



THE PERCEPTIONS OF FIJI PRIMARY SCHOOL TEACHERS IN USING
CLASSROOM BASED STUDENT ASSESSMENT PROCEDURES

A Dissertation

By

Mereseini Tikoduadua

Submitted as partial fulfilment of the requirements for the degree

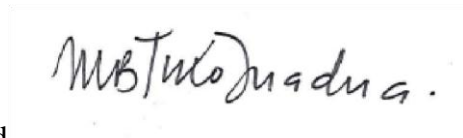
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Declaration

I certify that this dissertation contains no material that has been accepted for the award of any other degree or diploma in any institute, college or university. In addition, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the dissertation.

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Signed

Mereseini Tikoduadua

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Abbreviations

1.	CAT	Common Assessment Task
2.	LANA	Literacy and Numeracy Assessment
3.	PEMAC	Physical Education, Music, Art and Craft
4.	FIE	Fiji Intermediate Examination
5.	FEYE	Fiji Eighth Year Examination
6.	FJC	Fiji Junior Certificate
7.	FSLCE	Fiji School Leaving Certificate Examination
8.	FSFE	Fiji Seventh Form Examination
9.	CBA	Class Based Assessment
10.	CAP	Community and Parents' Programme
11.	CAS	Curriculum Advisory Unit

Abstract

This research has as its theoretical framework the notion of the teacher as an agent for change in schools. The research is based on a study of 137 practising primary teachers (75% female) recruited across the Fiji primary school Years of 1 to 8. The investigation used survey methodology in the Republic of the Fiji Islands. It examined the teachers' perceptions associated with assessment practices since the abolishing of the formal primary school examinations in 2009 and the transition to more Class Based Assessment (CBA) practices. In this model, assessment and learning are considered linked in three different but related ways. These are: assessment *of* learning (i.e., tests and examinations of the students); assessment *for* learning (i.e., feedback to the teacher to design appropriate program for the students involved); and assessment *as* learning (students reflect on what they are learning and how).

On average, teachers in this study agreed that CBA had helped them to be more innovative and creative in their teaching. The indications, are that teachers who brought examples of their students' work along to moderation and assessment meetings to share and discuss their teaching and students' learning, gained more from those meetings and were more confident about their ability to design CBA assessment tasks.

The participating teachers reported that CBA had enabled them to be better able to report to the parents of the children they were teaching about what was occurring in the classroom in terms of their students' learning and the classroom program of study. There were no significant gender or years of experience effects in the data, with only one question demonstrating some school Year differentiation. Teachers in Years 6 to 8 reported some advantage in the end of Year 8 formal examinations, compared to teachers in the middle and lower primary school Years.

The findings are discussed with reference to the need to reliably link classroom programing and classroom assessment and for the Fiji teachers to receive more professional development about different forms of assessment and measurement techniques, as well as more opportunities to share and discuss assessment issues between themselves. In this research the teachers identified the advantages of CBA, but how it was being implemented and interpreted in Fiji was a concern, with too great a focus on a set number of assessment items. The primary school teachers were looking for more leadership and professional in-service to facilitate a version of CBA that would be more manageable and focussed more on formative as well as summative assessment. The findings are, however, supportive of the use of CBA assessment practices in Fiji primary schools with little real evidence that teachers wanted to return to the formal examinations of the past.

Chapter 1

Introduction

The study looks at the implementation of assessment changes in Fiji schools as directed by the Fiji Ministry of Education (Fiji). The Ministry of Education (Fiji) has overall jurisdiction of school based education. Its role is to provide the curriculum frameworks and policy guidelines as well as over viewing the appointment of qualified teaching personnel who will deliver a ‘quality’ education to students in Fiji. The Ministry is also charged with the responsibility for ensuring that high standards in education are met and maintained across all schools.

What is assessment?

When school authorities describe school assessment they often use words such as, it has to be purposeful, systematic and an ongoing collection of information (Darling-Hammond, 2012; Earl, 2012) and that one of its core purposes is to provide evidence about making reliable and consistent judgments about students’ learning (Earl, 2012; Salvia, Ysseldyke., & Bolt, 2013).

In particular, Salvia et al. (2013) noted at least four purposes for assessment in education with assessment practices needed to be designed to:

1. provide opportunities for teachers to gather evidence about student achievement in relation to programming goals and targeted syllabus outcomes;
2. enable students to demonstrate what they know and can do;
3. clarify student understanding of concepts and promote deeper understanding; and
4. provide evidence that current student level of understandings and competencies are at a suitable level for future learning.

The New South Wales Board of Studies (2014) identified that school and classroom based assessment had to:

1. be valid and based on syllabus outcomes;
2. include criteria to clarify for students what aspects of learning are being assessed;
3. enable students to demonstrate their learning in a range of different contexts;
4. be reliable, free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills;
5. enable students and teachers to use feedback effectively and to reflect on the learning process;
6. be inclusive of and accessible for all students; and
7. be part of an ongoing process where students' progress is monitored over time.

In the Australian educational context, the *Melbourne Declaration on Educational Goals for Young Australians* (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008) put forward three broad principles on assessment that it perceived as providing a compressive framework for considered assessment within an educational learning context. These three principles are identified below.

1. Assessment *for* learning enables teachers to use information about student progress to inform their teaching. It is more formative in purpose and it usually occurs continuously throughout the teaching and learning process, to clarify the student's level of progress, learning and understanding.
2. Assessment *as* learning enables students to reflect on and monitor their own progress and to inform their future learning goals. It is also formative in nature and is designed to encourage students to take responsibility for their own learning and to ask questions about their learning.

3. Assessment *of* learning assists teachers to collect and to use evidence of student learning. It also assesses student achievement against goals, standards and criteria with a focus on ranking and reporting.

With reference to this last point researchers, such as Darling-Hammond (2012) have argued that teachers should use a range of different assessment strategies to ascertain what each student has learnt (actual achievement), so that the teacher and school authority can make valid and reliable judgments about the extent and the quality of each student's achievement in relation to the targeted curriculum achievement standards.

Fiji Context

Within the Fiji education context there is evidence based on Ministry of Education's policy documents that there is also general support for the above mentioned three broad principles on assessment. That it can be perceived as: assessment *for* learning; assessment *as* learning; and assessment *of* learning. With reference to the last point, the assessment *of* learning principle, there are a number of system levels monitoring programs in place Fiji. In particular, within the Fiji Ministry of Education there is a unit called examinations and assessment that has been established:

To provide a reliable and valid measure of the extent of student achievement of curriculum objectives for various educational and administrative purposes and for selection into tertiary studies and paid employment (Fiji Ministry of Education, National Heritage, Culture & Arts, 2014).

This unit has two main administration roles. One is to conduct the Fiji wide standardised testing of students' literacy and numeracy achievement, called LANA (Literacy And Numeracy Assessment). The LANA is administered in the primary school Years of 4 and 6. The second role of the assessment and examination unit is to administer the two

external examinations, the Fiji School Leaving Certificate (FSLC) and the Fiji Seventh Form Examination (FSFE). The unit also has a role in monitoring class based assessment procedures and ensuring that it complies with the Ministry's policies and regulations. One of the Ministry's policies is the requirement for each school to have an assessment policy. With the re-introduction of the school review (inspectorial) procedures, each school must also document and report on how assessment is being implemented and facilitated across the school (Fiji Ministry of Education, National Heritage, Culture & Arts, 2014).

Transitioning Away from Examinations

Student examinations and in particular end of year examinations have played a significant role in the Fiji education arena for many years. Examinations had been the yardstick used to measure students' achievement and in "selecting students for the next level of schooling, training or tertiary education and for certification" (Ministry of Education, National Heritage, Culture & Arts, 2009: p. 3). Many school based stakeholders, such as parents and community leaders have traditionally regarded student examinations as the most reliable and valid form of assessment of students' performance in schools. Fiji is not a wealthy country and so how it spends its limited funds is of public interest, with schools held accountable for the public funds allocated to the Fiji schools.

Prior to 2009, Fiji had five national examinations to measure student performance. Two of the national examinations were administered at upper primary school level, and the remaining three at secondary school level. This included the Year 6, Fiji Intermediate Examination (FIE); the Year 8, Fiji Eighth Year Examination (FEYE); the Year 10, Fiji Junior Certificates Examination (FJC); the Year 12, Fiji School Leaving Certificate (FSLC); and, the Fiji Seventh Form Examination (FSFE), administered at Year 13. The Report of the Fiji Islands Education Commission (2000) described this as very demanding by international comparisons (Sharma & Sadler, 2000). The report maintained that Fiji's curriculum was too

exam-oriented and due to the content heavy, examination curriculum. Two critical concerns were raised about the examination “culture”. One was the over-emphasis of student rote-learning with less of an emphasis on students’ developing problem solving and divergence thinking skill. The second concern was the narrowing of the taught curriculum to meet the needs of the tests. As a result of the Education Commission in 2000 a major overhaul of educational and assessment practices were initiated in Fiji. It stated the two reasons behind needing a change in the direction of future education in the Fiji Islands. First and foremost was Fiji’s commitment to the International Conventions and Regional Educational Goals, as outlined in the Conventions of the Rights of the Child and the Millennium Development Goals (Fiji Islands National Curriculum Framework). Second, changes in the curriculum and assessment were considered necessary because expectations of students, society and the employment market had changed, with a greater realisation that the traditional education system had been designed to select and exclude students, rather than keep children in an educational setting

Research Purpose

This research is a study of primary school teachers’ assessment practices since the implementation of classroom based assessment in Fiji in 2009. It is based on the notion that within Fiji, effective teachers should link their teaching and their assessment together, involving a continuously repeated process of assessing students’ achievement needs, then planning and delivering instruction, and then re-assessing the outcomes to re-determine the students’ needs again (Ministry of Education, 2007). For experienced and effective teachers, this linking of student assessment with the student learning activities is often understood with research supporting the notion that a teacher’s ongoing student assessment practices have a direct and indirect impact on students’ learning (Broadfoot, 2007; Earl, 2013). The challenge for teachers is on selecting those aspects of the curriculum that are to be assessed which

indirectly and directly drives teachers' selection of the learning activities (McNamara, 2012; Sharma & Sadler, 2000). Teachers are therefore seen to be the main facilitators and agents of learning in the classroom, therefore it is imperative that teachers' views on assessment are clarified in a review of Class Based Assessment in Fiji.

Teacher as Agent of Change

This research has as its theoretical framework the notion of the teacher as an agent for change in schools. Based on this notion, Johnston (2012) and McNamara (2012) argued that effective teachers viewed teaching as a process that required continual refinements with the teachers reflecting on which instructional assessment approaches and strategies worked or did not work for different students. This teacher reflection is essential if teachers are to continually improve their teaching and assessment activities to better meet the changing needs of their students. In addition, Bachus (2000) commented that educational policies designed for any educational community or setting are not in themselves effective as far as school improvement is concerned, rather it is how educational policies are implemented, monitored and if need be modified by the classroom teacher that is the critical issue. To achieve this Bachus maintained that school policies can and will only be effective if schools have "professionally well-prepared teachers who are able to translate these policies into effective practice (s)" (Bachus, 2000, p 53).

Numerous factors contribute to teacher effectiveness and their assessment practice in the classroom. Teacher beliefs, teacher training, class size, student diversity, level of resourcing, government policy, past school practices, school leadership, and teacher experience can all directly or indirectly influence the teacher's assessment practices (Earl, 2012; Lumadi, 2013; Johnson, 2013). In particular, Earl (2013) maintained that effective teachers developed a pedagogical understanding of different assessment practices and they

use this knowledge to adapt and improve their instruction to their students. In terms of Fiji and effective pedagogical practices, Sadler (2000) in his review of Fiji education practices highlighted the importance of teachers as agents for change and for better classroom assessment. He argued that on-going teacher professional development was needed to better link pedagogical and assessment practices together.

A key component of successful classroom based assessment is teacher expertise (Maxwell, 2001; McNamara, 2012). At least two kinds of expertise are involved in assessment: (1) obtaining meaningful information on students' learning outcomes (using appropriate assessment procedures); and (2) making sound judgments of those outcomes (applying relevant performance standards). In both of these situations the teacher is at the core of the student learning process (Hill & McNamara, 2012).

Recent History

Over the last 12 years one of the main ongoing changes in Fiji educational assessment practices has been the shift from external examinations to greater school-based examinations and assessment practices and the greater use of moderation procedure across classrooms and schools to try to ensure common assessment practices and standards (Ministry of Education, 2007; p 6). Along with these changes, Fiji teachers have worked to develop a greater understanding of the student moderation process, where teachers moderate and if need be change their assessment and marking practices based on peer feedback and peer reviewing of their students' assessment tasks at the classroom and school level.

There is some level of mismatching occurring between how the research literature perceives class based assessments (CBA) (e.g., Earl, 2012; Pellegrino, Chudowsky, & Glaser, 2001; Maxwell, 2001) and how the Fiji Ministry of Education (2012) perceives class based assessments (CBA). This possible conflict in interpretation will be explored in this research

study, but in essence the Ministry of Education (2014) under the term class based assessments (CBA) have a mandatory set number of tests and a mid-year and an annual examination that teachers are required to meet for each curriculum area in the primary school.

Aims of this Study

This study is interested in reviewing how Fiji teachers are implementing Class Based Assessment (CBA) into their teaching practices and how they are dealing with the moderation of their students' performance. The study plans to highlight what Fiji Educational assessment practices look like at the classroom levels. The research question under investigation centres on: *What are Fiji teachers' perspectives associated with the implementation of classroom based assessment practices and moderation as the procedure to review consistency between students and schools?*

Study Rationale

The relationship between teaching, learning and assessment has been the subject of analysis and debate worldwide. Recently educational researchers have focussed upon how classroom assessment impacts on students' achievement and learning. This has resulted in a shift of emphasis from teachers as "knowledgeable" to teachers as "facilitator of learning" (Johnson, 2013). While there have been various factors identified as key aspects to educational quality, teachers have been described as central agent to the achievement of quality in education (Fiji Islands Commission, 2000).

This study is being undertaken, in part, as a response to the assessment changes that have recently being introduced in Fiji. This study is significant in that it hopes to provide insight into the assessment practices of Fiji teachers. The focus of the study is on teachers, who are the main implementers of the Fiji education changes in assessment practices from

external examinations to classroom based assessment. The study is motivated by the desire to find out more about assessment practices, and to understand how Fiji teachers were implementing various aspects of Classroom Based Assessment (CBA).

