

UNIVERSITY OF TARTU  
DEPARTMENT OF ENGLISH STUDIES

**STUDENTS' AND ENGLISH TEACHERS' PERCEPTIONS OF THE USE AND  
VALUE OF FORMATIVE ASSESSMENT IN TWO ESTONIAN UPPER  
SECONDARY SCHOOLS**

MA thesis

Käti Randmaa

SUPERVISOR: *Prof. Raili Marling*

TARTU

2018

## **ABSTRACT**

This MA thesis discusses the differences between teachers' and students' perceptions of the formative assessment practices used in two Estonian small town upper-secondary English classes. A growing number of teachers are using formative assessment regularly in Estonian schools to promote better learning and better results from all students. The differences between student and teacher perceptions deserve more extensive research so that teachers would be more aware of the effect of the assessment methods they use on their students, their results and motivation to learn.

The aim of the present MA thesis is to analyse students' and teachers' perceptions of the use and value of formative assessment and to study their differences. The thesis tries to answer the questions whether there are any differences in how teachers and students perceive the assessment and feedback they give or receive in upper-secondary English classes and, if there are perceptual differences, what they are.

The theoretical part of the thesis gives an overview of previous research in the field of assessment, focusing on formative assessment. The empirical part of the thesis is based on interviews that were conducted among English teachers and their students in two Estonian upper-secondary schools. 5 teachers were interviewed individually and 34 students were interviewed in 4 focus groups. The students aged 17-19 were from the 11<sup>th</sup> and 12<sup>th</sup> grades. The research showed that students' and teachers' perceptions differ in many aspects.

## TABLE OF CONTENTS

ABSTRACT .....	2
LIST OF ABBREVIATIONS .....	4
1 INTRODUCTION.....	5
2 LITERATURE REVIEW.....	9
2.1 Assessment .....	9
2.2 Summative Assessment .....	10
2.3 The alternative - Formative assessment.....	12
2.3.1 Defining formative assessment .....	12
2.3.2 Techniques of formative assessment.....	14
2.3.3 Feedback and peer-assessment.....	17
2.4 Studying students' and teachers' perceptions of formative assessment .....	19
3 THE EMPIRICAL STUDY .....	22
3.1 Participants .....	22
3.2 Procedure .....	23
3.3 Results .....	24
3.3.1 Assessment methods and feedback .....	24
3.3.2 When to assess .....	26
3.3.3 Changes in assessment practice.....	27
3.3.4 Using alternative assessment methods .....	27
3.3.5 How to know students have acquired something? .....	29
3.3.6 Grades as representations of acquisition .....	29
3.3.7 Asking assessment advice from students .....	30
3.3.8 Dealing with assessment results and feedback.....	31
3.3.9 Students' preferred assessment methods.....	32
3.3.10 Characteristics of good assessment .....	33
4 CONCLUSION .....	35
REFERENCES.....	38
APPENDIX 1. PARENTAL CONSENT FORM .....	41
APPENDIX 2. INTERVIEWEE CONSENT FORM .....	42
APPENDIX 3. INTERVIEW QUESTIONS FOR TEACHERS .....	43
APPENDIX 4. INTERVIEW QUESTIONS FOR STUDENTS .....	44
RESÛMEE .....	45

## **LIST OF ABBREVIATIONS**

EFL – English as a Foreign Language

## 1 INTRODUCTION

“Assessment” is a term that has various definitions. As a fundamental part of learning, assessment has the ability to either motivate or discourage students. In other words, effective assessment helps students do better and get better results.

Assessment is a central process in instruction as through assessment we can find out whether the instructional activities being carried out have resulted in the desired learning outcomes (Wiliam 2011: 3). For years the word “assessment” was used to evaluate whether the instructional activities had been effective when they were already completed. Any actions that came before that final assessment were usually not considered as assessment. Since then there has been a growing tendency to understand activities that are meant to lead learning towards the set goal as forms of assessment (Wiliam 2011: 3).

Assessment is typically divided into formative and summative assessment. Twenty years ago Black and Wiliam (1998: 82) argued that scholarly interest in assessment and the terminology used was dependent on the general attitudes about the nuances of teaching:

The terms formative and summative assessment are not very common in the technical literature on assessment. For example, the third edition of the classic text in the field, *Educational Measurement* (Linn, 1989), indexes only a single mention of each, both in the chapter by Nitko (1989). Part of this is explained by differences in the terms used on the two sides of the Atlantic, but in our view a much more significant factor is that the day-to-day activities of teachers have historically been of little interest to academic researchers in this area.

The term “formative evaluation” was first used in 1967 by Michael Scriven, but it was Benjamin Bloom who in 1971 extended its usage to its current meaning (Black and Wiliam 1996: 537, citing Bloom et al 1971). Bloom and his colleagues defined the assignments that are given for the purpose of grading or evaluating progress as summative evaluation and contrasted it with “another type of evaluation which all who are involved – student, teacher, curriculum maker – would welcome because they find it so useful in helping them improve what they wish to do”, which they called “formative evaluation” (Black and Wiliam 1996: 537-538, citing Bloom et

al 1971). From the earliest use of these terms it was stressed that the terms applied to the functions they served, not to the assessments themselves (Black and Wiliam 1996: 538).

Many authors prefer the term “assessment *for* learning” rather than “formative assessment”. “Assessment for learning” focuses on the need to use assessment during instruction in order to improve learning outcomes (Wiliam 2011: 13). Val Klenowski has defined assessment for learning as a “part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning” (Wiliam 2011: 10, citing Klenowski 2009). Providing students feedback during the learning process helps them find ways to make changes on the go and improve their results. On the other hand, Paul Black and his colleagues describe “assessment *for* learning” as follows:

Assessment for learning is every assessment for which the first priority in its design and practice is to serve the purpose of promoting students’ learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and one another and in modifying the teaching and learning activities in which they are engaged. Such assessment becomes “formative assessment” when the evidence is actually used to adapt the teaching work to meet learning needs. (Black et al 2004: 10)

In other words, the terms “formative assessment” and “assessment *for* learning” have slightly different emphases. The distinction between assessment for learning and assessment of learning relates to the purpose for which the assessment is carried out while the distinction between formative and summative assessment relates to the function it serves (Wiliam 2011: 10).

After the restoration of the Republic of Estonia, assessment has been addressed in Estonian national curricula. In 1996 evaluation of the learning process was included in the national curricula as a way to learn about the learning and teaching processes. This meant that students were supposed to evaluate their learning, make changes, plan further actions and teachers had to plan their future work and help guide their students. Some schools began to use the evaluation techniques the new national curriculum had introduced, but the change was too extensive and the unfamiliar method did not come into general use. The need to make

assessment a part of the learning process arose again when the Estonian National Curriculum was reviewed in 2011 and the term “kujundav hindamine” (formative assessment) was finally included in the curriculum and put into use in Estonian schools (Jürimäe, Kärner and Tiisvelt 2014: 15-16).

Extensive research has been done in the field of assessment, and formative assessment in particular, as will be shown in the first chapter of the present thesis. One aspect that merits further research is the perceptions of teachers and students regarding different assessment methods and their influence on learning. Student and teacher perceptions are an essential part in understanding how assessment is and should be used. We need to know what teachers consider formative assessment and what methods they use to implement it in their classrooms. It is important to include student perceptions because they may have a different understanding of the assessment used than their teachers. Student perceptions can provide teachers with the necessary information about any existing gaps between where they are and where they need to be in their learning. Teachers and students might also have different understanding about the effectiveness of the assessment method used.

The author’s own interest in formative assessment and feedback originates from her personal teaching experience at an upper secondary school where most assessment serves a summative purpose and little emphasis is put on formative assessment and trying to raise student awareness and achievement. Even though formative assessment is in Estonia’s National Curriculum for upper-secondary schools (2014), my experience as a teacher suggests that it is still not used enough. One of the author’s hypotheses is that the reason why formative assessment is not used by all teachers probably lies in the fact that it takes a lot of time to give good quality feedback and teachers are not motivated to spend extra time on assessment.

