study provides valuable insights, a combined thematic analysis of their findings reveals deeper connections and common ideas about how formative assessment supports writing development at the tertiary level, and should be central in writing instruction. Although the studies come from different educational contexts, they all reach similar conclusion, when students receive timely, clear, and constructive feedback, their writing improves. Whether the feedback is given by teachers or peers, it helps them to understand their mistakes, revise their work and become more confident writers. No studies in the review disagree with the benefits of formative assessment. However, some studies point out challenges in implementing it properly, such as limited time, large class sizes, lack of training, and institutional barriers.

Similar ideas are reflected in the studies, such as:

- **Constructive Feedback:** Feedback is crucial. Whether It's from instructors or peers, it is effective when it is specific, constructive, timely, and focused on improvement.
- **Active Student Participation:** Improves students' engagement, especially when students take part in peer review, or self-assessment and engaged in digital tools.
- **Support Growth and Learning:** Formative assessment is more than just grading and evaluation. It is a student-centric approach that supports students' growth and works best when used to guide learning, not judge it.
- **Challenges:** Several challenges work as barriers, such as vague feedback, untrained instructors, lack of time for teachers, and institutional limitations.

## 2 Research Methodology

This review employs a thematic analysis approach to synthesize findings from a total of 47 scholarly sources, including 46 peer-reviewed articles and one academic book, on the role of formative assessment in enhancing writing skills at the tertiary level. The articles were selected through a systematic search of databases such as Google Scholar, Scopus, EBSCO, and JSTOR, using keywords like "formative assessment," "writing skills," "tertiary education," and "feedback in writing." Inclusion criteria included articles published between 2001 and 2025, a focus on formative assessment practices in tertiary writing instruction, and availability in English. Articles that



were irrelevant, lacked empirical evidence, or were not peer-reviewed were excluded. This process ensured a focused and high-quality dataset for analysis.

Thematic analysis was conducted following the framework by Braun and Clarke (2006) and Uddin et al. (2020), which involves identifying, analyzing, and reporting patterns within the data. The process began with familiarization, where all 47 sources were read thoroughly. Next, coding was performed to extract key ideas, which were then grouped into broader themes such as "types of formative assessment," "impact on writing skills," and "challenges in implementation." Themes were refined and named to reflect their core ideas, ensuring a coherent and structured synthesis of the literature. This approach allowed for a comprehensive exploration of recurring patterns and insights across the articles.

To maintain academic rigor, all sources were properly cited, and direct quotations were used sparingly to avoid plagiarism. Potential biases in article selection and interpretation were acknowledged, and efforts were made to include diverse perspectives. While this review provides a robust synthesis of 46 articles and one book, it is limited by its focus on English-language publications and the potential for publication bias. Despite these limitations, the thematic approach offers valuable insights into the role of formative assessment in enhancing writing skills at the tertiary level, highlighting key trends and gaps for future research.

### 3 Discussion

#### 3.1 Formative Assessments in Classroom Settings

Guadu and Boersma (2018), as cited in Weigle (2002, p. 42), said, "Although literacy in English is very essential at any level of education, its value at a higher education level is more crucial because in a university, writing is not just a standardized system of communication; it is an essential tool for learning as well." English literacy enables students to grasp content and its context and engage more effectively with academic materials; it helps to communicate ideas more clearly and participate in scholarly discourses, which is crucial for success at the tertiary level. That is why learning to write in English has become more essential and vital for every aspect, either for communication, work, or academic pursuits.

Numerous studies have shown that formative assessment can play a crucial role in enhancing writing skills because these kinds of assessments

can track what students already know, where the gap is in their learning, and how to improve it. (Mahmood, Mobeen & Hasmi (2020); Guo & Xu (2021); Gaudu & Boersma (2018); Prastikawati et al. (2020); Dieckmann (2020); Wang, Matsumura & Correnti (2017); Meihuizen (2019); Xu and Liu (2009); Humphrey & Macnaught (2016); Hanefar et al. (2022)). It is effective because it provides continuous feedback, promotes student engagement, peer learning, group activities, and scaffolds according to students' needs (Shute, 2008). From the study of Gaudu and Boersma (2018), it was found that 86.5% of the respondents (educators) agreed on the importance of formative assessment for enhancing instruction and student learning. The instructors claimed that they practice formative assessments to enhance students' learning and practice of formative assessment through scaffolding the students with weaknesses, and the result is positive. Scaffolding helps a learner by breaking down tasks into manageable pieces, providing step-by-step guidelines, and constructive feedback, and supporting students as they learn, so it can be said that the learning will be flexible and there will be gradual progress in writing in this process.

