



# Teacher Subjective Theory of Assessment

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# RATIONALE

## Why this study?

- Teachers are the most important elements in the success of students



## Current Situation

### *In many context,*

- Assessment too traditional
- Most common assessment practices (Grading, verbal comment & testing)
- Teachers have limited knowledge on quality aspects of formative feedback interactions to support learning (Gamlem & Munthe, 2013), and
- Assessment (AfL) is not dealt at Initial Teacher Education (Smith, 2011)

### *Czech Context:*

- In Czech schools formative assessment is an neglected area and summative still raises some concern
- Little balance found between intended use of varied assessment approaches/purposes
- Lacks alignment between instructional goals and assessment (OECD, 2012, Strakova & Simonova, 2015)

# Problems and Gap

- Assessment has lot of problems and flaws still
- To serve the purposes of education, the whole processes needs to reconsidered
- Assessment is important and has central role in Teaching and learning process and also
- Assessment and learning theories should grow closely, however they are fields apart (Baird et al., 2017)
- Fives, Barnes, Dacey & Gillis (2016) points that classroom assessment teaching lacks planning, portrays wide variation in the depth of coverage with little focus related to assessment planning and lacks theoretical connections between assessment and instructional practices
- *Besides,*
- Teachers are crucial in the lives of children, hence, how they learn is very important
- Improve and support student learning



## A major gap:

- how teachers of English Foreign language teachers (EFL) develop, mediate and broker their subjective theory of assessment in Czech lower secondary schools is still an unexplored area.



## RESEARCH AIMS

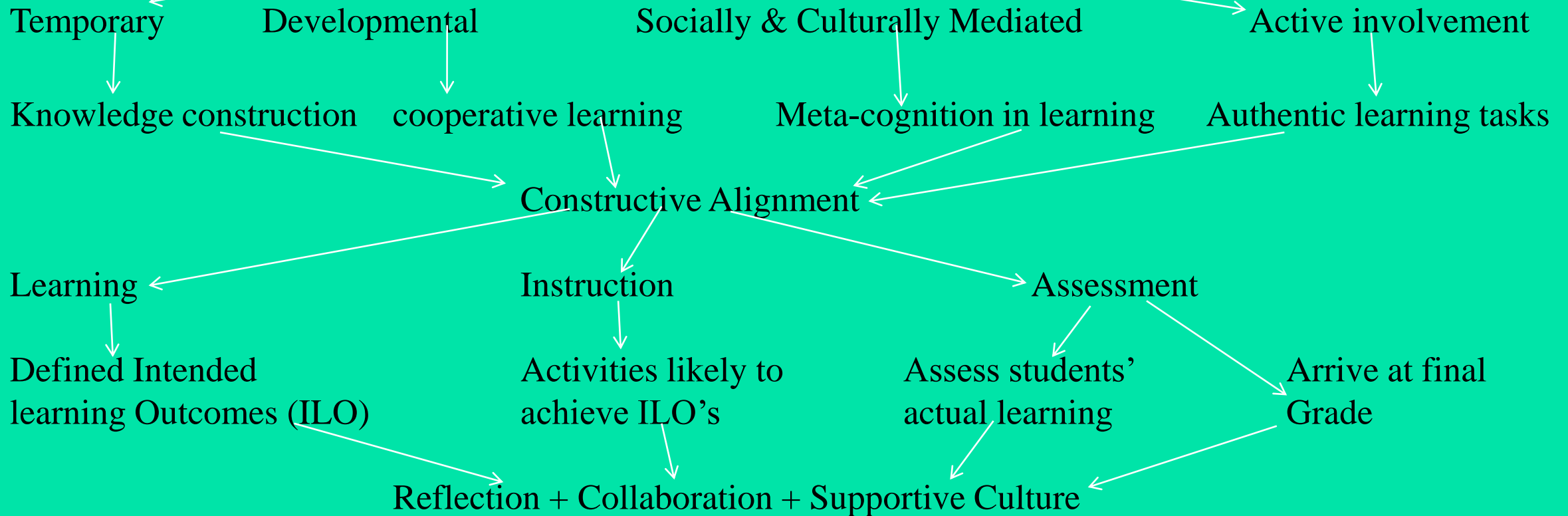
- Examine how EFL teachers develop their subjective theory of assessment;
- Locate critical incidences contributing to teachers' construct/development of innovative assessment theory;
- Explore whether teachers developed assessment practices support learning; and
- Identify Teachers perception of fair assessment.



