

Opinions of Primary Teachers in Different Branches about Alternative Assessment

Farklı Branşlardaki İlköğretim Öğretmenlerinin Alternatif Durum Belirleme Hakkındaki Düşünceleri

Mustafa METİN* Salih BİRİŞÇİ**

Artvin Çoruh Üniversitesi

Abstract

The aim of this research is to determine opinions of primary teachers in different branches about alternative assessment. The study was carried out at 2008–2009 instructional term-first semester with 65 voluntary teachers working elementary schools in Artvin. The study's data was gathered through semi structured interviews. Content analysis has been used to analyze the data. As a result teachers have positive opinions about alternative assessment was determined, but it was realized that teachers didn't apply any alternative assessment techniques efficiently because of lacking time, knowledge, crowded classrooms and poor physical conditions.

Keywords: New instructional program, measurement, assessment, constructivist approach, alternative assessment

Öz

Bu araştırmanın amacı, farklı branşlardaki ilköğretim öğretmenlerinin alternatif değerlendirmeye yönelik düşüncelerini belirlemektir. Çalışma, 2008–2009 eğitim-öğretim yılı bahar yarıyılında, Artvin İli merkez ilköğretim okullarında görev yapan 65 öğretmen ile yürütülmüştür. Örneklem, araştırmaya gönüllü olan öğretmenlerden rasgele seçilmiştir. Araştırmada nitel araştırma yöntemi kullanılmıştır. Çalışmanın verileri yarı yapılandırılmış mülakatla toplanmıştır. Elde edilen veriler içerik analizi yöntemiyle çözümlenmiştir. Bu çalışmada, öğretmenlerinin alternatif değerlendirme anlayışı hakkında olumlu düşüncelerinin olduğu belirlenmiştir. Fakat öğretmenlerin, alternatif değerlendirme anlayışı hakkında bilgilerinin olmaması, zamanın yeterli olmaması, sınıfların kalabalık olması ve fiziki şartların uygun olmaması gibi nedenlerden dolayı etkili bir şekilde alternatif değerlendirme tekniklerini uygulayamadıkları tespit edilmiştir.

Anahtar Sözcükler: Yeni Öğretim Programı, ölçme – durum belirleme, yapılandırmacı yaklaşım, alternatif durum belirleme, ilköğretim öğretmeni.

Introduction

Assessing student performance is one of the most critical responsibilities of teachers. It has been estimated that teachers spend up to 50 percent of their time on assessment-related activities (Plake, 1993). According to Hughes and Wade (1996), teachers need to assess for two main reasons.

* * Assistant Professor Dr. Mustafa METİN, Artvin Coruh University, Faculty of Education, Department of Science Teacher Education, Artvin, E-Mail: mustafametinae@hotmail.com

** ** Research assistant Salih BİRİŞÇİ, Artvin Coruh University, Faculty of Education, Department of Primary Teacher Education, Artvin, E-Mail: birisci@gmail.com

First, teachers need to provide records of progress for parents based on the data that is collected through assessment. Second, teachers need to gain information on the progress of individual pupils so that appropriate activities may be organized in the classroom to enhance their learning. In classroom contexts, teachers may use various techniques for collecting information about their students' learning and achievement. The teacher's choice of assessment techniques depends on the knowledge and skills to be assessed and the purposes of assessment.

There are three assessment types according to the purposes of assessment. One of these is diagnostic assessment. Diagnostic assessment is commonly used to determine pre-knowledge of students before subjects are explained by teachers (Wright, 2001). The second of these is formative assessment. Formative assessment is that the teacher gives feedback to the pupils, and then the teachers and pupils take action to improve learning during the learning process (Bell, 2000, Cowie and Bell, 1996). Formative assessment's aims are removing errors and deficiencies of students (Bryant and Timmins, 2002). Daws and Singh (1996) further elaborate that formative assessment is a process of learning by which pupils are encouraged to reflect on their learning in a structured and systematic fashion, and to discuss their progress with their teachers with a focus on what they need to do to improve. The last of these assessment types is summative assessment. This assessment is commonly used to evaluate students' achievement and students' knowledge level on the subject or unit and the learning process (Birgin, 2003; Wright, 2001). Summative assessment uses some techniques such as filling in the blanks for sentences and diagrams, matching components from different columns, judging items to be true or false, choosing the right answer from multiple-choice items, and giving short answers to questions, all of which are easy to administer and mark (Winnie, 2004). The most frequently used assessment type was summative assessment as a traditional assessment approach in the Turkish educational system (Birgin, 2003; Çepni et al, 2005; Bahar et al, 2008). But in recent years, it has been seen that this assessment type was used less in education (Birgin, 2003; Çepni et al, 2005; Metin et al, 2007; Metin and Demiryürek, 2009).

Recent developments and demands in science and society have deeply affected the Turkish educational system. Especially theories such as constructivism and multiple-intelligences and new social trends such as the changing labor market, information-age needs engendered to radical change in traditional approaches of learning, teaching and assessment. Since learning approaches are in change, assessment procedures and approaches are in constant change as well (Fourie and Van Niekerk, 2001). Hence, the Turkish educational system is in change (Çepni et al, 2005; Çepni, 2007). One of these changes is developing new curriculums in different fields such as primary education (Science and Technology, Mathematics, Social Science) and high school curriculum. New instructional programmes were adapted to apply constructivist approaches.

According to the constructivist approach, students come to the classroom with a great deal of prior knowledge of their own experience and that learning occurs as students connect school learning to their existing knowledge structure. In this sense, students' pre-existing knowledge contributes to their learning and the resultant knowledge becomes part of the students' intellectual apparatus (Odabaşı, 2004). Hence, current views of learning and instruction in schools that emphasis student-centered, constructive teaching and learning require assessment systems to be changed to "go with" the content and style of teaching-learning experienced by students (Marzano, Pickering and McTighe, 2003). So, alternative assessment is used in place of traditional assessment types in Turkish educational system.