In the Fiji CBA model, students' academic standards are now determined at the school level, where the local teachers determine the assessment procedures to "measure" students' achievement, with internal (within the school) moderation expected to be used across Grades by teachers to ensure that similar marks and grades are being awarded for a similar standard of student work, by different teachers in the school.

In the context of assessment changes, the Fiji Ministry of Education have identified that CBA offer benefits over external tests and examinations, particularly for students in the primary school years. These benefits have been reported in the literature to include attention to a greater range of important learning outcomes, opportunity for contextualised and authentic assessment, integration of formative feedback for improvement, and generation of an achievement profile over time (Earl, 2013; Pellegrino et al., 2001; Maxwell, 2001). These assessment practices are claimed to fit better with current understandings of student learning (Broadfoot, 2007; Johnson, 2012) and with anticipated future educational needs of Fiji citizens and the Fiji economy which needs a range of well-educated individuals for the future (Ministry of Education, National Heritage, Culture & Art, Youth & Sports, 2011).

In Fiji the expectation of the inclusion of a greater range of learning outcomes in assessment is an important issue and has been a motivational factor for the Government to move towards CBA. CBA can include practical, performance, and creative assessments that cannot be easily included in external assessments. As Black and Wiliam (1998) have argued, new ways of enhancing success in students' achievement requires significant changes in

classroom assessment practice. Students' scores and results from classroom assessment tasks thus have to be used to adjust teaching and student learning activities.

At a personal level, as the researcher I am also prompted to undertake this research, to try to better understand the “voice of teachers” when implementing and even forming educational practices that are aiming to develop the future citizens of Fiji to achieve their potential as productive national and global citizens. Motivating and engaging Fiji students in their education is important, and a possible education concern is that too great a focus on examinations may be disengaging too many Fiji students from an education. Therefore, the voices and experiences of Fiji educators is critical to the ongoing implementation of educational policy

Explanations of Terms

In this thesis *assessment* refers to Black and Wiliam's (1998) notion of it being the process of identifying, gathering, analysing and interpreting data to gain information about learner's progress towards achieving intended learning outcomes.

Class Based Assessment (CBA) assessment refers to the collection, evaluation and use of information to help teachers make decisions that improve student learning in the classroom (McMillan, Myran, & Workman, 2002).

Moderation is defined in the Ministry of Education's Policy in National Curriculum Assessment and Reporting as a process of eliminating or lessening extremes to ensure consistency and accuracy in the marking of students' assessment (Ministry of Education, National Heritage, Culture & Arts, Youth & Sports, 2011).

The term *summative assessment* is used in this thesis to mean assessment that is used to summarise students' achievements usually on the completion of a course or study, often for reporting purposes on what the student has learnt (Bennett, 2011).

Formative assessment refers to an ongoing process that teachers and students use during instructions that provides feedback as a form of communication and that shapes the learning tasks (Arends & Kilcher, 2010; Bennett, 2011).

In this thesis the capitalised term *Grade* is used to identify Year of school which is the term used in Fiji by the Ministry of Education. For example, in Fiji Grade (Year) 8 is located in the primary school. The use of the non-capitalised term grade means mark. For example the teachers graded (marked) the students' assignments.

Outline of the Thesis

This thesis is in five chapters. Chapter 2 reports on the research literature that helps to inform this study. Chapter 3 reports on the methodology to answer the research question. Chapter 4 reports on the research findings with Chapter 5 discussing these findings.

Chapter 2

Literature Review

This chapter reviews literature on class based assessment (CBA). The first part is an overview of assessment development in the Republic of the Fiji Islands. The latter part of this chapter reviews the role of educational assessment, CBA and the moderation of assessment tasks between teachers. A core assumption made in this thesis is that effective student assessment helps to inform teachers' judgement and this feedback to the teacher and the student can have a direct impact on the student learning in the classroom (Broadfoot, 2007; Suurtamm, Koch & Arden, 2010).

Fiji Education

The 1990 *Convention on the Right of the Child* recognised education as a condition for social advancement and development (Asian Development Outlook, 2003). Over the last two decades education has been accepted as a key sector in economic development through its influence on human “capital” development. The *World Summit on Education for All* (Jomtien Framework for Action, 2000), the *World Education Forum* (Dakar Framework for Action, 2000) and the *UN Millennium Summit* (Millennium Development Goals, 2000) all recognised the importance of education and the need to improve its quality in developing nations. With reference to the Pacific Island Nations, the *Forum Islands Education Minister's Basic Education Action Plan* (2001) also emphasised the need to improve access to education and the quality of basic education in all its member states. In addition, this forum aimed to improve all aspects of the quality of teaching and education by enhancing student evaluation procedures and encouraging more relevant and inclusive assessment practices (Ross & Genevois, 2006). This has led to the quest for assessment changes in Fiji schools.

In Fiji, the Ministry of Education has overall jurisdiction over the provision of education. Its role is to provide the curriculum frameworks, policy guidelines and directions and qualified teaching personnel which will support all schools in the delivery of quality education for students. The Ministry is also charged with responsibility for ensuring that standards in education are met and maintained and that human, physical and financial resources are appropriately directed.

The demands of the global economy are becoming more insistent, especially in terms of the increasing value of intellectual capital, creative imagination, and the application of knowledge. Citizens of the future, including those in Fiji, will need to be flexible and practical problem-solvers and capable of life-long learning (Ministry of Education, National Heritage, Culture & Arts, Youth & Sports, 2011).

The Fiji government has come to recognise that in order for Fiji to be competitive on the global economy of the twenty-first century it needs a diverse talented, knowledgeable, skilled and creative workforce. Fiji like other countries wants school graduates who are have critical thinking skills, advanced academic competencies, creativity, social awareness, and confidence (Earl, 2012; Masters, 2013). It requires school graduates who are able to thrive in an unpredictable and challenging world. Schools are therefore seen to be the place for developing such attributes and skills in people. It is the place where teachers and students work to meet pre-determined educational performance and academic criteria (Stiggins, 2005).

For far too long, assessment in Fiji has too often been narrowly restricted to tests and examinations with the overall purpose of selecting and screening of students into particular programs by ranking students' performance (Sadler, 2000). Prior to 2009, this testing was composed mainly of timed written examination papers, centrally administered by the Examination Board. Students' examination papers for key school subjects and grades were

set by an “expert group”; sent out to the schools where the students completed up to three-hour of writing for each papers. These examination papers were then externally marked and only the final overall grade for each subject provided back to the student and the school. Thus, one of the core roles of the teacher in Fiji was to prepare students for these centrally managed, high stake examinations. These external examination practices also contributed to Fiji students, who did not perform well on these examinations, leaving the education system under-educated and under-prepared for work. Too often such youths ended up unemployed, or in part-time, unskilled employment positions, lacking the motivation to progress in their education, or to access vocational programs (Oosternhof, 2009; Sadler, 2000). Fiji has very limited social security benefits and so such youths either stayed in the villages or drifted into the larger urban centres looking for some work and some money to live on.

Transitionally, the Fiji primary schools had external examinations in Years 6 and 8 with Year 8 the last year of primary school. This examination practice was, however, initially changed in accordance with the *Education Commission* (2000) and a version of CBA finally implemented in 2009. This implementation resulted in a shift in policy from traditional end of year and external examinations to a greater focus on CBA, and hopefully a more continuous and more formative form of assessment.

This new Fiji policy has being modelled, in part, on the Queensland Department of Education’s student assessment procedures where formative assessment replaced end of year examinations and the State wide examinations at the end of Year 10 and 12 (Sadler, 2000). In this model each school provided a statement of each student’s academic attainment in the different curriculum areas.

The Ministry of Education (Fiji, 2013) now emphasised the need to design assessments that provide all students with equal opportunities to demonstrate their

achievement of outcomes regardless of geographic location, gender, race, or socio-economic status and are mindful of those with special needs”.

The Multiple Role of Assessment in Education and Teaching

On one hand, as reported in the literature one of the central purposes of classroom based educational assessment is to support and enhance student learning by monitoring the effectiveness of the teacher’s instructional programme (Suurtamm et al., 2010). From this perspective a core focus of student assessment should be to assist teachers design instructional programs that assist the student reach his/her learning goals and learning potential (Johnston, 2012; Maxwell & Cumming, 2010). On the other hand, a global trend is emerging whereby educational administrators and policy makers are requiring teachers to be more accountable for their students’ achievement and academic performances (Masters 2013; Stiggins, 2005) with student achievement often considered a key indicator of the competency of the teacher and educational status of the school (Broadfoot, Murphy, & Torrance, 2011). This tension as to the purpose of assessment is because it has a number of purposes. Assessment provides a mechanism whereby schools and students’ performance are compared with other schools and other students, as well as being a measure and method of monitoring teachers, schools and students’ performance over time (Butler & McNunn, 2006; Darling-Hammod & Ascher, 1991; Pacific Islands Forum Secretariat, 2004).

Student assessment can be considered as the process of identifying, gathering, analysing and interpreting data to gain information about the student’s progress towards achieving intended learning outcomes (Maxwell & Cumming, 2010; Masters, 2013). Student assessment lies at the heart of promoting students’ learning (Masters & Hill, 1998; Clark, 2012) and should be an integral part of the teaching and learning process (Broadfoot, 2007; Kellaghan & Greaney, 2003; Shepard, 2000).

Effective assessment practices can directly and indirectly influence students' and teachers' level of engagement and motivation (Davies, 2004; Stiggins, 2005) with students becoming more confident learners when they experience ongoing progress in their learning (Shepard, 2000).

The students' assessment feedback of their progress helps students reflect on their own learning goals and also informs the students' parents and caregivers of their child's classroom progress. This information helps parents to evaluate their child's aptitude to the task being performed and allows parents, teachers and students to discuss the students' learning performance. Communicating to parents and caregivers is an important part of any assessment procedure (Risko & Walker-Dalhouse, 2010). Typically, assessment helps teachers to assign grades to students' work completed in the classroom. These grades provide summative information and are an accountability mechanism on the students' performance to the parents, employers, other schools, government agencies, and even post-secondary institutions (Darling-Hammond, 2012). This summative student performance information is also collected by regional, state and district educational agencies to monitor that schools are meeting accreditation and student performance standards (Butler & McNunn, 2006; Gardner, 2012). This need for large scale test results continues to be one reason why centrally organised national examinations are typically utilised in education (Risko & Walker-Dalhouse, 2010)

Thus, assessment provides an opportunity to students, parents and students to reflect on where the students' learning is at, and what may need to be organised to better achieve the students' learning goals. When students and parents understand the assessing tasks they are also better able to provide more home support. Similarly, if students better understand their own learning they are better able to consider their own learning needs and to engage in more learning (Hargreaves, Earl & Schmidt, 2010)

Sliwka and Spencer (2005) argued that effective assessment practices encourage teachers to monitor and “think about their assessment tasks during the planning, the implementation and the evaluation stages of their teaching”. That is, effective classroom assessment practices go beyond just gathering student performance information. These practices are about teachers using this information to make judgements and to adjust and monitor their own ongoing teaching behaviours (Assessment Reform Group, 2009). As already discussed, assessment needs to be ongoing and part of the overall curriculum of that classroom. Thus, planned assessment aims to gather evidence of students’ learning that informs teachers’ instructional decision making. To plan effective instruction, teachers continually need to know what are the students’ understanding and misunderstandings and where do the misconceptions lie. In addition, to helping teachers formulate the next teaching steps, an effective classroom assessment plan provides a “map” for student engagement and for a variety of different assessment tasks to be considered across the school year (Hargreaves et al., 2010).

Assessment is, however, more than just end of term tests with Maxwell and Cumming arguing that it should provide evidence about students’ learning on different types of performance tasks and even in different settings. It should also aim to measure the students’ ability to think critically, to cooperate, to solve problems, to research, to communicate and to evaluate the students’ level of contribution to the group tasks (Earl, 2012).

What is Classroom-Based Assessment?

McMillan et al. (2002) reported CBA as a process for the collection, evaluation and use of information to help teachers make decisions that improve student learning in the

classroom. They are developed or selected by teachers for use during their day-to-day instruction with students. Crooks (1998) described it further as those assessments that test students' cognitive, psychomotor, motivational, attitudinal and learning skills. Also it helps in informing the learning progress (Kellaghan & Greaney, 2003).

Butler and McMunn (2006) commented that CBA matters, because what is happening or not happening in classrooms is of great importance to students' learning. CBA can also be used summatively to help determine a student's report card grade or formatively to instruct the teaching and the learning in the classroom. Although, the term summative is used to suggest it is a summary of a range of assessment tasks over time, and the term formative is used to suggest short term assessment to provide the teacher feedback that helps inform how the student is learning, in reality it is how the teacher uses the assessment information that helps determine if the assessment is more summative and/or more formative (Gioka, 2008; Cumming, 2009). For example, a spelling test is a summary of the student's performance on that spelling test and so it is summative, but the test information could also be used in a formative way, if the word list is too easy or even too difficult for the student, the teacher can design a different set of spelling words. However, as a general educational trend the term summative is used more for end of term, end of semester or end of year examination results, while formative refers more to measuring short term goals within the classroom and is based more on continuous assessment tasks (Biggs, 1998; Clark, 2012).

Based on his 1988 compilation of available research, Crooks concluded that classroom assessment can have a major impact on students' learning when it is used effectively with Crooks identifying eight conditions that facilitated effective classroom based assessment and these are reported below.

1. Classroom based assessment places great emphasis on students' understanding, not just recognition or recall of knowledge.
2. Classroom assessment is interested in students' ability to transfer learning to new situations.
3. Classroom assessment can be used formatively to help students learn, and not just summatively for the assignment of a grade.
4. Classroom assessment yields feedback that helps students see their growth or progress while they are learning, thereby maintaining the value of the feedback for students.
5. Classroom assessment needs to be motivating and designed to enhance the development of self-evaluation skills.
6. Classroom assessment consolidates learning by providing regular opportunities for practice which are descriptive and not judgemental.
7. Classroom assessment relies on a broad range of modes of assessment aligned appropriately with the diversity of achievement expectations valued in the classroom.
8. Classroom assessment covers all valued achievement expectations and does not reduce the classroom to focus only on that which is easily assessed.