The aim of the present MA thesis is to analyse students’ and teachers’ perceptions of the use and value of formative assessment and to study their differences. The thesis tries to answer

the questions whether there are any differences in how teachers and students perceive the assessment and feedback they give or receive in upper-secondary English classes and, if there are perceptual differences, what they are. To answer the question, a study was conducted in two Estonian upper-secondary schools where English teachers and focus groups of their students were interviewed.

The thesis consists of two chapters. Chapter 1 defines assessment in general and distinguishes between summative and formative assessment using existing literature. It gives an overview of both terms and points out the strengths and weaknesses of formative and summative assessment, focusing in particular on formative assessment and feedback. Chapter 2 focuses on the methodology of the case study in which teachers and students from two schools are interviewed about their perceptions of formative assessment, its results, their analysis and interpretation.

## 2 LITERATURE REVIEW

### 2.1 Assessment

Learning is a process that is influenced by many factors, one of which is students' own willingness to learn. Everything teachers do, including the way they assess their students, plays a considerable part in students' motivation. If teachers use relevant assessment techniques, they can influence their students' willingness to learn (Salumaa and Talvik 2016: 5). Overall, as Atjonen (2014: 238, citing Black, Wiliam, and Yao 2011) describes, "assessment is the process of gathering and interpreting evidence to make judgements about the quality of pupils' achievement. It is the crucial link between learning outcomes, content, and pedagogy".

Paul Black and Dylan Wiliam (1998: 82) have said that the general term "assessment" is used to refer to all activities undertaken by teachers and their students in self-assessing that provide information that could be used as feedback to modify teaching and learning. Different definitions highlight different aspects of assessment. In the context of curricula, assessment usually refers to marking, giving a grade or checking students' knowledge (Cummings et al 2012: 3). Not all forms of assessment are equally effective in reaching the goal of supporting student development. Cummings et al (2012: 3) have found that measures such as marking or giving a grade generally provide no further instructional opportunities to shape learning, because once a grade has been given there is rarely an opportunity to further influence it. This does not mean that grades are not useful. Like other ways of assessment, giving a grade also gives students information about to what extent they achieved what was intended and might sometimes even motivate students to try to do better.

According to Estonia's National Curriculum for Upper-secondary Schools (2014), assessment is

A systematic gathering of information about the student's development, analysis of such information and providing of feedback. Assessment is a basis for further planning of studies. Assessment relies on various methods, assessment tools and ways. Assessment is an integral part of teaching and learning.

This means that all ways of assessment, including marking and giving a grade, give feedback and allow teachers and students to plan any further actions that need to be taken.

Today's sense of assessment derives from the belief that education should be outcome-based, meaning that most of the learning should focus on achieving set goals which are the same for all students and student's progress is in the centre of all learning (Salumaa and Talvik 2016: 7).

Assessment can be classified in different ways, but literature on assessment distinguishes between two main types of assessment the most: summative and formative assessment. Both summative and formative assessment require that evidence of performance is elicited, interpreted and acted upon and both can raise student motivation and help them improve their learning when used in the right place at the right time. These actions have the ability to produce more evidence so that the cycle starts to repeat itself (Black and Wiliam 1996: 540).

## **2.2 Summative Assessment**

Summative assessment is and has been the most common type of assessment in education. Summative assessment measures the effectiveness of student learning and how well students have achieved the learning outcomes. The assessing is done retrospectively by usually giving a number or a letter as a grade. The basis of summative assessment is the learning outcomes of the curriculum and syllabus and the assessor is the teacher (Salumaa and Talvik 2016: 23-24).

In addition to summative assessment in individual classes, there are also instances of large-scale and high-stakes summative assessment that are taken by all students in a particular grade under standardized circumstances (Cummings et al 2012: 3). Evaluating students who all have different levels of understanding in exactly the same way is often not the best assessment method, as it does not gather information about each individual student's needs and thus does

not lead to the appropriate actions. However, these assessments are designed to provide some form of standardized comparison across the student population to help curriculum planning.

In the case of summative assessment, if a student performs satisfactorily there is usually no more formal learning done on the assessed subject and teachers move on to the next topic. In addition to providing information about students' proficiency or success at a certain time, summative assessments are also used, for example, to determine whether a student should advance to the next grade, provide career guidance, determine suitability for special programs or to assess whether a student is qualified to receive an award, etc. (Dixon and Worrell 2016: 156, citing Harlen and Gardner 2010). Thus, large-scale and high-stakes summative assessments also have the potential to be used for more than just standard evaluation.

Summative assessment records current student achievement, but does not take into account any external factors and students get a grade based on how well they have acquired the given topic (Cauley and McMillan 2010: 1). It also makes it possible to compare students to one another. However, some other authors believe that student comparison is an area best avoided as it might have a negative effect on their motivation to learn (Black and Wiliam 2010: 84).

Even though summative assessment has many shortcomings, students still appreciate having the external stimulus of a grade and tend to perform better because of it (Trotter 2006: 511). In Trotter's (2006: 511) study students stated that they would not have done as much work on given individual tasks if the tasks had not contributed towards their final grade.

Summative assessment is still used a lot because it helps teachers determine how well they have taught and lets students know how well they have learned what was being taught. Tests at the end of a unit or at the end of a course give direct information about the degree to which the set goals have been achieved. Although summative assessment is still used by a large number of teachers it rarely gives any opportunity to further influence the grade given and thus needs

to be used alongside with an assessment method that helps teachers and students monitor the learning and inform future instruction (Cummings et al 2012: 3).

## **2.3 The alternative - Formative assessment**

Formative assessment is oriented to students' needs and focuses on getting all students to the desired learning outcomes. The National Curriculum for Upper-secondary Schools defines formative assessment as follows:

Formative assessment means assessment taking place during studies, in the course of which the student's knowledge, skills, attitudes, values and behaviour are analysed, feedback is provided on the student's previous results and shortcomings, the student is encouraged and guided in further studies and the future objectives and routes of studying are planned. Formative assessment focuses above all on comparing the student's development with his or her previous accomplishments. Feedback shall describe, at the right time and as precisely as possible, the student's strengths and shortcomings and shall include proposals for further activities that support the student's development. (National Curriculum 2014)

It also states that it is essential to give students oral or written feedback throughout the entire schoolday regarding their knowledge and skills and adds that students should be involved in the evaluation process in order to learn to evaluate and analyse their own work (National curriculum 2014).

### **2.3.1 Defining formative assessment**

Formative assessment involves the teacher as the instructor and students as partners. Cummings et al (2012: 4) argue that "Formative assessment is focused on collecting evidence of the specifics of student learning. Formative assessment seeks to directly improve student learning by more accurately tailoring learning opportunities to student needs." Increased student involvement is a shift for some teachers, as teachers are used to seeing themselves as the primary providers of feedback to students. However, students can acquire the skill of self-assessment with the help and guidance from the teacher and, when students are trained to understand the nature of appropriate and inappropriate feedback and provided with examples, they can provide valuable feedback to one another. Students benefit from the process of giving

feedback themselves, as they become more aware of the demands of the task and learn to know the difference between stronger and weaker responses (Cummings et al 2012: 15).

Bill Boyle and Marie Charles (2014: 10) have found that the core of formative assessment lies not in what teachers do but in what they see. Teachers must have awareness and understanding of the pupils' level of comprehension and progress. It is only then that they can decide on any future actions needed. Formative assessment can be thought of as a cycle, in which a teacher is continually asking three questions: Where are my students headed? Where are they right now? How can I close the gap between where they are and where I want them to be? (Cummings et al 2012: 6, citing Wiliam 2004). The gap-closing is achieved through timely and corrective feedback, adjustments to instruction and including other students in the support process. These steps move students closer to the learning goals and enable the teacher to establish new goals as the learning progresses. Students involved in formative assessment can ask the same set of questions: Where am I headed? Where am I right now? How can I close the gap between where I am and where I want to be? (Cummings et al 2012: 6).