Alternative assessment is not a traditional assessment type such as filling in the blanks for sentences and diagrams, matching components from different columns, judging items to be true or false, choosing the right answer from multiple-choice items, and giving short answers to questions (Çepni, 2007, Çepni et al, 2005), all of which are easy to administer and mark Alternative assessment call for the use of multiple and complex assessment tools including written, oral, and demonstrations formats, and recommend that assessment should contribute to students' learning. This implies that assessment techniques should focus on assessing what students know as well

as what they do not know (Çepni, 2007; NCTM, 1995). That is to say, Alternative assessment typically requires students to produce or perform to demonstration what they know, understand, and are able to do (Herman, Aschbacher, and Winters, 1992). Alternative assessment can be used for formative (e.g., learning logs, checklists, interviews) as well as summative (e.g., performance assessment, exhibitions, portfolios) purposes. These recommendations can be achieved through alternative assessments measuring students' performance and developments in learning process.

The defining characteristics of alternative assessment are proposed in the related literature (Aschbacher, 1991; Herman, Aschbacher and Winters, 1992; Huerta-Macias, 1995). Some of these are that alternative assessment requires students to perform, create, produce, or to actively participate and allow students to be assessed on what they normally do in their classes every day. Besides, alternative assessment types use real-world contexts or situations and tasks representing meaningful instructional activities. Furthermore, alternative assessment focuses on processes as well as products while providing information about both the strengths and weaknesses of students. In addition, alternative assessment taps into higher level thinking and problem-solving skills. In addition to this, alternative assessment is multiculturally sensitive when properly administered. As such, it encourages open disclosure of standards and rating criteria. Similarly, alternative assessment calls upon teachers to perform new instructional and assessment roles.

In the literature, there are some studies related with alternative assessment. Some of these focus on opinions of teachers such as elementary school teachers, social science teachers and Turkish teachers on alternative assessment (Acat and Demir, 2007; Adanalı, 2008; Algan, 2008; Çalık, 2007; Kanatlı, 2008; Metin et al, 2007; Metin and Demiryürek, 2009). Some other studies determine whether teachers use alternative assessment techniques in schools (Erdemir, 2007; Özdaş et al, 2007) and which techniques are used in classrooms (Erdemir, 2007; Güven and Eskitürk, 2007). While some studies focus on the knowledge of the teachers on alternative assessment (Gelbal and Kelecioğlu, 2007), some others articulate the opinions of teachers about assessment in new instructional programmes (Selvi, 2006; Şeker, 2007; Yücel et al, 2006). In all of these studies, it was expressed that teachers tried to adopt alternative assessment in classrooms. However, teachers have some problems such as lacking sufficient knowledge and time, having poor physical conditions, crowded classrooms, and having difficulty in using scales. It is important to determine whether primary school teachers in different branches included Science and Technology, Mathematics, Social Science, Elementary and Turkish teachers have the same problems and these teachers' opinions about alternative assessment. But in literature, there are a few research studies related with determinate opinions of teachers in different scopes on alternative assessment Therefore, the aim of this study is determine the opinions of teachers in different branches on alternative assessment. In accordance with this objective, the study specifically focuses on the following research questions:

- 1) What do teachers think about alternative assessment?
- 2) What do teachers think about applicability of alternative assessment in classroom?
- 3) Which alternative assessment techniques can teachers use in classroom?
- 4) Do teachers meet any problems while applying alternative assessment?

Methodology

This study was interpretive in nature. It was aimed to systematically examine that qualitative measures were used to examine perspectives and meanings that teachers formed about teaching and learning (Lincoln and Guba, 1985; Strauss and Corbin, 1998). In qualitative research, researchers investigate research topics in natural environments and try to comment on the meaning of personal perspectives (Denzin and Lincol, 1998). Therefore, semi-structural interview was used in this study because experiences, attitudes, opinions, comments, responses and perceptions of individuals can be attained through interviews (Yıldırım and Şimşek, 2005).

Participation

This research was carried out at 2008–2009 instructional term–first semester with 65 teachers working primary schools in Artvin. Sample of this study consists of 34 man and 31 women volunteer teachers. In terms of their branches' dispersion of teachers are; 20 elementary teachers, 12 science and technology teachers, 11 mathematic teachers, 11 social science teachers and 11 Turkish teachers. It was determined that 17 of these teachers were under the age of 25, 22 of them were between 26 and 35 years old, 17 of them were between 36 and 45 years old and 9 of them were under age of 45. It was seen that 17 of this research sample had less one year, 25 of this research sample had between one and five years, 15 of this research sample had between six and ten years, 8 of this research sample had more ten years professional experience. Furthermore, while four teachers graduated from professional schools with duration of two years, 58 teachers graduated from faculties of education. In addition, one teacher had postgraduate qualification. In addition to this, five teachers participated in in-service education course programs while 60 teachers didn't.

Data Collection Process

Data for the research was collected through semi-structured interviews. In this research, firstly, two randomly selected teachers were selected to find their opinions on alternative assessment. Each interview took 20 minutes. Semi-structured interview forms were developed to make use of the data gathered from these interviews having studied the studies by Acat and Demir, (2007), Algan, (2008), Çalık, (2007), Güven and Eskiürk, (2007), Kanatlı, (2008), Karakuş and Köse, (2009), Metin et al, (2007) Metin (2011) and Özdaş et al, (2007). Draft interview form was examined by two experts in the field of language and measurement and assessment. After experts' opinions were examined, it was decided that four questions related with the research problems had to be kept in the interview form. The four main questions were as follows: 1) "What do you think about alternative assessment? Please explain your opinions about alternative assessment." 2) "What do you think about applicability of alternative assessment in classrooms? Please explain." 3) "Which alternative assessment techniques can you use in your classrooms? Please explain." 4) "Do you meet any problems while applying alternative assessment? Please explain those problems." Every interview was completed in 20 minutes. In order to collect teachers' opinions about alternative assessment, teachers were asked additional questions to elaborate on the questions asked.

