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**Assessment for Learning in International Contexts:
approaches and challenges in researching teacher values
and practices**

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3 *Assessment for Learning in International Contexts: approaches and challenges in*
4 *researching teacher values and practices*
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11 **Abstract**
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14 The Assessment for Learning in International Contexts (ALIC) project sought to
15 extend knowledge around teachers' understandings of Assessment for Learning
16 (AfL). Using a modified version of a survey item devised by James and Pedder
17 (2006) for use with teachers in England, evidence was gathered about the assessment
18 practices that were highly valued by teachers across international contexts. The extent
19 of congruence between these values and teachers' reported classroom practices was
20 explored and dimensions of teachers' assessment practices were derived through
21 factor analysis. Whilst there was considerable congruence across the ALIC cohort of
22 teachers and data sets derived from English teachers, particularly with respect to the
23 items that have positive values-practice gaps, there were some interesting differences.
24 Two components were derived from factor analysis, rather than the three derived by
25 James and Pedder (2006). These components were 'Making learning explicit and
26 promoting learner autonomy' and 'Student control of assessment processes'.
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50 **Keywords**
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53 Assessment for learning; formative assessment; Learning How to Learn; survey;
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55 international comparisons
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Introduction

The Assessment for Learning in International Contexts (ALIC) project used a modified version of a survey - employed with teachers in England (James and Pedder, 2006; Pedder, 2006; Winterbottom, Taber, Brindley, Fisher, Finney & Riga, 2008a, 2008b) - to gather data from teachers working in schools in Argentina, India, Indonesia, Nigeria and Saudi Arabia. The ALIC survey probed the nature of the school culture through a series of statements about learning and assessment at pupil, teacher and whole school level, enabling the construction of a profile of the teachers' conceptualisations of Assessment for Learning (AfL) across these countries.

The study involved teachers with direct links to XXXX and, in all, 242 ALIC surveys were completed and returned by teachers across the sample; the survey return rate differed for each nation. The responses from participant countries were combined, creating an 'international data set' for the purpose of comparison with similar data gathered in the context of a single Western country.

The work reported in this paper was carried out to:

- 1) test the modified survey tool to examine its efficacy, validity and reliability in contexts where specific 'Learning How to Learn' projects (James and Pedder, 2006) have not been undertaken and where there may be alternative perceptions of the purpose and practices of formative assessment to those in England.
- 2) establish whether the combined responses drawn from several non-Western countries simply mirrored the English data reported by James and Pedder (2006), or whether there were distinct differences. The expectation was that, were the latter to be the case, this work might be a staging post for later, more detailed work with specific

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3 countries (including the analysis of educational cultures, language and local
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5 circumstance that this would entail).
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8 The hope was that this project would have both a developmental purpose that has not
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10 been addressed in other academic studies; and also that it could, dependent upon the
11
12 findings, eventually lead to further analysis and the possibility of targeted teacher
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14 development in formative assessment for specific countries. The ALIC project was
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16 thus conceived as a first 'fact-finding' step in this possible process.
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20 Before the profile of teachers' conceptualisations of AfL drawn from the data set is
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22 explored - enabling an assessment of whether these hopes for subsequent work might
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24 have a firm foundation - it is useful to consider the central theoretical perspectives
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26 upon which the survey was formulated.
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32 *Assessment for learning: links to teacher values and practices*
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34 The language of AfL belongs to a seemingly ubiquitous educational discourse, being
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36 used across diverse social, economic and cultural boundaries (Swaffield, 2011). It is
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38 either seen as synonymous with formative assessment, and thus includes such
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40 practices as targeted observation or marking of work by teachers to develop students'
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42 next steps in learning (Wiliam, Lee, Harrison, and Black, 2004; James and Pedder,
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44 2006); or it is seen as describing only those components of formative assessment that
45
46 focus on students' involvement in their own learning. Here, we use the term as
47
48 synonymous with formative assessment.
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53 AfL has been characterised as 'not a test but a process' (Popham, 2008, p.6), focused
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55 on providing qualitative insights into student understanding, for both the teacher and
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57 the students themselves to act upon (Shepherd, 2008; Black and Wiliam 1998). James
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3 and Pedder (2006) use the definition from the Assessment Reform Group (ARG) to
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5 underpin their work on assessment values and practices:
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8 ‘Assessment for Learning is the process of seeking and interpreting
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10 evidence for use by learners and their teachers to decide where the
11
12 learners are in their learning, where they need to go and how best to get
13
14 there.’ (ARG, 2002, pp.1-2)
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18 Thus, AfL practices are seen as having the explicit purpose of employing assessment
19
20 evidence in order to promote learning. Importantly, assessment evidence is not seen
21
22 as the exclusive preserve of teachers – the expectation is that AfL is ‘part of everyday
23
24 practice by students, teachers and peers that seeks, reflects on and responds to
25
26 information from dialogue, demonstration and observation in ways that enhance
27
28 learning’ (Third International Conference on Assessment for learning, cited in
29
30 Klenowski, 2009).
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34 Given such definitions, formative assessment has been conceptualised as consisting
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36 of five key strategies, intended to provide contingent information upon which both
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38 teachers and students can act to progress student learning. These are:
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- 3 '1. Clarifying and sharing learning intentions and criteria for success;
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- 6 2. Engineering effective classroom discussions and other learning tasks that elicit
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- 8 evidence of student understanding;
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- 11 3. Providing feedback that moves learners forward;
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- 14 4. Activating students as instructional resources for one another; and
- 15
- 16
- 17 5. Activating students as the owners of their own learning.'
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20 (Black and Wiliam, 2009, p.8)

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23 These broad strategies have an underlying connection to instructional practices

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25 designed to foster metacognitive awareness in students. They are strongly rooted in

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27 social constructivist perspectives on learning, which emphasise the relationship

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29 between collective thinking and the development of individual cognition; that is,

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31 between the 'intermental', usually facilitated by talk, and the 'intramental'

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33 construction of knowledge and understanding (Vygotsky, 1962, 1978). There are

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35 connections to the importance of a dialogic pedagogy (Mortimer & Scott, 2003), to

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37 children's active collaboration in group activities (Kutnick, Sebba, Blatchford, Galton

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39 & Thorpe, 2005) and to the idea of the teacher as facilitator rather than transmitter of

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41 knowledge.

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46 More controversially perhaps, it might be argued that - particularly through the use of

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48 the practices associated with the final two strategies outlined by Black and Wiliam

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50 (2009) - an emphasis is placed on developing a mastery (or learning) orientation in

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52 students (Dweck, 2000; Elliot, McGregor & Holly, 2001; Ames & Archer, 1988)

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54 Black and Wiliam's framework does not entail a *commitment* to the development of a

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56 mastery orientation, and a combination of performance and learning orientation have

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3 been argued as components of an effective learner (Midgley, Kaplan & Middleton,
4 2001); nevertheless it seems that the emphasis placed in the strategies on a
5 metacognitive understanding of students' own learning emphasises the importance of
6 the characteristics of effort, persistence and critical judgement that are associated with
7 a mastery orientation. Certainly, a trajectory towards self-regulated learning through
8 the use of the strategies, with appropriate scaffolding related to contingent position of
9 learner, is both implicit and explicit (Zimmerman, 2008).
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19 As a consequence of these underlying pedagogic foundations of AfL, the involvement
20 of engaged, reflective professional teachers is seen as central to the development of
21 classroom-based, formative assessment practices (Black, McCormick, James and
22 Pedder, 2006). This suggests that what teachers value in instructional and assessment
23 practices really does matter if change to classroom practice is the intention. When
24 examining the issue of values and practices in England, and possible gaps between
25 the two, the 'Learning How to Learn' Project surveyed 558 teachers in England
26 (James and Pedder, 2006; Pedder, 2006). Results revealed three underlying
27 dimensions of assessment practice. These were:
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40 i: *Making learning explicit* (defined as eliciting, clarifying and responding to evidence
41 of learning; working with students to develop a positive learning orientation)
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44 ii: *Promoting learning autonomy* (defined as a widening of scope for students to take
45 on greater independence over their learning objectives and the assessment of their
46 own and each other's work)
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51 iii: *Performance orientation* (defined as a concern to help students comply with
52 performance goals prescribed by the curriculum through closed questioning and
53 measured by marks and grades).
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3 This research found sizeable values-practice gaps on two dimensions that appear to be
4 in tension (*promoting learning autonomy* and *performance orientation*) along with
5 evidence that over half of the sample were unable to sustain practices across all
6 dimensions in line with their values. Further evidence of the existence of these three
7 dimensions of assessment practice, and the presence of values-practice gaps, was
8 found by Winterbottom *et al.* (2008a, b) when they used the ‘Learning How to Learn’
9 survey tool with English teacher trainees.
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19 **The ALIC Research**