Most of formative assessment is done in the classroom. Black and Wiliam (1998) compare a classroom to a black box. Inputs from the outside, such as teachers, students, different sets of rules, standards and difficult tests are fed into the box. The inputs are expected to be followed by outputs such as more competent and knowledgeable students, better test results and teachers who are satisfied.

Assessment only becomes formative if the evidence gathered by teachers is used to adapt the teaching to meet student needs and expectations (Black and Wiliam 2010: 81-82). If teachers only provide the students with the results without giving them any comments on why they got the results and how they could improve on them students will not have anything else but the grade to take from the test to really understand and make progress. Testing in schools tends to encourage superficial learning, where students only learn something in order to pass a

test and have no real interest in what they actually acquire. It is far more important to evaluate the actual learning process. As Black and Wiliam (2010: 84) emphasise, “feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils”.

### **2.3.2 Techniques of formative assessment**

Too often formative assessment is thought to be just about gathering information about students and how well they are doing and using it to improve their work. It is actually much more and its specific techniques can help teachers realise how valuable formative assessment is for learning (Cauley and McMillan 2010: 1). Cauley and McMillan (2010: 3-5) have presented five techniques that can support appropriate formative assessment.

1. **Provide Clear Learning Targets.** Formative assessment is the most effective when students are aware of what the teacher expects them to do. Students should have clear learning targets, models of strong and weak work and continuous feedback to help them understand what it is they are learning, help them set their goals and self-assess. Formative assessment practices like these give students a bigger sense of ownership in completing given tasks and encourage them.
2. **Offer Feedback about Progress toward Meeting Learning Targets.** Teachers should give students examples about frequently occurring errors and mistakes and show them how to adjust their approach so that students would understand what it is they need to do to perform better. The best type of feedback is the “quick-and-quiet” feedback, which is given spontaneously and focuses on a single aspect of students’ work. This type of feedback usually happens when students are working and the teacher is monitoring the students. Normative feedback which relies on comparing students should not be overused because it tends to lower students’ expectations for success. Formative assessment tends to work best when teachers avoid giving grades and comments that

show students how their work compares to other students. Informative comments work better. If the only feedback students receive is final grade they are unable to see how any of their efforts improve their competence. Comments about a specific task also influence students' motivation more positively than giving grades or praising do. For example, a teacher could write a comment saying "You have included quite a few examples in your paper. Can you think of any more unusual examples?".

3. Attribute Student Success and Mastery to Moderate Effort. "*Attributions* are the reasons students cite to explain their successes or failures, such as ability, luck, help from others, and lack effort" (Cauley and McMillan 2010: 4). Usually students attribute their success to their own efforts which is very effective because it makes the students feel that they are in control. Effort attributions show that students are capable of learning. Teachers can give students important attribution cues through their feedback. When teachers express pity after student failure, praise after a simple task or offer unwanted help they can unknowingly reduce student motivation. These kinds of feedback can be used but should not be overused because they can result in low ability attributions.
4. Encourage Student Self-Assessment. Self-assessment is a process consisting of three steps in which students judge their work, identify any differences between desired and current performance and exercise any further learning activities that improve their skills or understanding. Self-assessment is the most effective when it is done before students have to hand in their work. It is also good to learn from examples provided by the teacher. Self-assessment teaches students to be in control of their learning, helps them understand the expectations for tasks and the actions that need to be taken to meet the learning goal. It also helps students realize what to do and when to do it.
5. Help Students Set Attainable Goals for Improvement. Formative feedback helps students set attainable learning goals. "Goals that refer to specific performance

standards are most effective, because self-efficacy is substantiated as students observe their progress toward the goal” (Cauley and McMillan 2010: 5, citing Shunk and Swartz 1993). *Self-efficacy* shows how a student feels about his/her ability to perform a given task. High self-efficacy means that students feel that when they try hard enough they will be successful. It can happen when students receive rewards based on performance rather than task engagement.

In a traditional teacher-centred school making mistakes is punishable, meaning that students will get points deducted or a lower grade. Students are motivated to answer correctly either by cramming or cheating and try to avoid giving incorrect answers. This does not apply to all students. There are bound to be students who are aware of where they are at and where they need to be in terms of learning. In contrast, formative assessment tries to encourage making mistakes because mistakes are a part of the learning process. If students learn to analyse the mistakes together with the teacher and afterwards by themselves, it helps them reach a deeper understanding of their learning (Jürimäe 2013: 702-703).

Asking questions is another important part of formative assessment practices. When a response to a question asked during a discussion in a classroom is thought to be insufficient it is still not clear what we are supposed to conclude because the answer measures not only the student’s ability in relation to the level of understanding that was intended by the teacher, but also the response to different other factors like language, context of the question or, for example, the student’s overall feeling at the time (Black and Wiliam 1996: 539). Many teachers do not wait the appropriate amount of time after having asked a student a question and tend to ask a new question too fast or answer the question themselves. The consequence of the too short waiting time is that the only questions that really work are the ones that require short answers and little thought. It is important to allow students more time to think and answer as it also increases the length of their answers. Another good way to increase student participation is to

ask them to brainstorm ideas as this helps teachers learn about students' prior knowledge, gaps and misunderstandings so that the teachers can deal with the students' actual needs (Black et al 2004: 11-12).

### **2.3.3 Feedback and peer-assessment**

Good feedback is the backbone of good formative assessment. Giving feedback that is detailed and descriptive helps students enhance the quality of their work but it is the time and energy that it takes that is often the reason why some teachers do not provide this type of feedback (Danielson et al 2010: 139). Feedback is not only given by teachers to students, but should rather be a three-way path: feedback from students to teacher helps the teacher understand the students and the level they are at; from teachers to students so that the teacher "extends the pupils' ideas" and from student to student with the help of mutual dialogue (Black et al 2011: 74). All the members of the classroom can benefit from good quality feedback.

The nature of the comments that teachers give students is critical. Comments help advance students' learning. Working through comments helps students focus on learning problems rather than trying to interpret the grade. Grades give little information about how to improve work and thus the opportunity to enhance learning is limited (Black et al 2004: 13). It is important to try to improve the quality of the comments that teachers give and focus on giving comments that students could work with and improve their learning. For example, a great idea is to let students rewrite some parts of their work based on the comments that the teacher or other students have given before giving them a score so that the real emphasis is on the improvement of work.

To be effective, feedback should make students think (Black et al 2004: 13-14). However, Black et al (2004) found that getting students to think about their work and the set goals is one of the most difficult tasks. When students are able to think about their work in terms of the set goals then they can control and manage their work themselves. The teachers' task is to help all

students, including the low achievers, to develop the skill of self-assessment. One simple way to do it is to ask students to mark their work with “traffic lights” and label their work green, yellow and red indicating whether they have good, little or no understanding of something (Black et al 2004: 14).

Students could also benefit from peer-assessment. Peer assessment generally refers to “specific judgments of ratings made by pupils about their achievement, often in relation to teacher-designed categories” (Sadler and Good 2006: 2, citing Baird and Northfield 1992). With the help of peer-assessment, students can sometimes understand a problem that was left unclear after the teacher’s explanations because students communicate to each other in a way that is familiar and understandable.

Formative assessment lessons are never predictable and teachers need to be able to make changes in their lesson plans:

It is attention to pupil thinking that will cause the teacher to abandon his/her original plan for a lesson. Formative assessment will create “learning objectives” that a teacher will not have had in his/her conceptual planning at the outset – and at two levels. The first level is one of conceptualisation – how the child understands the concept – while the other objective is at the level of how the child approaches the theme/concept (Boyle and Charles 2014: 11).

In formative assessment teachers should pay attention to student’s ideas and respond to them by using them where appropriate. Boyle and Charles (2014: 11) gave an example of a lesson where students were learning about rainfall. Using the phrases “cloudy”, “wet” and “splashing in the puddles” the teacher set up a dialogue linked to weather. When a child extended the discussion to her own bathtime and used vocabulary such as “the water washes over me”, the teacher re-shaped her original plan for the lesson and had the child whose thinking had moved on to “water” produce a “water” poem. If a teacher has decided on a subject to teach in a lesson, then she can teach it using a concept that is interesting for the students.