Data Analysis

The first step taken in the analysis of the interviews was data organization procedures recommended by Bogdan and Biklen (1998). In organizing the data, the researcher revisited each interview and listened to each audiotape while reviewing the transcripts to ensure the accuracy of the data. Each participant's interview transcript was later analyzed according to data analysis procedures described by Bogdan and Biklen (1998), which call for development of coding categories, mechanical sorting of the data, and analysis of the data within each coding category. The initial codes were supplemented with emergent main categories and sub-codes (Bogdan and Biklen, 1998). In this study, participants' perspectives were closely transformed into quotations and interpretations of those quotations (Creswell, 2002; Van Maanen, 1988). Thus, the researchers neither claim to be arbiters nor assess the right answers about questions related with alternative assessment, but rather the researchers let the participants share their views on alternative assessment.

Data obtained from the interviews were analyzed in four categories such as teachers' opinions on alternative assessment, whether alternative assessment was applied in classes, which techniques were used and the problems faced during applications. Then, sub-codes related with categories were created.

The results of the interview data are presented as a description of the emergent themes that were developed through the analysis of data. All participants in the study were given pseudonyms

(such as: Science and Technology Teacher 1, Social Science Teacher 2, Teacher of Turkish 3, Mathematics Teacher 5, Elementary Teacher 6 ...) in order to keep their identity anonymous. The interview data were coded and collapsed into categories by the researches.

Finding

Teachers' opinions on alternative assessment with their frequency and percentages are given in table 1

Table 1.

Frequency of Sub Code Related with Teachers' Opinions about Alternative Assessment

Category	Sub-code		Scn	Mat	Tur	Soc	Elm	Total
Teachers' opinions on alternative assessment	Alternative assessment obtained active learning.	f	10	9	11	10	18	58
		%	83.3	81.8	100	90.9	90	89.2
	Alternative assessment is an objective assessment.	f	9	9	10	9	15	52
		%	75	81.8	90.9	81.8	75	80
	Alternative assessment is suitable assessment but putting it into practice is very difficult.	f	8	7	8	7	13	45
		%	66.7	63.6	72.7	63.6	65	69.2
	Alternative assessment developed students' inquiry skills.	f	6	5	5	5	10	31
		%	50	45.5	45.5	45.5	50	47.7
	Alternative assessment provided active participations in the lessons.	f	6	5	5	6	8	30
		%	50	45.5	45.5	54.5	40	46.2
	Alternative assessment examines characteristics of students.	f	3	4	4	4	6	21
		%	25	36.4	36.4	36.4	30	32.3
	Students gain judgment skills with alternative assessment.	f	4	3	4	3	7	19
		%	33.3	27.3	36.4	27.3	35	29.2
	Alternative assessment developed self confidence of students.	f	3	3	3	3	5	17
	%	25	27.3	27.3	27.3	25	26.2	
Alternative assessment increases creativity.	f	2	2	3	2	5	14	
	%	16.7	18.2	27.3	18.2	25	21.5	
Alternative assessment developed communication skills of students.	f	1	2	2	2	4	11	
	%	8.3	18.2	18.2	18.2	20	16.9	
Alternative assessment is too expensive.	f	2	1	-	-	2	4	
	%	16.7	9.1	-	-	10	6.2	

Note: Scn: Science and Technology Teachers, Mat: Mathematics Teachers, Tur: Turkish teachers, Soc: Social Science Teachers, Elm: Elementary teachers

According to table 1, 58 (89.2%) teachers as 10 (83.3%) Science and Technology, 9 (81.8%) Mathematics, 11 (100%) Turkish teacher, 10 (90.9%) Social Science and 18 (90%) Elementary teachers thought that alternative assessment obtained active learning. Besides, 52 (80%) teachers such as 9 (75%) Science and Technology, 9 (81.8%) Mathematics, 10 (90.9%) Turkish teachers, 9 (81.8%) Social Science and 15 (75%) Elementary teachers thought that alternative assessment is an objective assessment. In addition, 45 (69.2%) teachers such as 8 (66.7%) Science and Technology, 7 (63.6%) Mathematics, 8 (72.7%) Turkish teacher, 7 (63.6%) Social Science and 13 (65%) Elementary teachers expressed that alternative assessment is suitable assessment but put into practice of it is very difficult. Furthermore, 31 (47.7%) teachers such as 6 (50%) Science and Technology, 5 (45.5%) Mathematics, 5 (45.5%) Turkish teacher, 5 (45.5%) Social Science and 10 (50%) Elementary teachers said that alternative assessment developed students' inquiry skills.

Sample of teachers' answers to the first question:

"In the alternative assessment, teachers must be thinking detail on students' activities in the lesson. Furthermore, teachers must be examining multilaterally on students features. Than teachers have to assess to students activities. Therefore, Alternative assessment is an objective assessment" (Elementary Teacher 19)

"I think that Alternative assessment is an effective assessment technique. In my opinions, Alternative assessment is suitable assessment but put into practice of it, is very difficult." (Mathematics Teacher 6)

"In the Alternative assessment approach, students are given a performance task by teacher. Students inquire on performance task for completing of home work. In this respect, I think that Alternative assessment was developed students' inquiry skills."(Turkish Teacher 5)

In the interview, one questions asked was "What do you think about applicable of alternative assessment in classrooms? Please explain." Frequencies of teachers' answers are given in table 2.

Table 2.

Frequency of Sub Codes Related with Whether Alternative Assessment in Classrooms

Category	Sub-code	f	Scn	Mat	Tur	Soc	Elm	Total
Teachers' opinions on alternative assessment	Alternative assessment cannot be used because of so many students in the classroom.	f 10 % 83.3	10	9	11	10	18	58
	Teachers have not enough knowledge about alternative assessment.	f 11 % 91.7	11	10	10	10	15	56
	Alternative assessment cannot be used because of so many assessment scales.	f 9 % 75	9	10	10	9	17	55
	Alternative assessment cannot be used because of insufficient time	f 8 % 66.7	8	8	8	10	17	51
	Alternative assessment cannot be used because of insufficient physical condition in school	f 8 % 66.7	8	8	8	7	15	46
	Alternative assessment cannot be used because of lack of environment and materials in	f 6 % 50	6	7	7	7	13	40
	Performance task is not applied in classrooms.	f 5 % 41.7	5	5	6	5	10	31
	Portfolio assessment is not applied in classrooms.	f 4 % 33.3	4	4	4	4	8	24
	There is not enough time for applications.	f 2 % 16.7	2	2	2	3	6	15
	Students have not enough knowledge about alternative assessment.	f - % -	-	1	1	2	5	9
				9.1	9.1	18.2	25	13.8