According to Prastikawati et al. (2020), applying an online backchannel as a formative assessment in a writing classroom, students can decrease their difficulty in generating the idea/topic of writing. This implementation helped students to raise their motivation and confidence and helped them to gain new vocabulary and grammar error awareness. Additionally, students took a benefit from the communicative interactions in their process of writing. Their study showed that most of the students considered this assessment as a new and excellent way to help them express their ideas more. In the research one student added:

I am not afraid to try writing some sentences in English directly. I used to write in Bahasa Indonesia and translated it to English before. But now it is easier to write because the online backchannel is facilitated by my English teacher. I can have new vocabulary because I can read my backchannel group. My friends and my teacher write many new vocabulary items that I did not know before. That is challenging and helpful in generating more ideas in writing.

So, here this innovative formative assessment is encouraging the students to be direct in giving their ideas in writing. It is also effective because it is supported by the feedback and the communicative interactions among the teacher-

students and students-students in group discussion.

Based on the findings of Nurhayati (2020), both teachers and students stated that formative assessment brought a new experience in the practice of assessment in English writing. In the research, teachers explained that formative assessment builds up a better learning activity in EFL writing class. They mentioned that the students were actively involved in the assessment. Therefore, the students have more opportunities to learn from their own and peers' mistakes, which creates meaningful learning. This is because self-assessment and peer feedback were carried out during the evaluation or assessment session. In this study a teacher stated,

As I performed this formative assessment, I observed that the students were able to learn more after the evaluation. They realized their mistakes in writing, so they shared ideas or answers with their friends. So, after the evaluation or the assessment, the students were not stuck in their condition, confuse or having no idea of their mistake, because of the feedback from their friends.

From Nurhayati's (2020) analysis of the data, several students reveal that formative assessment created positive impacts and one student claimed –

I think the assessment is better and more distinct from the previous assessment. We not only know our writing's score but also know the things we need to improve. We can help each other with our friends in learning so that we can write better at the next chance.

Here students believe that the feedback from their teacher is very helpful since it provides detailed feedback for the improvement in writing. Also, a teacher's feedback to students motivates them to write more on their own and motivates them to participate in discussions. All these are making students feel welcomed in the class and in activities, which ultimately leads to better understanding and quality writing.

According to Mahmood, Mobeen, and Hasmi (2020), daily assessment improves students' academic writing skills. Therefore, it can be said that there exists a positive co-relationship between formative assessment and the improvement of academic writing skills; that is, when the students are given continuous feedback through formative assessment, it helps students to improve their writing. Their study concluded that the undergraduate students' academic writing skill can be improved with the help of formative assessment. The main outcome of this study is that the different

strategies have a positive impact on academic writing. Different techniques such as assignment writing and proper feedback, teacher's guidance, and classroom activities are helpful in developing writing. So, it can be said that to improve students' writing, the implementation of formative assessment in the classroom is crucial, and almost all the teachers and students have a positive attitude towards formative assessments.

### 3.2 Instructor's Belief Vs Practices

In Ethiopia, learning English is mandatory from grade one, and it is the medium of instruction for the students from grade seven to university, yet students struggle with their writing skills (Guadru & Boersma, 2018). Which is not only Ethiopian students' issue; it extends beyond it to many more countries, such as Bangladesh, Pakistan, China, Indonesia, Iran, the Netherlands, and Sweden, which are not using English as an official language but using 'English' as a medium of instruction in their educational institutions (Mahmood, Mobeen & Hashmi, 2020). Despite receiving extreme exposure from the beginning of academic pursuits, instructors find students are unable to write grammatically accurate and meaningful sentences; even graduates are unable to express themselves in an appropriate manner (Hanefar, Anny & Rahman, 2022; Nurhayati, 2020; Mahmood et al., 2020).

To overcome these difficulties, students need opportunities to share their problems, interact and reflect on their work. This is where Vygotsky's social constructivism theory becomes crucial. It emphasizes collaborative learning and social interaction in learning. This theory aligns with formative assessments by providing opportunities for constructive feedback, peer learning, and self-reflection, which can improve writing step by step (Shute, 2008). That's why recently, all over the world, formative assessment has become the preferred form of assessment compared to summative assessment, and every educational institution is experiencing a shift from summative to formative assessment (Hanefar et al., 2022). We have already learned how beneficial and effective formative assessments are in enhancing writing skills, which both teachers and students approved. Yet, students are struggling in their writing, so questions arise: to what extent do instructors incorporate formative assessments in the actual classroom settings? Are they implementing them effectively, or is there a gap between belief and actual practices?