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21 The ALIC project started from a straightforward premise, seeking to explore the
22 efficacy of an adapted version of the James and Pedder (2006) survey tool for
23 exploring assessment values and practices amongst teachers in non-Western contexts.
24 The project was designed to examine what the use of the tool might reveal about
25 teacher values and practice gaps, and whether similar dimensions of assessment
26 practice to those revealed by James and Pedder in England would be evidenced. The
27 initial hypothesis was that there would be a variation between the group of teachers
28 drawn from the five non-Western countries and the English sample researched by
29 James and Pedder.
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43 This hypothesis was predicated upon research showing that, with diverse national and
44 regional educational priorities, and the different languages within which educational
45 ideas are interpreted, the development and embedding of successful assessment for
46 learning practices seems to vary in differing national contexts (Johnson and Burdett
47 2010; Akyeampong, Pryor, and Ampiah, 2006). Johnson and Burdett’s (2010) study
48 highlights that the ambitions of educators to engage with assessment for learning
49 principles might be hindered by factors such as teacher competency levels or the
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3 promotion of conflicting theories of learning. Understanding the issue of teacher
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5 practice across diverse contexts can also be confounded by the way that terminology
6
7 is contextually situated. Smith (1995) shows that ‘commonly used’ language can be
8
9 open to varying interpretations in different contexts, suggesting that the seemingly
10
11 ubiquitous nature of the language of formative assessment within international
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13 educational discourse may mask a poor shared understanding of the underlying
14
15 meanings around such phraseology. This is supported by Andrews (2007), who notes
16
17 that ‘...concepts assumed to be universally understood were found to have
18
19 contextually located meanings’ (p.490 and p.495-496), so that differing cultures may
20
21 ascribe different levels of value to the strategies associated with AfL, and may
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23 evidence these differing values through differing classroom practices.
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28 With these exploratory ideas forming the basis of the research, the following broadly
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30 framed research questions informed the project, with the aim of extending current
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32 understanding about the assessment values and practices of a set of teachers in
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34 international contexts:
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38 1. What assessment practices do teachers in the five ALIC countries value?
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40 2. What are the gaps between the ALIC teachers’ assessment values and practices,
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42 and how do these compare to teachers in England?
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44 3. What are the ALIC teachers’ ‘dimensions of assessment practice’ and how do
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46 these compare to teachers in England?
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51 It is important to re-state that the focus in this paper is on the data gathered from the
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53 teachers across five countries, rather than focusing on individual nations.
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3 The structure of the paper is rather unusual, in that – after an overview of methods,
4 sample and the approach to analysis - it attempts to fully report and discuss the
5 findings in relation to each of the research questions, drawing together overall
6 conclusions and implications at the end. This approach enables a richer exploration of
7 each question than might otherwise have been the case.
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10 11 12 13 14 15 *Methods, sample and approach to analysis*

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17 The ALIC project gathered survey data from teachers working in five non-Western
18 countries. Sample selection and recruitment took into account a number of pragmatic
19 considerations. In particular, the project focused on teachers working in schools and
20 colleges with a strong identification with XXXX, with whom there were established
21 means of communication. The project used XXXX's regional organisation structure
22 to aid data gathering. Nations with the greatest number of schools and colleges with
23 active XXXX links were identified across each of XXXX's global regions; a decision
24 was made not to recruit multiple nations from the same region. This helped to
25 maximise the geographical diversity of the sample and to potentially maximise the
26 number of returns. This sampling approach suggested that the project should focus on
27 teachers in Argentina, India, Indonesia, Nigeria and Saudi Arabia. An appeal for
28 participation from at least two teachers from each approached school or college was
29 intended to bring a sense of collegiality to the process for individual teachers, further
30 enhancing the sample size. It is appreciated that schools that have chosen to link to
31 XXXX may be unrepresentative of a national sample of schools.
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51 The research team used a modified version of a validated survey that had been used to
52 explore the assessment values and practices of teachers in England (James and
53 Pedder, 2006). In electing to work with an existing questionnaire, the research team
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3 considered whether the James and Pedder survey instrument was sufficiently relevant to
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5 the ALIC research questions, whether it was appropriate to use in the different international
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7 contexts, and whether it facilitated collection of this information with maximal reliability.
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11 Broadly interpreted, validity is the degree to which the survey instrument measures what
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13 it is supposed to measure. Clearly, it is important to ensure the validity of any data
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15 collection instrument. A validated questionnaire of the kind used here reduces bias by
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17 detecting ambiguities and misinterpretations which can then be minimized thereby
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19 emphasizing a high degree of 'specific' objectivity. A number of actions and procedures
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21 (based on Alderson's (1992) recommendations) were undertaken as part of the
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23 validation of the revised questionnaire:

- 24 • Consideration of underlying constructs and advance research questions prior to re-
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26 drafting original survey items
- 27 • Exploration of how every survey item confirms (or disconfirms) underlying
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29 hypotheses
- 30 • Prediction of teacher responses to compare with actual responses (in pilot stage),
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32 followed by any necessary adjustments
- 33 • Expert and interested stakeholder judgements of the draft survey (including peer and
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35 teacher reviews)

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37 Whilst the use of validated methods (Alderson, 1992; Hawkey, 2006) should
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39 contribute positively to the validity of a research design, it is important to bear in
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41 mind that validation is context specific and has consequences if a research method is
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43 applied to a situation for which it was not designed. Clearly, in using an existing
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45 validated questionnaire it was important to ensure that any subsequent textual
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47 amendments to questionnaire items continued to maintain the integrity and validity of the
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49 original instrument. The ALIC project took the constructs that underpinned the original
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51 James and Pedder (2006) teacher survey and worked to ensure that these were
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53 accessible to teachers working across a variety of national contexts (see Alderson's
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55 (1992) first recommendation above). A critical review of each of the James and
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3 Pedder survey items was undertaken to ensure that the language of the survey (both
4 the instructions accompanying the survey and the survey items themselves) was
5 accessible to teachers for whom English may not necessarily be a first language. The
6 language of each survey item was examined and, where necessary, modified; the
7 salience of the construct contained within each item was retained. An original and a
8 revised item are illustrated in Figure 1, with a complete list of the survey items
9 included in Appendix 1.
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19 *{Insert Figure 1: An example of an original and a revised teacher survey item}*
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22 In order to ensure that the survey language was accessible to all teachers a draft of the
23 ALIC survey was piloted with a small group of teachers (for whom English was not a
24 first language) in the sample nations in order to validate its format. Once it was
25 complete, the survey was distributed via a dedicated website to schools and colleges
26 in the five sample nations. 613 schools and colleges were contacted directly in three
27 of the five study nations (Argentina: 186 schools/colleges; India: 288
28 schools/colleges; Indonesia: 135 schools/colleges). Taking into consideration local
29 arrangements in Saudi Arabia and Nigeria, indirect contacts were sent to schools and
30 colleges through British Council offices.
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43 242 ALIC surveys were returned from teachers in 149 schools, with five containing
44 no indication of teacher nationality. The data in Appendix 2 show that most teachers
45 who returned the surveys were female (69%), had more than 5 years of teaching
46 experience (83%), and were teaching 15-18 year old students (62%). There was a
47 spread of subjects taught by teachers in the sample, although Science/Maths and
48 English teachers made up the majority of the sample (67%). It is worth noting that the
49 initial process of 'teacher subject' coding defined those teachers who taught multiple
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3 subjects as ‘not specified’, partly explaining the relatively large number of teachers
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5 who appear in this category.
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10 The survey return rate differed for each nation (i.e. the proportion of schools and
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12 colleges from which surveys were received compared with the number of schools and
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14 colleges approached). This national difference might reflect the national variation in
15
16 the methods used to approach the schools and colleges. Figure 2 shows that Argentina
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18 had the highest school return rate (29.0%), followed by India (21.8%) and Indonesia
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20 (16.3%).
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24 *{Insert Figure 2: ALIC returned responses by nation and school/college}*
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27 The national survey data (Appendix 3) demonstrate variances in the profile of teacher
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29 demographics. Teachers from Argentina and Saudi Arabia were the most
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31 experienced; a majority of teachers in both nations had more than 10 years of
32
33 teaching experience. The length of time that teachers had worked in their current
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35 school/college also differed across the nations. India was the only nation where the
36
37 majority of teachers had worked in their current school/college for less than five
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39 years. The profile of subjects taught differed across the teachers in the different
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41 sampled nations. Teachers of English formed the largest group of respondents in
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43 Argentina, contrasting with the profile of teachers from the other nations where
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45 Science/Maths teachers formed the largest group.
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49 The first data analysis stage involved descriptive analysis of the survey return data, in
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51 order to provide a ‘flavour’ of specific responses by teachers to the survey items. In
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53 order to explore comparisons between teachers’ values and practices, a gap analysis
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55 compared the extent to which teachers’ reported practices matched their reported
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3 values; any discrepancies were thus indicated between their professional assessment
4 aspirations and their actual practices. The second stage of data analysis replicated
5 some of the statistical methods used by James and Pedder (2006) and Pedder (2006)
6 in their work with teachers in England. Though this is described in detail later in the
7 paper, it is useful briefly to explain at this point that their exploratory factor analysis
8 with varimax rotation was duplicated in this study; however, no replication of cluster
9 analysis was attempted for presentation here.
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19 *Findings and Discussion*

20 *Research Question 1: What assessment practices do teachers in the five ALIC* 21 *countries value?* 22 23

