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Netherlands

*CORRESPONDENCE
Daniel Asamoah
✉ 20h9000@ubd.edu.bn

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Teachers' perceptions of school assessment climate and realities of assessment practices in two educational contexts

Daniel Asamoah*, Masitah Shahrill and
Siti Norhedayah Abdul Latif

Sultan Hassanul Bolkiah Institute of Education, Universiti Brunei Darussalam, Bandar Seri Begawan,
Brunei

School and national assessment climates are critical contextual factors that shape teachers' assessment preferences. In this study, 431 secondary school teachers from Ghana ($n = 308$) and Brunei ($n = 123$) were surveyed to examine how their perceptions of school assessment climates influenced their assessment practices. Semi-structured interviews were also conducted with six Bruneian and eight Ghanaian teachers to understand how they practiced assessment amid their school assessment climates. Teachers were found to practice assessment and perceive their school assessment climates differently. They were either identified as moderately fair but less precise, standard-focused and more precise, formative-oriented but moderately precise assessors, or preferred contextual and need-based assessment. Teachers reported positive perceptions of the nature of school assessment climates that existed in their schools. However, the examination-oriented climates that prioritised summative assessment compelled teachers to practice assessment against their beliefs. This resulted in academic dishonesty, excessive pressure, and mental health problems among teachers and students. The findings provide implications for assessment policy and practice in terms of how result-driven educational climates compel school leaders, teachers, and students to be gatekeepers and implementers of highly marketised and politicised education and assessment systems, which hinder lifelong learning and teacher-preferred assessment practices.

KEYWORDS

assessment literacy, assessment practices, contextual factors, school assessment climate, mixed methods research

1 Introduction

Classroom assessment (henceforth, assessment) is positively associated with effective teaching and learning. Effective assessment practices can motivate or demotivate students and engage or disengage them in lifelong and reflective learning (Cauley and McMillan, 2010; Gilboy et al., 2015). How students evaluate what to learn, the approach and time to learn, motivation, and self-perception of competence depend on assessment practices (Harlen and Crick, 2003; Brookhart, 2013). Assessment practices also influence students' learning approaches, both deep or surface learning and their academic success (Scovell, 1998; Doreen and Brown, 2016). Therefore, assessment and measurement specialists, and educational

Contexts Of Teaching In Secondary Schools Teachers Realities

Bruce J. Biddle, T.L. Good, I. Goodson



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The Contexts of Teaching in Secondary Schools Milbrey Wallin McLaughlin, Joan E. Talbert, 1990-01-01 Research on teacher effectiveness has focused on a variety of areas over the years This book argues that in addition to any other factors effective teaching depends significantly on the context of teaching and the conditions of the workplace Chapters examine the secondary school workplace from a number of vantage points the dimensions of the workplace that teachers believe are most salient to their performance and effectiveness specific features of the context thought to be powerful in shaping teachers work the influence of structural features that organize work in secondary schools and the ways in which the context shapes problems of reform and change International Handbook of Teachers and Teaching Bruce J. Biddle, T.L. Good, I. Goodson, 2013-11-11 Recent years have generated a huge increase in the number of research and scholarly works concerned with teachers and teaching and this effort has generated new and important insights that are crucial for understanding education today This handbook provides a host of chapters written by leading authorities that review both the major traditions of work and the newest perspectives concepts insights and research based knowledge concerned with teachers and teaching Many of the chapters discuss developments that are international in scope but coverage is also provided for education in a number of specific countries Many chapters also review contemporary problems faced by educators and the dangers posed by recent politically inspired attempts to reform schools and school systems The Handbook provides an invaluable resource for scholars teacher educators graduate students and all thoughtful persons concerned with the best thinking about teachers and teaching current problems and the future of education **Sociology of Education** Stephen J. Ball, 2000 Covering the key points of dispute and areas of controversy within the field this outstanding collection includes papers from the leading writers and presents a sophisticated and versatile toolbox of ideas for theory building and research *Transforming Schools* Peter W. Jr. Cookson, Barbara Schneider, 2014-04-23 Government policies at the state local and federal levels have always shaped the daily lives of U S schools Issues of equity and access dominate and the newer issue of global competition is also important This volume of essays by noted theorists and practitioners considers current educational policy issues Topics and contributors include Achievement and Mobility Aaron Pallas Tracking Maureen Hallinan Dropouts Gary Natriello Governing the Big City School System Kenneth Wong International and Comparative Analysis Rolland Paulston Politics of a National Curriculum Michael Apple School Leadership James Cibulka Parental and Community Involvement Mary Driscoll Advocacy Judith Cohen Reform and Policy Kathy Borman et al An index is provided *Teachers' Professional Lives* Ivor F. Goodson, 2002-11-01 This text provides a discussion of the meaning of teacher professionalism and how it can be improved **Contexts that Matter for Teaching and Learning** Milbrey Wallin McLaughlin, 1993 **Extending Educational Reform** Amanda Datnow, Lea Hubbard, Hugh Mehan, 2002 Can a fundamental reform in the organisation of a school lead to school improvement This shows how theory can be applied in practice to get around issues that are preventing

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