The Fiji Island Curriculum (2009) looks to be aligned with Crooks' (1998) comments, with the Fiji Island Curriculum stating that "assessment provides evidence about what children have achieved, as a feedback to teachers and stakeholders, and as a diagnostic tool for teaching and learning in the classroom (Fiji Island Curriculum, 2009; p. 17). An assessment activity can thus help student learning if it provides information to be used as feedback by teachers to redesign the learning activity. CBA becomes formative assessment when it is used to adapt the teaching to better meet the learners' needs. Its role is to determine more the students' current level of understanding, to diagnose problems they may be

encountering and to make decisions about the next instructional steps the teacher takes (Jones & Tanner, 2006; Sangster & Overall, 2006).

Feedback

Feedback is vital in CBA with Kennedy, Chan, Fok and Yu (2007) identifying constructive feedback as one of the central features of formative assessment. On this point, Wiggins (1993) suggested teachers should offer relevant and timely feedback with Oosterhof (2009) contending that students did not learn effectively unless they received applicable and pertinent feedback from their assessment tasks. Effective assessment and teacher feedback therefore enhances students' learning in the classroom, especially for students who as disadvantaged or at-risk (Rieg, 2007).

The claim is that greater student learning and higher task performance outcomes are achieved by: (1) teachers providing task-oriented feedback to students (Gardner, 2012; Lumadi, 2013;); and (2) using initial feedback to rework and redraft assignments (Duschl & Gitomer, 1997); and (3) providing opportunities for students to peer and self-assess their work prior to submitting it for teacher evaluation (Schunk, 1997; Clark, 2012).).

Feedback delivered once a year from standardized state, district, national or international assessments is far too infrequent and too broadly focussed to be helpful (Crooks, 1988). Students need frequent and ongoing feedback in order for their learning to be effective. Effective schools typically have highly developed feedback processes, including rubrics for providing students with criteria based standards on which students can aspire to when completing assessment tasks (OECD, 2008).

Black and Wiliam (1998) showed that good quality feedback was essential for quality learning. Moreover, research has shown that if pupils are given only grades and marks, they

receive limited benefits from this form of assessment feedback (Black, Harrison, Hodgen, Marshall, & Serret, 2010). Feedback has been shown to improve learning when it gives each student specific guidance on his/her strengths and weaknesses, preferably without always focussing on marks (Rieg, 2007)

Quality Assessment

There is a growing awareness that it is the quality of CBA that is the critical issue in understanding assessment practices and using assessment to inform and help in the teaching and learning process (Hill & McNamara, 2012; Johnston, 2012; Maxwell & Cumming, 2010). If CBA is well designed it should inform teachers about how and what students have learnt. It should also be based on more than just paper and pencil test results. It should include a range of measures over time that monitor the development of students' cognitive, creative, social, and physical growth and development (Maxwell & Cumming, 2010). Effective CBA helps students gain a sense of achievement about schooling and uses each student's own past progress and performance as the baseline to measure the students' future performance (Butler & McMunn, 2006)

Reviewing the assessment literature there are a number of commonly reported characteristic of effective CBA. CBA is reported to be advantageous because students and teachers know what they are expected to achieve during and at the end of the learning period. This involves the teacher setting clear learning goals for individual students as well as the class and monitoring overtime the extent that these classroom teacher goals have been achieved (Butler & McMunn, 2006; Gardner, 2012). The teacher sets these goals by reflecting on the students who are in the classroom and their performance and reviewing the required set of curriculum documents and their expected grade standards. The teachers' ability to personalise the teaching content in the context of the students' needs and the needs

of the overall curriculum is an important part of the classroom based teaching. These classroom teacher based goals can be displayed in the form of assessment rubrics where the objectives of the assessment tasks and required standards are discussed with the parents and students. Hill and McNamara (2012) have noted that students who share in the assessment process and who understand the assessment criteria and the competencies being measured within the different pieces of assessment were more in control of and more responsible for their own learning.

Kubiszyn and Borich (2003) confirmed that there is diversity amongst students in terms of their learning styles, language, memory, attention, aptitude, skill level, and social and behavioural skills and CBA recognises these differences and allows the teacher more control of when and how to teach the required content to different students. CBA therefore provides more choices in how and when students can show mastery or competency in their work. Importantly, it should be able to assist students to demonstrate knowledge using a variety of assessment procedures. In addition, this need for assessment flexibility is because many students do not perform well on timed written tasks or under exam conditions (Johnston, 2012; Maxwell & Cumming, 2010). CBA also gives the teacher more flexibility to individualise the program of instruction and if need be for the student to have the opportunity to revisit the learning task and redo the same or similar assessment task until the student achieves the required assessment standard, competency, or criteria.

The claim is, CBA helps teachers to design learning activities that apply to the social, cultural and future study and employment context of the students (Baird, 2010; 2010b). For example, in the Fiji context this may involve preparing the students to work within a multi-linguistic environment where Indo-Fiji, English and ethnic Fiji are all spoken. It may involve assisting Fiji students understand farming and land management because many of the Fijians still live and work within a village context where they are expected to help with the

production of sugar cane as well as with other crops and animals, or to work in the small scale retail industry. Fiji is a nation of islands where seafaring and fishing form an important aspects in the lives of many Fijians. These are just some of the Fiji educational contexts and goals that need to be considered when classroom learning activities and the CBA of those activities are considered.

In terms of fairness while English language is the language of educational instruction and of examinations (Ministry of Education, 2014), it is for many Fiji students their second and or third language. Unfortunately, in Fiji often the examinations are as much about measuring the Fiji students' competency in formal written and oral English, as it is about measuring the students' content knowledge. There are, however, more opportunities in a CBA assessment framework to design assessment tasks that are not so orientated towards English language testing.

It is important to note, however, that there are concerns about CBA which is related to standards and outcomes-based evaluation (Donnelly, 2007; Torrance, 2007). Donnelly argued that CBA can result in difficulties in managing and reporting the school's performance over time and monitoring, if the required state and the national curriculum goals were being achieved and included into the CBA goals. Donnelly suggested a combination of classroom assessment tasks where the teacher selected many of the required tasks based on the needs of the particular students. Donnelly (2007) also noted that while individual teachers may select a different focus in their classroom through the use of themes, there was still a need to cover the entire required curriculum. For example, in the context of Fiji the required need is to teach an aspect of Maths that could be achieved in the context of Fiji farming practice, or the literacy requirements could be achieved through reading associated with Fiji seafaring as the theme. In situations where the classroom teacher makes more of the decisions about what, when and how to teach using the curriculum documents as the framework, there is still an

important need to have consistency between teachers in terms of the marks and grades they are awarding to their students which make the moderation process extremely important (Adie, Klenowski, & Wyatt-Smith, 2011;; Baird, 2010a, 2010b; Suurtamm et al., 2010).

What is Moderation?

This section will briefly discuss moderation and its characteristics and how it contributes towards ensuring consistency and fairness towards students' assessment. Moderation is identified in the Fiji *Ministry of Education's Policy in National Curriculum Assessment and Reporting* (2011) as a process of eliminating or lessening extremes to ensure consistency and accuracy in the marking of students' assessment. It is also considered to be a set of processes designed to ensure that standards are applied consistently across teacher-assessors and across schools (Matters, 2006; Wilson & Sloane, 2000). It should engage teachers in interactive and social discussions about students' assessment tasks and the students' achieved grades.

Moderation should take place within educational assessment to ensure that assessment decisions are valid, reliable, fair and consistent with the national standards (Cumming & Maxwell, 2010; Johnston, 2012). It refers to a process of quality control involving the monitoring and approval of assessment procedures and judgments to ensure there is consistency in the interpretation and application of the performance standards between teachers (Hill & McNamara, 2012; Linn, 1996) and across sites (Klenowski & Wyatt-Smith, 2011). This can involve a single teacher (a moderator) or a group of teachers (a moderation panel) looking at samples of evidence of student performance and determining whether they agree with the assessment judgment of the assessor and focussing to reach a consensus.

Moderation needs to occur to try to eliminate potential bias in teachers' judgements and to improve students' learning (Klenowski, 2013; ; Matters, 2006). It is a process that

helps teachers understand the criteria they are applying in their assessment. Poor teacher judgements may include a teacher favouring one student over another for a range of reasons, such as culture, race, past experience with the child's family, or for socio-home background factors. Thus, different teachers may apply different standards when making judgements of students' work (Johnston, 2012). The two main types of moderation commonly referred to in the educational literature are statistical moderation and social peer moderation (Matters, 2006). Statistical moderation is, however, involved more with high stakes national summative assessment, while this study is more interested in social peer to peer teacher moderation or consensus moderation that occurs more at the classroom and school level (Hill & McNamara, 2012).

The consensus group on moderation can involve either an expert or outside moderator or group moderation involving groups of teachers (Adie et al., 2011; Gipps, 1996). In this context teachers meet to share their judgement and expertise with other teachers to reach a consensus on criteria and standards (Adie et al., 2011; Klenowski & Wyatt-Smith, 2010).

In the Australian education context different State education authority have different assessment practices. For example, New South Wales still uses the end of Year 12 exam (the HSC as the summative assessment of the student Year 12 achievement) with 50% of final grading being school based and 50% of it being end of year examination. Fiji, has however been more influenced by Queensland's school and CBA practices in primary schools as outlined by Sadler (2000). While still using summative assessments in examinations for end of high school certification, as Maxwell and Cumming (2010) have noted, Queensland has had almost 40 years of successful school based assessment and moderation experience. The Queensland moderation and CBA practices did have teething problems in its initial stage. Overtime it was effective because teachers had ongoing professional development and they became empowered by the classroom assessment and the

moderation process to design teaching and learning experiences that meet the needs of individual students, along with the needs of State standards associated with the curriculum documents (Maxwell & Cumming, 2010). Overtime, teachers gained an understanding of what represented a poor, middle, high or outstanding standard of student work in the different grades and in the different subjects. The teachers in their district moderation meetings used formal meeting procedure that is chaired by a senior teacher to review the different work programs and samples of the students' work from the different schools and classrooms. These moderation meetings aimed to validate the marks initially allocated to the students' work and if need be adjust the students' grades up or down depending on the curriculum standards and input from other experienced curriculum teachers. These meetings helped to inform less experienced teachers about the required student and grading criteria. They also assisted the teachers in sharing their teaching and assessment tasks along with the curriculum and assessment standards for the different subject areas (Klenowski, 2013; Maxwell & Cumming, 2010; Sadler, 2000).

Moderation allows teachers to make judgements about their students and their teaching using some agreed upon criteria and standards (Wilson & Sloane, 2000). All teachers are in a somewhat different classroom settings and so need to apply somewhat different assessment judgements in that classroom (Johnston, 2012). They bring their own often subjective perspectives to the marking of their students' assessment work which directly and indirectly influences their students' overall grades. Therefore, moderation of students' work in their classrooms helps to enhance the reliability and consistency of teachers' judgements about their students' work and output, thus allowing teachers to consider the validity of their judgements using their peers' judgements and the curriculum criteria as reference points (Fiji Ministry of Education, 2007).

As outlined above and by Sadler (2000) the moderation of students' marks and their classroom work provides formal and informal opportunities within schools to improve internal consistency of grading and assessment. The Fiji Ministry of Education Policy in the National Curriculum and Assessment document (2007) asserted that moderation should provide a focus for professional learning within schools and between schools to ensure system wide comparability of judgements about students' performance. It is considered a forum where teachers can discuss and compare their judgements on students' performance, with support at times from external expert curriculum moderators and facilitators appointed by the Fiji Ministry of Education.

Teachers' social peer moderation is often a necessary component of CBA. It is intended to help produce valid and reliable teacher judgement and standards that are consistent between students and between classrooms (Adie et al., 2011; Klenowski & Wyatt-Smith, 2010). Klenowski and Wyatt-Smith distinguished between achievement and content standards. They reported that content standards as those that apply more to schools and educational systems, and generally refer to knowledge and/ or processes that are identified in the curriculum. Achievement standards refer more to what students have learnt.

Teachers' social peer moderation is thus designed to try to assure quality consistency across classrooms and amongst teachers. It supports the common understanding of standards as articulated in curriculum documents and identified within student performance criteria (Matters, 2006; Maxwell, 2006).

Social peer moderation helps in developing professional communities and promoting teachers to be more empowered to make decisions about their students' learning and the curriculum goals they set for those students (Adie et al., 2011). It is also assumed that peer moderation will assist teachers to better understand the learning process and their role as

assessors of that learning process. This requires teachers to have confidence to believe in their own professional judgements and to be able to justify their choice of teaching and assessment activities to school authorities, to other teachers, to the principal of the school, to their students' parents, and to their students (Earl, 2012; Wiliam, 2006).

Teachers as Central to Classroom Based Assessment and Moderation

Teachers are integral to the teaching and learning in the classroom. Delandshere and Jones (1999) asserted that the essence of a good school is its quality teaching. As the shift towards educational accountability increased, teachers have been the under greater public scrutiny especially in their assessment practices (Mertler, 2009). In addition, Woods (2009) commented that the quality of students' learning and assessment experiences depends on the quality of teachers who know how to design engaging and effective learning and assessment experiences for their students.

Teacher effectiveness in assessment is therefore one of the keys to improve educational outcomes for students (Delandshere & Jones, 1999; McMillan et al., 2002). Integrity of assessment in teaching and learning will only result in teacher effectiveness. In CBA, particularly involving formative assessment procedures, it is the teacher who decides the how, the when, the what to assess in the classroom (Clark, 2012).

There are a number of factors that contribute towards teacher effectiveness within an assessment framework and these includes the teacher's education and training, their skills in self-reflection, their content and pedagogical knowledge, their beliefs about students' learning, their ability to collect and interpret in-classroom data, training, and their years of experience in the field (Darling-Hammond, 2012; Earl, 2012).

Teachers' beliefs are crucial in how teachers approach teaching in the classroom (Butler & McMunn, 2006). For example, if a teacher believes that a child is unable to learn as shown by a test score, the teacher is less likely to invest time and effort in the student. Similarly, a teacher is less likely to give up using standardised or other tests if that teacher believes these tests are important because the low ability students fail them with which increases the likelihood that these students will leave school without the knowledge that could assist them to be lifelong learners. In both these examples it is the teachers' attitudes and beliefs about assessment that is helping to shape the teachers' classroom behaviours. Wiliam (2006) asserted that in order for teachers to improve students' achievement through assessment, they often needed to be able to change the way they think about students' assessment results and the purpose of assessment in the classroom. The claim is that changing teacher attitudes and classroom behaviours about assessment is best achieved through on-going professional development (PD) (Butler & McMunn, 2006; Clark, 2012).