24 James and Pedder (2006, p.10-11) point to the ‘danger that (a) values dimension is
25 underplayed and that assessment for learning becomes characterised as merely
26 another set of unexamined classroom strategies...’. We would strongly support this
27 assertion and have already argued that what teachers’ value can have a profound
28 influence on practice; this is despite the presence of various constraints on
29 professional practice, evident in countries across the world, which may militate
30 against the embedding of values into practice. Here we review the findings of the
31 ALIC survey with respect to teacher values.
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46 The data in Appendix 4 show that two-thirds of classroom assessment practices listed
47 in the survey were highly valued by a majority of responding teachers, with 20 of the
48 30 survey items being considered to be ‘important/crucial’ for at least 88% of the
49 surveyed teachers. The data also show that there were seven practices that were
50 highly valued by fewer than three-quarters of teachers; this 75% percentage was taken
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3 as a benchmark below which items are considered not to be highly valued by the
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5 teacher group when taken as a whole.
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8 Of the highly valued practices in the ALIC data, 10 items relate to teachers' concern
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10 with learning more about student learning. These items relate to using evidence of
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12 learning to influence planning (item 1); encouraging discussion, including the
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14 clarifying of learning objectives, lesson purposes and success criteria (items 11, 21,
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16 25 and 28); open questioning (item 18); and providing formative feedback to respond
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18 to evidence of learning and encourage pupil involvement in learning (items 4, 10, 20,
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20 and 15). Item 22 ('Assessment of students' work is mainly in the form of comments')
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22 might be considered to be linked to these items, but it is not given the same value by
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24 teachers.
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29 Partly building on the work of Torrance and Pryor (1998), James and Pedder (2006,
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31 p.119) suggest that items in their original survey relate to four themes:
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- 34 - 'convergent assessment tendencies', with an emphasis on linear and
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36 curriculum-oriented planning, closed questioning and summative feedback;
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- 39 - 'divergent assessment approaches', with students taking forward their own
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41 learning objectives and peer assessment practices (here, James and Pedder
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43 extend Torrance and Pryor's definition, linking peer assessment to the
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45 intention in divergent assessment to find out what the student knows);
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- 48 - the promotion of guided self-assessment and opportunities for students to
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50 assess their own work and learning;
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- 52 - teachers learning more about their students' learning.
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3 Certainly, a concern with understanding student's learning, and acting upon that
4 understanding, lies at the heart of the five key AfL strategies discussed at the start of
5 this report. If '...formative assessment is concerned with the creation of, and
6 capitalization upon, 'moments of contingency' in instruction for the purpose of the
7 regulation of learning processes' (Black and William, 2009, p.10), then learning more
8 about student's learning is vital. Yet in a context that includes several non-Western
9 countries, what is considered to be an appropriate 'assessment repertoire' might
10 include approaches that are not bounded by Black and William's (2009) key
11 strategies. Thus item 22 ('Assessment of students' work is mainly in the form of
12 comments') is included, yet with relatively low value attributed to it compared to the
13 rest of the items in the group. This may indicate that formative feedback is seen as
14 primarily to be given in a spoken, rather than a written, form.
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30 Teachers also placed a very high value on practices that relate to the development of
31 pupil agency in assessment and learning. These items are connected to such things as
32 providing opportunities for students to assess their own work and learning (items 13,
33 14 and 24) and develop independence in learning (item 9); a concern that students
34 should engage with mistakes and problems in their work (items 15, 16 and 25),
35 should build on their strengths (items 14 and 26) and should view effort as important
36 (item 27); and that students should be encouraged to think critically about their
37 learning (items 17 and 30). The very high value placed on such practices suggests a
38 concern to develop students' metacognitive understanding of their own learning
39 (Zimmerman, 2008). Thus there is an emphasis on the learning orientation of the
40 student, rather than on performance orientation (Dweck, 2000), together with a focus
41 on students developing learning strategies that work best for them in a particular
42 circumstance. Placing high value on these items suggests that teachers aspire to move
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3 students towards self-regulated learning, through appropriate scaffolding related to
4 the contingent position of the learner. Further, it again seems to suggest a clear
5 concern amongst teachers to include in their teaching and assessment repertoire the
6 intentions of the five strategies of formative assessment (Black and Wiliam, 2009).
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12 Item 3 ('The main thing I look for in my assessments is whether my students know,
13 understand or can do key sections of the curriculum') is also highly valued and is the
14 only item that may possibly be interpreted as sitting outside the other two item
15 groupings. This item might be interpreted as being linked with teachers' concerns
16 around learning more about student learning or the development of pupil agency. On
17 the other hand, this item might also sit comfortably within a group of items associated
18 with curriculum-oriented concerns, and James and Pedder (2006) place its precursor
19 item in their own study with items that suggest a performance focus. But the
20 prescribed curriculum does not have to be a driver for a particular pedagogy and the
21 focus on student understanding embedded in item 3 suggests that it might easily be
22 placed with several groupings of items, not just those related to 'convergent
23 assessment tendencies'. Thus it seems there is little contradiction amongst the highly
24 valued items in the survey as a whole, though the meanings attributed to item 3
25 deserve further investigation.
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45 With respect to the least valued items, only one item fell below 50% in terms of being
46 valued. This was item 5 ('I tell students how well they have done compared to others
47 in the class'), an item which emphasises the development of a competitive classroom
48 ethos and a strong focus on performance orientation (Dweck, 2000). Overall, a group
49 of items that were least valued by teachers were those that might be linked to teacher
50 control of assessment processes and a focus on performance goals. These included
51 items associated with curriculum orientated planning (items 2, 23); closed
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3 questioning (item 7); and the provision of summative feedback, including marks and
4 grades (item 12). Item 8 ('My assessments are more useful than formal assessments')
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6 could be placed in this group of items, but it might be interpreted in a number of
7
8 different ways; it may be seen as stressing the primacy of the individual teacher
9
10 (perhaps regardless of evidence from pupils) or it might be strongly linked to the idea
11
12 that considered formative assessment has more to offer than testing. Given this
13
14 ambivalence, it is perhaps not surprising to see this item somewhat equivocally
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16 valued by teachers.
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21 A second group of items less valued by teachers were those associated with student
22 control over assessment processes, including students taking forward their own
23 learning objectives (item 6) and developing peer assessment practices (items 19 and
24 29). These 'divergent approaches to assessment' (Torrance and Pryor, 1998, p.153-
25 154) are clearly not of high value to these groups of teachers, and mirror the views of
26 teachers in England (James and Pedder, 2006; Winterbottom *et al.*, 2008a, 2008b).
27
28 They might be considered to be an end point to be aimed at in terms of AfL practices,
29
30 even in countries and schools where such practices are embedded, so their relatively
31
32 low attributed value across nations is unsurprising.
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42 If these, then, are the values held by the ALIC teachers, what of the gaps between
43 values and practices?
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47 ***Research Question 2: What are the gaps between the ALIC teachers' assessment***
48 ***values and practices, and how do these compare to teachers in England?***
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51 Here we explore the values-practice gaps that are evident in the ALIC data and
52 compare these to the data derived from the 'Learning How to Learn' project (James
53 and Pedder, 2006).
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3 The values-practice gap analysis data for the whole ALIC teacher sample shows the
4 level of match between what teachers value about their assessment work and the
5 extent to which they feel they enact these values in practice. Table 1 makes a
6 comparison of teachers who placed a high value ('crucial'/'important') on a particular
7 practice against the percentage suggesting it was 'often true' or 'mostly true' in their
8 own practice. This data only relates to items where the values-practices gap is of +/- 5
9 points or greater. Where there were any mismatches between assessment values and
10 practices, a positive difference suggests that the teachers value the assessment
11 practice more than they actually enact it. On the other hand, a negative mismatch
12 suggests that the teachers were enacting practices that they did not value.
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26 *{Insert Table 1: Comparing ALIC teachers' assessment values and practices}*
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29 Here we consider first the items with a positive values-practice gap, suggesting that
30 the teachers value the assessment practice more than they actually enact it. For items
31 associated with the development of pupil agency (26, 17, 13, 24, 14) there is an
32 apparent gap between values and practices of between +5 and +17%. Item 26 has the
33 largest gap here, suggesting that, whilst about half of the teachers feel that their
34 interaction with students enables them to build on their strengths, there is a strong
35 aspiration to develop this aspect of their work. The group of items (6, 19 and 29)
36 associated with giving students more control over assessment processes were not
37 particularly highly valued, but the positive values practice gap suggests that, again,
38 there is an aspiration to develop strategies in this area. Teachers seem much more
39 comfortable with assessment approaches linked to developing their own
40 understanding of students' learning than they are with promoting opportunities for
41 students to assess their own work and think critically about their learning. This is
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perhaps unsurprising, as building such elements into assessment repertoires is not easy.

With respect to the items with a negative gap, indicating well-used practices that are less in tune with teacher values, the largest gap occurs with respect to item 12, the provision of feedback in the form of marks and grades. The strong drivers of accountability cultures (both on a micro-level in such things as direct accountability to parents and on a macro-level in terms of school, regional and national data comparisons) clearly have an influence here (Black and William, 2005). But it is nevertheless interesting to see how little comparative value is given to this practice compared to the level of practice itself. For Item 23 the gap is relatively small; nevertheless, it seems clear that teachers would like some flexibility with respect to the setting of learning objectives, beyond the constraints of the prescribed curriculum.

Before any comparison of the data from this research and that from the Learning How to Learn project in England can be presented, it is important to be clear that the ALIC survey relied on self-reporting by participants. Unlike James and Pedder (2006), the ALIC team were unable to corroborate statements made in the survey through empirical sampling of teacher practices. And with respect to AfL strategies, others studies have found that teachers can be less confident than they claim to be in putting actual strategies in place (Sach, 2012). Nevertheless, if 'teachers' professional consciousness is a...fundamental determinant of teaching practices' (Yung, 2002), and if teacher's conceptions of learning are central to understanding and enacting assessment practices (Marshall and Drummond (2006), then it is crucial to consider how they view their practices and to examine their aspirations for the future.