Based on the findings of Guadru and Boersma (2018) from qualitative data analysis, there is a

mismatch between teachers' beliefs and their perceived practice. In other words, teachers believe that formative assessments are essential for bridging the gap in learning and stated that they practice formative assessments through monitoring students in their learning and providing proper support when needed to improve performances. However, when the researcher looked at students' scripts, they found mismatches. There was no constructive feedback on writing improvements and nor was there any scaffolding to establish integrity in assessment (Islam et al., 2024). Almost all students' writing problems observed by educators were mechanical, such as correcting spelling, capitalization, circling grammatical errors, underlying punctuational errors, etc. A similar scenario can be seen in the Asian educational context too, especially in Bangladesh. In terms of assessment, higher educational institutions in this country still depend mostly on the traditional summative assessments system for measuring the students' learning outcomes (Hanefar & Anny, 2022). Even though instructors are asked to shift to alternative methods, they are still stuck in the traditional process. Their actual practices show that they mostly provide indirect feedback and either just underline or circle writing problems, which is similar to the findings of Guadru and Boersma (2018). What was done well, which areas need to improve further, or how to improve it are missing from feedback sessions as they actually follow a summative process (Hanefar & Anny, 2022; Trismayanti, 2021). As a result, students are unaware of the strengths and weaknesses of their writing and could not further improve their writing.

This lack of detailed feedback is a barrier for students to engage in self-regulated learning. Self-regulated learning proposed by Zimmerman, encourages students to take control of their own learning by setting goals, monitoring their progress, and adjusting strategies (Bloom, 2013). Without specific feedback and guidance, students cannot set goals, monitor their improvements and make necessary adjustments. In my opinion, this is probably the scenario in other educational contexts too. Even though teachers believe formative assessments are effective, in actual classroom practices, their assessment literacy is poor and they struggle to provide the right support.

### 3.3 Challenges in Implementing Formative Assessment Practices

The result of the research showed that the implementation of formative assessment is

effective and beneficial in improving students' writing skills. Moreover, both teachers and students have a positive attitude toward the use of formative assessment as a media for writing improvement (Trismayanti, 2021). However, results of some research showed that what teachers filled in on the questionnaires and their claims in the interviews are opposite to what they do in the classroom. Even though instructors are aware of formative assessments and their benefits, they lack assessment literacy. They do not know how to evaluate students, are unfamiliar with different formative assessments, and do not know how to integrate formative assessments into teaching effectively (Lam, 2015). Because of little understanding about formative assessments, teachers do not have any idea that their student evaluation is not correct (Trismayanti, 2021, as cited in Widiastuti & Saukah, 2017). Educators should receive proper training on how to effectively implement formative assessments in the classroom. They should learn that formative assessments are not just about finding or underlying the mistakes and grading according to it; rather, it is an ongoing process of evaluating students' progress throughout the whole learning period. Most teachers think that it is about guiding students for certain tasks or assignments. That is why teachers need to develop their knowledge by joining training or workshops (Trismayanti, 2017, as cited in Buyukkarci, 2021; Prastikawati et al., 2020). Without proper training, if we ask a teacher to incorporate formative assessments in the classroom, then the outcome won't be effective as the teacher has no idea about the basic principles of it, what to evaluate, and how to do it.

Then comes 'Time constraints', one of the challenges that instructors repeatedly mentioned in the study of Guadru and Boersma (2018). They mentioned that the allotted time for a course is not enough to assess students with a variety of tasks and implement formative assessments in the classroom. Also added that the large class sizes, which stretch up to sixty students in a class, also work as barriers to evaluating or focusing on every student's progress. I totally agree that teachers have their own capacity and limits; a single teacher cannot focus on every student's progress in this short period of time. As formative assessment is a time-consuming process and requires plenty of planning, to implement formative assessments properly, there should be an adequate amount of time, and a teacher-student ratio should be maintained, like there should be a manageable size class with a maximum of 15-20 students per course.

Otherwise, because of curriculum demands and heavy workloads, teachers will stick to the summative assessment system, as it is easier to conduct and saves time.