The Fiji Ministry of Education also recognises the importance of Professional Development (PD) citing that it should lead to improved learning outcomes for students (Ministry of Education, National Heritage, Culture & Arts, Youth & Sports, 2011). The Ministry of Education further acknowledged that PD is integral to job satisfaction and workplace productivity.

In terms of PD, Wiliam (2006) argued that one of the best way to enhance classroom assessment practices was through school-based teacher peer learning communities. School based learning or teacher peer learning is one that encapsulates teachers' professionalism. It also involves systematic observations and analyses of classrooms and student work and ongoing collegial dialogue (Wood, 2010). Teacher learning communities help to reduce teacher's isolation; it assists teachers to learn from their practice by talking about the

practices they utilise with other teachers. This means that teachers can be active agents in making changes in their assessment and teaching practices (Gardner, 2012; Lumadi, 2013).).

Conclusion and Research Question

The research literature identified has reported that assessment is an essential component in education and in broad terms it can be considered as summative and formative. In the context of Fiji there has been ongoing progress towards shifting away from formal high stakes examinations that were summative in nature and in part designed to select students to progress on to further study (Fiji Ministry of Education, 2007) to formative assessment that assists in the daily teaching and learning in the classroom. The catalyst for this change was the Sadler (2000) report, which in part was very supportive of the Queensland classroom based and moderation assessment practices as a model for Fiji. There has, however, been slow progress in the full implementation of this model, with many in the Fiji education community wishing to keep some aspects of formal centralised exams (Fiji Ministry of Education, 2007). In 2010 the Fiji Ministry of Education moved, however, to adopt the classroom based assessment and moderation procedures as initially recommended by Sadler (Ministry of Education, National Heritage, Culture & Art, Youth & Sports, 2010).

It was however, identified by Maxwell and Cumming (2010) that even in Queensland, where there was significant on-going professional development associated with the implementation of CBA. Overtime, teachers' towards CBA improved and teacher procedural knowledge of CBA increased. The issue is that while Fiji has adopted a form of CBA, there has been, to date little teacher focussed evaluations of its implementation. Therefore the core research question of this thesis is: *What are Fiji teachers' perspectives associated with the implementation of classroom based assessment practices and moderation as the procedure to review consistency between students and schools?*

Chapter 3

Research Methodology

This study is survey research where the focus is on identifying primary teachers' perception as well as their practices and procedures.

This study aimed to identify Fiji teachers' attitudes and practices in the classroom as these relate to assessment and what the Fiji Ministry of Education identify as Classroom Based Assessment. CBA was introduced into the primary school years in 2009 to replace formal external examinations that were previously designed to grade and select students to advance in their education. The research question under investigation centres on: *What are Fiji teachers' perspectives associated with the implementation of classroom based assessment practices and moderation as the procedure to review consistency between students and schools?*

Survey Design

This is mainly a survey based descriptive research study where the purpose was on identifying practices and procedures of the participants. A survey was developed based on the relevant literature and the Fiji educational context to gain an overview of the issues and to provide opportunities for the participating teachers to consider their assessment practices and share these with the researcher.

The survey was designed and administered using the typical social science technique of asking the participants to respond to a positively worded statement (Bryman, 2012; Lyberg et al., 2012). Positively worded statements are used in educational research because negatively worded statements are more confusing to respond to, and are often perceived by

the teacher/reader that the researcher is looking for the negative aspects of teachers' teaching practice.

There is also a significant research literature in psychological and educational research about the difficulties of using negative worded items in surveys because these reverse scored items misfit when doing higher order statistical analysis. For example, Pilotte and Gable (1990) examined factor structures of three versions of the same computer anxiety scale: one with all directly worded stems, one with all negatively worded stems, and one with mixed stems. They found different factor structures when mixed item stems were used on a uni-dimensional scale. Others have found similar results such as, Knight, Chisholm, Marsh, and Godfrey (1988); Marsh (1986); and Melnick and Gable (1990) that positively worded items and negatively worded items loaded on different factors, one for each type and such mis-fitting is considered to contaminate and cause errors in the data analysis.

Participants

This Fiji study was conducted on the main island of Viti Levu. Thirty schools were randomly selected from the pool of primary schools on the main island and invited to participate in the research by the researcher. The purpose of randomly selecting 30 schools from a pool of more than 150 small to large primary schools was to try to gain a representation of teachers from urban schools such as those in and around Suva, to teachers in schools located in the villages and teachers working in the more isolated locations, such as in the mountains.

A requirement of the University ethics approval was the participants needed to remain anonymous, thus the Head Teachers were the point of contact. The researcher approached the Head Teacher of each of the respective school and described the nature of the study and for the Head Teacher to ask teachers across the school to volunteer and complete the *Teacher*

Survey on Assessment in Fiji Schools. Details about the participants is provided in the results chapter

Procedure

Ethical clearance to conduct this research was approved by the University's ethics committee (see appendix) and by the Fiji Ministry of Education. Packages were prepared for these schools which included participants' information sheet, questionnaires and approval letter from the Fiji Ministry of Education and the University of Tasmania Ethical approval letter. The smaller schools which had less than eight classes had five packages hand delivered to the school through the Head Teacher, while the bigger schools, with more teachers were given ten packages with again the Head Teacher asked to inform the teachers that the survey was self-administered, that they were volunteers and their responses would be anonymous.

Each individual school was given two weeks to complete the consent forms and the survey. Some schools did not complete the survey in this time but were given extra time. In a number of settings a follow up phone call was made to the Head Teacher of the school to remind them to follow up on the survey. Out of the total of 200 packages and questionnaires that were given out to the 30 schools involved, 137 teacher surveys were returned to the researcher for analysis. This is a return rate of 69% which is considered a "good return" rate when using a survey research methodology (Fowler, 2013).

Instrument

The questionnaire *Teacher Survey on Assessment in Fiji Schools* was developed by the researcher specifically for this study. The survey was designed to ascertain from teachers how they were planning for, implementing and used CBA procedures in their classrooms and how they were implementing the moderation procedures which were being encouraged

within the Fiji schools as part of CBA. The questionnaire was anonymous, but the teachers were asked to indicate their gender, number of years of teaching and which grade they were currently teaching. Questions about the ethnic background of the teachers (Fiji Indian or indigenous Fiji) was deliberately not asked based on advice and feedback from the University's ethics committee.

The *Teacher Survey on Assessment in Fiji Schools'* survey was in two parts. Part A consisted of 20 positively worded statement items, where the participants were required to respond using a 5 point scale ranging from: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree. For example:

- CBA has enabled me to more effectively assess my students.
- CBA has enabled the students to experience a more interesting and meaningful set of learning tasks/
- We have regular meetings to discuss assessment in this school.

Part B of the survey was short answer and involved 16 questions. The participants were provided with space on the survey to write their response. Part B questions pertained to the implementation of classroom based assessment and its advantages and disadvantages. For example, the following are examples of questions asked of the participating teachers.

- How is, classroom based assessment organised in your classroom?
- What have been the main concerns about CBA and how can they be overcome?
- Please provide examples of where you believe you have successfully used innovative assessment procedures in your classroom.

Both Part A and B items were developed with reference to the research literature and in consultation with practicing Fiji administrators and teachers. This use of local teachers to

review and provide advice and feedback on the design of the survey was to ensure that it was appropriate for the context in which the survey was designed to investigate.

Before the final version of the survey was submitted to the Fiji Ministry of Education for its approval a small pilot study was conducted involving 12 practicing teachers. This group of teachers repeated the survey some two weeks later to gain a test retest reliability correlation measure for Part A of the survey. A test-retest correlation of $r = 0.87$ was obtained, and such an $r =$ score suggested that the teachers were consistently interpreting the survey items (Bryman, 2012).

Also in an urban environment it may have been possible to administer the second part of the survey in a more face to face interview setting, but there were significant difficulties in terms of transport links to many of the Fiji village schools. In Australia, such a teacher survey may also now be handled through the internet, but in Fiji this is not possible because of the lack of internet connection and even mainline electricity connection to many of the towns, villages and schools. Based on feedback from the local authority and the University's ethics committee the decision was, the researcher was to deliver the surveys to the schools once they had agreed to be involved. Just prior to this, the self-administered survey was again "tested" with a group of teachers who received the survey and its information package to ascertain if the survey would work in terms of data collection. Feedback from the participants was positive so the survey was sent out to the schools.

Chapter 4

Results

Teacher Variables

In all 137 primary school Fiji teachers were involved in this study. In terms of gender of the 131 teachers who responded to the gender question 98 were female and 33 were male, that is 75% were female teachers and 25% male teacher (See Figure 4.1).

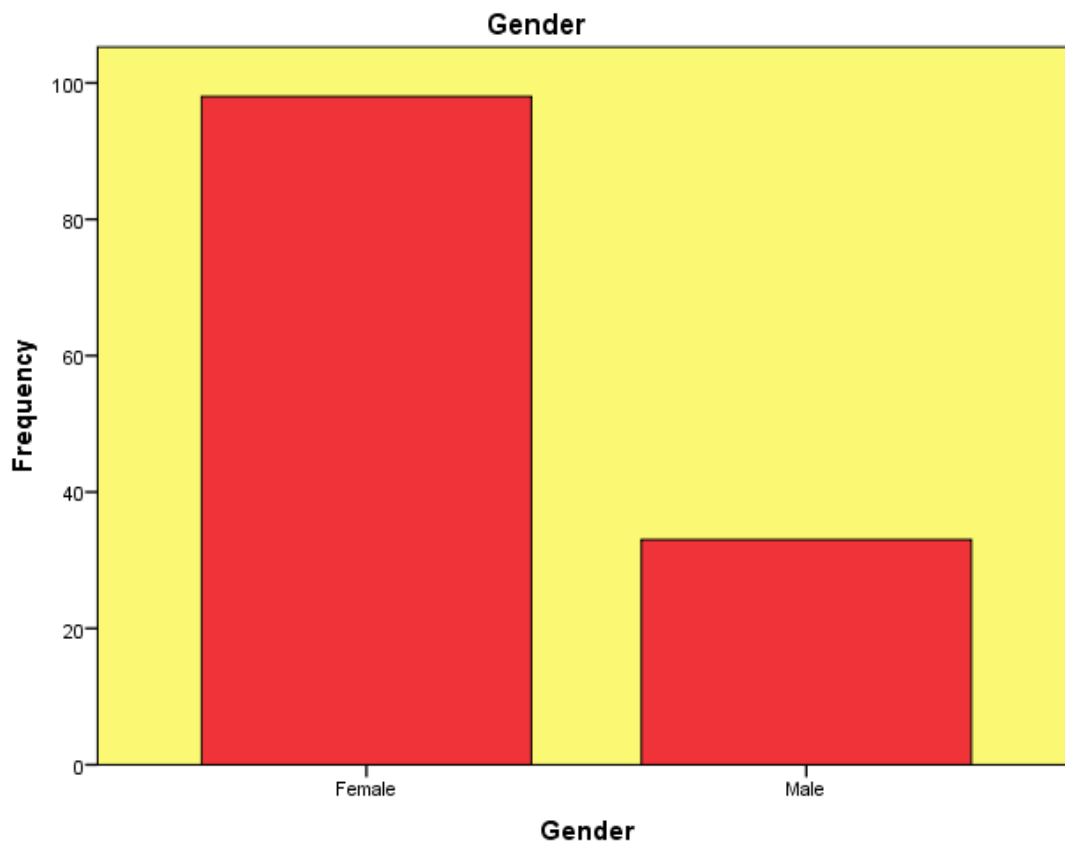


Figure 4.1. Frequency (number) of female teachers and male teachers who completed survey.

The finding that there were more female teachers compared to male teachers in the primary school Grades (Years) was not an unexpected finding.

Of the 137 teachers who did complete the survey they were drawn from across the eight Grades (Year level) of the Fiji primary. The sample has a sound representation of teachers from the early years, the middle school years and upper primary schools years. The number (frequency) of teachers in each Grade (Year) is illustrated in Figure 4.2.

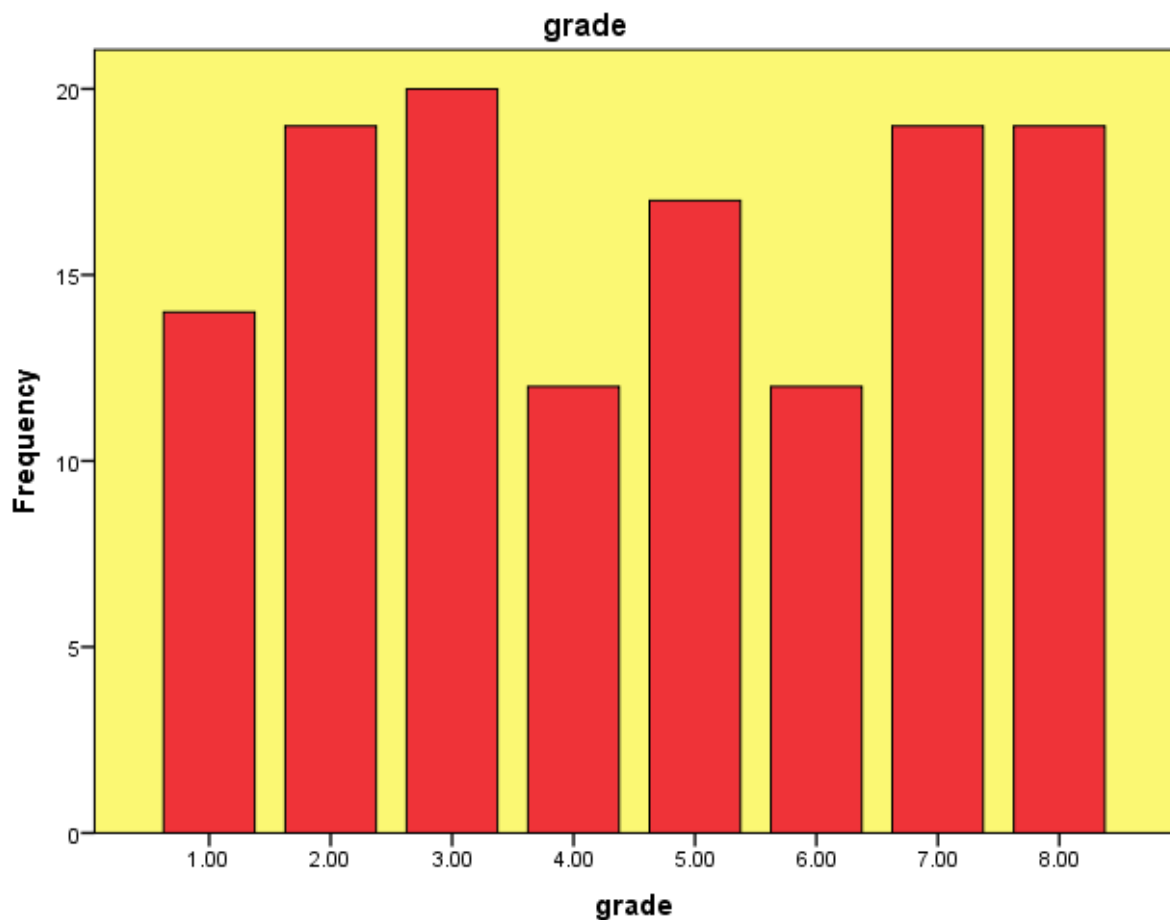


Figure 4.2 Number of Fiji teachers in survey by teaching Grade (Year) level

Looking at the distribution of male to female teachers by Grade (Year) there was a greater concentration of female teachers in the early school years, with more of the male teachers concentrated in the higher school Grades (Years). This disruption is illustrated in Figure 4.3 with the cross tabulation reported in Table 4.1.