As can be seen in Table 2, 58 (89.2%) teachers such as 10 (83.3%) Science and Technology, 9 (81.8%) Mathematics, 11 (100%) Turkish teachers, 10 (90.9%) Social Science and 18 (90%) Elementary teachers expressed that alternative assessment cannot be used because of so many students in the classrooms. Furthermore, 56 (86.2%) teachers such as 11 (91.7%) Science and Technology, 10 (90.9%) Mathematics, 10 (90.9%) Turkish teacher, 10 (90.9%) Social Science and 15 (75%) Elementary teachers though that alternative assessment cannot be used enough knowledge about alternative assessment. In addition, 55 (84.6%) teachers such as 9 (75%) Science and Technology, 10 (90.9%) Mathematics, 10 (90.9%) Turkish teachers, 9 (81.8%) Social Science and 17 (75%) Elementary teachers said that alternative assessment cannot be used because of too many assessment scales. In addition to this, 51 (78.5%) teachers such as 8 (66.7%) Science and Technology, 8 (72.7%) Mathematics, 8 (72.7%) Turkish teacher, 10 (90.9%) Social Science and 17 (85%) Elementary teachers put forward to alternative assessment cannot be used because of insufficient time.

Sample of teachers' answers to the second question:

"In the alternative assessment, all most of students must be given performance task. But in the crowded classroom, it is difficult that students' performance task are read and assessed. From this point of view, I think that Alternative assessment cannot be used because of so many students in the classroom." (Science and Technology Teacher 9)

"Teachers must be wanted alternative assessment techniques with new instructional programs in their classroom. But we were not given in service education about alternative assessment and alternative assessment techniques. I can say to have any knowledge on alternative assessment." (Social Science Teacher 2)

"I want to apply alternative assessment but Alternative assessment is not applied because of

insufficient time, physical condition and lack of environment, materials and knowledge related with alternative assessment. (Mathematics Teacher 4)

In the interviews, one question asked was “which alternative assessment techniques can you use in classrooms? Please explain.” Categories and sub-codes’ frequencies are given in table 3.

Table 3.

Frequency of Sub-codes Related with Which Techniques Can Be Used in Classrooms

Category	Sub-code	Scn	Mat	Tur	Soc	Elm	Total
which techniques can be used in classroom	Performance assessment task	f 11	10	11	10	20	62
		% 91.7	90.9	100	90.9	100	95.4
	Portfolio assessment	f 8	7	8	6	15	44
		% 66.7	63.6	72.7	54.5	75	67.7
	Oral presentation	f 5	4	8	5	10	32
		% 41.7	36.4	72.7	45.5	50	49.2
	Project task	f 4	4	5	3	10	25
		% 33.3	36.4	45.5	27.3	50	38.5
	Rubric	f 3	3	4	3	9	21
		% 25	27.3	36.4	27.3	45	32.3
	Peer assessment form	f 1	1	1	1	1	5
		% 8.3	9.1	9.1	9.1	5	7.7
	Self assessment form	f 1	1	1	1	1	5
		% 8.3	9.1	9.1	9.1	5	7.7
	Group Assessment Form	f 1	1	1	1	1	5
		% 8.3	9.1	9.1	9.1	5	7.7
	Rating scale	f 1	1	1	-	1	4
		% 8.3	9.1	9.1	-	5	6.2
Branch out tree.	f 1	1	-	-	1	3	
	% 8.3	9.1	-	-	5	4.6	
Constructed grid	f 1	-	1	-	1	3	
	% 8.3	-	9.1	-	5	4.6	
Concept map	f 1	1	1	-	-	3	
	% 8.3	9.1	9.1	-	-	4.6	
Check list	f -	-	1	1	1	3	
	% -	-	9.1	9.1	5	4.6	
Worksheet	f 1	-	-	-	1	2	
	% 8.3	-	-	-	5	3.1	
Anecdote record	f -	-	-	-	1	1	
	% -	-	-	-	5	1.5	

According to Table 3 62 (95.4%) teachers, such as 11 (91.7%) Science and Technology, 10 (90.9%) Mathematics, 11 (100%) Turkish teachers, 10 (90.9%) and Social Science 20 (100%). Elementary teachers expressed that they applied performance assessment task in the classrooms. In addition to this, 44 (67.7%) teachers such as 8 (66.7%) Science and Technology, 7 (63.6%) Mathematics 8 (72.7%) Turkish Language. 6 (54.5%) Social Science and 15 (75%) Elementary teachers said to use portfolio assessment in the classrooms. Besides, 32 (49.2%) teachers such as 5 (41.7%) Science and Technology 4 (36.4%) Mathematics 8 (72.7%), Turkish teachers 5 (45.5%) Social Science and 10 (50%) Elementary teachers explained that it was made an oral presentation to students. Furthermore, 25 (38.5%) teachers such as 4 (33.3%) Science and Technology. 4 (36.4%) Mathematics, 5 (45.5 %) Turkish teacher, 3 (27.3%) Social Science and 10 (50%) Elementary teachers expressed to use project task in the classroom.

Sample of teachers’ answer third questions:

“I try to apply alternative assessment techniques in my lesson. But I can use exactly all of them. I mostly used performance and portfolio assessment techniques in my lesson. Other techniques are applied” (Social Science Teacher 4)

"I try to implement performance task, rubric, portfolio assessment, project task in my lesson. I have not enough time for implementation of other alternative assessment techniques." (Elementary Teacher 1)

In my opinions, teachers of Turkish must make students to present orally. Therefore, I mostly make students to present orally. Beside I try to use performance and project task, portfolio assessment, rubric and rating scale in my lesson." (Turkish Teacher 7)

One question asked in the interview was "do you meet any problems while applying alternative assessment? Please explain the problems faced." to teachers. Categories and sub-codes' frequencies are given in table 4.

Table 4.