# Theoretical Framework

Constructive Alignment (Biggs, 1996) rooted in the principle of constructivist theory

## Constructivist Principles





# RESEARCH QUESTIONS

1. How do English teachers in Czech lower secondary schools develop their subjective theory of Assessment?

## Sub questions

2. How do teachers' construct assessment practices that support learning?
3. What critical incidences play a role in teacher development of their subjective theory of assessment?
4. What constitutes a fair assessment from teachers' perspective?





# RESEARCH APPROACH

## Qualitative Interpretive Approach that

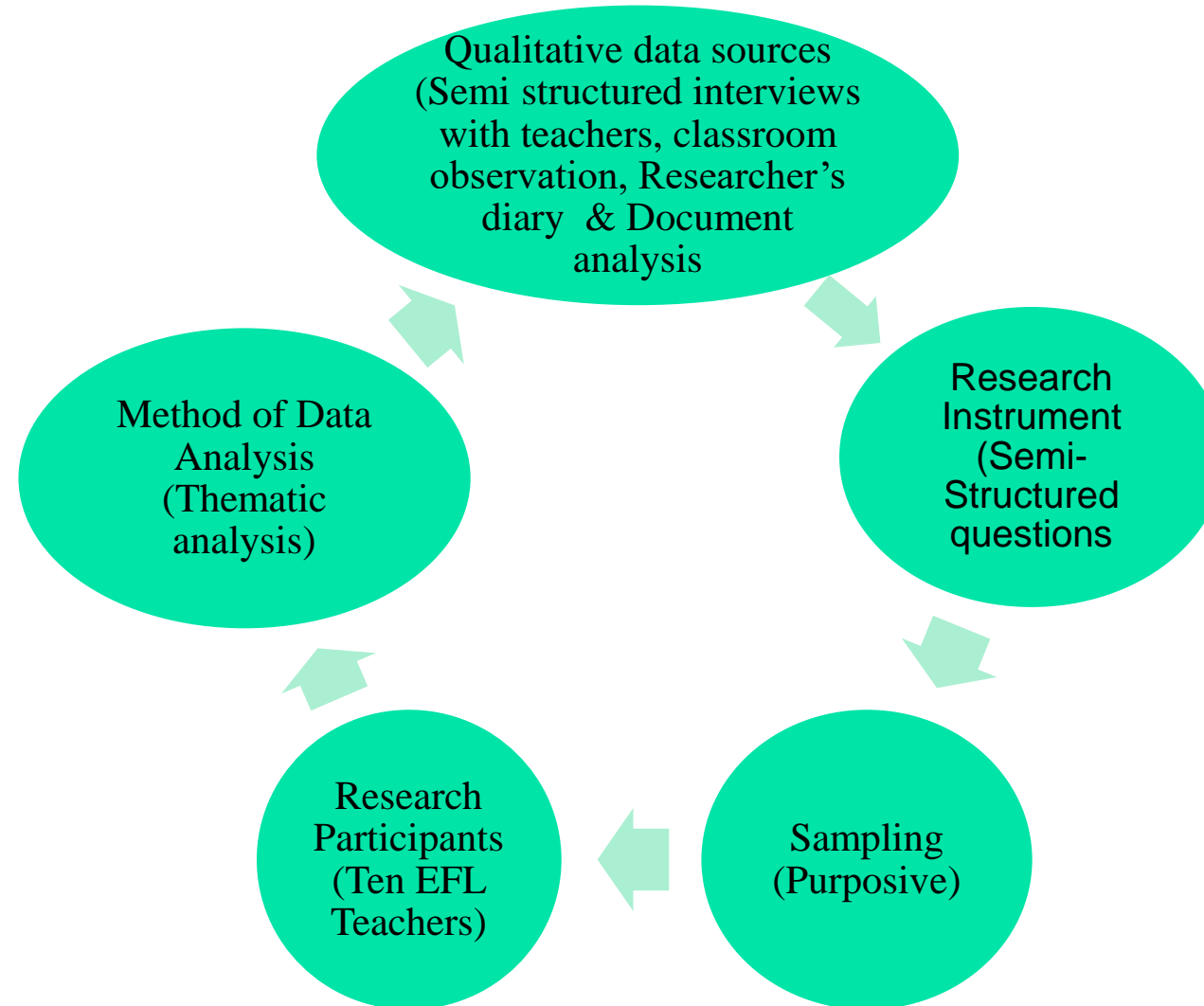
- Attempts to understand phenomena through the meanings that people bring to the forefront from their lived experience (Walsham, 1993), and that