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3 James and Pedder compare teacher values and practices in England in the following
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5 way:
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8 *{Insert Table 2: Comparing teachers' assessment values and practices in England}*
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11 Comparing this to Table 1 for the global ALIC data, there are several points of
12
13 interest. The first is that there is considerable congruence across the two data sets
14
15 with respect to the items that have positive values-practice gaps (items 6, 26, 17, 29,
16
17 13, 24, 19). This seems to suggest that many aspirations for developing practice may
18
19 be shared by teachers in this Western context and in a range of non-Western contexts.
20
21 However, the data also shows that, for these 'shared' items, the values-practice gaps
22
23 in England are substantially larger in every case than they are for the ALIC teachers.
24
25 Since there are not great differences in the value ascribed to these practices across the
26
27 compared groups, it seems that for ALIC teachers the estimation of how closely
28
29 aligned their practice is to their values presents a somewhat more optimistic picture of
30
31 alignment. There may be several reasons for this, ranging from an accurate
32
33 representation of reality to the idea that reflexive awareness of practice differs across
34
35 the two groups. Whilst James and Pedder (2006) were able to examine practice
36
37 empirically this was not possible for the ALIC teachers; without such an examination
38
39 the reasons for these gap differences is at this stage speculative. With respect to
40
41 negative values-practice gaps, item 23 is shared across the English and ALIC teacher
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43 groups, both of whom see their practice with respect to the setting of learning
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45 objectives more guided by the subject curriculum than they would like. Again, this is
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47 more prevalent for English teachers than for those in other countries.
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54 Also interesting in a comparison of the values-practice gaps across the English and
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56 ALIC teacher groups is where items differ. Items 30 and 9 only appear as significant
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3 in the 'Learning How to Learn' project gap analysis data and items 22, 14 and 12
4 only appear as significant in the ALIC project gap analysis data. Though ALIC
5 teachers value item 30 highly, they profess no significant gap between their values
6 and practices, whilst for English teachers this is the largest recorded positive gap.
7 This may be a function of the exclusion of the words 'learning how to learn' in the
8 ALIC item; this term was felt to be far too specific to England, but it perhaps
9 encompasses a range of practices that item 30 in the ALIC survey does not. This
10 translating of terms was, indeed, one of the major challenges to the ALIC team in the
11 construction of the survey. Another item that only appears in the 'Learning How to
12 Learn' project gap analysis data is item 9. Again the strong congruence between the
13 stated values and practices across the ALIC teachers is arresting, given the +19% gap
14 for this item across the teacher group in England.
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33 Items 22 and 14 (positive gap) and item 12 (negative gap) only appear as significant
34 in the ALIC project gap analysis data. Though the gap for item 22 is small it is
35 interesting to note that comments on students' work are seen as valuable and that a
36 majority of ALIC teachers (70%) feel that they are engaging in this practice.
37 Similarly a large majority (93%) feel that they are helping students to understand and
38 develop their strengths, though there is an aspiration for this aspect of their pedagogy
39 to develop. The assessment of work using marks and grades, associated with the
40 development of a performance orientation in students, is not highly valued but it is a
41 common practice across the ALIC teacher group.
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53 So let us turn now to the identification of 'dimensions of assessment practice'.
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3 ***Research Question 3: What are the ‘dimensions of assessment practice’ for the***
4
5 ***ALIC teachers, and how do these compare to teachers in England?***
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8 The next data analysis stage of the ALIC project replicated the statistical methods
9
10 used by James and Pedder (2006) and Pedder (2006) in their work with teachers in
11
12 England. Identification of the dimensions or ‘factors’ of assessment practice involved
13
14 the use of factor analysis with varimax rotation (with Kaiser Normalization) with the
15
16 teachers’ practice scores for Section A items of the survey (shown as Scale X - “Your
17
18 assessment practices”, in Appendix 1).
19

20
21 Exploratory factor analysis (EFA) was conducted on the sample of data to explore the
22
23 underlying traits or factors. EFA, traditionally, has been used to explore the possible
24
25 underlying factor structure of a set of observed variables without imposing a
26
27 preconceived structure on the outcome.
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30
31 The Varimax rotation method was used here to maximise the dispersion of loadings
32
33 within factors. Working in this way, James and Pedder’s study (2006) resulted in a
34
35 three factor solution supported by statistical considerations and by repeated
36
37 comparisons of different solutions referring to tables of eigen values and scree plots.
38
39 Confidence in the validity of this three factor structure, and their conceptualisation of
40
41 it, was enhanced through an analysis of teachers’ interview accounts and classroom
42
43 observation data. In addition, teachers and school leaders involved in the project
44
45 recognized and affirmed these dimensions as capturing relevant and important aspects
46
47 of classroom practice. This lent support to James and Pedder’s claim to the
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49 phenomenological as well as the concurrent validity of these dimensions.
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3 The generation of dimensions from the ALIC data set took into account only those
4 teacher practice items which achieved primary factor loadings of more than 0.3 and
5 which did not load on to more than one dimension/factor. The factor analysis
6 described here relates to a simple structure pattern of loadings, with several variables
7 correlating highly with each factor and only one factor correlating highly with each
8 variable. The complexity of variables by examining loadings for a variable across
9 factors is the focus of a separate study.
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19 As the first step, in order to establish appropriateness of the factor analysis
20 application, Kaiser-Meyer-Olkin sampling adequacy test and Barlett's test of
21 sphericity were conducted (Table 3).
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27 *{Insert Table 3: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's*
28 *Test of Sphericity}*
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31
32 The KMO sampling adequacy test statistic is 0.792, which is higher than the
33 threshold value of 0.5 (Hair, Anderson, Tatham, & Black, 1998) indicating that factor
34 analysis is appropriate. The Barlett's test of sphericity statistic is <0.001. This
35 indicates that the null hypothesis that the correlation matrix is an identity-matrix is
36 rejected at the 0.001 level of significance.
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44 For simplicity of reporting, orthogonal rotation is favoured, requiring only the use of
45 the loading matrix (Tabachnick and Fidell, 2001, p.622). Mirroring these analysis
46 methods, items 4, 5, 11, 20, 24 and 26 were removed from the analyses for this
47 project since they loaded onto multiple dimensions. A similar approach to factor
48 removal was adopted by James and Pedder (2006).
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3 One principal consideration fundamental to factor analysis is determining the number
4 of factors to retain. Traditionally, researchers depend on one or more of the following
5 criteria to determine how many factors to retain: the variance explained by each
6 factor; the eigenvalue for each factor; examination of the scree plot of the factors and
7 eigenvalues.
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15 Consideration of these criteria suggested that two dimensions of teacher practice
16 could be identified in the ALIC survey data (Figure 3).
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19
20 *{Insert Figure 3: Eigen values and scree plot for the ALIC survey data}*
21

22
23 Further analysis showed that the first practice dimension comprised 10 items (6, 9,
24 10, 13, 14, 15, 16, 17, 21 and 30), with the second dimension consisting of two items
25 (19 and 29). Table 4 shows the factor loadings for the items in each of the practice
26 dimensions.
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33 *{Insert Table 4: Teacher assessment practice dimensions: survey items and factor*
34 *loadings}*
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38 ANOVA tests of between subjects effects and multiple comparison post hoc tests
39 were then carried out to explore whether any teacher variables¹ had an influence on
40 the way that teachers responded to the survey items. ANOVA tested the difference
41 between mean scores on sub-tests created by adding scores on items in each factor.
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47 ANOVA tests of between-subject effects suggested that none of the teacher grouping
48 variables explained the differences between the ways that teachers responded to the
49 survey items. In other words, variables such as the nationality of the teachers or the
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57 ¹ The teacher grouping variable were: teacher nationality, gender, levels of experience of
58 teaching in general and levels of experience within the current school/college, age of
59 students taught and subject taught.
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3 subjects that they taught were not a significant influence on the characteristics of the
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5 dimensions.

