Teachers' perceptions and descriptions of classroom-based assessment practices in Vietnam

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Headline

- Background to the study
- Research questions
- Methods
- Findings and discussion
- Recommendation
Background to the study

➢ Research on different aspects of CBA:
  • Purposes
  • Agents
  • Strategies

➢ Gap:
  • In Vietnam
  • In tertiary level
CBA:
• Place: during regular class time
• Subject: teachers
• Object: students’ performance

Components: Hill & McNamara (2011)
• Purposes
• Agents
• Methods
• Procedure
Research questions

➢ **Question 1:** What are teachers’ perceptions of classroom-based assessment?

➢ **Question 2:** How do the teachers describe their practices of classroom-based assessment?
Mixed methods: 3 phases

Document analysis
- 6 assessment guidelines
- 10 assessment rubrics
- Content analysis
- Hill and McNamara (2011)’s, Bowen (2009)’s frameworks

Focus group interviews
- 8 participants
- Convenience sampling
- Thematic analysis
- Hill and McNamara (2011)’s framework

Questionnaire
- 3 parts, 79 items
- adapted from Shim (2009)
- 38 participants
- Deliberate sampling
- Descriptive analysis

Individual interviews
- 5 participants
- Deliberate sampling
- Thematic analysis

Final interpretation
Document analysis

1. Hill and McNamara (2011)
   - Purposes
   - Agents
   - Methods
   - Procedure

2. Bowen (2009)
   - Authenticity
   - Credibility
   - Representativeness
   - Meaning

   - Reliability
   - Validity
   - Authenticity
Focus group interviews

- Teachers’ beliefs about assessment
  - Purposes
  - Agents
  - Quality

- Teachers’ self-reported assessment practice
  - Purposes
  - Methods

- Teachers’ beliefs about CBA
- Teachers’ difficulties in conducting CBA
Questionnaire

➢ Perception and practice

• Stage 1
• Stage 2
• Stage 3
• Stage 4

Table 4. 1. Teachers’ Practices of CBA in the Implementing Stage

<table>
<thead>
<tr>
<th>Items</th>
<th>Propositions</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>I explicitly instruct the students how to do the assessment (tasks).</td>
<td>4.70</td>
<td>.482</td>
</tr>
<tr>
<td>18</td>
<td>I inform the students of the reasons why they are being assessed.</td>
<td>4.53</td>
<td>.547</td>
</tr>
<tr>
<td>21</td>
<td>Students are supported when they have a problem hindering their completing the assessment (tasks).</td>
<td>4.42</td>
<td>.556</td>
</tr>
<tr>
<td>20</td>
<td>Students understand the desired outcome of the assessment (tasks).</td>
<td>4.36</td>
<td>.625</td>
</tr>
<tr>
<td>22</td>
<td>I provide students with an opportunity to monitor their own work while they are performing the assessment (tasks).</td>
<td>4.24</td>
<td>.649</td>
</tr>
<tr>
<td>24</td>
<td>Assessment (tasks) processes are completed within a manageable time considering the given context.</td>
<td>4.15</td>
<td>.657</td>
</tr>
<tr>
<td>23</td>
<td>I give students immediate feedback after they complete each assessment (task).</td>
<td>3.92</td>
<td>.832</td>
</tr>
</tbody>
</table>
Individual interviews

- receiving informed consent
- checking the appropriateness of assessment tasks with peers
- sharing assessment results with other teachers
- giving immediate feedback to students after assessment
Discussion

**Question 1:** What are teachers’ perceptions of classroom-based assessment?

- Be **aware of** some basic principles of CBA and **support** the use of CBA
- Be in favor of **student involvement** in the CBA process
- Show recognition of the importance of **reliability** and **validity** of CBA
- Need **more training** in CBA
Question 2: How do the teachers describe their practices of classroom-based assessment?

• Mainly based on core beliefs
• Common methods: questioning, observations, questionnaires, oral tests, reports and projects
• Self-assessment and peer-assessment: not widely employed
• Difficulties: large class size, unclear marking specification, busy schedules and limited time for assessment
Recommendations

➢ **Leaders:** create more favorable conditions to practice CBA.
  • Issue clearer assessment regulations
  • Provide practical training on assessment
  • Offer more chances for teachers to participate in development of rubrics

➢ **Teachers:**
  • Reflect more on CBA practice
  • Participate in development of rubrics
  • Encourage students to be involved in assessment process
THANK YOU FOR LISTENING!
References