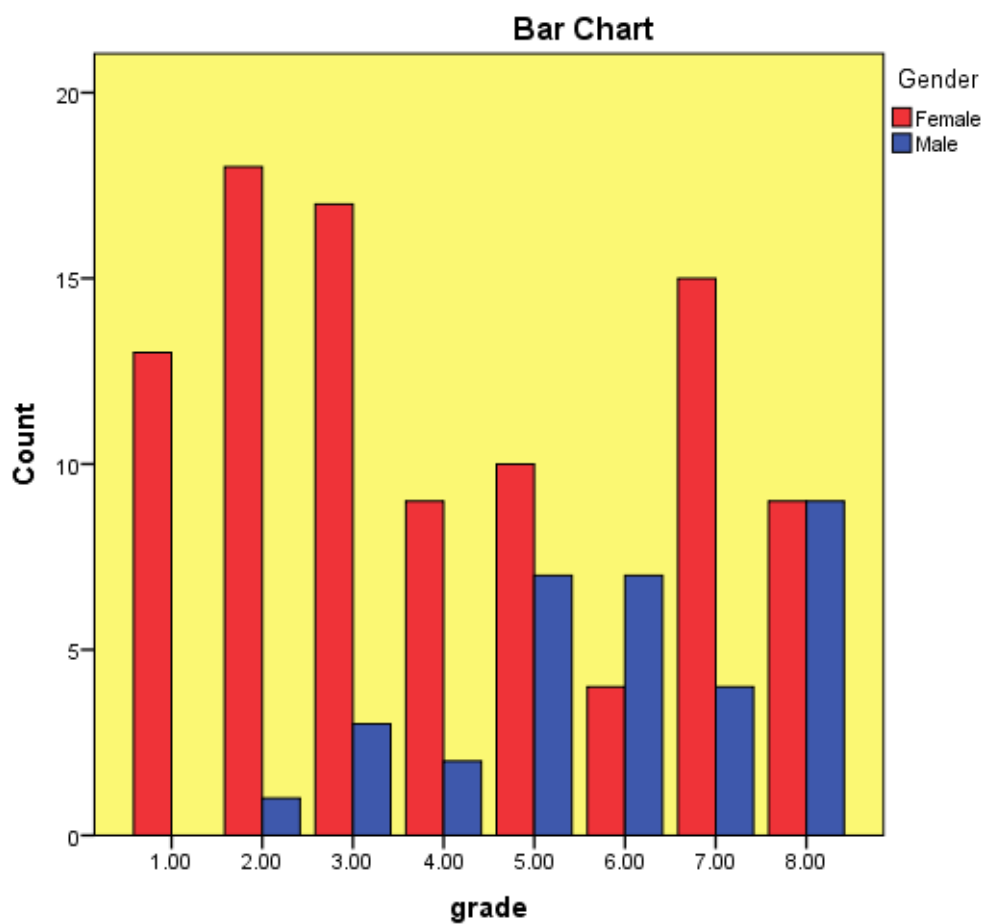


Figure 4.3. Distribution of female to male teachers by teaching Grade (Year).

Table 1 *Cross Tabulation of Teaching Grade by Teachers' Gender*

Grade	Gender		Total
	Female	Male	
1.00	13	0	13
2.00	18	1	19
3.00	17	3	20
4.00	9	2	11
5.00	10	7	17
6.00	4	7	11
7.00	15	4	19
8.00	9	9	18
Total	95	33	128

With reference to years of teaching experience there was a broad distribution. The mean for the 134 teachers who completed this question was 13.38 years with a standard deviation 8.73 years across the sample. This spread of years of teaching experience is illustrated in Figure 4.4, and demonstrates that teachers with a range of teaching experience were being recruited for this study.

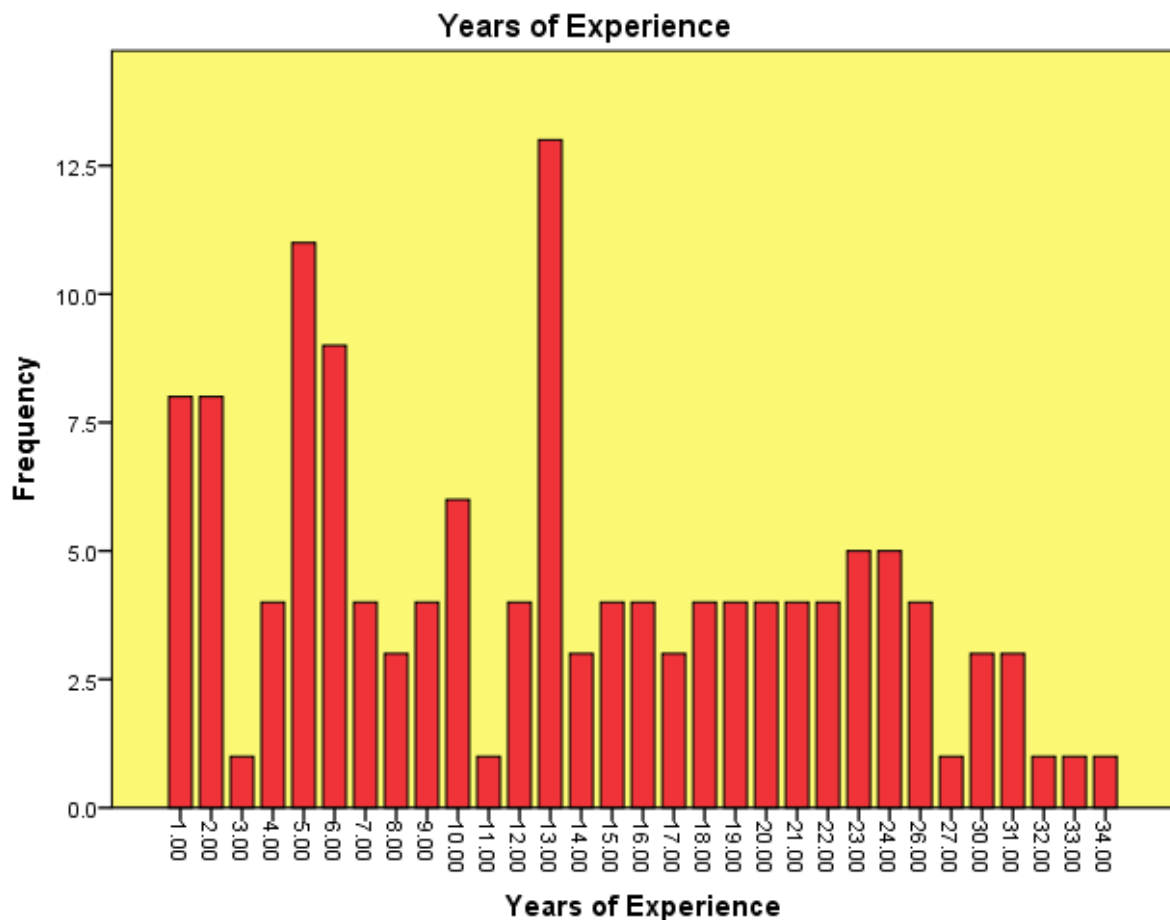


Figure 4.4. Graph of years of teaching experience by number of teachers.

Teachers' Mean (average) Responses to the Survey

The responses from the 137 teachers involved in the study are reported in Table 4.2. The questions are reported from highest level of agreement to lowest level of agreement with mean (average) and standard deviation (spread of responses shown) reported.

Table 4.2

Teachers' Responses to Survey, from High to Low Agreement N =137

Item Questions	Mean	Std D
CBA has helped me to be more innovative and creative in my teaching	4.09	0.98
I know how to design good CBA tasks	4.01	1.03
CBA has highlighted my need for professional development	3.83	0.92
CBA has enabled the students to experience a more interesting and meaningful set of learning tasks	3.81	1.09
Internal moderation needs to occur more regularly	3.65	1.08
The school administration takes an interest in common assessment tasks	3.56	1.08
CBA has enabled me to be more effective assess my students	3.51	1.29
Moderation has helped me to be more effective in the assessment of my students	3.49	0.97
We have regular meetings to discuss assessment in this school	3.48	1.06
CBA has helped in my long term lesson planning	3.45	1.08
Assessment and moderation help inform my teaching	3.44	1.05
CBA has helped in my short term lesson planning	3.42	1.11
I understand the moderation process with CBA	3.34	1.13
Reporting to parents about their child's progress is better now with moderation	3.31	1.03
Moderation practices have enabled the students to experience a more interesting and meaningful set of assessment tasks	3.27	1.05
After moderation meetings students grades are changed to reflect the common standard	3.08	1.06
Moderation meetings are well conducted	2.72	1.16
At moderation meetings I bring samples of student work	2.60	1.18
I often change my students' grades because of moderation meetings	2.24	1.01
We have regular meetings to discuss assessment with other schools	2.21	1.05

As reported in Table 4.2 of the mean responses to each of the survey questions, teachers in this study were supportive of the notion that CBA had helped them to be more innovative and creative in their teaching. They were, however, least likely to agree that they had regular meetings to discuss assessment with other schools. There were five items that scored more

than a mean of 3.5 on the survey, indicating that most teachers reported high levels of agreement with the following statements.

- School administration takes an interest in common assessment tasks
- Internal moderation needs to occur more regularly
- CBA enables students to experience more interesting and meaningful learning tasks
- CBA has highlighted my need for professional development
- I know how to design good CBA tasks
- CBA has helped me to be more innovative and creative in teaching

Most of these high agreements statements support the notion that teachers were willing to implement classroom based assessment and identify some advantages associated with its use in the classroom, particularly in terms of student choice. There were, however some concerns about the process of implementing CBA, which was also articulated in other items in the survey.

There were four items that scored less than a mean of 3 on the survey, thus proposing that most teachers disagreed with following statements.

- We have regular meetings to discuss assessment with other schools
- I often change student grades because of moderation meetings
- At moderation meetings I bring samples of student work
- Moderation meetings are well conducted.

These four concerns relate to moderation and poor practices associated with moderation, such as not bring work samples and having well conducted moderation meetings. The teachers' response to the question "After moderation meetings student grades are changed to reflect common standard" just scored over the mean of 3.0

There were nine items where there was general agreement about the statement, (mean score between 3 and 3.5) suggesting that the teachers were supportive of these statements.

- Moderation practices enable students to experience more interesting and meaningful assessment tasks
- Reporting to parents about the child's progress is better now with moderation
- I understand the moderation process with CBA
- CBA has helped in short term lesson planning
- Assessment and moderation help inform teaching
- CBA has helped in my long term lesson planning
- We have regular meetings to discuss assessment in this school
- Moderation has helped me to be more effective in assessing students
- CBA has enabled me to more effectively assess students
- I know how to design good CBA tasks
- CBA has helped me to be more innovative and creative in teaching.

A recurring finding was a level of agreement about the importance of CBA, with the Fiji teachers supportive of its influence on their teaching practices and planning. The teachers also reported on the need to talk about assessment with peers and their need to better understand the moderation process. This indicates that the implementation of moderation in the schools was not yet systematically handled.

Gender, Years of Experience and Grade Teaching Effects

An ANOVA was conducted on the teacher survey data to investigate if there were significant gender or years of teaching effects in the responses. Gender did not predict any of the 20 items at a statistically significant level. Similarly, years of teaching experience did not predict any of the 20 items at a statistically significant level. Year level did however influence one item response, “CBA has enabled me to more effectively assess students” (Chi-Square = 8.407, $p < .05$), such that teachers in Grades (Years) 6-8 were less likely than teachers in the other Grades to agree with this statement. While this item was statistically significant it was only significant at the $p < .05$ level and so caution is still needed in not over interpreting this difference between the upper primary school teachers and their middle school and early years peers in terms of their attitudes to CBA.

Intra-Correlation Between Survey Items

To investigate the intra-relationship between the 20 items of the teachers’ survey a Pearson Correlation (significant 2 tailed) test was completed. The full correlation matrix is reported in Table 4.3. The 20 survey items are listed on the right hand of the table and the number of the item along the top of the table. For example, the high correlation of $r = .72$ is between survey item 3 and survey item 4. That is, there is a very high correlation and association ($r = .72$) between CBA enabling the teacher to be more effective in assessing his/her students and CBA enabling the students to experience a more interesting and meaningful set of learning tasks.

In Table 4.3, correlations above $r = .20$ are statically significant at the $p < .05$ level, but in terms of meaningfulness those correlations above $r = .50$ are the most significant ($p < .001$) and therefore the most meaningful. Within Table 3 those items that are highly significant and so strongly associated together have been bolded (correlations above $r = .55$).