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8 In their own work using this approach, James and Pedder (2006) and Pedder (2006)
9
10 identify three dimensions or 'factors' of assessment practice: These were:

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12 Factor 1: interpreted as items relating to 'making learning explicit' (items in order of
13
14 factor loading - 15, 11, 16, 21, 10, 14, 20, 1, 27, 18)

15
16
17 'Eliciting, clarifying and responding to evidence of learning; working with students to
18
19 develop a positive learning orientation'

20
21
22 Factor 2: interpreted as items relating to 'promoting learning autonomy' (items in
23
24 order of factor loading – 19, 29, 24, 13, 6)

25
26
27 'A widening of scope for students to take on greater independence over their learning
28
29 objectives and the assessment of their own and each other's work'

30
31
32 Factor 3: interpreted as items relating to 'performance orientation' (items in order of
33
34 factor loading – 12, 7, 23, 3, 2, 8)

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36
37 'A concern to help students comply with performance goals prescribed by the
38
39 curriculum through closed questioning and measured by marks and grades' (James &
40
41 Pedder, 2006, p122-123)

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44 The ALIC data revealed two significant dimensions of assessment practice, as
45
46 detailed above. For purposes of comparison, Table 6 also presents the items that
47
48 appear in the three James and Pedder dimensions and which overlap with the two
49
50 ALIC dimensions. It is interesting to note that at a superficial level there is some
51
52 degree of overlap between the items that appear in both the first and second
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3 dimensions of both the ALIC and the James and Pedder analyses. This might suggest
4
5 a degree of commonality in the nature of these dimensions. It is also noteworthy that
6
7 none of the items which comprise James and Pedder's third dimension (*performance*
8
9 *orientation*) appear in the ALIC dimensions.
10

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13 *{Insert Table 5: A comparison of teacher assessment practice dimensions in James*
14
15 *and Pedder (2006) and ALIC}*
16

17
18 ALIC Dimension 1 practices relate to the ways in which learning is made explicit by
19
20 teachers and to attempts to promote learner autonomy. We have interpreted this
21
22 dimension as relating to the development of student agency in learning and
23
24 assessment.
25

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27
28 ALIC Dimension 2 practices are interpreted as being related to student control of
29
30 assessment processes. These two items focus on developing peer assessment
31
32 practices, such as paired marking of work against given criteria.
33

34
35 ALIC Dimension 1, comprising 10 items, is described as 'Making learning explicit
36
37 and promoting learner autonomy: developing pupil agency in assessment and
38
39 learning; learning more about student learning'. Though this dimension has
40
41 similarities with Dimension 1 from James and Pedder (2006), the associated items
42
43 give greater emphasis to the development of pupil agency, both in their learning and
44
45 in their ability to engage with assessment of their learning. Agency might be defined
46
47 as the ability of the individual to actively interpret, re-organise and draw upon
48
49 developed knowledge, and this dimension highlights the role of the teacher in helping
50
51 students to be active agents in their own learning. Agency is linked to feelings of
52
53 self-efficacy (Seifert, 2004; Dweck, 2000) - confidence and competence with respect
54
55 to performance, usually in a given field such as science – and to metacognitive
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3 awareness (Whitebread & Pino Pasternak, 2010). Though this clearly links to James
4 and Pedder's concept of 'developing a positive orientation' it seems to go further,
5 strongly emphasising teachers discussing with pupils how their learning might be
6 improved; the provision of guidance on how students might review their work; and
7 encouraging students to think about how they learn best.
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14 James and Pedder's second factor is described as 'Promoting learner autonomy: a
15 widening of scope for students to take on greater independence over their learning
16 objectives and the assessment of their own and each other's work'. In the ALIC data,
17 items associated with this factor are associated with Dimension 1, strongly
18 reinforcing the association between pupil autonomy and agency. Further, ALIC
19 Dimension 1 indicates that the development of pupil agency and autonomy is linked
20 to teachers' willingness to discover more about their pupils' performance and
21 learning needs in relation to teaching.
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33 ALIC Dimension 2 contains just two items (19, 29) and is described as 'Student
34 control of assessment processes'. These items describe practices that relate to teacher
35 involvement in facilitating students' assessments of one another's work and it is
36 perhaps unsurprising that they are associated together in a single dimension. A strong
37 aspiration of formative assessment practice in England is that students should engage
38 in peer assessment as a 'gateway' to self-assessment and, by implication, achieve a
39 better metacognitive understanding of their own learning (Black and Wiliam, 2009).
40
41 In order for this to happen, it seems that the role of the teacher – for example, in
42 helping to define the criteria by which students may judge the work of their peers – is
43 crucial.
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3 Perhaps the most interesting disparity between this set of ALIC dimensions and the
4 dimensions revealed in the work of James and Pedder (2006) is the absence of
5 anything broadly equivalent to their Dimension 3 - performance orientation. There is
6 no significant association of items equivalent to those interpreted by James and
7 Pedder (2006, p122-123) as denoting 'a concern to help students comply with
8 performance goals prescribed by the curriculum through closed questioning and
9 measured by marks and grades'. This may be because some of these items in the
10 ALIC survey could be open to interpretation, depending on the specific context of a
11 teacher carrying out the survey. For example, and as has been mentioned previously,
12 it is difficult to see how curriculum-oriented assessment (item 3) would not be carried
13 out in any classroom, regardless of whether formative assessment practices are in
14 place. Further, Item 8 in particular seems problematic. The wording of this item (My
15 assessments are more useful than formal assessments) might well be interpreted as
16 indicating the primacy of formative assessment over summative in the day-to-day
17 work of the teacher; however, what might constitute a 'formal assessment' is by no
18 means clear here, whilst 'useful' is also open to interpretation. Thus, these two items
19 at least may produce different contextualised responses (both national and school-by-
20 school) that are likely to influence their association with other items in the factor
21 analysis.

22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 **Conclusions and Implications**

47
48 The survey data as it has been interpreted thus far seems to indicate a number of
49 issues. Given the global prominence given to AfL by governments, assessment
50 agencies, researchers and others, it is perhaps unsurprising to find that, in very broad
51 terms, the items most valued by the ALIC teachers demonstrate the considerable
52 cachet placed upon practices linked positively to formative assessment principles and
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3 strategies. Certainly it seems that teachers have a particular concern with learning
4 more about student learning and with promoting the development of pupil agency in
5 assessment and learning. These concerns not only form the foundation of Black and
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Wiliam's (2009) five key strategies, they might also be seen more globally as being related to what teachers think about 'positive' pedagogy (Wiliam and Thompson, 2007). Importantly, the idea of pedagogy as we use it here includes individual and culturally-informed perspectives on communicative approaches (Mercer and Littleton, 2007); classroom participation structures (Cazden, 1986); the importance of students' metacognitive understanding of learning (Dweck, 2000; Zimmerman, 2008); the centrality of student interaction and collaboration (Kutnick et al., 2005); and the accountability structures that impinge on the work of the teacher (Black *et al.*, 2003).

Concern with such aspects of pedagogy, and associated assessment practices, suggests that the survey data reflect the views of professionals who are engaged, reflective and responsible. But it does seem clear that an individual teacher's response to the survey items is also likely to be considerably nuanced and strongly related to prevailing contextual imperatives. This, then, suggests more detailed investigation in specific national contexts may reap rewards for both researchers and teachers. Certainly, it seems clear that an analysis of practices 'on the ground' is necessary if the nuances of national practices are to be fully revealed.

In examining the dimensions of practice revealed by factor analysis, the dimensions that are revealed seem to encapsulate many features of an effective pedagogy – one in which there is a focus on making learning explicit to students, promoting learner reflection and autonomy, maintaining a focus on outcomes and encouraging individual progress. These themes cohere well with the features of effective teaching

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2
3 that are outlined in a recent literature review of UK and international research (Rowe,
4
5 Wilkin and Wilson, 2012).
6
7

8 The two assessment practice dimensions identified in the ALIC data reveal an
9
10 association of items that place a heavy emphasis on guiding students to understand
11
12 their own learning and on the value of peer- and self-assessment in this process. The
13
14 significant items in these dimensions map strongly onto those for James and Pedder's
15
16 (2006) first two assessment practice dimensions, though their significance and
17
18 association vary and therefore suggest rather different terms to describe the ALIC
19
20 dimensions. As mentioned above, the real surprise was that, using the same statistical
21
22 procedures as James and Pedder, there is no dimension in the ALIC data that mirrors
23
24 their performance orientation category. It has already been suggested that there may
25
26 be an 'item translation' issue at work here, either in terms of the literal translation of
27
28 meaning from the James and Pedder (2006) survey, or in terms of teacher
29
30 interpretation of meaning for specific items. However, it is equally possible that no
31
32 such translation issue came into play for the ALIC teachers and that the dimensions
33
34 represented in their data correctly represent the significant association of survey
35
36 items.
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42 This issue, of trying to understand the intent underlying the teachers' responses to
43
44 survey items, raises other challenges that have been implied already in this paper.
45
46 Collecting distributed data brings with it a plethora of practical and methodological
47
48 challenges, which include the appropriate selection of a relevant teacher group and
49
50 the acknowledgement of the bias in any selection process. In particular, the
51
52 limitations of self-reporting by teachers are clear in comparison to the checking
53
54 mechanisms that were put in place in the James and Pedder (2006) study. In
55
56 discussing such challenges, it should also be acknowledged that there are subjective
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3 elements in the decision making processes that inform the choice of analysis methods.
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5 Here, James and Pedder (2006) made clear the decisions that informed their
6
7 construction of survey items, relating to the underlying intention to explore
8
9 understandings of 'Learning How to Learn'; in the ALIC survey these decisions
10
11 naturally had a strong bearing on the nature of the 'translation' of survey items for
12
13 teachers. Finally, the challenges of interpreting the outcomes of analysis are
14
15 considered at various points in this paper and should not be underestimated in work of
16
17 this nature.
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21 Despite these challenges, however, the ALIC survey has produced some interesting
22
23 responses which suggest that the ubiquitous language of formative assessment is open
24
25 to different interpretations in different global contexts. Though this paper does not
26
27 attempt to tease out national differences, it already seems clear that, in working with
28
29 teachers across national boundaries, a precursor to development work must be the
30
31 rigorous examination of practice so that the meaning of key ideas for all stakeholders
32
33 is explored. This would enable teachers to celebrate elements of their practice that are
34
35 leading to positive learner outcomes and understand that there are potential strategies
36
37 by which they might expand their 'pedagogic repertoires' (Alexander, 2008) to the
38
39 benefit of their students. Surveys such as that used in the ALIC project, conducted on
40
41 a national basis across different types of schools, might open the way to such
42
43 conversations.
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3 **Appendix 1: ALIC survey items**

4 **Scale X**

5 *Your assessment practices*

6 **(About you)**

7 *1 Never true*

8 *2 Rarely true*

9 *3 Often true*

10 *4 Mostly true*

11 **Scale Y**

12 *How important are assessment practices*
13 *for creating opportunities for pupils to*
14 *learn?*

15 **(About your values)**

16 *1 Not at all important*

17 *2 Of limited importance*

18 *3 Important*

19 *4 Crucial*

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1. Assessment gives me useful evidence of my students' understandings which I use to plan my next lesson.
 2. The subject curriculum I have to teach is a greater influence on what I will do in my next lesson than how well my students did in the last lesson.
 3. The main thing I look for in my assessments is whether my students know, understand or can do key sections of the curriculum.
 4. The feedback that my students get helps them improve.
 5. I tell students how well they have done compared to others in the class.
 6. I give students the opportunity to determine their own learning objectives.
 7. I use questions mainly to get factual knowledge from my students.
 8. My assessments are more useful than formal assessments.
 9. My classroom assessment practices help students to learn independently.
 10. I tell students how well they have done compared with their own earlier performance.