The key concept in formative assessment is supporting study and giving feedback in order to help students set goals in a desired way and level. Students are given personal feedback that

supports their learning all through the learning process (Salumaa and Talvik 2016: 7). It is important to give just the right amount of feedback, as too much or too little feedback could cause distress in students and they might not be able to orient themselves in all the information and point out the most important parts (Jürimäe et al 2014: 131).

## **2.4 Studying students' and teachers' perceptions of formative assessment**

English as foreign language (EFL) is a compulsory subject in the Estonian education system and formative assessment should be used in language learning classroom to give students frequent and sufficient feedback to make changes and develop their language skills. Teachers' and students' perceptions of formative assessment may not always be the same and studying their differences could help teachers make better teaching decisions and improve students' results and studying.

The gap between how teachers and students experience feedback is related to whether a formative assessment policy is practiced in classroom settings. It has been found that teachers and students in schools which use formative assessment practices in teaching seem to have more of a shared view on feedback. The gap between teachers' and students' perceptions has proven to be the widest when the focus is on student involvement. Teachers should engage their students in the regulation of their own learning and the process of feedback (Geirsdóttir, Jónsson and Smith 2018: 57).

Students generally see assessment as a teacher's evaluation on his or her results and on what has been learned. A study conducted in Estonia by Jürimäe, Kärner and Lamesoo in 2012 found that students tend to speak more about the aspects and situations concerning teaching than about their own learning even if they have been asked to describe their personal learning experience and its connection to assessment. Students gave examples of typical assessments where luck plays an important part in getting the desired positive grade and this showed that students see

assessment as a representation of teacher-student power relationship where grades are not as dependent on the students' work as they are on the teacher's attitude towards her students and her work. Students wish to be a part of the decision making process and tend to contribute more time and effort into the projects that mean something to them. Students who doubt themselves may become anxious and often worry about failure which in many cases results in a negative grade. This means that sometimes students could get more stressed when they know they are getting a grade based on the work they are doing. Learners who have experienced an assessment process where they have actively participated by setting learning goals, pointing out the characteristics of good performance, mapping their own or their classmates' development by relying on the teacher's feedback could start to expect the same approach from other teachers. That way the learners could become the initiators of changes in assessment and help support its spread. On the other hand, the different assessment approach of one or only a few teachers could produce protest in students, because students who have become accustomed to their passive roles may feel that it is still easier to let teachers lead the learning (Jürimäe, Kärner, Lamesoo 2012: 11).

Traditionally, teachers are, above all, content providers and after that the assessors of students' results. Many teachers see the problems that come with traditional assessment methods, for example, it is difficult to take into account the learners' different language levels, their capabilities and where they come from. When learning is focused on grades then teachers often have to deal with checking students' knowledge and correcting. Nowadays teachers are not the only sources of knowledge, their roles have changed and so the assessment should also move its focus from teaching to learning. The teachers' task is to observe and support students' development and help create conditions in which they could take responsibility for their own learning and even assess themselves. Teachers see that students work only as hard as it is necessary to manage, but often students have a lot more unused potential. Teachers should help

raise students' expectations of themselves, boost their confidence, point out the need to learn and make them work harder (Jürimäe, Kärner, Lamesoo 2012: 9).

Comparing teachers' and students' perceptions is an area that, in Estonian context, would deserve more extensive research and is the focus of the present study.

### **3 THE EMPIRICAL STUDY**

The purpose of the present thesis is to analyse upper-secondary English teachers' and their students' perceptions of the use and value of formative assessment and to study their differences. For this reason, individual interviews with upper-secondary English teachers and focus-group interviews with their students were carried out in two Estonian schools. These schools were chosen because the author wanted to carry out the study in two secondary schools outside bigger cities such as Tallinn and Tartu. The reason for choosing small-town schools over the well-known prestigious schools where formative assessment is part of everyday work was that the author believed that the results in smaller schools would better describe the overall situation in most of the Estonian upper-secondary schools. This section of the thesis outlines the methodology and presents the results of the study. The results are followed by their discussion with focusing on the research question of the thesis: whether there are any differences in how teachers and students perceive the assessment and feedback they give or receive in upper-secondary English classes and, if there are perceptual differences, what they are. The author's hypothesis is that teachers' and students' perceptions differ in some ways.

#### **3.1 Participants**

The first school was established in 1978 and a total of 70 teachers work there, including 10 language teachers of whom 5 are English teachers. The second school was established in 1917 and 59 teachers work there, ... of them are English teachers.

A total of 5 English teachers and 30 of their students from 11<sup>th</sup> and 12<sup>th</sup> grades were interviewed. The teachers were chosen based on their availability and willingness to cooperate. The author asked the teachers' help to choose the students from their classes based on their age, availability and talkativeness so that they would engage in the discussion. The author included students who were 17-19 years old.

In the first school 3 teachers and 13 students were interviewed. All of the teachers were women. The first teacher was 59 years old with 37 years of teaching experience, the second teacher was 63 years old with 40 years of experience and the third teacher was 44 years old with 16 years of teaching experience. There were 7 girls and 6 boys in the focus groups. The students were aged between 18 and 19. Students formed two focus groups, one group with 7 students from the 11<sup>th</sup> grade with 5 girls and 2 boys and the second group with 6 students from the 12<sup>th</sup> grade with 2 girls and 4 boys.

In the second school 2 teachers and 17 students participated. The teachers were all women. The first teacher was 28 years old with 6 years of teaching experience and the second teacher was 36 years old with 14 years of teaching experience. There were 15 girls and 2 boys in the focus groups. The students were aged between 17 and 19. Students formed two focus groups, one group consisted of 9 students from the 11<sup>th</sup> grade and the other one included 10 students from the 12<sup>th</sup> grade. In the 11<sup>th</sup> grade there were 8 girls and 1 boy and in the 12<sup>th</sup> grade there were 9 girls and 1 boy. All teachers helped to choose the students from their classes based on age and willingness to participate. The fact that the student participants were chosen by the teacher is a limitation of the study as they may not represent the whole student body. However, the author chose to trust the judgement of the teachers to ensure that she had a cooperative group of interviewees.

## **3.2 Procedure**

The data was collected between March 19<sup>th</sup> and March 21<sup>st</sup> of 2018. The teachers were interviewed individually and students participated in focus-group interviews with 7-10 students in a group. Focus groups with students were used to find out information about the students' collective and individual views and to promote a more thorough discussion. Individual interviews with teachers were chosen so that they would answer as honestly as possible. All of

the informants had previously agreed to participate in the interviews and signed a consent form (see Appendix 1 and 2), parents of minors also received a consent form beforehand.

A semi-structured interview format was used. That is, the same questions were asked from all participants but they were allowed to also add their own contributions, even if they diverged from the interview script. The teachers were asked 11 questions related to their assessment practices (Appendix 3). Students were asked 12 questions related to the way they are assessed (Appendix 4). The questions that were asked from teachers and their students were similar so that they would provide grounds for drawing comparisons in their analysis. The length of the interviews with teachers varied from 12 to 17 minutes. The length of student focus groups was between 22 to 30 minutes. The interviews were conducted in Estonian to make all participants comfortable and to reduce the feeling that they were being assessed for the correctness of their English. The interviews were recorded and the sections relevant to the present study transcribed and translated into English by the author of the thesis.

### **3.3 Results**

The purpose of this part of the thesis is to present the findings. The results will be presented to answer the research questions. However, during the interviews a clear pattern emerged that confirmed the author's hypothesis on whether there are differences in how teachers and students perceive the assessment and feedback they give and receive. In the following discussion, quotations from interviews are used anonymously, without identifying the school or students. When necessary, contextualising references are made (e.g., if the responses differ from the majority).