Frequencies of Sub-codes Related with Facing Problems in Applications

		Scn	Mat	Tur	Soc	Elm	Total
Category	Sub-code						
Meeting problems from applications	Teachers have not enough time for applications.	f 9	10	10	9	18	56
		% 75	90.9	90.9	81.8	90	86.2
	Alternative assessment techniques are not applied because of crowd classrooms.	f 11	10	10	10	15	56
		% 91.7	90.9	90.9	90.9	75	86.2
	Teachers have difficulty in preparing for performance tasks.	f 7	7	7	9	17	47
		% 58.3	63.6	63.6	81.8	85	72.3
	Teachers are difficulty in assessment of performance task	f 8	6	8	7	16	45
		% 66.7	54.5	72.7	63.6	80	69.2
	Teachers are difficulty in assessment of portfolio assessment	f 7	5	6	6	15	39
		% 58.3	45.5	54.5	54.5	75	60
	Teachers are difficulty in determinations of performance criteria	f 6	6	7	7	15	39
		% 50	54.5	63.6	63.6	75	60
	Alternative assessment activities were not appropriated to level of students	f 5	5	6	5	13	34
		% 41.7	45.5	54.5	45.5	65	52.3
	Teachers are difficulty in preparing to assessment scale for all students	f 5	5	5	5	12	32
		% 41.7	45.5	45.5	45.5	60	49.2
	Teachers are difficulty in using rating scale	f 5	4	4	5	12	30
		% 41.7	36.4	36.4	45.5	60	46.2
	Teachers are difficulty in using this assessment in order that books are incomprehensible and complicated	f 4	4	4	4	11	27
		% 33.3	36.4	36.4	36.4	55	41.5
Teachers are in difficulty in providing active participations of students in the classroom	f 3	2	3	4	10	22	
	% 25	18.2	27.3	36.4	50	33.8	
Teachers are difficulty in giving suitable homework to level of students	f 1	-	1	3	5	10	
	% 8.3	-	9.1	27.3	25	15.4	
Teachers are difficulty in assessment of unsuccessful students	f -	-	-	1	-	1	
	% -	-	-	9.1	-	1.5	

As can be seen in Table 4, 56 (86.2%) teachers such as 9 (75%) Science and Technology, 10 (90.9%) Mathematics, 10 (90.9%) Turkish teachers, 9 (81.8%) Social Science and 18 (90%) Elementary teachers think that they have not enough time for applications. In addition, 56 (86.2%) teachers such as 11 (91.7%) Science and Technology, 10 (90.9%) Mathematics, 10 (90.9%) Turkish teachers, 10 (90.9%) Social Science and 15 (75%) Elementary teachers said that alternative assessment techniques are not applied because of crowded classrooms. Besides, 47 (72.3%) teachers such as 7 (58.3%) Science and Technology, 7 (63.6%) Mathematics, 7 (63.6%) Turkish teachers, 9 (81.8%) Social Science and 17 (85%) Elementary teachers express the difficulty in preparing for performance assessment tasks. Furthermore, 45 (69.2%) teachers such as 8 (66.7%) Science and Technology, 6 (54.5%) Mathematics, 8 (72.7%) Turkish teachers, 7 (63.6%) Social Science and 16 (80%) Elementary teachers stated their difficulty in assessment of performance assessment tasks.

Sample of teachers' answers to the fourth question:

"I think using alternative assessment techniques in the classroom is very difficult. Because, I need so much time that assessing of students' studies. But I have not enough time. In order to implementation of alternative assessment I think that Teachers are given extra time." (Mathematics Teacher 11)

"I try to use performance assessment and portfolio assessment in my classroom. But I have problems not only assessing but also preparing performance task. I need to given knowledge not only assessing but also preparing performance task by experts." (Elementary Teacher 6)

"I am trying to apply portfolio assessment technique in my lesson. All of students are doing performance task and these performance tasks are put into portfolio files by students. I have not problems to prepare portfolio assessment. But I have not knowledge about how portfolio files assessed. So I want to be given knowledge about this subject by experts." (Turkish Teacher 10)

Discussion and Conclusion

This study's aim was to determine teachers' opinions about alternative assessment. For this aim, semi-structured interviews were carried out with teachers from different branches. After data from the interviews were analyzed, many results were revealed. All teachers who were from different branches have the same opinions about alternative assessment. There were not different opinions of teachers in different branches. So these results were collected in four categories. These categories were called as teachers' opinions about alternative assessment, whether or not alternative assessment was applied to class, which technique was used to class and meeting problems from applications.

Teachers' opinions about alternative assessment: In this category, it was gained results about teacher's general opinions about alternative assessment. One of the results in this category, Most of teachers has positive opinions about alternative assessment. Teachers have thought that alternative assessment obtained active learning. In addition to this, teachers have believed that alternative assessment is an objective assessment approach. These results revealed some studies in literature. Some Researcher as Adanalı (2008), Algan (2008), Metin et al (2007) and Metin and Demiryürek (2009) were explained that teachers think that alternative assessment is an objective and validity assessment approach. From this result; it was understood that teachers rely on alternative assessment and teachers think that students are trustworthy evaluated with alternative assessment. If alternative assessment is appropriately used in classroom by teachers, alternative assessment is an objective and validity assessment approach. Otherwise, in the evaluation of students' task, alternative assessment isn't an objective and validity assessment approach (Metin, 2010). One of the teachers' opinions on alternative assessment, alternative assessment is suitable assessment but put into practice it, is very difficult. It was thought that this condition result from applications of this assessment is very new. Besides teachers have not enough knowledge how these assessment techniques are completely applied in class. This result was supported many researchers as Algan, (2008), Asilsoy, (2007), Çalık (2007), Kanatlı, (2008), Karakuş and Köse, (2009), Metin et al, (2007), Şenel (2008). Besides these results, most teachers expressed that alternative assessment was developed students' inquiry skills and provide active participations to lessons. In alternative assessment, Students are wanted to do some task and continuously make some research on task. Students have to be active in the class. So it was believed that students developed inquiry skills. Besides, alternative assessment is a student center approach. In this respect; in alternative assessment, students have to be active in class. In this condition; students have to active participations to lessons. In the literature, some researchers as Adanalı (2008), Algan (2008), Metin et al (2007), Metin and Demiryürek (2009) explained that alternative assessment provide active participations to lessons. Furthermore Metin (2008) revealed that alternative assessment developed students' inquiry skills. It was examined these results; it was seen that results of this study related with many studies in literature.