11. I talk about learning objectives with students in ways they understand.
12. Assessment of students' work is mainly given as marks and grades.
13. I give guidance to help my students assess their own work.
14. I tell students about their strengths and help them to develop these strengths.
15. I help students find ways of solving problems that they have in their learning.
16. I encourage students to see their mistakes as valuable learning opportunities.
17. I help students to think about how they learn best.
18. I use questions mainly so that my students give me reasons and explanations.
19. I give guidance to help students to assess one another's work.
20. I find students' errors are helpful because they give me information about how students are thinking.
21. I help students to understand the learning purposes of each lesson or series of lessons.
22. Assessment of students' work is mainly in the form of comments.
23. The subject curriculum determines students' learning objectives.
24. I give guidance to help students assess their own learning.
25. My assessment is mainly about what students know, understand and can do.
26. I help students to plan the next steps in their learning.
27. I think student effort is important when I assess their learning.
28. I talk about assessment criteria with students in ways that they understand.
29. I give students the opportunity to assess each other's work.
30. I often talk to students about how they can improve their learning.

Appendix 2: ALIC survey participant data by nation

| | | Argentina | | India | | Indonesia | | Nigeria | | Saudi Arabia | |
|-------------------------------------|-------------------|-----------|------|-------|------|-----------|------|---------|-------|--------------|------|
| | | N | % | N | % | N | % | N | % | N | % |
| Survey Returns | | 81 | 33 | 116 | 48 | 29 | 12 | 2 | 0.0 | 9 | <0.0 |
| Schools/Colleges | | 51 | 35 | 61 | 42 | 22 | 15 | 2 | 0.0 | 8 | <0.0 |
| Teacher Gender | Male | 10 | 12.3 | 38 | 32.8 | 16 | 55.2 | 2 | 100.0 | 4 | 44.4 |
| | Female | 70 | 86.4 | 78 | 67.2 | 13 | 44.8 | 0 | 0.0 | 5 | 55.6 |
| Teacher Experience | Less than 2 Years | 0 | 0.0 | 1 | 0.9 | 1 | 3.4 | 0 | 0.0 | 0 | 0.0 |
| | 2-4 Years | 3 | 3.7 | 15 | 12.9 | 1 | 3.4 | 0 | 0.0 | 1 | 11.1 |
| | 5-10 Years | 16 | 19.8 | 34 | 29.3 | 12 | 41.4 | 1 | 50.0 | 2 | 22.2 |
| | 11-20 Years | 27 | 33.3 | 40 | 34.5 | 12 | 41.4 | 0 | 0.0 | 5 | 55.6 |
| | 21+ Years | 31 | 38.3 | 17 | 14.7 | 1 | 3.4 | 1 | 50.0 | 1 | 11.1 |
| | Not specified | 4 | 4.9 | 9 | 7.8 | 2 | 6.9 | 0 | 0.0 | 0 | 0.0 |
| Experience in Current School | Less than 2 Years | 9 | 11.1 | 35 | 30.2 | 4 | 13.8 | 1 | 50.0 | 2 | 22.2 |
| | 2-4 Years | 12 | 14.8 | 33 | 28.4 | 6 | 20.7 | 0 | 0.0 | 0 | 0.0 |
| | 5-10 Years | 24 | 29.6 | 30 | 25.9 | 12 | 41.4 | 1 | 50.0 | 6 | 66.7 |
| | 11-20 Years | 23 | 28.4 | 3 | 2.6 | 3 | 10.3 | 0 | 0.0 | 1 | 11.1 |
| | 21+ Years | 8 | 9.9 | 3 | 2.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Not specified | 5 | 6.2 | 12 | 10.3 | 4 | 13.8 | 0 | 0.0 | 0 | 0.0 |
| Age Taught | 10 and Under | 3 | 3.7 | 2 | 1.7 | 2 | 6.9 | 0 | 0.0 | 0 | 0.0 |
| | 11-14 | 21 | 25.9 | 34 | 29.3 | 4 | 13.8 | 0 | 0.0 | 1 | 11.1 |

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|-----------------------|--------------------------------|----|------|----|------|----|------|---|-------|---|------|
| | 15-18 | 53 | 65.4 | 68 | 58.6 | 19 | 65.5 | 2 | 100.0 | 8 | 88.9 |
| | 18+ | 1 | 1.2 | 1 | .9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Not specified | 3 | 3.7 | 11 | 9.5 | 4 | 13.8 | 0 | 0.0 | 0 | 0.0 |
| Subject Taught | Science/Maths | 7 | 8.6 | 59 | 50.9 | 12 | 41.4 | 1 | 50.0 | 6 | 66.7 |
| | English | 47 | 58.0 | 22 | 19.0 | 6 | 20.7 | 1 | 50.0 | 1 | 11.1 |
| | Languages | 0 | 0.0 | 2 | 1.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Social Sciences/ Humanities | 13 | 16.0 | 17 | 14.7 | 1 | 3.4 | 0 | 0.0 | 1 | 11.1 |
| | Arts | 3 | 3.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Not specified | 11 | 13.6 | 16 | 13.8 | 10 | 34.5 | 0 | 0.0 | 1 | 11.1 |

Appendix 3: Comparing ALIC teachers' classroom-based assessment values and practices - percentage of positive responses across five national contexts

| Item | | Values (%) important/cr ucial | Practices (%) often/most ly |
|------|---|-------------------------------------|--------------------------------------|
| 30 | I often talk to students about how they can improve their learning | 100 | 97 |
| 4 | The feedback that my students get helps them improve | 99 | 96 |
| 15 | I help students find ways of solving problems that they have in their learning | 99 | 95 |
| 14 | I tell students about their strengths and help them to develop these strengths | 98 | 93 |
| 16 | I encourage students to see their mistakes as valuable learning opportunities | 98 | 94 |
| 1 | Assessment gives me useful evidence of my students' understandings which I use to plan my next lesson | 97 | 98 |
| 11 | I talk about learning objectives with students in ways they understand | 97 | 94 |
| 10 | I tell students how well they have done compared with their own earlier performance | 96 | 95 |
| 17 | I help students to think about how they learn best | 96 | 87 |
| 27 | I think student effort is important when I assess their learning | 96 | 99 |
| 28 | I talk about assessment criteria with students in ways that they understand | 96 | 95 |
| 20 | I find students' errors are helpful because they give me information about how students are thinking | 95 | 97 |
| 9 | My classroom assessment practices help students to learn independently | 94 | 94 |

| | | | |
|----|--|----|----|
| 13 | I give guidance to help my students assess their own work | 94 | 86 |
| 24 | I give guidance to help students assess their own learning | 94 | 86 |
| 3 | The main thing I look for in my assessments is whether my students know, understand or can do key sections of the curriculum | 93 | 95 |
| 21 | I help students to understand the learning purposes of each lesson or series of lessons | 92 | 88 |
| 25 | My assessment is mainly about what students know, understand and can do | 89 | 88 |
| 18 | I use questions mainly so that my students give me reasons and explanations | 88 | 89 |
| 26 | I help students to plan the next steps in their learning | 88 | 71 |
| 8 | My assessments are more useful than formal assessments | 81 | 77 |
| 23 | The subject curriculum determines students' learning objectives | 81 | 88 |
| 22 | Assessment of students' work is mainly in the form of comments | 75 | 70 |
| 6 | I give students the opportunity to determine their own learning objectives | 73 | 55 |
| 29 | I give students the opportunity to assess each other's work | 73 | 65 |
| 19 | I give guidance to help students to assess one another's work | 70 | 64 |
| 2 | The subject curriculum I have to teach is a greater influence on what I will do in my next lesson than how well my students did in the last lesson | 64 | 60 |
| 12 | Assessment of students' work is mainly given as marks and grades | 64 | 77 |

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| 7 | I use questions mainly to get factual knowledge from my students | 52 | 54 |
| 5 | I tell students how well they have done compared to others in the class | 26 | 29 |

For Peer Review Only

Appendix 1:ALIC survey items**Scale X*****Your assessment practices*****(About you)**

1 Never true; 2 Rarely true; 3 Often true; 4 Mostly true

Scale Y***How important are assessment practices for creating opportunities for pupils to learn?*****(About your values)**