As noted already there is a correlation between teachers being more effective in their assessment as a consequence of CBA and providing students with more interesting and meaningful learning activities (survey item 3 and 4). There is also a very high correlation ($r = .70$) between assessment and moderation helping to inform teachers' practice and between moderation helping the teachers to be more effective in their assessment (item 11 and 20). The importance of moderation and so reflecting and improving assessment with peers and teacher colleagues was a strong theme in the correlation matrix. For example item 20 is on the importance of moderation with other teachers and it is strongly related to helping teachers design more interesting and meaningful assessment tasks (item 12 and 20, $r = .68$); being more creative and innovative in the classroom (item 13 and 20, $r = .60$); and being able to better report to parents about their child's progress in school (item 15 and 20, $r = .62$).

Table 4.3 *Pearson's Intra-correlations Between the 20 survey items, N = 137*

		1	2	3	4	5	6	7	8	9	10
1	CBA has helped in my long term lesson planning	1.0									
2	CBA has helped in my short term lesson planning	.58	1.0								
3	CBA has enabled me to be more effective assess my students	.57	.49	1.0							
4	CBA has enabled the students to experience a more interesting and meaningful set of learning tasks	.54	.48	.72	1.0						
5	We have regular meetings to discuss assessment in this school	.30	.37	.36	.52	1.0					
6	CBA has highlighted my need for professional development	.20	.08	.31	.28	.07	1.0				
7	We have regular meetings to discuss assessment with other schools	.18	.15	.09	.17	.34	.04	1.0			
8	At moderation meetings I bring samples of student work	.25	.28	.20	.32	.35	.05	.50	1.0		
9	I often change my students' grades because of moderation meetings	.24	.16	.19	.17	.17	.02	.32	.30	1.0	
10	Moderation meetings are well conducted	.20	.27	.21	.32	.42	.01	.41	.52	.25	1.0
11	Assessment and moderation help inform my teaching	.46	.36	.45	.56	.42	.24	.26	.40	.17	.53
12	Moderation practices have enabled the students to experience a more interesting and meaningful set of assessment tasks	.35	.38	.43	.45	.41	.23	.32	.43	.23	.67
13	CBA has helped me to be more innovative and creative in my teaching	.44	.44	.53	.62	.42	.38	.10	.24	.18	.24
14	I understand the moderation process with CBA	.44	.34	.44	.41	.39	.07	.30	.30	.20	.41
15	Reporting to parents about their child's progress is better now with moderation	.50	.36	.48	.55	.41	.18	.30	.35	.19	.38

16	Internal moderation needs to occur more regularly	.46	.35	.38	.44	.38	.35	.06	.24	.13	.27
17	The school administration takes an interest in common assessment tasks	.38	.27	.37	.39	.44	.27	.22	.25	.22	.33
18	After moderation meetings students grades are changed to reflect the common standard	.37	.17	.31	.25	.21	.11	.22	.30	.50	.32
19	I know how to design good CBA tasks	.42	.56	.48	.59	.44	.20	.07	.24	.04	.23
20	Moderation has helped me to be more effective in the assessment of my students	.54	.40	.43	.53	.40	.25	.23	.34	.20	.50
		11	12	13	14	15	16	17	18	19	20
11	Assessment and moderation help inform my teaching	1.0									
12	Moderation practices have enabled the students to experience a more interesting and meaningful set of assessment tasks	.72	1.0								
13	CBA has helped me to be more innovative and creative in my teaching	.50	.51	1.0							
14	I understand the moderation process with CBA	.51	.42	.33	1.0						
15	Reporting to parents about their child's progress is better now with moderation	.62	.55	.55	.64	1.0					
16	Internal moderation needs to occur more regularly	.41	.40	.57	.37	.48	1.0				
17	The school administration takes an interest in common assessment tasks	.33	.43	.42	.36	.30	.44	1.0			
18	After moderation meetings students grades are changed to reflect the common standard	.29	.47	.38	.34	.32	.32	.38	1.0		
19	I know how to design good CBA tasks	.50	.46	.56	.46	.48	.48	.43	.29	1.0	
20	Moderation has helped me to be more effective in the assessment of my students	.70	.68	.60	.55	.62	.55	.43	.43	.58	1.0

The two main patterns in the correlation matrix are, CBA has encouraged more diverse and meaningful practices, which in turn has had a positive influence on the teachers' classroom short and long term planning and in their ability and confidence to design interesting and meaningful learning tasks. The second pattern is, CBA has had a positive influence in enabling teachers to be more innovative and creative in their assessment and teaching practices and this has enabled teachers to be better able to report to the parents of the children they are teaching. The teachers reported that well conducted moderation meetings were associated with the teachers' being samples of their students' work along to those meetings for discussion and review (item 8 and 10, $r = .52$).

Factor Structure of the 20 item Likert Survey

To investigate the pattern of responses from the 137 teachers involved in the study a factor analysis was conducted on the 20 item survey. The extraction method for this factor analysis was principal component analysis, with rotation method being Varimax with Kaiser normalization. A scree plot of the Eigenvalues was generated it suggested three main factors. This plot is shown in Figure 4.5.

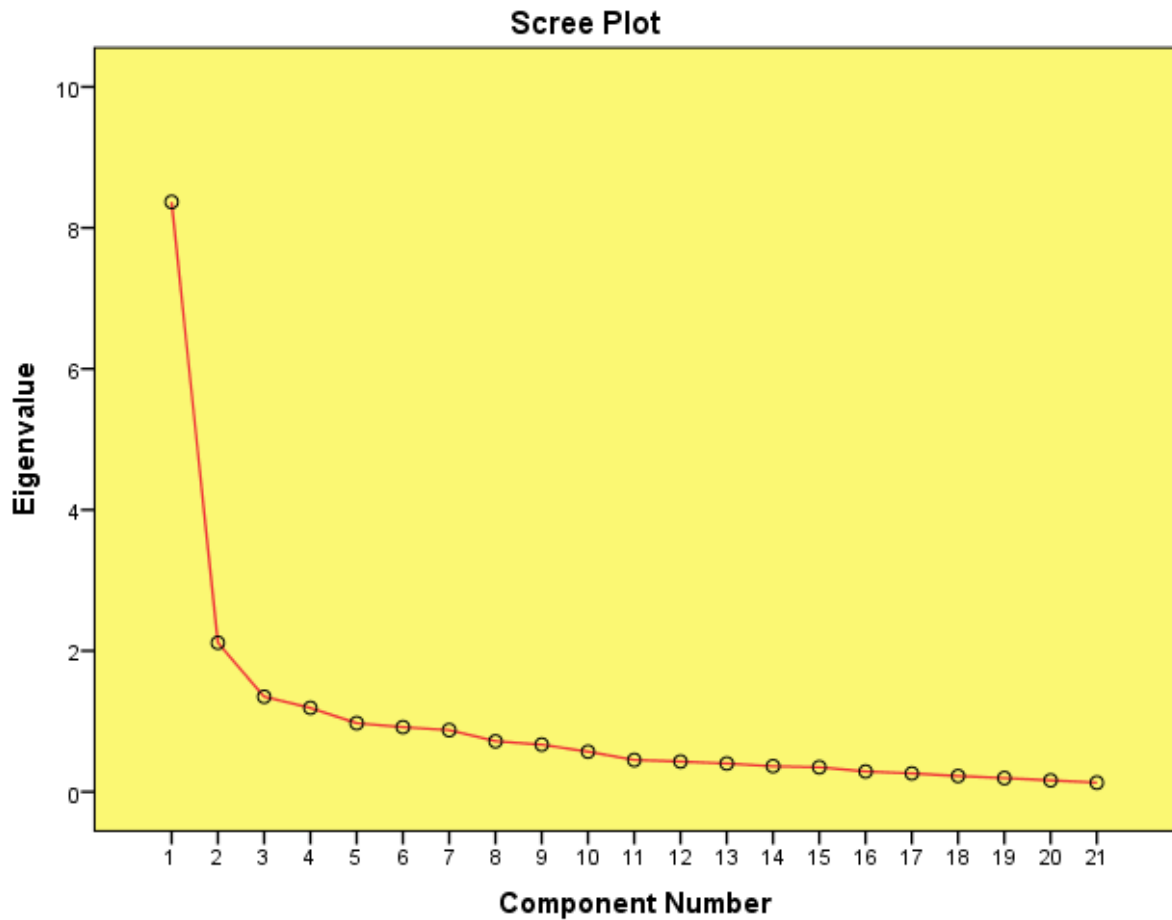


Figure 4.5. Scree factor structure plot for teacher survey.

The three main factors identified in the teachers' survey responses were:

1. Factor 1: CBA had helped in my teaching.

This is the largest factor with 14 of the items loading on this factor.

2. Factor 2: Moderation and assessment meetings, if well conducted are very helpful.

These are 9 items that loaded on this factor.

3. Factor 3: Action as a consequence of moderation.

There were 3 items that loaded on this factor.

As outlined in Table 4.4 there were a few items that loaded on more than one factor suggesting that these items were strongly connected. The factor structure output is supportive of the notion that the 137 teachers were generally positive about CBA. That they perceived it as helping in their teacher. Moderation and assessment meetings were also identified as an important part of CBA and if these meetings were well conducted, moderation should have a positive influence on teachers' CBA. The third factor while significantly small, supports the notion that there is a cohort of teachers who are gaining feed-back from moderation and assessment meetings and this is influencing their programming and grading practices. The individual items and their loading to the three identified factors is shown in Table 4.4.

Table 4.4
Item Responses to the Three Factors Identified in the Teacher Survey

Question, Item	Factors		
	1	2	3
CBA has helped in my long term lesson planning	.63		
CBA has helped in my short term lesson planning	.57		
CBA has enabled me to be more effective assess my students	.77		
CBA has enabled the students to experience a more interesting and meaningful set of learning tasks	.72		
We have regular meetings to discuss assessment in this school		.49	
CBA has highlighted my need for professional development	.64		
We have regular meetings to discuss assessment with other schools		.56	.48
At moderation meetings I bring samples of student work		.57	
I often change my students' grades because of moderation meetings			.79
Moderation meetings are well conducted		.80	
Assessment and moderation help inform my teaching	.48	.69	
Moderation practices have enabled the students to experience a more interesting and meaningful set of assessment tasks	.43	.68	
CBA has helped me to be more innovative and creative in my teaching	.80		
I understand the moderation process with CBA		.57	
Reporting to parents about their child's progress is better now with moderation	.54	.55	
Internal moderation needs to occur more regularly	.75		
The school administration takes an interest in common assessment tasks	.53		
After moderation meetings students grades are changed to reflect the common standard	.41		.65
I know how to design good CBA tasks	.68		
Moderation has helped me to be more effective in the assessment of my students	.58	.60	
Cronback alphas for each factor satisfactory: Factor 1 = .92; Factor 2 = .68; Factor 3 = .72.			

Qualitative Data to the 16 Short Answer Written Questions

In addition to the 20 Likert scale survey items, there were 16 “short answer” questions where the teachers were asked to write a response to the question. Data were collected from these 16 questions using frequency of like and similar responses. For example, if five teachers gave a similar response to the same question a (5) is recorded next to that answer (see Weber, 1985 for this form of frequency counting for content analysis of written responses). Across the 16 written response questions, not all teachers responded to each questions. Some questions, such as those associated with moderation practices were not well answered by the teachers with some teachers skipping those questions and moving on to other questions to write on.

The responses discussed in this section are the top five responses given by the participants. The full extract of the participants’ responses could be viewed as Appendix 4 in this report, with the following Table 4.5 reporting on the five most common responses to each of the 16 questions (survey items 21 to 36).

Table 4.5

Summary of teacher responses to short answer question, the first 5 common response

Short answer question	Teachers' Responses
21) How is class based assessment organised in your classroom?	<ul style="list-style-type: none"> Organised in groups or individually – tests individually & tasks mostly done in groups or pair (42) 3 tasks & 2 short tests & 1 term end exam in a term which has 14 weeks (32) Topic taught prior to implementation of CBA (19) Planned when topic is taken and an activity of interest is designed(12) CBA is conducted fortnightly(11)
22) How class based assessment organised in your school?	<ul style="list-style-type: none"> CBA weeks indicated on term planner (46) Respective teachers prepare and conduct their own CBA (28) Years 3-8 – (3tasks, 2 tests and 1 exam) (20) Years 1 and 2 – 2 tasks, 1 test and 1 exam (14) CBAs conducted fortnightly (14)
23) Examples of different assessment techniques you use in your teaching	<ul style="list-style-type: none"> Drama and role plays (43) Group work (41) Oral assessment, presentation, questioning and worksheets (39) Tests & examinations (28) Experiments (20) Written report (15)
24) Examples of how you have used your student assessment	<ul style="list-style-type: none"> Students getting low mark is an indication that the student does not understand the concept taught (57) Concept is re taught (41) Different methods adopted for re-teaching (24)

information to help inform your teaching	<ul style="list-style-type: none"> • Remedial – taken 2 times a week (7) • Teacher used research work produced by students (6)
25) Examples of innovative assessment procedures used in the classroom	<ul style="list-style-type: none"> • Use of activities in Physical Education Music, Art and Craft (PEMAC) – (31) • Group presentation (13) • Mathematics –using local resources & constructing knowledge (12) • Science and other subjects (because they are hands on activities) (10) • All subjects (Including Physical Education Music Art and Craft) – (4)
26) Examples where difficulties are encountered in using assessment procedures in the classroom	<ul style="list-style-type: none"> • Physical Education Music, Art and Craft - not enough resources to assess in these areas (35) • Lack of resources in the school (18) • Time constraint in assessing (13) • Absence of students during CBA (thus students have to be re taught (11) • Slow learners, non-readers and slow writers (Still face difficulties despite being instructed orally) – (10)
27) Examples where information gathered from the moderation process have been utilised in	<ul style="list-style-type: none"> • Only for Year 8 (7) • Criteria of marking used as a guide (2) • Knowledge gained on how to improve teaching methods (2) • Reduce work of having errors in assessment (2) • Not familiar with the moderation process because it is not done (2)
28) Effect of in-school moderation practices on your teaching	<ul style="list-style-type: none"> • Better distribution of marking criteria (4) • School has own moderation team – however they deal only with Year 8 (3) • Enhance students and teachers' knowledge (2) • Checks on the consistency of teachers' application of marking