#### **3.3.1 Assessment methods and feedback**

The first question the study tried to find out was how teachers assess their students and whether there are differences in students' and teachers' answers. All of the teachers claimed to

use two types of assessment in their teaching practice. One of them is the traditional test-grade method where teachers ask students to perform different types of tests and written and oral tasks and give them grades based on the pre agreed criteria and results. All students agreed that their teachers assess them by giving them grades based on their test results. The other method teachers said they use is assessing students' overall development by using different alternative assessment methods. Two teachers ask their students to reflect on their work and self-assess with the help of end-of-course reflection sheets and development interviews. The same two teachers were also the only ones who use portfolios in their teaching. One of them explained:

I help the students collect all of their written tasks in personal portfolios and give them back to them in their senior year before the examinations so that they could study from it. A smart person learns from her own mistakes and I hope that they do too. I also always comment on how something has improved compared to their previous work. When they receive their portfolios and look at their past work they have all said that it is very motivating to see how much better they have gotten compared to when they first started upper-secondary school and that helps them be more confident in facing the upcoming national examinations.

The students of these two teachers gave the same answer, explaining that teachers should always assess them in a way that makes them think about their work and results.

She assesses our individual progress and never writes just numbers on the tests. She constantly gives us both oral and written feedback. At the end of each course we have to analyse our progress and she gives us feedback about the places that have improved and things we need to work on. She is very supportive.

They added that it is crucial that teachers add comments about what was good in addition to what was wrong in their tests because it helps them be more motivated about their learning. All of the teachers agreed that they give the grades. They sometimes allow their students to assess themselves and their peers and give grades, but the teachers always check the work afterwards, add their opinions, comments and give the final grade.

Only one of the teachers admitted to giving too little feedback and comments to her students and explained that the reason behind it lies in the fact that she is overloaded with work and does not have sufficient time to assess how she would want to.

I ask them to do different types of tests, give them oral feedback and try to give them written feedback and comments as much as possible but unfortunately that is not a lot because I simply do not have the time for it. I know that a grade by itself is never the best and comments would definitely help students perform better.

Her students also answered that their English teacher gives them grades based on the tests they do and the only feedback they get is oral feedback after an oral presentation or when they discuss mistakes with the entire class after a test.

All of the teachers said that they try to give constant feedback to students in the classroom so that they would be able to make the necessary changes instantly and that most of the feedback is given after oral answers. When students were asked how much feedback they get most of them answered that they do not get much feedback and have to ask for it themselves if they want to know something. The feedback they get is oral. Teachers write comments on the tests but the comments are usually short and general. Most teachers discuss mistakes with the entire class and that way give at least some feedback about the most common mistakes. With the exception of one teacher's students, students answered that teachers give too little feedback and they would like to get considerably more comments on their work.

### **3.3.2 When to assess**

When to assess is an important question in good assessment practice. All teachers studied first give a grade and then analyse the mistakes together with the students before they return their work so that all questions and misunderstood parts would get covered. Teachers give grades when they have covered a topic but also do it while students are still learning so that they would be able to see if they need to make changes in their teaching plans. One of the teachers said that she gives as many grades as possible and that all of the grades are equally important in terms of the final course grade because this way her students are constantly motivated to do their best. Other teachers normally do 1-2 bigger tests and a number of smaller tests in one course and the bigger tests are more important than, for example, smaller word-tests. One teacher uses pre-testing, meaning that she sometimes does tests before starting a new

topic but the grades do not count but only give the teacher information about the students' level of understanding.

The teachers were also asked when they feel they are satisfied with the students' results and the answers were different. One teacher said that she feels the results are what they need to be when all of the grades are positive. Another one said that she thinks that at least 75% of her students need to get a positive grade and one of the teachers believed that if only 2-3 students fail then she has done everything right. Four teachers felt that they are satisfied with the results if they see that many students' results have improved compared to past work. Only one teacher answered that if 2-3 students are able to get maximum points for the test then the test is not too difficult and the teacher does not have to make changes. Another one said that if the majority of her students get a negative result she deletes all grades and starts all over again, explaining that: "I have to start all over again because the test is too hard and that is my mistake, not theirs."

### **3.3.3 Changes in assessment practice**

Three teachers said that their assessment practice has changed over the years and only one that it has not. The teacher whose assessment practice had not changed was also the youngest and said that she has always assessed the same way, using various tests, tasks, scales and feedback as a constant part of her teaching. Other teachers said that they have given more responsibility to students over the years. One teacher mentioned that the grade does not matter as much as it did in the past; it is more important that she sees that the student has improved. "When I give out final grades I focus more on each student's individual growth; I do not calculate the percentage as I used to."

### **3.3.4 Using alternative assessment methods**

Most of the teachers' assessment practice has changed in terms of the assessment methods they use. Alternative assessment methods such as presentations, compiling portfolios, self-

assessment and peer assessment are being used more and more. Only the youngest of the teachers said that she does not think that what she does is “alternative”, because it is what she has always done and she uses these methods daily. Other teachers said that they try to incorporate the alternative assessment methods in their teaching as much as possible. One of the teachers admitted that she does not use them because she is too overloaded with work and does not have the time but is planning to start using them as soon as she gets the chance. Using alternative assessment methods proved to be an exception rather than the rule but all teachers agreed that the assessment methods help improve students’ language acquisition.

Students’ answers, however, suggested that alternative assessment methods are not used very often. Moreover, students do not seem to expect alternative assessment. Most of them said that they do not enjoy doing presentation or assessing themselves or others, but prefer to get just a grade based on their tests. One teacher’s students answered that presentations and self- and peer-assessment are a part of their everyday work. They admitted that presentations could be intimidating at first but once they get used to compiling and presenting them, presentations help them acquire knowledge better and develop their speaking skills. “Presentation are scary at first, but the more we do them the more confidence we gain and the better we do”. Students also felt that self- and peer-assessment should be used more because they help to keep them motivated and to pay attention to what is being done. Self-assessment gives them the opportunity to correct their mistakes as soon as possible. Student feel that teachers should still always check students’ work because that way they can be sure students are honest. One group of students said that their teacher has a good system on how to keep everyone’s attention during class.

We have a system where the teacher has all our names on paper and after a student has answered or presented us with something she pulls out a couple of names and asks these students to give feedback to the student about what was good and what was wrong or missing. It helps us think along and pay attention to what others are saying. It motivates us.

Other student groups said that their teachers never use self- or peer-assessment in their English classes, but they sometimes would like to get or give feedback in some other way than from the teacher only.

### **3.3.5 How to know students have acquired something?**

All teachers agreed that tests give direct information about whether students have acquired what was necessary. The youngest teacher explained that she compiles the tests so that they would provide the teacher with the information. Two older teachers said that they know students have understood something based on how well they engage in classroom discussions. Students answered that grades are the primary proof of whether they have learned or not. They added that if they still know something even after days have passed or if they can fluently engage in discussion then they know that they have acquired it. Other students said that if they got more than 90% of their answers correct then they are sure that they have mastered the topic.

### **3.3.6 Grades as representations of acquisition**

The question of whether grades show that students have learned something yielded similar answers. Grades generally show how a particular topic has been acquired at that point in time but it does not show whether students have acquired something or not. It takes more time to establish if students have actually learned or if they crammed to pass the test. One teacher explained:

Grades only show if a student knows certain aspects, but, for example, if a student knows the given topic perfectly but is asked to answer in written text and has trouble with spelling then the teacher will probably fail to see the student's knowledge behind the spelling mistakes. Students are generally given one grade per test and different language skills and knowledge are not individually pointed out.

The youngest teacher said that language acquisition and grades are two completely different things. She added that she does not assess the students' language levels, but only gives grades for the things that she teaches and to give direct information about whether students have learned or have not. A good teacher should know when to give grades because when you give

grades while students are still in the process of learning it might have a negative effect on students' learning.