- Allows construction of the social world characterized by collaboration between the researcher and the participants (Cavana, Delahaye & Sekaran, 2001; Walsham, 1995a, 1995b) and, researcher becomes the vehicle by which this reality is revealed to the world (Mingers, 2001).
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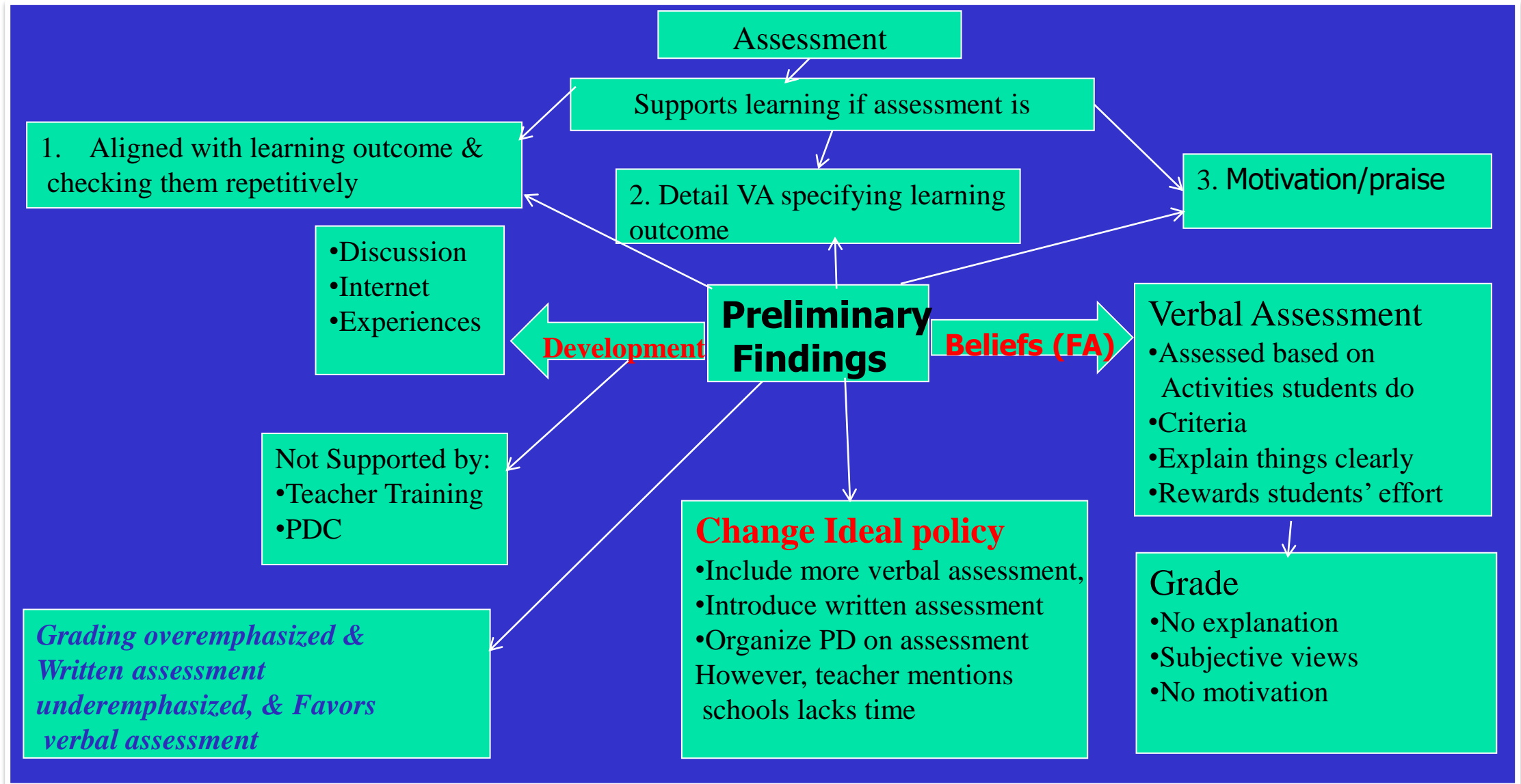
## Research Design

- Narrative inquiry (Clandinin, 2006)
- Well suited to building understanding of teaching and learning in classrooms
- Allows the researchers' to inquire the experiences and stories of the participants and moves beyond a single story to purposefully identify counter-narratives to understand and transform the complexity of classroom life (Sisk-Hilton & Meier, 2017, p. 10).