	<p>criteria/schemes (2)</p> <ul style="list-style-type: none"> • Improve on how teachers mark students' work (2)
29) Effect of between school moderation practices on teaching	<ul style="list-style-type: none"> • No moderation for between schools (28) • Only for Year 8 - Common Assessment Tasks (5) • Needs to be done for all classes but it is not practised (3) • Affects one's daily teaching (2) • Time consuming and less time for teaching (1)
30a) Main concerns about CBA	<ul style="list-style-type: none"> • Time consuming-no time for remedial/teaching(42) • Not enough resources for CBA (21) • Too many tasks (20) • Recording is burdensome (too many records to fill)-making teaching difficult (18) • Over load for teachers – especially when students get absent or get low marks- (12)
30b) How can they be overcome?	<ul style="list-style-type: none"> • Decrease the number of tasks (27) • Integration & improvise (7) • Reduce recording loads (4) • Reduce the class size (4) • Government to provide resources (2)
31) How is students assessment outcomes reported to parents	<ul style="list-style-type: none"> • Face to face discussion (parents – teachers) (91) • Reports sheets (20) • CAPS – community and Parents programmes (13) • Open door policy –informal visits (7) • Display children's work and CBA files and Learning Records to be made available for parents (6)
32) Type of P.D already had on CBA	<ul style="list-style-type: none"> • Preparation and implementation of CBA- (47) • Preparation of marking criteria/rubrics (18) • How to award and record marks (17) • Requirements for Internal Assessments(16)

	<ul style="list-style-type: none"> • Various types of assessment (7)
33) Type of professional development to be carried out in the future	<ul style="list-style-type: none"> • Detailed Professional Development by experts – personnel to be well- versed with CBA (12) • Innovative ways of making CBA (10) • Class wise workshops (7) • P.D based on subjects rather than classes (5) • P.D on new ways of recording of marks (5)
34) How can assessment procedure be improved in your school	<ul style="list-style-type: none"> • Provide resources (26) • Reduce CBA tasks (18) • Teacher –student ratio (to be realistic) – (6) • More Professional Development (4) • More hands on activities (4)
35) How can assessment procedure be improved in Fiji	<ul style="list-style-type: none"> • Reduce tasks (19) • Reduce class size (7) • Knowledgeable facilitators from Curriculum Advisory Unit (CAS) are able to give clear instructions and proper presentations (6) • Schools to be provided with CBA handouts/teachers guides (4) • Return to the old system (examinations) (3)
36) Other examples of comments?	<ul style="list-style-type: none"> • Reduce the number of CBA (22) • CBA – too time consuming (14) • Makes students complacent because of no examinations (7) • Provide resources (5) • CBA to be properly conducted (3)

In the following section the main points from the short answer responses as reported in Table 4.5 are highlighted.

For most schools CBA related assessment tasks were occurring after four weeks into the term for Grades (Years) 1 and 2, and every fortnight for Grades (Years) 3 to 8. The schools had per subject and per term three required Ministry of Education tasks, two tests and one end of term examination for Grades (Years) 1 to 8, with Grades (Years) 1 and 2 having one less test. In the classroom most teachers organised their assessment individually and it frequently involved worksheets, class essays, tests, and examinations.

The teachers reported that they used student assessment information to inform their teaching and that this feedback gave them the opportunity to design and if need be re-teach the content often using a different method. The teachers mainly used innovative assessment procedures in the subjects of Physical Education, Music, and Art and Craft (PEMAC). This involved evaluating some physical task or the students developing a creative piece of work for assessment. The teachers also identified using drama and role plays along with oral and group presentations instead of set tests.

Survey statements related to understanding moderation received lower level of agreement (see Table 4.2) with more upper Grade primary teachers reporting that they had experience with this practice and then mainly with marking the Year 8 Common Assessment Task (CAT) for the Ministry of Education. In terms of moderation it was identified as being too time consuming and it was often seen to be of limited value in their teaching. Those teachers who commented on the positive aspects of moderation reported that it increased fairness across the school system, enabled them to check the consistency of grading between students, and provided opportunities to use a marking criteria that assisted in the grading of students.

The teachers' main concerns about CBA were that it was too time consuming, involved too many required assessment tasks, that they lacked resources to implement innovative assessment tasks, and the form of CBA required by the Ministry of Education required significant administration time to prepare, organise, print, mark, and record the results. This in turn had a negative impact on the school's budget.

In terms of managing these concerns teachers wanted more resources spent on students' education from the government (when the study was conducted, around Fiji \$30 per child was provided by the government) and a reduction in class size from over 40 students in many classrooms. Teachers wanted: less focus on set academic tests and examinations and more of a focus on students' project work and in-class performance as recorded by the teacher; less record keeping with samples of the students' work also used as a method of record keeping; and a greater integrating of different subjects into the one assessment task.

Teachers' communicate to parents about their child's education involved a formal report card each term along with face to face interviews. Many schools had an 'open door policy' where parents came to school at any time and organised a meeting with the teacher to discuss their child's progress. Many schools also sent home class and school newsletters for the parents to gain a greater understanding about what was occurring in the classroom.

Teachers were interested in more professional development and particularly PD that had a practical application into the classroom. The teachers' suggestions included: how to better prepare and implement CBA; how to design and prepare marking criteria and marking rubrics, how to record results electronically; how to locate relevant resources; and for the teachers to be shown examples of quality practice as developed by other teachers and schools. The teachers also wanted more PD time and for it to be directed more to the classroom teachers and specifically related to particular Grade (Year) levels and subject areas. In-class

PD where someone visited their class and talked with the teachers about ideas, resources and strategies was seen as very relevant.

In summary, the short answer responses expanded on many of the issues identified in the teachers' rating scale responses. Although teachers identified the advantages of CBA, how it was being implemented and interpreted in Fiji with its high focus on set number of assessment items was a major concern. Again the teachers were looking for more leadership and professional in-service to facilitate a version of CBA that would be more manageable and practicable and focussed more on formative as well as summative assessment.

Chapter 5

Discussion

This chapter will review the findings and aims to relate those findings to the relevant research literature and to educational practices.

Background Variables

One of the first findings in this study is the predominance of female teachers in the primary school Grades where 75% of all teachers in the primary schools are female.

Although this ratio of female to male teachers is high there was not gender difference in how the male and female teachers responded to the survey, nor were there any difference by years of teaching experience in how teachers responded to the survey questions. This last finding suggested that there is a common set of concerns that impacted on teachers and those concerns are not necessary shaped by years of experience. Although it not the intention of this study to go into the gender mix of male to female teachers, it is worth noting that there have been calls for greater encouragement of male teachers into the teaching profession, particularly in the primary school Grades (Cushman, 2005; Skelton, 2012). The claim is that “correcting” this male teacher imbalance will provide more male role models for primary school students and reduce the level of “feminisation” of the primary school.

Concerns Raised in the Results

The teachers were generally supportive of CBA with the upper primary teachers interested in maintaining some examination process. This may reflect the reality that upper primary school and secondary school teachers have a greater concentration on specific content knowledge teaching and so are more likely to use formal examinations to test this content knowledge. This may reflect the notion by these upper primary school teachers that they had a greater concentration of science, mathematics and social sciences content

knowledge to teach and so to test for in their classrooms (Gardner, 2012 and that the secondary schools were interested in the Grade 7 and Grade 8 students' end of year examination results. Moreover, primary school teachers should be focussing more on the broad curriculum content and on students' development, and integrating different aspects of the curriculum using themes and topics (Torrance, 2007). The teachers were concerned that the introduction of CBA involved more record keeping which the Ministry of Education required for teachers to make available for scrutiny when the Ministry of Education official comes around for school visits. This suggests that the teachers are maintaining the records but not necessarily using the information contained in these assessment records to assist in changing their classroom program. The claim by Crooks (1998) is that assessment is not about record keeping but it is about using the students' progress as feedback to the teacher.

Some of the teachers in the schools reported a limited understanding of the range and types of assessment practices that teachers could use to effectively assess students. This was especially true for Physical Education, Music, Art and Craft (PEMAC) subjects. This could be attributed to the teachers' lack of knowledge and confidence in assessing these subjects, because these subjects are in part involved assessing students' psychomotor skills development and the students' abilities to express themselves in creative ways. Although formal written examinations can be used in these subjects the teachers responsible for these subjects had limited criterion based marking sheets on which to evaluate the students' performances. While not disagreeing with these concerns, it is not uncommon for teachers to design their own criteria marking sheets or to gain from other teachers' establish marking criteria sheets (Darling-Hammond, 2012; Klenowski & Wyatt-Smith, 2010).

Criteria Marking

CBA is, in part, unique to individual classrooms in the sense that in each classroom the teacher, and the student group is unique and so assessment needs to be unique to that particular teacher and class. This uniqueness does not make a direct comparison between schools' and student performance an easy process (Maxwell 2001), but it does require teachers to understand the criteria on which they are making judgements about students' performance (Earl, 2012). The claim is that although students may have different tasks to perform, there is a need to have a set of grade or level standards on which to evaluate the students' outputs. For example, while students located in different classrooms may read different novels and story books as part of the Fiji English curriculum, all the students across the different classroom and even schools still need to be able to discuss the plot, character development, theme of the text, the writing style of the author, and the vocabulary used in those texts. The moderation across different novels can be achieved when teachers have an understanding of the required Year standards (Fiji Ministry of Education, 2007). The result of each classroom assessment is not intended to standardise the program across schools, but to compare standards and the level of consistency of student performance between students. The criteria for benchmarking students' progress on a task needs to be consistent although the task can have variability (Maxwell & Cumming, 2010).

Assessment and Reporting

The findings from this study identified that the majority of teachers perceived CBA as useful to them and to the students in improving the teaching and learning. This is consistent with the work of Saddler (2000) who said that CBA provided opportunities to teachers to make their program of instruction more meaningful, but for the teacher to still focus on enhancing the students' overall knowledge and performance standards. Unfortunately, many teachers in this study did not fully comprehend the need to have some form of moderation process nor a strong understanding of criteria assessment. They did state that in Fiji, CBA too

often only focussed on formal assessment and not its links to changing teacher practice. In part, this is because the Ministry of Education (Fiji) regulations require teachers to document their assessment tasks and their assessment practices which have a focus on formal summative end of term examinations, rather than ongoing formative assessment. The issue is that the teachers, particularly in the upper Grades tended to rely on examinations to form the main evaluation of the students' knowledge. The main difference is that now these teachers were setting their own examinations, rather than using the external examinations. Changing this approach is going to require ongoing support and a greater use of peer moderation to identify what is being taught and to what standards (Broadfoot, 2007; Maxwell, 2001).

Even so the teachers did indicate that they were able to use CBA for formative purposes. Data indicated that teachers' analysis of their students' marks gave them the opportunity to reteach concepts using different methods. This suggests that there is a combination of summative and formative assessment practices occurring in the Fiji schools, but the level of comparison between classrooms and schools is not a strong feature. The accountability of the teachers' assessment practice is thus governed more by regulations associated with school visits by the relevant school authority. Earl (2012) has said that what is important in education is how teachers use the assessment information they collect to shape the students' learning, rather than just focussed on grading students into levels of performance. In Fiji, the indications are that while teachers are moving towards more use of student assessment to help them inform their teaching, there is still a strong reporting and streaming of students in the Fiji assessment practices. The challenge is, the teachers were often encouraged to deliver different learning programs to students with a diverse or special education background, but still use similar assessment instrument for all of the students (Salvia et al., 2013). This challenge is not unique to Fiji, with Butler and McMunn (2006) and Salvia et al. (2013) noting that teachers need to have criteria on which students are judged

and evaluated, but within the same class those criteria can vary, and it is possible to use a range of measures and activities to evaluate students' learning and not rely only on paper and pencil written tests.

Enhancing assessment practice could also be attributed to the teachers' attitude. Teachers need the confidence and the empowerment to effectively practice CBA in the classrooms. Woods (2010) commented that the quality of students' learning and assessment experiences depend on the confidence and professionalism of teachers. Teachers should know how to "design" engaging and effective learning experiences for their students. The data indicated that many of the primary school teachers were concerned with having to create different assessment tasks for individual subjects (for example, Maths, English, Science and PEMAC) in the classroom rather than having the students complete a task that included a range of assessment criteria. This problem lies with the teachers not having the time, resources and support to create individual assessment tasks. This concern is also reflective that for some teachers assessment only really occurs at the end of a term rather than as an integrated aspect of student learning (Maxwell, 2001; Saddler, 2000).

The important thing is that, teachers need to adapt any technique that anyone else might show them and be able to make it work in their local context. This creates ownership and shares responsibility for learning with the teacher. The key requirements of these techniques are that they must be relevant to teachers' practice, and teachers must see them as feasible. If teachers think that what they are being asked is not feasible in a classroom situation they are less likely to do it (Johnston, 2012).

The teachers identified the need to improvise and integrate assessment. They may need support through PD or school meetings to further develop the skills and confidence to

integrate assessment tasks. This could also reduce the problem of voluminous work which is one of the critical issues being identified in this research.

The research also identified the lack of resource in the school and this included a lack of paper, printing resources, and computers for preparing assessment. The need to have tasks, tests and examinations in print mode was a financial drain on the schools. Recently a policy of “One Laptop per Child”(OLPC) was launched into the Fiji schools. This could be a timely and cost cutting measures since teachers and students could use the laptops for assessment purposes. In time, teachers could develop assessment tasks and students can download them onto their laptops for their assessment needs.

One of the core issues noted in this study is that while Fiji is using the term CBA, its interpretation has a very strong focus on summative assessment and assessment *of* learning. There needs to be a broader interpretation of CBA in Fiji schools, as the research and assessment literature (i.e., Darling-Hammond, 2012; Johnson, 2013; Hill & McNamara, 2012) strongly recommended that CBA needs to be designed so that there is a strong link between students’ learning and the ongoing evaluation of that learning, to better “fit” the program of instruction to the child. In the interpretation of CBA as reported by the teachers in this study, in the Fiji context there is still an over emphasis on the child having to “fit” the education provided. The examinations and tests are still used to grade and rank students and often to select students into streamed ability groups. This is not what CBA should be about. This therefore, raises concerns about possible over assessment in the Fiji schools. That is, assessing children for assessment and for reporting sake, rather than using assessment as a way of providing ongoing feedback to the teacher so that the program of instruction can be enhanced for the child. This change in focus can be achieved through a stronger emphasis on reviewing and interpreting the Fiji students’ work outputs and the students’ “errors” and

adapting the daily program of instruction as a consequence of this information about the students' academic and social progress with the classroom tasks.

Professional Development

The findings of this research highlighted that Fiji teachers are able to adjust to the new requirements associated with CBA and while this adjustment is ongoing, the teachers were asking for more professional development. What form this teacher professional developing needs to take was unclear. Many of the written teacher comments were critical of past experiences with professional development.