Along with these numerous challenges, such as limited access to resources, institutional and social pressures, geographical challenges, classroom dynamics, and so many other factors, they can be the reasons for an educator not being able to incorporate formative assessments properly in the classroom settings. So, it is necessary for the policymakers and authorities to take proper steps and develop strategies so that teachers can overcome these barriers and incorporate formative assessments effectively in the classroom.

#### 4 Implications

To start, teachers need adequate training to use formative assessment strategies well in writing classes. Workshops that focus on giving helpful feedback on writing assignments can be really useful. For example, teachers can learn simple techniques like the "feedback sandwich," where they start with something positive, then give suggestions for improvement, and end with encouragement. Next, making feedback better by using effective tools. Teachers can use tools like Google Docs or Microsoft Word to track changes and to give detailed feedback on students' writing. This will make them point out their grammatical mistakes and better word choices and explain why certain changes are needed. Then, make sure that there's enough time for formative assessment. Teachers can adjust their schedules by making proper plans on how to conduct the whole course material within time durations. They should organize/join regular writing workshops where students can get feedback and can improve their work before turning it in.

Another crucial step can be including technology in the learning. It can enhance learning and assessments by providing students with various platforms to interact with and get involved in. Their students can sit for multiple quizzes, get instant feedback, peer reviews, group discussions, multiple presentations, and mock interviews, and can also create digital portfolios. This will help teachers to engage students in multiple educational settings and get insights on students' progress, which will benefit both teachers and students to get a better reflection on how to move on for further progress. Also, tools like Turnitin or Grammarly can help students to find and fix errors in their writing instantly. These tools give them feedback

on grammar, punctuation, and style right away, which will enrich their vocabulary and boost their confidence to write on their own.

Not only this, educational institutions also need to take proper actions regarding this; they need to support their teachers too. Allocating money for training on formative assessment can help teachers to learn more about how the formative method works. Also, changing institutions policies to focus more on formative assessment can make a big difference too. Along with this, every educational institution should make sure that teachers are being rewarded for their better performances; it will encourage and motivate them to do something unique and insightful for their students' learning. We have to keep it in our minds that teachers need to be motivated and external pressures on them should be minimized; otherwise, a good performance from them won't come because their emotions will hinder their productivity.

#### 5 Conclusion

To improve writing skills in the tertiary education system, where English is key, policies should rely heavily on formative assessment. Despite barriers like limited quality education access and cultural diversity, formative assessment is globally acknowledged as crucial for better writing. However, its impact at tertiary level needs deeper exploration. Challenges such as mismatched beliefs and practices, limited understanding of assessment, and time constraints hinder its effectiveness. To tackle these obstacles, teachers need better training and support, and policymakers should prioritize resources and create supportive environments. By joining forces among teachers, students, parents, and school leaders, we can maximize formative assessment's benefits, empowering students to become skilled writers, which is essential for their academic and professional success.

##### 5.1 Recommendations

Here are some other ways to make formative assessment in writing even better, such as - teacher workshops, sharing ideas, feedback from students, personal reflections, and parent meetings.

- **Teacher Workshops:** Hosting workshops where teachers can learn about effective feedback processes on student's writing and they should make sure that everyone is on the same page.



- **Sharing Ideas:** Teachers can meet regularly to talk about what's working well in their writing classes and share tips with each other.
- **Students Feedback:** Asking students what they think about the feedback they get on their writing scripts can help teachers to know what's helping them to improve and what's not and which activities they think makes them feel more productive and which creates boredom.
- **Parent Meetings:** Holding meetings with parents to talk about how they can support their child's writing at home can also make a big difference.
- **Personal reflections:** Teachers should reflect on their actions too. While teaching or conducting diverse activities, teachers should utilize different tricks and methods to grasp students' attention. They should make sure that every student feels welcomed in his/her class. They should reflect on his/her teaching styles: which ones make students engaged, which make them feel included, and which create demotivation and depression among students. They should encourage themselves to think about what's working and what's not working in their writing assessments to help students enhance their writing.

On the above discussion, it can be understood that making formative assessment work well for writing means everyone: teachers, students, parents, and school leaders working together. By giving teachers good training, making feedback better, and using technology well, we can help students become better writers. And by making sure everyone is on board and sharing ideas, we can make sure every student gets better at writing and feels confident about it too.

## 5.2 Research Ethics

This study maintained all ethical issues by maintaining academic integrity, ensuring proper citation, and unbiased analysis.

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