

ABSTRACT

This study investigated teachers' perceptions of classroom assessment in mathematics and their current classroom assessments practices. Specifically, the study sought to gain an understanding of the extent to which teachers use different classroom assessment methods and tools to understand and to support both the learning and teaching processes.

This study employed a mixed methods approach to measure the classroom assessment development of teachers. Four scales of perception developed (i.e. Classroom Assessment Knowledge, Innovative Methods, and Quality Procedure). The scales were constructed to examine their assessment-related personal beliefs (using a series of rating scale items). The study used a questionnaire to establish the teachers' perceptions of classroom assessment in mathematics. Six hundred and forty eight teachers completed the classroom assessment the beliefs survey. To explore the relationship t-test and ANOVA method tested. In addition to the survey, in-depth, semi-structured interviews, a lesson observation protocol, and pre-lesson and post-lesson observation interview protocols as main sources of data collection and undertaken with thirteen of the survey participants. The qualitative phase of the study was used to further explore the assessment related knowledge of the teachers as well as their notions of an ideal assessment, their perceived assessment competence, and how this related to classroom assessment. Overall, the results in both phases of the study highlighted that the teachers demonstrated limited classroom assessment, which had a negative impact on their actual assessment implementation. Teachers' background characteristics were found to have an impact on their classroom assessment practices.

Teacher experience and teacher education program did not seem to contribute much to teachers' perceptions of classroom assessment; however, teacher's academic qualification seemed to influence teachers' flexibility to accept new ideas. The findings had direct implications for assessment policy development in education settings as well as curriculum development for pre- and in-service teacher education programmes within developing countries.