Students answered similarly that grades do not always show whether they have learned or not. Most of the time students believe that they know what they are capable of and if they receive a grade that is below what they know they could get then they know they have not learned enough. Sometimes students have spent a lot of time on learning but still receive a poor grade and this has a negative effect on their motivation to learn. Students agreed that rather than showing whether they have learned, grades show how much they understand a topic. One could get a negative grade after spending hours on learning due to outside factors such as problems at home or overall mood.

### **3.3.7 Asking assessment advice from students**

Asking students how they would prefer to be assessed is not a new notion in teaching. All of the interviewed teachers claimed that they ask for advice once in a while. All of them do it at the beginning of a school year when they discuss their plans for the year and allow students to express their opinions and preferences and take them into consideration. Most of the time students are asked if they would prefer to have multiple smaller tests or a couple of high stakes tests or if they want grades rather than just the information if they have passed or not and this is appreciated by the students because this way they feel that their wants and needs are important as well. However, not all students answered that teachers ask their opinion on how they should be assessed. One group of students said that their teacher does not ask for their opinion and that she should not do it either because teachers know what is best for them.

All teachers also claimed to let student assess themselves or their peers after they have agreed upon the criteria and that teachers always check the work themselves as well. One teacher pointed out that students are often more critical than teachers and she has had to raise the grade many times. Only one group of students answered that they sometimes assess

themselves or their peers. They explained that at the end of each course their teacher asks feedback on her teaching and advice on how to improve. Her students felt that this shows that their opinions are important and the teacher is also ready to make changes if needed.

Students' overall opinion was that teachers should ask them about assessment as much as possible because that helps to make teaching and learning more interesting for the students. When students were asked whether they think they should always get a grade they all answered that not always, but most of the times grades are their primary motivators and if teachers tell them they do not get a grade they usually put less effort into their work. One student felt that too many grades puts too much pressure on him and has a negative effect on his learning. Thorough feedback is more to the point than a grade and teachers should sometimes give feedback and tips on how to improve together with a new chance to get a better result.

Students were asked if they have ever been dissatisfied with how they were assessed and even though some of them answered no, most of them said that they are bothered if teachers assess them unclearly or unfairly. They felt that it is not fair if they get a bad score because of an exercise that was wrong even though all other parts were correct and that teachers should consider individual growth and results more. Other aspects that students strongly dislike include when a fellow student gets a better grade even though their tests are alike or if the grade is given without any feedback or comments.

### **3.3.8 Dealing with assessment results and feedback**

Assessing students gives teachers feedback about how well their students are doing and whether they should make changes in their instruction. Feedback also provides students with information about their own progress. All five teachers agreed that test results help them plan further actions. For example, based on the grades they can decide if they have to keep working on the given topic or they can move on. One teacher uses Tracker to keep a record of her students' results and see whether they are consistent in their studying or if changes need to be

made. The grades give feedback to students and their parents as well and help students analyse and plan their work. If the results are poor, then teachers usually give consultations to those who need them to lessen the gap with fellow students and proceed with the learning together. All teachers discuss test results and mistakes together with the students before they move on to the next topics. Students have the power to make changes based on the feedback they receive from their teachers.

All students said that when teachers give them feedback they usually just read the comments or listen to them and take them into consideration. Some students said that they try to improve proceeding from the feedback. Students look at the comments and work through them immediately. Almost all student groups answered that teachers do not ask them to do anything with the feedback other than to look through the comments. Only one group of students said that their teacher asks them to work through the comments and ask more questions if needed. They added that at the end of each course their teacher asks them to answer what kinds of feedback they have received during the course and if there are any aspects on which she could improve on. That way she makes sure that her students have actually read and analysed the comments she has provided them with.

### **3.3.9 Students' preferred assessment methods**

Teachers wish to teach and assess their students in a way that is interesting for everyone. The interviewed teachers all thought that students do not prefer one assessment method over the other, but appreciate variability. They like the alternative assessment methods but at the same time want to get grades because grades motivate them to work harder. A crucial accompaniment to a grade is feedback and all teachers know that students wish to receive thorough feedback with the grade. One of the teachers said that if she had more time she would like to give fewer numbers and more overall feedback to her students. She added that students nowadays are so used to getting grades for every move they make that if we would take scores

away they would not have any motivation to study. Another teacher, based on her own teaching and feedback experience said that students prefer written feedback about the things they could improve on and also the things that were done right. She added that students often complain to her that they do not get enough feedback from other teachers and even if they get feedback, it is usually oral and insufficient. Third teacher said that grades and scores are the most important part of assessment for students and students appreciate extreme precision from the teacher. That is the reason why she always calculates percentages on each students' work so that they would be able to see where the grade came from and exactly how well they have done. One of the teachers stated that peer-assessment is not something students would choose themselves and that self-assessment is usually preferred. Teachers thought that students enjoy making presentations and engaging in other alternative assessment methods.

### **3.3.10 Characteristics of good assessment**

Teachers, as well as their assessment practices and thoughts on assessment, are all different. All teachers and students were asked what good assessment should be like. Teachers agreed that good assessment is based on consistent written and oral feedback. Assessment has to be honest and the criteria the same for everyone. The grade is of a secondary importance, results have to be understandable and students need to know beforehand what is expected of them. Teachers know that grades should be kept apart from personal feelings towards certain students and one teacher said that a good way to be completely neutral is to sometimes use the help of web-based tests where students get grades based on their knowledge only. Only one teacher said that good assessment does not exist because there is always someone who is not happy with how things are done.

Students emphasised the importance of individual feedback. They also felt that they should have the chance to change their grades, meaning that if they have done poorly in a test, teachers should provide them with the opportunity to try to improve their grade by studying and

taking the test again as many times as necessary. That way students feel they would eventually understand the topic they are struggling with. One teacher's students said that their teacher allows them to do all tests again, no matter the grade. If a student feels like she needs to get the maximum result to get to the course grade desired, then students should be allowed to improve all grades. The students said that this made them feel that their teacher does not want them to fail and give them bad grades and gives them the power over their results. Students also felt that percentages should always be included next to the grades so that they would know exactly how well they did. Two students could both get the same grade for slightly different percentages and they wish to know the difference. The students of the teacher who uses alternative assessment methods and feedback daily in her teaching said that they sometimes feel bad for their teacher and the load of work she has every day due to providing feedback to them.

She is always writing comments and the comments are very long and thorough on everyone's work. Even if she is struggling to hand us her comments in time she always lets us know that it is taking her more time. All of our grades are equally as important in terms of our final grade, bigger tests do not matter more than smaller ones.

In other words, students demonstrated awareness of the work that teachers need to do to give them feedback.

## 4 CONCLUSION

The aim of the thesis was to analyse students' and teachers' perceptions of the use and value of formative assessment and answer the questions whether there are differences in how students and teachers perceive the assessment and feedback they give or receive in upper-secondary English classes and, if so, what are the differences.

The literature review of the thesis shows the necessity to incorporate thorough and constant feedback in the assessment practices teachers use. Previous studies (e.g. Black and Wiliam 2010; Cummings et al 2012) have shown that feedback helps students move closer to their learning goals and also enables the teacher to help students establish new goals. The feedback students receive should be focused on their individual progress and offer students guidelines on how to proceed or improve. Regardless of its benefits to student learning, formative assessment and feedback is not used by all teachers. It has been found (Danielson et al 2010) that the time and energy formative assessment takes is often the reason why some teachers prefer to not give this type of feedback to their students.

An empirical study was conducted in order to explore and analyse upper-secondary English teachers' and their students' perceptions and their differences based on the individual and focus group interviews that were carried out in two Estonian upper-secondary schools. It outlined the methodology and presented the results of the study. The results of the study confirmed the author's hypothesis that teachers' and students' perceptions differ in some ways.

First, the interviews focused on the types of assessment methods that the teachers use and tried to find out whether formative assessment is used in upper-secondary English classes. The results showed that the assessment methods that teachers use are similar. All of the teachers claimed that besides testing and giving grades they also use alternative assessment methods such as presentations, self-assessment, peer-assessment, portfolios, etc. in their English classes.