# Methods of Data Collection







# Critical incident

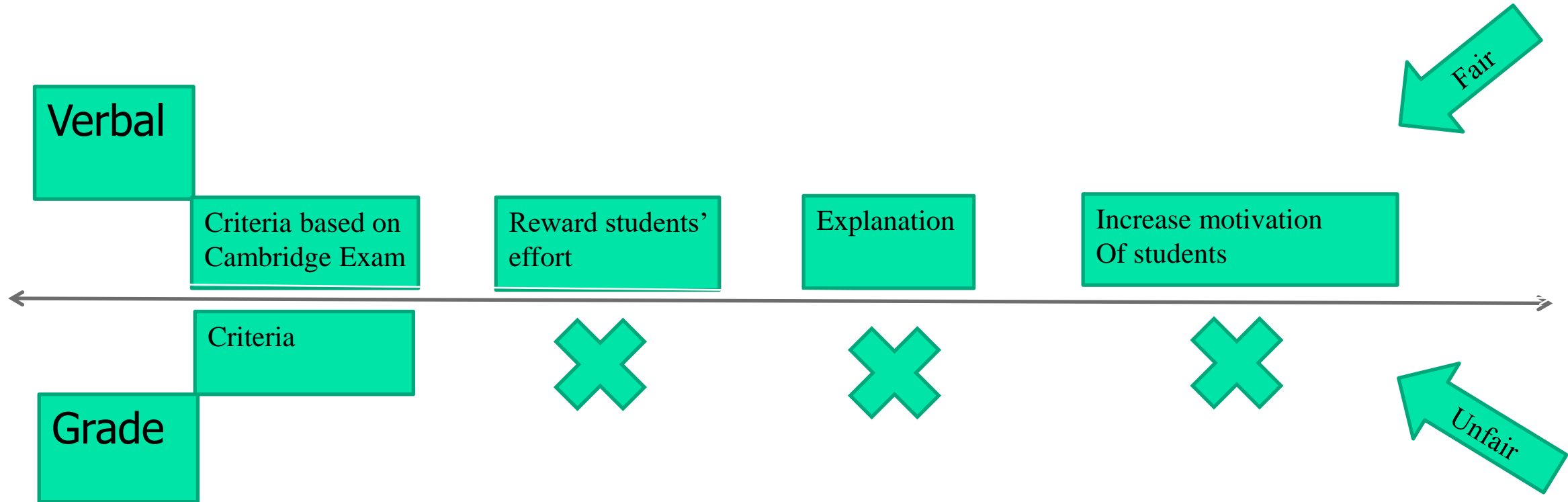
## John says....

*when I like something or some part of assessment they (Colleagues) do, I try to somehow adjust and develop mine.*

*“ For instance, a colleague of mine had this practice of giving small, small marks for varied activities students do. I found that interesting and I tried this with my students too and it worked very well as it caters to learning differentiation.”*



# Theory of Assessment





# Contributions to EDiTE Themes

## ■ **Transformative Teacher Learning**

- ✓ Since the topic is teacher development of subjective theory of assessment, teachers are expected to explore various means of examining, selecting and developing their subjective theory of assessment practices to transform their learning

## ■ **Better student learning**

- ✓ When teachers' take the initiatives to build their assessment practices and learn and re-learn and use these information to create new innovation in assessment practices, THEY do this to support student learning. Hence, contributing to Better Student Learning.

## ■ **Emerging European Context**

- ✓ 'Emerging European context' European commission has developed key competencies but these key competencies are difficult to assess. If European commission wants to assess these key competencies, then, EC needs to develop new innovative assessment methods. This study in a way will explore how teachers develop their assessment practices and if at all there are new emerging innovations in assessment, it can be applied to address this issue. Thus, this is how the present study will connect to all the three themes of the project.

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