**WELL CONDUCTED PROCESS OF CREATING FORMATIVE ASSESSMENT**

* Must be linked to good teaching and learning planning. When planning a lesson, the lecturer determines the goals and assessment criteria. It is essential to provide information to students in an understandable and strict adherence to it. The schema should include:

• what the student did well,

• what needs to be improved,

• how to improve,

• tips on how the student is to develop

* It focuses on the way in which students learn, getting in that information from them about what helps them in learning and prepares material basing on this information. It is also important that both teachers and students focus on the process and not on the outcome itself.
* Plays a vital role in the learning process, from planning to assessment of achievements. Thanks to this, students can constantly improve and improve their work, and consequently - achieve better results.
* Complies with the best teaching principles. The lecturer plans, observes the learning process, analyses and interprets the information obtained about the course of the process and its results. Then it informs students about their work and achievements. An important and indispensable element of effective teaching is also building their self-esteem and passing peer assessment.
* Builds the relationship between the teacher and the student. The teacher's comments, assessments and opinions have a huge impact on the student, his self-confidence and enthusiasm for learning, and the teacher must be aware of this. Feedback sent to the student must be individual. Their purpose is to constructively convey an evaluation of his work and its results.
* Motivates students to learn. Comparing individual students' achievements with those of their peers is the worst motivator, and therefore often discourages learning. The key is to adopt a method of assessment that protects learner autonomy and focuses on progress and achievement rather than emphasizing learner failure.
* It requires precise definition of the criteria of the intended effect already at the planning stage. The lecturer's task is to plan the criteria of success with the accuracy of writing down each academic requirement. The criteria must be given in a language the student understands so that they do not raise any doubts. When assessing the student's work, the teacher should absolutely stick to the previously created criteria. Changing the rules of assessment in the course of its assessment can be extremely demotivating for the student undergoing the assessment.
* Provides opportunities to improve your own work. Formative assessment involves giving students constructive guidance on how to improve their work so as not to interrupt the dynamics of development. Students, despite the fact that they are expected to be independent, require them to be guided in the learning process. They need information and guidance to help them plan their next steps in learning. The lecturer, indicating the strengths of the student, should also advise on how to develop them and clearly and calmly inform the student about weaknesses and propose a way to eliminate them.
* Develops the student's ability to build self-esteem so that it serves self-reflection and independent decision-making about the course of their own learning. An independent student consciously shapes his learning process: gains knowledge and new skills. By encouraging self-reliance, the teacher helps the student to progress through the development of his own skills, up to building his self-esteem.
* It is applicable in all fields of study at a university. The teacher notices and appreciates the achievements of the students and can use their potential, enabling each of them to achieve their maximum potential.