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Teacher Questionnaire for Measuring Teacher Assessment Skills

The aim of this research is to gather information about the professional development needs of secondary education mathematics teachers. The statements relate to the assessment of students in mathematics and refer to teacher actions/practices during the five main phases of the assessment process: *a) constructing/selecting assessment tools/processes, b) administering assessment tools/processes, c) recording assessment results, d) analysing, interpreting and using assessment results and e) reporting assessment results to intended users.* Data elicited by this study will be used to design a professional development programme that matches the needs of participating teachers. You are reassured that all information collected by means of this questionnaire will be used strictly confidentially. You are kindly requested to answer all questions in all honesty.

Written Assessment	Any assessment task that requires students to respond in a written form
Oral Assessment	Any assessment task that requires an oral response
Performance Assessment	Any assessment task that requires students to demonstrate a skill. It requires observation

PART A

Tick (✓) the appropriate box or complete:

- 1) **Gender:** Male Female
- 2) **Position:** Teacher Deputy head teacher Head teacher
- 3) Years of Teaching Experience:
(Consider the current year as a full year)
- 4) Rank the following **assessment purposes** by using numbers 1 to 3, so that number 1 refers to the most important purpose for which you assess your students in mathematics, number 2 refers to a less important purpose and where number 3 refers to the least important assessment purpose.

In mathematics I assess my students in order to:

- A. Evaluate the results of my teaching
- B. To rank my students by giving them a grade
- C. Identify the needs of my students and plan my teaching accordingly

PART B: WRITTEN ASSESSMENT IN MATHEMATICS

Tick (✓) the appropriate box:

1) When I assess my students in mathematics, I use written assessment activities (e.g. tests, quizzes, exercises):

- A. Never
- B. Once a semester
- C. Once in a month
- D. At the end of each unit/a series of lessons/chapter
- E. More than once during a unit unit/a series of lessons/chapter
- F. Once or more during a lesson

2) I give feedback to students about the results of a written test:

- A. Immediately (e.g. online quizzes)
- B. Less than a week after the administration of the test
- C. One week after the administration of the test
- D. Two weeks after administration of the test
- E. More than two weeks after the administration of the test
- F. Never

If you ticked ‘Never’, for question 1 do not answer questions 3-17 of Part B and proceed to Part C. If you ticked any other option, then please answer all questions of Part B.

The statements 3-17 of Part B refer to the use of written tests in mathematics. Circle a number, from a scale of 1-5, to show to what extent, the following statements reflect what occurs during mathematics assessment in your classroom. Number 1 refers to facts that occur very rarely or never, whereas number 5 refers to facts that occur very often (*e.g., at least once during a unit//a series of lessons/chapter*).

1 means ‘Never’ and 5 means ‘Always’

- | | | | | | |
|--|---|---|---|---|---|
| 3) I use items/exercises/questions that require students to explain the procedure they used in order to respond/answer. | 1 | 2 | 3 | 4 | 5 |
| 4) I provide help to a student when I realize that she/he is having some difficulties during a written assessment. | 1 | 2 | 3 | 4 | 5 |
| 5) All students are asked to answer exactly the same questions/complete the same activities in every written test. | 1 | 2 | 3 | 4 | 5 |
| 6) During written assessments, a great number of students asks clarifications about the instructions for the exercises. | 1 | 2 | 3 | 4 | 5 |
| 7) In my written tests, results from one exercise are used in order to solve a subsequent exercise (<i>e.g. students are required to do operations and then create a graph based on their answers</i>) | 1 | 2 | 3 | 4 | 5 |
| 8) The written tests I use include: | | | | | |
| A. Multiple Choice Questions | 1 | 2 | 3 | 4 | 5 |
| B. True / False questions | 1 | 2 | 3 | 4 | 5 |
| C. Fill-in exercises | 1 | 2 | 3 | 4 | 5 |
| D. Matching exercises | 1 | 2 | 3 | 4 | 5 |
| E. Short Answers | 1 | 2 | 3 | 4 | 5 |
| F. Open-ended questions (can be answered using multiple problem solving procedures/strategies) | 1 | 2 | 3 | 4 | 5 |
| 9) Before designing a test, I identify the learning objectives I want to assess and indicate which items/exercises/questions of the test correspond to each objective. | 1 | 2 | 3 | 4 | 5 |
| 10) I construct items/exercises/questions for a written test taking into account my students’ abilities (<i>e.g. in a class of lower-ability students I use easier exercises</i>). | 1 | 2 | 3 | 4 | 5 |