1 Not at all important; 2 Of limited importance; 3 Important; 4 Crucial

1. Assessment gives me useful evidence of my students' understandings which I use to plan my next lesson.
2. The subject curriculum I have to teach is a greater influence on what I will do in my next lesson than how well my students did in the last lesson.
3. The main thing I look for in my assessments is whether my students know, understand or can do key sections of the curriculum.
4. The feedback that my students get helps them improve.
5. I tell students how well they have done compared to others in the class.
6. I give students the opportunity to determine their own learning objectives.
7. I use questions mainly to get factual knowledge from my students.
8. My assessments are more useful than formal assessments.
9. My classroom assessment practices help students to learn independently.
10. I tell students how well they have done compared with their own earlier performance.
11. I talk about learning objectives with students in ways they understand.
12. Assessment of students' work is mainly given as marks and grades.
13. I give guidance to help my students assess their own work.
14. I tell students about their strengths and help them to develop these strengths.
15. I help students find ways of solving problems that they have in their learning.
16. I encourage students to see their mistakes as valuable learning opportunities.
17. I help students to think about how they learn best.
18. I use questions mainly so that my students give me reasons and explanations.
19. I give guidance to help students to assess one another's work.
20. I find students' errors are helpful because they give me information about how students are thinking.
21. I help students to understand the learning purposes of each lesson or series of lessons.
22. Assessment of students' work is mainly in the form of comments.
23. The subject curriculum determines students' learning objectives.
24. I give guidance to help students assess their own learning.
25. My assessment is mainly about what students know, understand and can do.
26. I help students to plan the next steps in their learning.
27. I think student effort is important when I assess their learning.
28. I talk about assessment criteria with students in ways that they understand.
29. I give students the opportunity to assess each other's work.
30. I often talk to students about how they can improve their learning.

Appendix 2: ALIC survey participant data

| | | N | % |
|-------------------------------------|----------------------------|-----|------|
| Teacher Gender | Male | 70 | 28.9 |
| | Female | 166 | 68.6 |
| | Not specified | 6 | 2.5 |
| Teacher Experience | Less than 2 Years | 2 | 0.8 |
| | 2-4 Years | 20 | 8.3 |
| | 5-10 Years | 65 | 26.9 |
| | 11-20 Years | 84 | 34.7 |
| | 21+ Years | 52 | 21.5 |
| | Not specified | 19 | 7.9 |
| Experience in Current School | Less than 2 Years | 51 | 21.1 |
| | 2-4 Years | 52 | 21.5 |
| | 5-10 Years | 73 | 30.2 |
| | 11-20 Years | 30 | 12.4 |
| | 21+ Years | 11 | 4.5 |
| | Not specified | 25 | 10.3 |
| Age Taught | 10 and Under | 7 | 2.9 |
| | 11-14 | 60 | 24.8 |
| | 15-18 | 151 | 62.4 |
| | 18+ | 2 | .8 |
| | Not specified | 22 | 9.1 |
| Subject Taught | Science/Maths | 85 | 35.1 |
| | English | 77 | 31.8 |
| | Languages | 2 | .8 |
| | Social Sciences/Humanities | 32 | 13.2 |
| | Arts | 3 | 1.2 |
| | Not specified | 43 | 17.8 |
| Total | | 242 | 100 |

Appendix 3: ALIC survey participant data by nation

| | | Argentina | | India | | Indonesia | | Nigeria | | Saudi Arabia | |
|-------------------------------------|----------------------------|-----------|------|-------|------|-----------|------|---------|-------|--------------|------|
| | | N | % | N | % | N | % | N | % | N | % |
| Survey Returns | | 81 | 33 | 116 | 48 | 29 | 12 | 2 | 0.0 | 9 | <0.0 |
| Schools/Colleges | | 51 | 35 | 61 | 42 | 22 | 15 | 2 | 0.0 | 8 | <0.0 |
| Teacher Gender | Male | 10 | 12.3 | 38 | 32.8 | 16 | 55.2 | 2 | 100.0 | 4 | 44.4 |
| | Female | 70 | 86.4 | 78 | 67.2 | 13 | 44.8 | 0 | 0.0 | 5 | 55.6 |
| Teacher Experience | Less than 2 Years | 0 | 0.0 | 1 | 0.9 | 1 | 3.4 | 0 | 0.0 | 0 | 0.0 |
| | 2-4 Years | 3 | 3.7 | 15 | 12.9 | 1 | 3.4 | 0 | 0.0 | 1 | 11.1 |
| | 5-10 Years | 16 | 19.8 | 34 | 29.3 | 12 | 41.4 | 1 | 50.0 | 2 | 22.2 |
| | 11-20 Years | 27 | 33.3 | 40 | 34.5 | 12 | 41.4 | 0 | 0.0 | 5 | 55.6 |
| | 21+ Years | 31 | 38.3 | 17 | 14.7 | 1 | 3.4 | 1 | 50.0 | 1 | 11.1 |
| | Not specified | 4 | 4.9 | 9 | 7.8 | 2 | 6.9 | 0 | 0.0 | 0 | 0.0 |
| Experience in Current School | Less than 2 Years | 9 | 11.1 | 35 | 30.2 | 4 | 13.8 | 1 | 50.0 | 2 | 22.2 |
| | 2-4 Years | 12 | 14.8 | 33 | 28.4 | 6 | 20.7 | 0 | 0.0 | 0 | 0.0 |
| | 5-10 Years | 24 | 29.6 | 30 | 25.9 | 12 | 41.4 | 1 | 50.0 | 6 | 66.7 |
| | 11-20 Years | 23 | 28.4 | 3 | 2.6 | 3 | 10.3 | 0 | 0.0 | 1 | 11.1 |
| | 21+ Years | 8 | 9.9 | 3 | 2.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Not specified | 5 | 6.2 | 12 | 10.3 | 4 | 13.8 | 0 | 0.0 | 0 | 0.0 |
| Age Taught | 10 and Under | 3 | 3.7 | 2 | 1.7 | 2 | 6.9 | 0 | 0.0 | 0 | 0.0 |
| | 11-14 | 21 | 25.9 | 34 | 29.3 | 4 | 13.8 | 0 | 0.0 | 1 | 11.1 |
| | 15-18 | 53 | 65.4 | 68 | 58.6 | 19 | 65.5 | 2 | 100.0 | 8 | 88.9 |
| | 18+ | 1 | 1.2 | 1 | 0.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Not specified | 3 | 3.7 | 11 | 9.5 | 4 | 13.8 | 0 | 0.0 | 0 | 0.0 |
| Subject Taught | Science/Maths | 7 | 8.6 | 59 | 50.9 | 12 | 41.4 | 1 | 50.0 | 6 | 66.7 |
| | English | 47 | 58.0 | 22 | 19.0 | 6 | 20.7 | 1 | 50.0 | 1 | 11.1 |
| | Languages | 0 | 0.0 | 2 | 1.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Social Sciences/Humanities | 13 | 16.0 | 17 | 14.7 | 1 | 3.4 | 0 | 0.0 | 1 | 11.1 |
| | Arts | 3 | 3.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Not specified | 11 | 13.6 | 16 | 13.8 | 10 | 34.5 | 0 | 0.0 | 1 | 11.1 |

Appendix 4: Comparing ALIC teachers' classroom-based assessment values and practices - percentage of positive responses across five national contexts

| Item | | Values (%) important/cr ucial | Practices (%) often/most ly |
|------|--|-------------------------------------|--------------------------------------|
| 30 | I often talk to students about how they can improve their learning | 100 | 97 |
| 4 | The feedback that my students get helps them improve | 99 | 96 |
| 15 | I help students find ways of solving problems that they have in their learning | 99 | 95 |
| 14 | I tell students about their strengths and help them to develop these strengths | 98 | 93 |
| 16 | I encourage students to see their mistakes as valuable learning opportunities | 98 | 94 |
| 1 | Assessment gives me useful evidence of my students' understandings which I use to plan my next lesson | 97 | 98 |
| 11 | I talk about learning objectives with students in ways they understand | 97 | 94 |
| 10 | I tell students how well they have done compared with their own earlier performance | 96 | 95 |
| 17 | I help students to think about how they learn best | 96 | 87 |
| 27 | I think student effort is important when I assess their learning | 96 | 99 |
| 28 | I talk about assessment criteria with students in ways that they understand | 96 | 95 |
| 20 | I find students' errors are helpful because they give me information about how students are thinking | 95 | 97 |
| 9 | My classroom assessment practices help students to learn independently | 94 | 94 |
| 13 | I give guidance to help my students assess their own work | 94 | 86 |
| 24 | I give guidance to help students assess their own learning | 94 | 86 |
| 3 | The main thing I look for in my assessments is whether my students know, understand or can do key sections of the curriculum | 93 | 95 |
| 21 | I help students to understand the learning purposes of each lesson or series of lessons | 92 | 88 |
| 25 | My assessment is mainly about what students know, understand and can do | 89 | 88 |
| 18 | I use questions mainly so that my students give | 88 | 89 |

| | | | |
|----|--|----|----|
| | me reasons and explanations | | |
| 26 | I help students to plan the next steps in their learning | 88 | 71 |
| 8 | My assessments are more useful than formal assessments | 81 | 77 |
| 23 | The subject curriculum determines students' learning objectives | 81 | 88 |
| 22 | Assessment of students' work is mainly in the form of comments | 75 | 70 |
| 6 | I give students the opportunity to determine their own learning objectives | 73 | 55 |
| 29 | I give students the opportunity to assess each other's work | 73 | 65 |
| 19 | I give guidance to help students to assess one another's work | 70 | 64 |
| 2 | The subject curriculum I have to teach is a greater influence on what I will do in my next lesson than how well my students did in the last lesson | 64 | 60 |
| 12 | Assessment of students' work is mainly given as marks and grades | 64 | 77 |
| 7 | I use questions mainly to get factual knowledge from my students | 52 | 54 |
| 5 | I tell students how well they have done compared to others in the class | 26 | 29 |