Whether or not alternative assessment was applied in class: It was seen that teachers thought alternative assessment was not used because of so many students in the class. Besides; teachers expressed to need so many time in order to applications of alternative techniques. This result was supported many studies. Many researchers as Algan, (2008), Asilsoy, (2007), Çalık (2007), Erdemir, (2007), Gelbal and Kelecioğlu, (2007), Kanatlı, (2008), Karakuş and Köse, (2009), Metin et al, (2007), Metin and Demiryürek, (2009), Selvi, (2006), Şenel (2008), Yücel et al (2006) explained that alternative assessment techniques was not used in class because of so many students in the class and need so much time, expensive by teachers. In addition to these results, teachers thought to be not sufficient physical environment in schools for application of alternative assessment techniques. This result display related to some studies in literature. Many researchers as Adanalı (2008), Kanatlı (2008), Metin et al. (2007) and Metin and Demiryürek, (2009) revealed that teachers need to suitable environment and equipment to application of alternative assessment. But there isn't it. Therefore; teachers not want to apply alternative assessment in class. One of the reasons to alternative assessments was not applied in class by teachers was wanted many scale in class. This result was expressed many studies as Karakuş and Köse, (2009), Metin et al, (2007) and Metin and Demiryürek, (2009). These researchers explained that some assessment tools were wanted to learn environment. But teachers applied this assessment tolls to need so many times. Teachers are not used in class to insufficient time for applications related to alternative assessment tools. Besides in these results, it was determined that teachers didn't want to apply alternative assessment techniques in class because of insufficient knowledge about this assessment. This results were supported many studies as Acat and Demir, (2007), Asilsoy, (2007), Çalık (2007), EARGE, (2008), Erdemir (2007), Güven and Eskitürk, (2007), Karakuş and Kösa, (2009), Metin et al, (2007), Metin and Demiryürek, (2009), Metin and Özmen, (2009), Şeker, 2007, Şenel (2008), Özdaş et al, (2007). These researchers were stated that teachers have not enough knowledge about alternative assessment and teachers needs to in-service educations related with alternative assessment. These results were revealed that teachers have positive opinions alternative assessment and their want to use some alternative technique but these techniques are not transferred to learn environment because of some reasons as crowded class, insufficient time, knowledge, atmosphere of class and many scales.

Which techniques were used in class? Teachers applied alternative assessment techniques as performance assessment task, portfolio, oral presentation, project task, rubric, peer assessment, self assessment, group assessment, rating scale, structured grid, concept map, worksheets, check list, anecdote records in classroom. While most teachers often applied alternative assessment techniques as performance assessment task; portfolio, oral presentation, project task and rubric, a few teachers rarely applied some techniques as rating scale, structured grid, concept map, worksheets, check list, anecdote records in classroom. These results were supported by many studies in literature, many studies as Adanalı (2008), Algan, (2008), Anıl and Acar, (2008), Erdal, (2007), Kanatlı (2008), Şeker, (2007) were determined that teachers most applied techniques as performance assessment and project task, portfolio and rubric in classroom. Besides, teachers least applied techniques as rating scale, check list and anecdote records in classroom. It was asked that Why some techniques were most used in classroom. Teachers have to alternative assessment techniques as performance assessment task; portfolio, project task and rubric in classroom because inspectors examine to whether teachers applied these techniques in classroom. Besides inspectors give marks to teachers according to applications of these techniques. Because of this reasons; teachers must apply these techniques. It was asked that Why some techniques were least used in classroom. It was thought that this reason was result from it; teachers have not enough knowledge about some alternative assessment techniques as rating scale, check list and anecdote records. This result was supported some studies. Researchers as Adanalı (2008), Anıl and Acar, (2008), Erdal (2007), Kanatlı, (2008), Metin and Ozmen (2009), Şeker (2007), explained that teachers did not want to apply some techniques as rating scale, check list and anecdote records in lesson because of insufficient knowledge about it. Although teachers haven't enough knowledge on alternative assessment, they try to apply some alternative assessment techniques. Teachers

think to correctly apply these techniques. But, teachers don't use completely these techniques in classroom. This result was supported by Metin (2010)

Meeting problems from applications: One of these teachers thinks that they have not enough time for applications related with alternative assessment. Besides, teachers said that alternative assessment techniques are not applied because of crowded classroom. Actually, what teachers haven't enough time for applications? It was thought that teachers spent too much time for application of alternative assessment techniques because of crowdedness of the classroom. That is to say, there is a connection between time consumer and crowdedness of the classroom. If teachers apply to alternative assessment in crowdedness of the classroom, they may spend much time for applications.

Another result in this category, Teachers have difficulty in not only preparing but also assessing performance task preparing for performance task. This result was seen in some studies such as Birgin and Gürbüz, (2008), Metin and Demiryürek, (2009), Metin and Ozmen (2009). From this result, it may be understood that teachers have not enough knowledge about performance assessment. In this respect, teachers need to give knowledge not only assessing but also preparing performance task by experts. That is way; teachers have been given in-service education on performance assessment. This result was supported a teacher's opinion as *"I try to use performance assessment and portfolio assessment in my classroom. But I have problems not only assessing but also preparing performance task. I need to give knowledge not only assessing but also preparing performance task by experts."* Furthermore, although teachers have not problems preparing for portfolio files. They have problems assessing of portfolio file. This result was supported some studies. Researchers as Adanalı (2008), Anıl and Acar, (2008), Erdal (2007), Kanatlı, (2008), Metin and Ozmen (2009) Metin (2010) and Şeker (2007) revealed that teachers are difficulty in application of portfolio assessment in their lesson. Besides, teachers need to give knowledge not only assessing but also preparing portfolio assessment.

As to conclude, teachers from different branches have positive opinions about alternative assessment. But it was realized that teachers didn't apply alternative assessment techniques efficiently because of insufficient time, knowledge, crowdedness of the classroom and physical condition.