Most of them also claimed to give constant oral and written feedback during and after instruction. All of them claimed that they use formative assessment techniques knowingly, but most of them do not use them daily. The explanation for this was the lack of time. Only one of the teachers claimed to use formative assessment techniques and methods as a part of her everyday teaching practice and relied minimally on the traditional test-grade method. The teacher's students emphasised repeatedly how different her lessons were from the lessons of other teachers and that the teacher's methods and the amount of feedback she gave, both oral and written, had a positive effect on their results and motivation to learn. Other teachers' student claimed the opposite. Most of the feedback that the students of other teachers receive is written and oral feedback is only given after an oral presentation. If the students want individual feedback they usually have to ask for it themselves after a lesson has ended.

Second, the interviews tried to gather teacher and student views on assessment. While most of the teachers felt that they gave sufficient feedback and used formative assessment methods as a part of their lessons, the students' opinion differed in many ways. With the exception of one teacher's students, the majority of other students felt that they received minimal feedback on their work and that most of the time they had to ask for it themselves. The students also felt that the teachers rarely used alternative assessment methods and that testing was the main focus in English lessons. The teachers' explanation for this was the fact that they are teaching upper-secondary students and have to focus on the upcoming national examinations. Formative assessment would be used more if there were more time. Teachers thought that students prefer alternative assessment methods but in many cases the students claimed the opposite. Students are used to being tested and given grades and the formative assessment methods are unfamiliar and daunting, but that does not mean that they are not interesting and do not enhance their language learning skills.

Overall, with exceptions, it became evident that neither the teachers nor their students were satisfied with the assessment methods and the amount of feedback they give or receive in upper-secondary English classes. Both teachers and students felt that better feedback would enhance student learning and increase motivation.

The results of the present study could be used for future studies on how formative assessment and feedback are perceived by teachers and students. Formative assessment offers endless possibilities for teachers and students to learn and make changes in their teaching and learning practices. Comparing teachers' and students' perceptions could provide the education system with the opportunity to lessen the gap between what teachers believe their students want their assessment practice to be and what students would actually benefit from. Based on the results of the thesis the author suggests further research into the matter as knowing what students expect from the way they are assessed would help improve the instruction and learning.

## REFERENCES

- Atjonen, Päivi. 2014. Teachers' Views of Their Assessment Practice. *The Curriculum Journal*, 25: 2, 238-259.
- Black, Paul and Dylan Wiliam. 1996. Meanings and Consequences: A Basis for Distinguishing Formative and Summative Functions of Assessment? *British Educational Research Journal*, 22: 5, 537-547.
- Black, Paul and Dylan Wiliam. 1998. Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5: 1, 7-74.
- Black, Paul, Christine Harrison, Clare Lee, Bethan Marshall and Dylan Wiliam. 2004. Working Inside the Black Box: Assessment for Learning in the Classroom. *Phi Delta Kappan*, 86: 1, 9-21.
- Black, Paul and Dylan Wiliam. 2010. Inside the Black Box: Raising Standards Through Classroom Assessment. *Phi Delta Kappan*, September, 81-90.
- Black, Paul, Mark Wilson and Shih-Ying Yao. 2011. Road Maps for Learning: A Guide to the Navigation of Learning Progressions, Measurement: Interdisciplinary Research & Perspective. *Psychology Press*, 9: 2-3, 71-123.
- Boyle, Bill and Marie Charles. 2014. *Formative Assessment and Learning*. London: SAGE publications.
- Cauley, M. Kathleen and James H. McMillan. 2010. Formative Assessment Techniques to Support Student Motivation and Achievement. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83: 1, 1-6.
- Cummings, E. Katharine, Paula E. Egelson, Arlen R. Gullickson, Lindsay A. Noakes, Kelley M. Norman, Sally A. Veeder and E. Caroline Wylie. 2012. *Improving Formative Assessment Practice to Empower Student Learning*. London: SAGE publications.

- Danielson, Kathy, Jarene Fluckiger, Rebecca Pasco and Yvonne Tixier y Vigil. 2010. Formative Feedback: Involving Students as Partners in Assessment to Enhance Learning. *College Teaching*, 58: 1, 136-140.
- Dixon, D. Dante and Frank C. Worrell. 2016. Formative and Summative Assessment in the Classroom. *Theory Into Practice*, 55, 153-159.
- Geirsdóttir, Guðrún, Ívar Rafn Jónsson and Kari Smith. 2018. Shared Language of Feedback and Assessment. Perception of Teachers and Students in Three Icelandic Secondary Schools. *Studies in Educational Evaluation*, 56, 52-58.
- Jürimäe, Maria. 2013. Üks tont käib ringi mööda koole – kujundava hindamise tont? *Akadeemia*, 4, 701-719.
- Jürimäe, Maria, Anita Kärner and Leelo Tiisvelt. 2014. *Kujundav hindamine kui õppimist toetav hindamine*. Tartu: Eesti Ülikoolide Kirjastus.
- Ketabi, Saeed and Somaye Ketabi. 2014. Classroom and Formative Assessment in Second/Foreign Language Teaching and Learning. *Theory and Practice in Language Studies*, 4: 2, 435-440.
- Lee, Icy. 2007. Assessment for Learning: Integrating Assessment, Teaching, and Learning in the ESL/EFL Writing Classroom. *The Canadian Modern Language Review/La Revue Canadienne des Langues Vivantes*, 64: 1, 199-214.
- Medina, Cuesta Liliana and Adriana Duque Micán. 2017. Boosting Vocabulary Learning Through Self-assessment in an English Language Teaching Context. *Assessment & Evaluation in Higher Education*, 42:3, 398-414.
- National Curriculum for Upper Secondary Schools:  
<https://www.riigiteataja.ee/akt/114012011002> Last addressed: 19.04.2018.
- Sadler, M. Philip and Eddie Good. 2006. The Impact of Self- and Peer-Grading on Student Learning. *Educational Assessment*, 11:1, 1-31.

Salumaa, Tarmo and Mati Talvik. 2016. *Väljundipõhine õpe ja kujundav hindamine*. Tallinn: Merlecons ja Ko OÜ.

Trotter, Eileen. 2006. Student Perceptions of Continuous Summative Assessment. *Assessment and Evaluation in Higher Education*, 31:5, 505-521.

Wiliam, Dylan. 2011. What is Assessment for Learning? *Studies in Educational Evaluation*, 37, 3-14.

## APPENDIX 1. PARENTAL CONSENT FORM

Nõusolekuleht lapsevanematele

Lugupeetud lapsevanemad,

Olen Tartu ülikooli anglistika õppekava magistrant Käti Randmaa. Oma magistritöös uurin õpilaste suhtumisi erinevatesse võõrkeeletundides kasutatavatesse hindamismeetoditesse. Info

saamiseks on kavas viia....(millal).... .....(kus)..... läbi

fookusgrupiintervjuu 11. klassi õpilastega. Andmete täpsuse tagamiseks intervjuud

lindistatakse. Kogutud andmeid kasutan üldistatud kujul ega seosta kindlate vastajatega.

Osavõtjate anonüümsus on garanteeritud. Uurimuse tulemused aitavad loodetavasti laiendada õpilaste individuaalsetest vajadustest lähtuva kujundava hindamise kasutamist Eesti koolides.

Palun Teie nõusolekut Teie lapse osalemiseks intervjuul. Kui olete nõus, et teie laps võtab uurimusest osa, palun allkirjasada käesolev dokument ja tagastada see.....

Lugupidamisega,

Käti Randmaa

e- mail: [katisildvee@gmail.com](mailto:katisildvee@gmail.com)

telefon: +37253969150

Kuupäev:

Allkiri:

## APPENDIX 2. INTERVIEWEE CONSENT FORM

Intervjueeritava nõusoleku leht

Olen Tartu ülikooli anglistika õppekava magistrant Käti Randmaa. Oma magistritöös uurin õpilaste suhtumisi erinevatesse võõrkeeletundides kasutatavatesse hindamismeetoditesse.