11) I share learning objectives, in terms of what students will be able to do at the end of the lesson, with my students	1	2	3	4	5
12) Once I realize that a student has difficulties in comprehending an exercise, I provide clarifications to that student.	1	2	3	4	5
13) All students have the same amount of time for completing a written test.	1	2	3	4	5
14) I construct items/exercises/questions for a written test taking into account the content covered during my teaching	1	2	3	4	5
15) Before students begin to complete a written assessment (<i>e.g., a test, quiz, assignment</i>):					
A. I provide a detailed explanation on the instructions for each question /activity.	1	2	3	4	5
B. I provide general instructions for how to complete the assessment.	1	2	3	4	5
C. I do not provide any instructions and expect students to begin immediately	1	2	3	4	5
16) When I realize that a number of students have not fully comprehended an item/exercise/question, I interrupt and provide further clarifications for the whole class.	1	2	3	4	5
17) I indicate success criteria for assessment tasks	1	2	3	4	5

PART C: ORAL ASSESSMENT IN MATHEMATICS

Tick (✓) the appropriate box:

- 1) When I assess my students, I use oral assessment:
- A. Never
 - B. Once a semester
 - C. Once in a month
 - D. At the end of each unit/a series of lessons/chapter
 - E. More than once during a unit/a series of lessons/chapter
 - F. Once or more during a lesson

With regard to the previous question, if you ticked ‘Never’, do not answer questions 2-9 of Part C and proceed to Part D. If you ticked another choice, then please answer all questions of Part C.

To answer the questions of Part C, circle a number, from scale 1-5, in order to show to what extent, the following statements reflect what occurs during mathematics assessment in your classroom.

1 means ‘Never’ and 5 means ‘Always’

2) I orally assess my students in mathematics:

A. during classroom discussions (without selecting in advance which students will be assessed) 1 2 3 4 5

B. after I have planned to do this and when students are aware of the assessment (formal oral test) 1 2 3 4 5

C. after I have planned to do this , but students are not aware of the assessment (informal oral assessment) 1 2 3 4 5

3) I know in advance which students I am going to assess orally and which question(s) I am going to ask each student. 1 2 3 4 5

4) I orally assess students to check to what extent the results correspond to the results of the written test. 1 2 3 4 5

5) I take into account students’ language proficiency when I ask questions. 1 2 3 4 5

6) All students have the same time to answer oral questions 1 2 3 4 5

7) I take into account students’ abilities when I ask questions (*e.g. I adapt the level of difficulty of a question*) 1 2 3 4 5

8) When a student has difficulties in answering an oral question, then:

A. I rephrase the question 1 2 3 4 5

B. I provide further clues 1 2 3 4 5

C. I ask other students to answer the same question 1 2 3 4 5

9) I orally assess students to evaluate the extent to which they are able to communicate their mathematical knowledge and understanding 1 2 3 4 5

PART D: PERFORMANCE ASSESSMENT

Tick (✓) the appropriate box:

1) I use performance assessment (*e.g. their ability to use the compass*) to assess my students in mathematics:

- A. Never
- B. Once a semester
- C. Once a month
- D. At the end of a unit /a series of lessons/chapter
- E. More than once during a unit /a series of lessons/chapter
- F. Once or more during a lesson

At the previous question, if you ticked ‘Never’, do not answer questions 2-9 of Part D and proceed to Part E. If you ticked another choice, then please answer all questions of Part D.

To answer questions 2-9 of Part D, circle a number, from a scale 1-5, in order to show to what extent, the following statements reflect what occurs during mathematics assessment in your classroom.