Reference

- Acat, B. and Demir, E. (2007). "Sınıf Öğretmenlerinin İlköğretim Programlarındaki Değerlendirme Süreçlerine İlişkin Görüşleri", 16. Ulusal Eğitim Bilimleri Kongresi 5-7 Eylül 2007. Gaziosmanpaşa Üniversitesi, Tokat.
- Adanalı, K. (2008). Sosyal Bilgiler Eğitiminde Alternatif Değerlendirme: 5. Sınıf Sosyal Bilgiler Eğitiminin Alternatif Değerlendirme Etkinlikleri Açısından Değerlendirilmesi, Yayınlanmamış Yüksek Lisans Tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Algan, S. (2008). İlköğretim 6. ve 7. Sınıf Sosyal Bilgiler Dersi Öğretim Programının Ölçme ve Değerlendirme Ögesinin Öğretmen Görüşleri Açısından İncelenmesi, Yayınlanmamış Yüksek Lisans Tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Anıl, D., & Acar, M. (2008). Sınıf Öğretmenlerinin Ölçme-Değerlendirme Sürecinde Karşılaştıkları Sorunlara İlişkin Görüşleri, *Yüzüncü Yıl Üniversitesi, Eğitim Fakültesi Dergisi*. 5 (2), 44-61.
- Aschbacher, P. R. (1991). Performance assessment: State activity, interest, and concerns, *Applied Measurement in Education*, 4(4), 275-288.
- Asilsoy, Ö., (2007). Biyoloji Öğretmenleri için Proje Tabanlı Öğrenme Yaklaşımı Konulu Bir Hizmet-içi Eğitim Kurs Programı Geliştirilmesi ve Etkililiğinin Araştırılması, Yüksek Lisans Tezi, Karadeniz Teknik Üniversitesi, Fen Bilimleri Enstitüsü, Trabzon.

- Bahar, M. Nartgün, Z., Durmuş, S. & Bıçak, B., (2008). Geleneksel-Alternatif Ölçme ve Değerlendirme. Pegema Yayıncılık. Ankara.
- Bell, B. (2000) Formative assessment and science education: a model and theorizing. In R. Millar, J. Leach and J. Osborne (Eds) *Improving Science Education: the Contribution of Research*, 48-61. Philadelphia: Open University Press.
- Birgin, O. (2003). Investigation of the Application Level of a Computer Based Portfolios, Unpublished Master's Thesis, Karadeniz Technical University, Trabzon
- Birgin, O., & Gürbüz, R. (2008) *Sınıf Öğretmeni Adaylarının Ölçme ve Değerlendirme Konusundaki Bilgi Düzeylerinin İncelenmesi. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (20): 163-180.
- Bogdan, R.C., & Biklen, S.K. (1998). *Qualitative Research For Education: An Introduction To Theory And Methods*, 3rd ed. Boston, MA: Allyn & Bacon.
- Bryant, S., & Timmins, A., (2002). *Portfolio Assessment: An Instructional Guide*, (2.ed). Hong Kong: Department of Curriculum & Instruction, HKIEd. Childers.
- Cowie, B., & Bell, B. (1996). Validity and formative assessment in science education, paper presented to the *Symposium on Validity in Educational Assessment, Dunedin, New Zealand*, 28-30.
- Creswell, J.W. (2002). *Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research*. Upper Saddle River, Merrill Prentice Hall: New Jersey.
- Çalık, S. (2007). "Sınıf Öğretmenlerinin Yenilenen İlköğretim Programlarının Ölçme ve Değerlendirme Süreci Hakkındaki Düşünceleri Üzerine Bir Araştırma", 16. Ulusal Eğitim Bilimleri Kongresi 5-7 Eylül 2007. Gaziosmanpaşa Üniversitesi, Tokat.
- Cimer, S.O. (2004). An Investigation Into Biology Teachers' Perceptions Of Classroom Assessment In Secondary Schools In Turkey, The University of Nottingham, School of Education, Nottingham, Unpublished EdD Thesis.
- Çepni S, Ayas, A., Akdeniz, A.R, Özmen, H., Yiğit, N., & Ayvaci, H., (2005) *Kuramdan Uygulamaya Fen ve Teknoloji Öğretimi*, Pegema Yayıncılık 4. Baskı.
- Çepni, S. (2007), Performansların Değerlendirilmesi, In. Karip, E. (Ed.), *Ölçme ve Değerlendirme*, Pegema Yayıncılık, 2007, 1. Baskı.
- Daws, N., & Singh, B. (1996). Formative assessment into what extent is its potential to enhance pupils science being realized? *School Science Review*, 77(281), 93-101.
- Denzin, N. K., & Lincoln, Y. S. (1998). *Collecting and Interpreting Qualitative Materials*, Sage Publication.
- EARGED. (2008). *İlköğretim Okullarında Görev Yapan Türkçe Öğretmenlerinin Hizmetiçi Eğitim İhtiyaçlarının Belirlenmesi*, Milli Eğitim Bakanlığı Eğitim Araştırma Geliştirme Daire Başkanlığı, Ankara.
- Erdal, H., (2007). 2005 İlköğretim Matematik Programı Ölçme – Değerlendirme Kısımının İncelenmesi, (Afyonkarahisar İli Örneği), Yüksek Lisans Tezi, Afyonkarahisar Kocatepe Üniversitesi Sosyal Bilimler Enstitüsü, Afyonkarahisar.
- Erdemir, Z. A., (2007). İlköğretim İkinci Kademe Öğretmenlerinin Ölçme Değerlendirme Tekniklerini Etkin Kullanabilme Yeterliklerinin Araştırılması (Kahramanmaraş Örneği), Yüksek Lisans Tezi, Kahramanmaraş Sütçü İmam Üniversitesi, Sosyal Bilimler Enstitüsü, Kahramanmaraş.
- Fourie, I., & Van Niekerk, D. (2001). Follow-Up on the Portfolio Assessment a Module in Research Information Skills; An Analysis of its Value. *Education for Information*, 19, 107-126.
- Gelbal, S., & Kelecioğlu, H. (2007). Öğretmenlerin Ölçme ve Değerlendirme Yöntemleri

Hakkındaki Yeterlikleri ve Karşılaştıkları Sorunlar. *Uluslararası Öğretmen Yetiştirme Politikaları ve Sorunları Sempozyumu*, 12-14 Mayıs, Bakü.