Original Survey Item

| Scale X Your assessment practices (About You) | | | | Assessment practices | Scale Y How important are assessment practices for creating opportunities for students to learn? (About your values) | | | |
|---|----------------|---------------|----------------|---|--|--------------------------|-----------|---------|
| Never true | Rarely true | Often true | Mostly true | | Not at all important | Of limited importance | Important | Crucial |
| | | | | The next lesson I teach is determined more by the prescribed curriculum than by how well my students did in the last lesson. | | | | |

Revised Survey Item

| Never true | Rarely true | Often true | Mostly true | | Not at all important | Of limited importance | Important | Crucial |
|---------------|----------------|---------------|----------------|---|-------------------------|--------------------------|-----------|---------|
| | | | | The subject curriculum I have to teach is a greater influence on what I will do in my next lesson than how well my students did in the last lesson. | | | | |

Figure 1: An example of an original and a revised teacher survey item

Figure 2: ALIC returned responses by nation and school/college

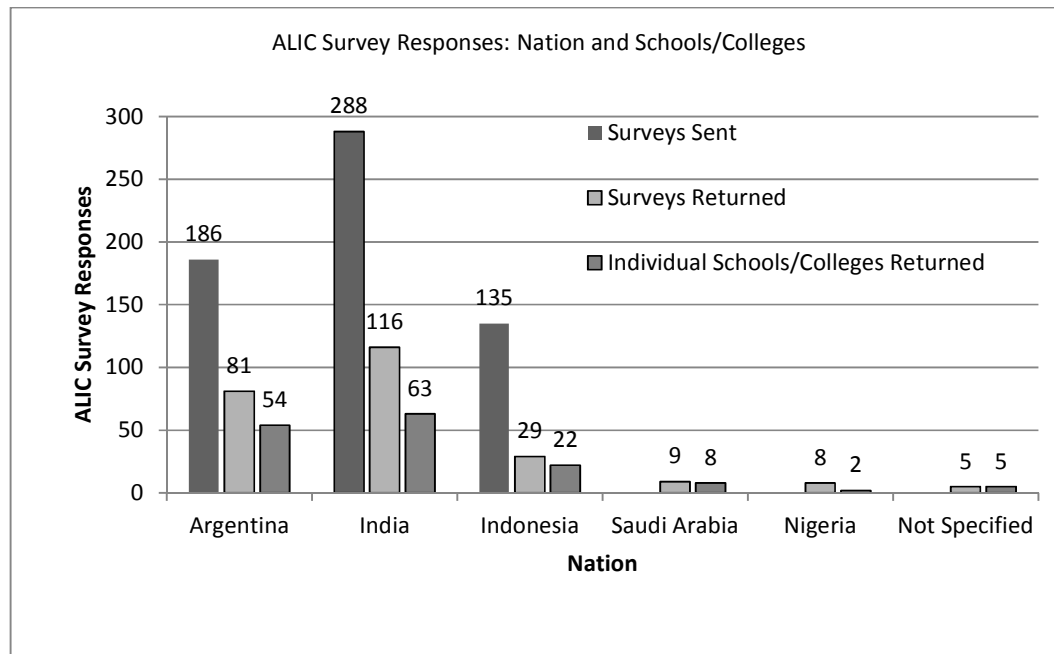


Figure 3: Eigen values and scree plot for the ALIC survey data (for components with eigenvalue > 1)

Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|-----------|---------------------|---------------|---------------|-------------------------------------|---------------|---------------|-----------------------------------|---------------|---------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 5.069 | 21.123 | 21.123 | 5.069 | 21.123 | 21.123 | 3.674 | 15.307 | 15.307 |
| 2 | 2.250 | 9.374 | 30.497 | 2.250 | 9.374 | 30.497 | 1.881 | 7.840 | 23.147 |
| 3 | 1.351 | 5.630 | 36.128 | 1.351 | 5.630 | 36.128 | 1.815 | 7.562 | 30.709 |
| 4 | 1.276 | 5.315 | 41.443 | 1.276 | 5.315 | 41.443 | 1.606 | 6.693 | 37.403 |
| 5 | 1.226 | 5.107 | 46.550 | 1.226 | 5.107 | 46.550 | 1.596 | 6.651 | 44.054 |
| 6 | 1.112 | 4.635 | 51.184 | 1.112 | 4.635 | 51.184 | 1.518 | 6.323 | 50.377 |
| 7 | 1.049 | 4.371 | 55.556 | 1.049 | 4.371 | 55.556 | 1.243 | 5.179 | 55.556 |

Extraction Method: Principal Component Analysis.

Table 1: Comparing ALIC teachers' assessment values and practices

| Item | | Values (%) important/ crucial | Practices (%) often/ mostly | Values- Practices Gap |
|------|--|-------------------------------------|-----------------------------------|-----------------------------|
| 6 | I give students the opportunity to determine their own learning objectives | 73 | 55 | +18 |
| 26 | I help students to plan the next steps in their learning | 88 | 71 | +17 |
| 17 | I help students to think about how they learn best | 96 | 87 | +9 |
| 29 | I give students the opportunity to assess each other's work | 73 | 65 | +8 |
| 13 | I give guidance to help my students assess their own work | 94 | 86 | +8 |
| 24 | I give guidance to help students assess their own learning | 94 | 86 | +8 |
| 19 | I give guidance to help students to assess one another's work | 70 | 64 | +6 |
| 22 | Assessment of students' work is mainly in the form of comments | 75 | 70 | +5 |
| 14 | I tell students about their strengths and help them to develop these strengths | 98 | 93 | +5 |
| 23 | The subject curriculum determines students' learning objectives | 81 | 88 | -7 |
| 12 | Assessment of students' work is mainly given as marks and grades | 64 | 77 | -13 |

Note: only differences of +/- 5 points or greater are shown; data shown in highlight represents a negative values-practice gap

Table 2: Comparing teachers' assessment values and practices in England (from James and Pedder, 2006, p120, Table 2)

| Item | | Values % important/crucial | Practices % often/mostly | Values- practices gap % |
|------|---|-------------------------------|-----------------------------|-------------------------------|
| A30 | Teachers regularly discuss with students ways of improving learning how to learn. | 93 | 54 | +39 |
| A26 | Students are helped to plan the next steps in their learning. | 83 | 46 | +37 |
| A6 | Students are given opportunities to decide their own learning objectives. | 65 | 31 | +34 |
| A17 | Students are helped to think about how they learn best. | 95 | 63 | +32 |
| A29 | Students are given opportunities to assess one another's work. | 72 | 47 | +25 |
| A24 | I provide guidance to help students assess their own learning. | 93 | 69 | +24 |
| A19 | I provide guidance to help students assess one another's work. | 73 | 50 | +23 |
| A13 | I provide guidance to help students assess their own work. | 95 | 73 | +22 |
| A9 | My assessment practices help students to learn independently. | 92 | 73 | +19 |
| A23 | Students' learning objectives are determined mainly by the prescribed curriculum. | 63 | 92 | -29 |

Table 3: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

| | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .792 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1172.625 |
| | df | 276 |
| | Sig. | .000 |

For Peer Review Only

Table 4: Teacher assessment practice dimensions: survey items and factor loadings (simple structure loading)

| Item | | ALIC Component (Dimension) | | James and Pedder Component (Dimension) | | |
|------|--|----------------------------|------|--|------|---|
| | | 1 | 2 | 1 | 2 | 3 |
| 15 | I help students find ways of solving problems that they have in their learning. | .703 | | .600 | | |
| 30 | I often talk to students about how they can improve their learning. | .680 | | | | |
| 13 | I give guidance to help my students assess their own work. | .647 | | | .571 | |
| 14 | I tell students about their strengths and help them to develop these strengths. | .628 | | .504 | | |
| 17 | I help students to think about how they learn best. | .616 | | | | |
| 16 | I encourage students to see their mistakes as valuable learning opportunities. | .598 | | .537 | | |
| 21 | I help students to understand the learning purposes of each lesson or series of lessons. | .509 | | .531 | | |
| 10 | I tell students how well they have done compared with their own earlier performance. | .505 | | .504 | | |
| 6 | I give students the opportunity to determine their own learning objectives. | .363 | | | .467 | |
| 9 | My classroom assessment practices help students to learn independently. | .340 | | | | |
| 19 | I give guidance to help students to assess one another's work. | | .856 | | .794 | |
| 29 | I give students the opportunity to assess each other's work. | | .827 | | .756 | |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Table 5: A comparison of teacher assessment practice dimensions in James and Pedder (2006) and ALIC (simple structure loading)

| | James and Peddar Component (Dimension) | ALIC Component (Dimension) |
|---------------------------------|---|--|
| <i>Simple structure loading</i> | 1. Making learning explicit | 1. Making learning explicit and promoting learner autonomy |
| | 2. Promoting learning autonomy | 2. Student control of assessment processes |
| | 3. Performance orientation | |