1 means ‘Never’ and 5 means ‘Always’

- 2) I randomly observe my students for assessment purposes (without planning in advance who I will observe and how) 1 2 3 4 5
- 3) Before I administer a performance test, I decide which students I am going to evaluate 1 2 3 4 5
- 4) When students work in groups, I evaluate the extent to which each student cooperates well with others (in case you do not use group work activities, do not answer this question) 1 2 3 4 5
- 5) I assess how a student performs an activity to check her/his skills (*e.g. if s/he knows how to use the compass*) 1 2 3 4 5
- 6) During a performance test I evaluate the procedure a student follows to solve a problem. 1 2 3 4 5

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| 7) When I use observation to assess group work, I focus on identifying each student's contribution to the team. | 1 | 2 | 3 | 4 | 5 |
| 8) Before proceeding to a performance assessment, I decide the objectives I want to assess and the activities to be used. | 1 | 2 | 3 | 4 | 5 |
| 9) When students work in groups, I evaluate only the final outcome of the whole group. | 1 | 2 | 3 | 4 | 5 |

PART E: SELF AND PEER ASSESSMENT

Tick (√) the appropriate box:

1) When I assess my students in mathematics, I use self-assessment activities:

- | | |
|---|--------------------------|
| A. Never | <input type="checkbox"/> |
| B. Once a semester | <input type="checkbox"/> |
| C. Once a month | <input type="checkbox"/> |
| D. At the end of each unit/a series of lessons/chapter | <input type="checkbox"/> |
| E. More than once during a unit/a series of lessons/chapter | <input type="checkbox"/> |
| F. Once or more during a lesson | <input type="checkbox"/> |

If you ticked 'Never' in the previous question 1, then please do not answer questions 2 – 14 of Part E and proceed to question 15. If you ticked another choice, then continue answering all questions.

1 means 'Never' and 5 means 'Always'

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| 2) Students are asked to generate criteria for self-assessment | 1 | 2 | 3 | 4 | 5 |
| 3) Students are free to self-reflect on any aspect of their performance/work they consider important | 1 | 2 | 3 | 4 | 5 |
| 4) Student are expected to share their self-assessment records with other students | 1 | 2 | 3 | 4 | 5 |
| 5) I give feedback to students about the accuracy of their self-assessment | 1 | 2 | 3 | 4 | 5 |

- 6) Student self-assessment is also used as part of their grading 1 2 3 4 5
- 7) I keep records of how accurately each student self- assesses his/her performance 1 2 3 4 5
- 8) I provide students with specific evaluation criteria to be applied for self-assessment 1 2 3 4 5
- 9) I provide rubrics/scripts for self-assessment 1 2 3 4 5
- 10) When students are asked to use a process in an exercise/activity I ask students to:
- A. Evaluate the appropriateness of the process they have followed 1 2 3 4 5
- B. Identify strengths / weakness of the process followed 1 2 3 4 5
- C. Predict whether they can identify the appropriate process before they apply it 1 2 3 4 5
- 11) I ask students to keep a record of their learning (*e.g. reflective diary*) 1 2 3 4 5
- 12) Students are expected to share their self-assessment records with me 1 2 3 4 5
- 13) I introduce peer assessment activities before introducing self-assessment activities 1 2 3 4 5
- 14) When students are asked to find a solution to an exercise/activity I ask students to:
- A. Predict whether they will be able to solve the exercise correctly 1 2 3 4 5
- B. Evaluate the final outcome of their assessment task (*e.g., a project or the final solution for a problem*) 1 2 3 4 5
- 15) When I assess my students in mathematics, I use peer assessment activities:
- A. Never
- B. Once a semester
- C. Once a month
- D. At the end of each unit/a series of lessons/chapter
- E. More than once during a unit/a series of lessons/chapter
- F. Once or more during a lesson

If you ticked 'Never' in question 15, then please do not answer questions 16- 20 of Part E and proceed to Part F. If you ticked another choice, then continue answering all questions.

1 means 'Never' and 5 means 'Always'

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|--|---|---|---|---|---|
| 16) Students are asked to generate criteria for peer assessment | 1 | 2 | 3 | 4 | 5 |
| 17) I inform students about the <u>accuracy</u> of their peer assessment | 1 | 2 | 3 | 4 | 5 |
| 18) Students are expected to share their peer assessment records with other classmates | 1 | 2 | 3 | 4 | 5 |
| 19) Students are expected to share their peer assessment records with me | 1 | 2 | 3 | 4 | 5 |
| 20) I provide rubrics/scripts for peer assessment | 1 | 2 | 3 | 4 | 5 |

PART F: RECORDING AND REPORTING RESULTS

Part F refers to statements concerning the recording and reporting of assessment results. Circle a number, from a scale 1-5, to show to what extent, the following statements reflect what occurs during mathematics assessment in your classroom.