- Güven, B., & Eskitürk, M. (2007). "Sınıf Öğretmenlerinin Ölçme ve Değerlendirmede Kullandıkları Yöntem ve Teknikler", 16. Ulusal Eğitim Bilimleri Kongresi 5-7 Eylül 2007.
- Herman, J. L., Aschbacher, P. R., & Winters, L. (1992). *A practical guide to alternative assessment*. Alexandria, VA: ASCD.
- Huerta-Macias, A. (1995). Alternative assessment: Responses to commonly asked questions. *TESOL Journal*, 5, 8-10.
- Hughes, C., & Wade, W. (1996). *Inspirations for Investigations in Science*. Warwickshire: Scholastic.
- Kanatlı, F. (2008). Alternatif Ölçme ve Değerlendirme Teknikleri Konusunda Sınıf Öğretmenlerinin Görüşlerinin Değerlendirilmesi, Yayımlanmamış Yüksek Lisans Tezi, Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü, Hatay.
- Karakuş, F., & Kösa, T. (2009) İlk Öğretim Matematik Öğretmenlerinin Yeni Ölçme ve Değerlendirme Yaklaşımlarına Yönelik Görüşleri, *Milli Eğitim Dergisi*, Sayı, 181 (1).
- Lincoln, Y. S., & Guba, E. G. (1985) *Naturalistic Inquiry*, Beverly Hills, CA: Sega.
- Marzano, R.J., Pickering, D., & McTighe, J. (2003). The changing face of educational assessment. www.ascd.org/publications/books/61193179/chapter1.html (Accessed: May 2007).
- Metin, M., Demiryürek, G., & U. Kalın, Ö. (2007). Türkçe Öğretmenlerinin Yenilenen İlköğretim Programlarının Ölçme - Değerlendirme Anlayışı Hakkındaki Düşünceleri, III. Sosyal Bilimler Eğitim Kongresinde, 18 -20 Haziran Çukurova Üniversitesi, Adana.
- Metin, M. (2008). Performans Değerlendirmenin Öğretmen Adayları Üzerindeki Etkisinin İncelenmesi, *Çağdaş Eğitim Dergisi*, 354, 28-35.
- Metin, M., & Demiryürek, G. (2009). Türkçe Öğretmenlerinin Yenilenen Türkçe Öğretim Programlarının Ölçme - Değerlendirme Anlayışı Hakkındaki Düşünceleri, *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, 28, 37-51.
- Metin, M., & Özmen, H. (2009). Öğretmenlerin Performans Değerlendirmeye Yönelik Hizmetiçi İhtiyaçlarının Belirlenmesi: Artvin İli Örneği, Fen, Sosyal ve Çevre Eğitiminde Son Gelişmeler, 18 – 20 Kasım 2009, Giresun Üniversitesi Eğitim Fakültesi.
- Metin M. (2010). Fen ve Teknoloji Öğretmenleri İçin Hazırlanan Performans Değerlendirmeye Yönelik Hizmetiçi Eğitim Kursunun Etkililiği, Doktora Tezi, KTÜ Fen Bilimleri Enstitüsü, Trabzon.
- Metin, M. (2011). The examinations of teachers' attitude towards performance assessment with respect to the different variables, *Energy Education Science and Technology Part B: Social and Educational Studies*, 3(3): 269-284.
- NCTM. (1995). Assessment Standards for School Mathematics, <http://standards.nctm.org> (Accessed: May 2005).
- Özdaş, A., Tanışlı, D., Yavuzsoy-Köse, N., & Kılıç, Ç. (2007). "İlköğretim Sınıf Öğretmenlerinin Matematik Dersinde Kullandıkları Değerlendirme Araç ve Yöntemlerine İlişkin Görüşleri", VI. Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu 27-29 Nisan 2007
- Plake, B. S. (1993). Teacher assessment literacy: Teachers' competencies in the educational assessment of students. *Mid-Western Educational Researcher*, 6(1), 21-27.
- Selvi, K. (2006), "İlköğretim Programlarının Sınıf Öğretmeni Görüşlerine Dayalı Olarak Değerlendirmesi", *Muğla Üniversitesi XV. Ulusal Eğitim Bilimleri Kongresi Bildiri Özetleri*, 18-19, Muğla: Nobel Yayınları.
- Strauss, A. L., & Corbin, J. (1998). *Basics of Qualitative Research* (2nd ed.), Newbury Park, CA: Sage.
- Şekel, S., (2007). Yeni Fen ve Teknoloji Öğretim Programının Öğretmen Görüşleri Işığında

- Değerlendirilmesi; (Gümüşhane İli Örneği) , Yüksek Lisans Tezi, KTÜ, Fen Bilimleri Enstitüsü, Trabzon.
- Şenel, T. (2008), Fen ve Teknoloji Öğretmenleri İçin Alternatif Ölçme ve Değerlendirme Tekniklerine Yönelik Bir Hizmetiçi Eğitim Programının Etkililiğinin Araştırılması, Yüksek Lisans Tezi, Karadeniz Teknik Üniversitesi, Fen Bilimleri Enstitüsü, Trabzon.
- Van Maanen, J. (1988). *Tales of The Field: On Writing Ethnography*. Chicago: University of Chicago Pres
- Winnie S.W.M (2004). Assessing elementary science learning: beyond paper and pencil assessment, *Asia-Pacific Forum on Science Learning and Teaching*, Volume 5, Issue 2, Article 8.
- Wright A.W. (2001). The ABC of Assessment Alignig Assessment with instruction, *The Science Teachers*, NSTA, http://www.nsta.org/main/news/pdf/tst0110_60.pdf (Accessed: May 2005).
- Yıldırım, A., & Şimşek, H., (2005). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*, Seçkin Yayıncılık, Ankara.
- Yücel, C., Karaman, M.K., Batur, Z., Başer, A. and Karataş, A. (2006). Yeni Öğretim Programına İlişkin Öğretmen Görüşleri ve Programın Değerlendirilmesi, XV. Ulusal Eğitim Bilimleri Kongresi, 12-15 Eylül. Muğla Üniversitesi, Muğla.