Uurimistöö jaoks vajalik info kogutakse intervjuude abil. Andmete täpsuse tagamiseks intervjuud lindistatakse. Kogutud andmeid kasutan üldistatud kujul ega seosta kindlate

vastajatega. Osavõtjate anonüümsus on garanteeritud. Uurimuse tulemused aitavad

loodetavasti laiendada õpilaste individuaalsetest vajadustest lähtuva kujundava hindamise kasutamist Eesti koolides.

Mind, ....., on informeeritud Käti Randmaa uuringust ja ma olen teadlik läbiviidava uurimistöö eesmärgist, uuringu metoodikast ning kinnitan oma nõusolekut selles osalemiseks allkirjaga. Tean, et uuringute käigus tekkivate küsimuste kohta saan mulle vajalikku täiendavat informatsiooni

Käti Randmaalt

e-mail: katisildvee@gmail.com

telefon: +37253969150

Kuupäev:

Allkiri

### **APPENDIX 3. INTERVIEW QUESTIONS FOR TEACHERS**

#### **Intervjuu küsimused õpetajatele**

1. Kuidas Te enda õpilasi hindate? Miks just nii (mis on selle hindamismeetodi eelis mõne teise ees)? (Kui vastust ei tule, küsi teisiti – Milliseid hindamismeetodeid Te kasutate?)
2. Millal Te enda õpilasi hindate? Miks?
3. Millal Te tunnete, et olete hindamise tulemustega rahul?
4. Kas Teie hindamisviis on Teie õpetajakarjääri jooksul muutunud?
5. Mida Te arvate alternatiivsetest hindamismeetoditest nagu presentatsioonid, enesehindamine, kaaslaste hindamine, portfooliod jne? Kas kasutate neid? Kuidas, kui tihti?
6. Kuidas Te teate, et Teie õpilased on midagi õppinud?
7. Kas Teie arvates näitavad hinded seda, kas õpilased on õppinud, keelt omandanud?
8. Kas Te mõnikord küsite enda õpilaste käest nõu kuidas neid hinnata?
9. Mida hakkate peale hindamise tulemustega?
10. Milliseid hindamismeetodeid Teie arvates õpilased eelistavad? Kuidas need meetodid keele omandamist toetavad?
11. Milline on hea hindamine?

## APPENDIX 4. INTERVIEW QUESTIONS FOR STUDENTS

### Intervjuu küsimused õpilastele

1. Kuidas õpetajad inglise keele tundides tavaliselt hindavad? Millist hindamist ise eelistate?  
(Kas nad hindavad suuliselt või kirjalikult, millal ja kui põhjalikult)
2. Mida te teete õpetaja poolt antud tagasidega? (Kui oli näiteks kirjalik tagasiside, kas siis loevad läbi ja viskavad ära, ei loe üldse või loevad läbi ja panevad paika plaani, kuidas tulevikus saaks paremini)
3. Kas olete kunagi tundnud, et ei ole rahul sellega, kuidas teid on hinnatud? Kirjeldage.  
Kuidas oleks saanud õpetaja paremini hinnata?
4. Kas tunni sees hindamine aitab teil paremini tööd teha (motiveerib teid paremini töötama) või on sellel vastupidine mõju? Kui õpetaja või kaasõpilased annavad teile teie töö kohta tagasisidet tunni ajal, kas see julgustab teid paremini tööd tegema või on sellel vastupidine mõju?
5. Kuidas saate teada, et olete midagi õppinud?
6. Kas Teie arvates näitavad hinded seda, kas olete õppinud?
7. Kas iga kord on vaja hinnet saada?
8. Mida te arvate selliste hindamismeetodite kohta nagu presentatsioonid, enesehindamine, kaaslaste hindamine, portfooliote koostamine jne? Kui tihti inglise keele õpetajad neid kasutavad?
9. Mida te arvate, kui õpetaja palub teil enda tööd ise hinnata või hinnata kaaslaste töid?
10. Kas õpetajad küsivad mõnikord teie käest nõu, kuidas nad peaksid teid hindama? Kas nad peaksid seda tegema?
11. Milline on hea hindamine?

## RESÜMEE

TARTU ÜLIKOOL  
ANGLISTIKA OSAKOND

**Käti Randmaa**

**Students' and English teachers' perceptions of the use and value of formative assessment in two Estonian upper secondary schools.**

**Kahe Eesti gümnaasiumi inglise keele õpetajate ja nende õpilaste vaated ja arusaamad kujundava hindamise kasutamise ja kasulikkuse kohta. (Magistritöö)**

Aasta: 2018

Lehekülgede arv: 45

Käesolev magistritöö analüüsib erinevusi inglise keele õpetajate ja õpilaste arusaamades kujundava hindamise kohta kahes Eesti väikelinna gümnaasiumis. Üha rohkem Eesti inglise keele õpetajaid kasutab oma töös regulaarselt kujundavat hindamist, et aidata õpilastel jõuda paremate tulemusteni ning toetada nende õppimist. Õpetajate ja õpilaste kujundavat hindamist puudutavate arusaamade erinevusi tuleks põhjalikumalt uurida, et õpetajad oleksid teadlikud nende poolt kasutatavate hindamismeetodite mõjust nende õpilastele, nende tulemustele ja õpimotivatsioonile.

Antud magistritöö eesmärk oli analüüsida õpilaste ja õpetajate vaateid ja arusaamu kujundava hindamise kasutamise ja kasulikkuse kohta ning selgitada välja, kas nende vahel on erinevusi. Uurimuse käigus üritati leida vastus küsimusele kas gümnaasiumi inglise keele õpetajad ja nende õpilased tajuvad hindamist ja tagasisidet, mida nad annavad või saavad erinevalt ning millised need erinevused on.

Magistritöö teoreetiline osa annab ülevaate eelnevatest uurimustest hindamise valdkonnas, keskendudes kujundavale hindamisele ja selle kasuteguritele võrreldes kokkuvõtva hindamisega. Töö teine osa põhineb kahe gümnaasiumi inglise keele õpetajate ja nende õpilaste seas läbi viidud intervjuudel ning nende analüüsil. Viie õpetaja seas viidi läbi individuaalsed intervjuud ja õpilastest moodustati 4 fookusgrupp, millesse kuulus kokku 34 õpilast. Õpilased olid vanuses 17-19 aastat ning käisid 11. ja 12. klassides. Uurimus näitas, et õpetajate ja õpilaste vaated ja arusaamad kujundava hindamise kasutamise ja kasulikkuse kohta on erinevad. Nii õpetajad kui ka õpilased ei ole täielikult rahul inglise keele tunnis kasutatavate hindamisemeetodite ja õpetaja poolt antava tagasisidega ning arvavad, et põhjalikum tagasiside aitaks suurendada õpilaste motivatsiooni õppida ja aitaks kaasa paremate tulemuste saavutamisele.

Märksõnad: inglise keel, hindamine, kujundav hindamine, keeleõpe

## **Lihlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks**

Mina, Käti Randmaa,

1. annan Tartu Ülikoolile tasuta loa (lihlitsentsi) enda loodud teose

Students' and English Teachers' Perceptions of the Use and Value of Formative Assessment in two Estonian Upper Secondary Schools,

mille juhendaja on Raili Marling,

1.1.reprodutseerimiseks säilitamise ja üldsusele kättesaadavaks tegemise eesmärgil, sealhulgas digitaalarhiivi DSpace-is lisamise eesmärgil kuni autoriõiguse kehtivuse tähtaja lõppemiseni;

1.2.üldsusele kättesaadavaks tegemiseks Tartu Ülikooli veebikeskkonna kaudu, sealhulgas digitaalarhiivi DSpace'i kaudu kuni autoriõiguse kehtivuse tähtaja lõppemiseni.

2. olen teadlik, et punktis 1 nimetatud õigused jäävad alles ka autorile.

3. kinnitan, et lihlitsentsi andmisega ei rikuta teiste isikute intellektuaalomandi ega isikuandmete kaitse seadusest tulenevaid õigusi.

Tartus, 15.05.2018

Käti Randmaa