1 means 'Never' and 5 means 'Always'

- | | | | | | |
|---|---|---|---|---|---|
| 1) I keep a record of the results that emerged from: | | | | | |
| A. Written Assessment | 1 | 2 | 3 | 4 | 5 |
| B. Oral Assessment | 1 | 2 | 3 | 4 | 5 |
| C. Performance Assessment | 1 | 2 | 3 | 4 | 5 |
| D. Self-assessment | 1 | 2 | 3 | 4 | 5 |
| E. Peer-assessment | 1 | 2 | 3 | 4 | 5 |
| F. Home Work | 1 | 2 | 3 | 4 | 5 |
| 2) The results of <u>written</u> assessments are given back to students in the form of: | | | | | |
| A. numeric rating scale (e.g. 0- 10/0-20/0-100) | 1 | 2 | 3 | 4 | 5 |
| B. a letter and symbol rating scale (e.g. A, B) | 1 | 2 | 3 | 4 | 5 |
| C. a general comment (e.g. 'Very Good', 'You need to study harder') | 1 | 2 | 3 | 4 | 5 |
| D. a specific comment in relation to weaknesses identified | 1 | 2 | 3 | 4 | 5 |

- 3) The assessment records I keep are about:
- | | | | | | |
|--|---|---|---|---|---|
| A. each student's performance for each item/exercise/question | 1 | 2 | 3 | 4 | 5 |
| B. the student's general performance | 1 | 2 | 3 | 4 | 5 |
| C. the classroom's overall performance | 1 | 2 | 3 | 4 | 5 |
| D. the student's performance per objective | 1 | 2 | 3 | 4 | 5 |
| E. the student's ability to apply criteria for self/peer assessment | 1 | 2 | 3 | 4 | 5 |
| F. the student's ability to cooperate with other students | 1 | 2 | 3 | 4 | 5 |
| G. the classroom's overall performance regarding specific the
teaching / learning objectives for the unit/a series of lessons/chapter
taught | 1 | 2 | 3 | 4 | 5 |
- 4) When students work in groups, I record comments regarding:
- | | | | | | |
|---|---|---|---|---|---|
| A. each team's overall performance | 1 | 2 | 3 | 4 | 5 |
| B. the contribution of each student to the team | 1 | 2 | 3 | 4 | 5 |
| C. each student's performance compared with the other members of the
team. | 1 | 2 | 3 | 4 | 5 |
- 5) When I record the results of an assessment I use:
- | | | | | | |
|--|---|---|---|---|---|
| A. a numeric rating scale (<i>e.g. 0-10/0-20/0-100</i>) | 1 | 2 | 3 | 4 | 5 |
| B. a letter and symbol rating scale (<i>e.g. A, B</i>) | 1 | 2 | 3 | 4 | 5 |
| C. comments regarding the specific needs of different groups of
students based on their abilities | 1 | 2 | 3 | 4 | 5 |
| D. comments regarding the specific needs of each student | 1 | 2 | 3 | 4 | 5 |
| E. general comments regarding a student's performance | 1 | 2 | 3 | 4 | 5 |
| F. general comments regarding a student's progress | 1 | 2 | 3 | 4 | 5 |
- 6) I evaluate all homework assigned and provide feedback to students. 1 2 3 4 5
- 7) I ask my students to make corrections/additions to their work based on the feedback given 1 2 3 4 5
- 8) I discuss each student's assessments results individually. 1 2 3 4 5
- 9) When I inform students about their assessment results, I point out which actions they can take to improve themselves. 1 2 3 4 5
- 10) I inform students regarding the results that emerged from administering:

A. Written assessments	1	2	3	4	5
B. Oral assessments	1	2	3	4	5
C. Performance assessments	1	2	3	4	5
D. Homework	1	2	3	4	5
E. Self-assessments	1	2	3	4	5
F. Peer assessments	1	2	3	4	5

11) Please share any additional comments/remarks regarding student assessment in the space given below.

Additional Comments:

Thank you for your time