

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

Dang Ngan Giang
Hanoi University

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

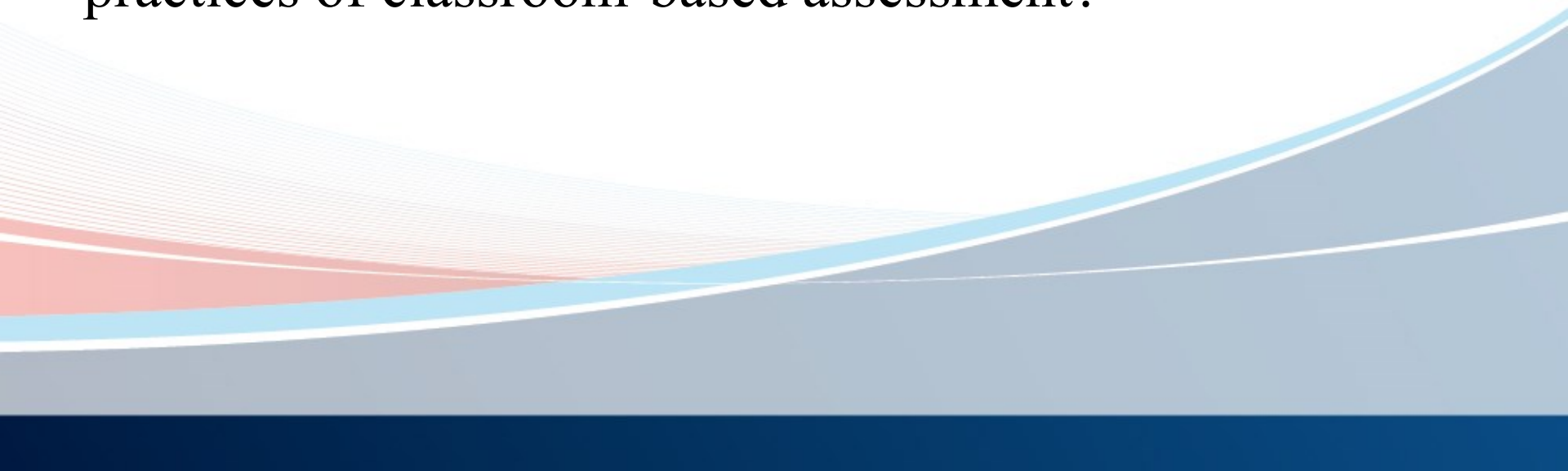
➤ CBA:

- Place: during regular class time
- Subject: teachers
- Object: students' performance

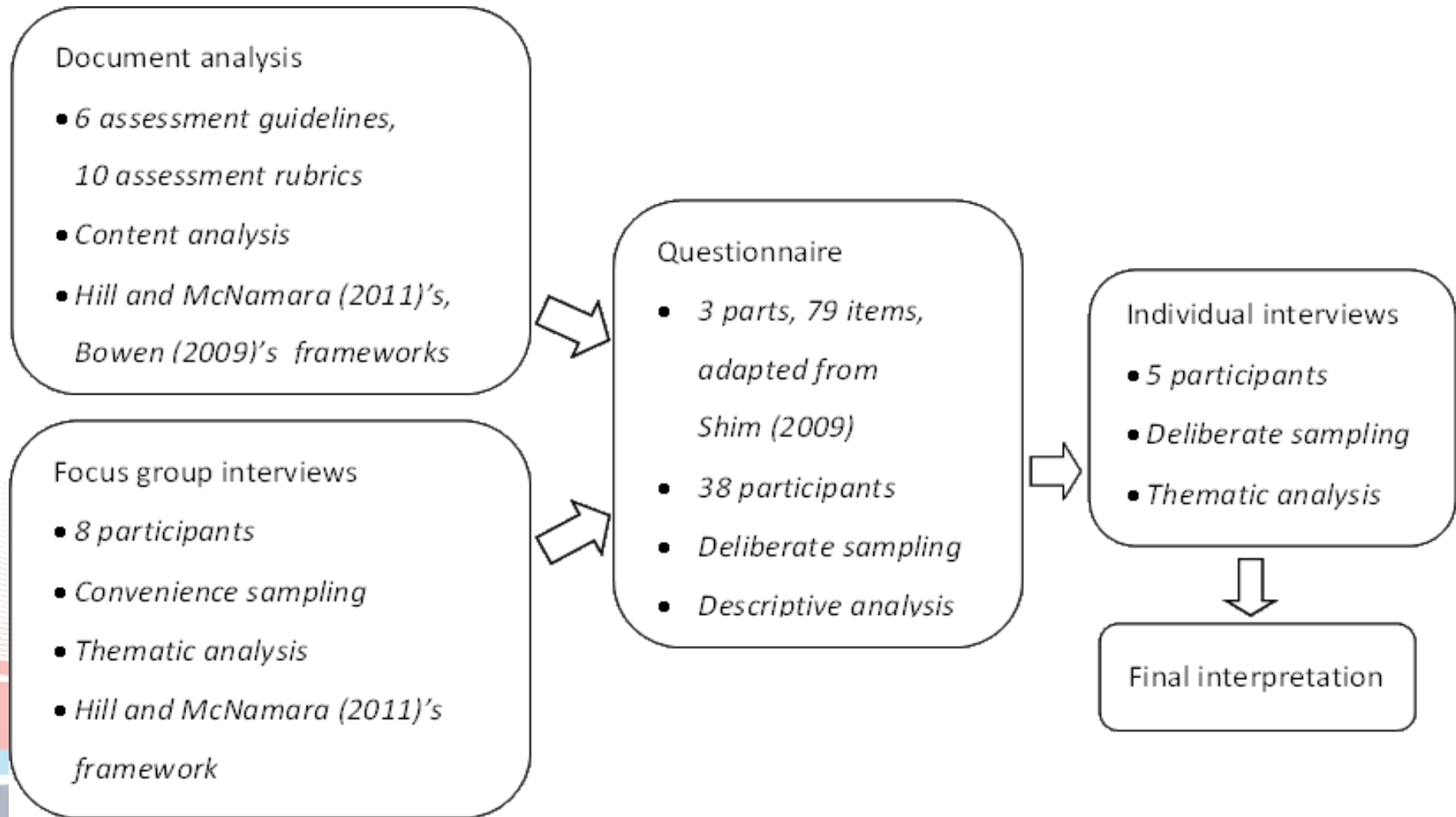
➤ Components: Hill & McNamara (2011)

- 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

1. Hill and McNamara (2011)

- Purposes
- Agents
- Methods
- Procedure

2. Bowen (2009)

- Authenticity
- Credibility
- Representativeness
- Meaning

3. Hughes (2003)

- 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

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

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

Discussion

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!**

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