Teachers reported that the different individuals who conduct PD in Fiji often had their own versions or interpretations, which then created confusion for the teachers when implementing the policy and the required assessment practices. Ministry of Education personnel who conduct PD therefore need to be well versed with the information they are disseminating to the teachers. The findings suggest that while teachers are looking for quality professional development this is not always being delivered.

There are avenues that could be explored for teachers to develop professionally. Teachers could be encouraged to attend high quality conferences that are relevant to their fields of assessment. Instead of sending senior Educational personnel, classroom teachers should be given the opportunity to attend these educational events occurring in Fiji and/or around the world.

Another avenue that could be explored is encouraging teachers to join world – wide teacher websites, such as the Australian Council for Educational Research (ACER). The Fiji Ministry of Education should set up free internet in schools so teachers have the opportunity to join such organisations and keep abreast of innovative ways of teaching and doing

assessment that are occurring around the world. Teachers could also download articles from the websites and bring them for discussions when they have their monthly staff meetings.

Moderation

Teachers in this Fiji study were supportive of CBA, but they seemed to lack the understanding of the moderation process. Moderation is an essential component of assessment and it can take a variety of forms (Darling-Hammond, 2012; Johnson, 2013). It is intended to help produce valid and reliable teacher judgements and standards for students between classes and schools (Klenowski & Wyatt-Smith, 2010). The traditional moderation emphasis has been on ensuring that markers are marking to the same standards and are consistent across the cohort students whose work is being evaluated. That is, regardless of who is marking the students' work, that work is being uniformly evaluated against some common and understood standard level or criteria that is being used by all markers involved in the assessment task (Darling-Hammond, 2012; Wyatt-Smith, Klenowski, & Gunn, 2010).). Most of the Fiji teachers who had been involved with formal moderation were those teachers who traditionally took part in preparing and marking external examination scripts. With the new assessment expectations, teachers of Year 8 are the only ones engaging in moderation since they are involved with marking of (Common Assessment Tasks) CATS.

One comment raised by the teachers in this study was that moderation utilised valuable teaching time which suggests that at least for some teachers they were attending moderation meetings in school time. When and how moderation meetings are conducted is determined by the Head Teachers of the schools and by the local Fiji educational authority. While acknowledging that these moderations meetings can be time consuming the claim by [Lumadi, \(2013\)](#) is that teachers need to have the confidence to step away from what is routine to

[experiment with different and innovative ways of making their teaching and assessment interesting and relevant.](#)

Whether it was the use of the term “moderation” that confused teachers, but the indications are that primary school teachers did not identify with the practice except if the teacher was in the upper school. This is not saying that peer teacher reviews of other teachers and their teaching activities, assessment and grading procedures is not occurring, but the indications are procedures to ensure that there is some level of consistence between teachers in terms of grading and reporting may not be occurring. Maintaining this consistence may involve gaining consistency between teachers, based on the curriculum documents and a greater understanding of what is the required standard and performance outcome associated with each learning level or Grade standard. This usually requires establishing an agreed set of student performance criteria or benchmarks that different teachers can use to evaluate their students’ performance to those criteria (Darling-Hammond, 2012). From this perspective moderation is something that needs to be ongoing between teachers and across Year levels and is part of building a community of positive practices within the school. It may be as simple as sharing common assessment benchmark criteria between teachers, who are teaching similar content and Year levels. It may involve sharing and exchanging student work samples so different teachers can review and comment on the different student’s work, with the other teachers sharing their judgements about how they would evaluate or grade that work and teach that student.

Moderation and team teacher meetings need to be planned for, to meet regularly, and to focussed on enhancing the teaching and assessment practices across the school (Earl, 2012; Salvia et al., 2013). The Ministry of Education (Fiji) has taken steps to ensure this is occurring through the requirement for each school to have an assessment policy and with the re-introduction of the school review (inspectorial) procedures each school must document

and report on how assessment is being implemented and facilitated across the school (Fiji Ministry of Education, National Heritage, Culture & Arts, 2014).

The evidence from this research is that moderation and CBA requires greater ongoing teacher and in-school support. This finding is, in part, consistent with Maxwell's study (2001) who noted from the Queensland experience with CBA that it took teachers a long-time to feel comfortable with making judgements about other teachers' students and those students' performance on assessment tasks. It also took a long-time for teachers to gain an understanding of how to use the moderation process to focus on students' work standards, and for teacher led moderation meetings not to be seen as critiquing other teachers' judgments (Maxwell, 2001). In Fiji, with its strong village and clan system and traditions associated with respecting one's elders, there may be additional challenges associated with team and moderation teachers meetings that were not so obvious in the Queensland context with Queensland teachers more willing to appraise other teachers in an open forum.

There are some indications that some teachers in the upper primary Grades had the desire to revert back to formal national examinations even though research has shown that feedback delivered once a year from standardized national assessments was far too infrequent and too broadly focussed to be very helpful (Kellaghan & Greaney, 2003). For reporting purposes to parents, Fiji teachers are still required to do a summative evaluation of the students' learning and schooling progress twice in an academic year, reporting to parents once in the middle and once at the end of the academic year. This summative reporting focussed assessment should now be complemented with more ongoing formative assessment also included. The indications are that there is too greater a focus on summative assessment in the upper school Grades. This research is not saying that this is a bad or a good thing, but it does raise questions about the balance between formative and summative assessment in the upper Grades. The expectation is that both assessment *for* learning and assessment *of* learning

will be occurring in a contemporary classroom and that formative assessment should be informing summative assessment, and both of these practices have an important place in educational practice.

More of the upper Grade teachers were supportive of the notion that standardised examinations still had a role in the evaluation of students, but even so, these teachers were supportive of the opportunities that CBA had provided for them in terms of their ability to design and adapt their classroom program. Overall, the teachers liked the opportunities CBA brought to their teaching in terms of the variability of programming and the opportunities to make their teaching more interesting and motivating for their students.

In overviewing the findings from this research, there is support for Bachus' (2000) comments on education policy and its implementation. Bachus argued that educational policies were only effective, if those policies are implemented, monitored, and if need be modified by informed and professionally sustained teachers. While this study is supportive of the change in policy towards CBA in Fiji primary schools, there is still a need for more teacher understandings about those policies, particularly as they refer to: (1) teachers' ability to review their grading and assessment practices using some form of moderation progress; and (2) for teachers to gain a greater confidence in using formative assessment for reporting purposes. Certainly, this research is supportive of Bachus' research that argued that school policies can and will only be effective if schools have "professionally well-prepared teachers who are able to translate these policies into effective practice (s)" (Bachus, 2000, p 53).

Community of Practice

As identified above, the Fiji teachers were looking for ongoing professional development and they are interested and wanting to provide a quality education for the students they are teaching. These issues are also a concern across the international

educational setting, and one approach to enhance school based teaching and assessment practices is to aim to develop a community of practice within the school (Wood, 2009) which is sometimes also called a professional learning community (Huffman & Hipp, 2003). The establishment within the school of a professional learning community (PLC) requires the Head Teacher (principal) to be: energetically engaged in providing for it, through active leadership; encouraging a shared responsibility within the school, focussing on student learning outcomes; promoting the implementation of effective practices; providing support, follow up and encouragement; as well by making available to the teachers the time and opportunities to engage with each other and to engage with the school administration (Huffman & Hipp, 2003; Leclerc, Moreau, Dumouchel & Sallafranque-St-Louis, 2012; Wood, 2009).

Bringing teachers together so they are able to work together and to learn from each other creates opportunities for building teacher capacity, with Leclerc et al. (2012) recommending four strategies to encourage this process.

1. The school needs to offer opportunities where teachers are encouraged to discuss pedagogical and assessment practices among themselves and to engage in a dialogue about these practices.
2. Adapt a culture of inquire based concern about students' progress and student evaluations, where new ideas are considered and explored and old ones are critically reviewed. This requires the principal in collaboration with the teachers to review the school and student data and identify areas of strength and improvement.
3. Encourage teachers to spend time in other teachers' classroom and provide feedback and an opportunities for both teachers to explain and elaborate on

what is occurring and why. This colleague based feedback is considered an essential component in professional learning communities.

4. Use local and district expert teachers or others to participate in the discussions.

This local expertise may be a teacher or Principal from the local and/ another district. Bringing in other teachers who have worked on similar problems and identified possible solutions encourages teachers to look for new ways to enhance students learning and the evaluation of that learning and also helps to break down the isolation between teachers and schools.

The claim is that at the core of a professional learning community within a school is the need to have teachers working and sharing their common goals and aspirations by promoting productive interactions that enhanced teachers' pedagogical practices and solved classroom difficulties (Huffman & Hipp, 2003). To better achieve this the Fiji Ministry of Education could liaise with the two local Universities, the University of the South Pacific and the Fiji National University, to conduct additional conferences with the possible assistance of outside donors, such as Australia's AustAid program which is part of the Department of Foreign Affairs and Trade. These teachers based conferences and workshops would be designed to help teachers broaden their skills, knowledge and expertise on innovative ways that could be utilised in the classrooms.

Limitations and Future Directions for this Research

This research has some limitations. First the data were collected only from practising teachers in the Central Division located on the main island of Fiji. The study also relied on the co-operation of the Head Teacher in each school to inform the staff of the opportunity available to the teachers to participate in this study. Although the overall rate of return of 68% is considered good for survey research (Fowler, 2013) it is also possible that the more

engaged teachers were the ones who self-selected to participate with this survey research. Thus, the method of data collect may have indirectly biased the selection of willing participants who may have been more supportive of CBA. Although the survey was piloted before it was administered the term “moderation” as used in the survey did not connect well with many of the primary teachers, particularly for those teachers in the lower and middle school Grades. The consequence was that in the short answer section this question was not well responded to by some teachers. If the study was repeated an addition question would be included about how often teachers shared their practices with each other and what procedures they used to ensure that they maintained assessment standards across the school. These two questions, while indirectly referring to the process of teacher to teacher moderation, avoids the use the term moderation as part of the statement and so may be better answered by the teachers who may be less familiar with the term moderation.

The research method of choice in this research was a survey based methodology and while this is a very legitimate method, a future study may try to gain more information using teacher interviews and even more school visits to further identify the similarities and differences in assessment practices.

This research occurred at a period of change within Fiji education with a number of assessment and monitoring procedures also being introduced, in addition to CBA. The survey did not ascertain teachers’ responses to issues associated with the Fiji wide standardised testing of students’ literacy and numeracy achievement, called LANA (Literacy And Numeracy Assessment) in Years 4 and 6, nor the impact of the Common Assessment Tasks (CAT) in Year 8.

The survey did not directly investigate the recent Fiji Ministry of Education policies requirement for each school to have an assessment policy, or the impact of the re-introduction

of the school review (inspectorial) procedures on teachers' assessment methods. If this study was repeated, it is likely that there would be additional questions that considered the impact of LANA and the school review process on teachers' assessment practices.

Conclusion

The overall results of this survey suggest that Fiji teachers are developing a positive understanding of CBA. There is evidence that the Fiji school assessment practices are multifaceted, multimodal (using a variety methods) and take place over multiple time scales. Cowie, Moreland, and OtreI-Cass (2013) have argued that these three attributes promote students' learning and at the same time still maintain a system of school accountabilities in terms of monitoring students' achievement standards.

This research has laid the basis for additional investigations to document what is positive and what needs more attention with Fiji teachers use of formative and summative assessment practices. The study has identified general support for CBA and the advantages it brings to the classrooms, speciality the ability of teachers to be more creative and professionally responsible for the design and implementation of curriculum and assessment practices that are better designed for the benefit of students in Fiji. The main concern identified was in the ability of teachers to use some form of moderation across the school to review standards as well as review between class educational and assessment practices. The indications are that this use of some level of moderation and review procedure is not occurring regularly or systematically. Overall, the teachers liked the opportunities CBA brought to their teaching in terms of variability of programming, making their teaching more interesting and motivating for their students.

The teachers reported that CBA had assisted them in their ability to report to parents and in part, this reflects the ability of teachers, using CBA to design curriculum and learning

tasks that have more relevance to the community in which the school is located. This is an important outcome as it suggests that assessment practices in primary schools in Fiji have moved away from a focus on assessment *of* learning. Traditionally, the formal standardised examinations in the Fiji primary schools had a significant role in selecting students who were most likely to “benefit” and to cope with high school. Thus, the examinations had the negative effect of blocking and preventing some students from progressing on in their education. That is, the students either had to be successful on the learning tasks measured by the formal “paper and pencil” written tests, or consider leaving school. This use of examinations to exclude students from an education, particularly those students who may be the more disadvantaged, is considered to be a negative aspect of assessment (Darling-Hammond, 2012; Salvia et al., 2013). The contemporary view of education is that it is a mechanism for upward social mobility and it needs to be inclusive, rather than exclusive in focus for students (Earl, 2012).

In this research the teachers identified the advantages of CBA, but how it was being implemented and interpreted in Fiji was a concern, with too great a focus on a set number of assessment items. The primary teachers were looking for more leadership and professional in-service to facilitate a version of CBA that would be more manageable and practicable and focussed more on formative as well as summative assessment.

In terms of reporting to parents there is some evidence to suggest that summative and more formal examination based assessment is preferred in the upper Grades. The need is to maintain a balance between formative and summative assessment and for students to experience a variety of assessment practices and forms of assessment feedback. This research has as its theoretical framework the notion of the teacher as an agent for change in schools. In particular, this study is supportive of the hypotheses that first, Fiji primary school teachers can be active agents of change and second, their confidence to design interesting and

meaningful instructional and assessment tasks is likely to be enhanced as teachers realise that assessment *of, for* and *as* learning is a dynamic process, but one that can be enriched through sharing and dialogue with others and through formal and informal ongoing professional development.

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APPENDIX 1 RESEARCH QUESTIONNAIRE

Teacher Survey on Assessment in Fiji Schools M. Tikoduadua, & I. Hay, (2013)	
I teach grade: _____	
I have been teaching for _____ years	
My gender is _____	

There are no right or wrong answers with this questionnaire.

The answers are for research purposes only. How you answer will have no impact on your position. This survey is just to gain a teacher's perception of the topic.

Please indicate your responses to each of the following statements by circling the number that represents your general opinion.

Example of response to statement: *I like the weather in Fiji*, a person who likes the temperature and the cool breezes may circle 4 (I agree), however a person who finds it too wet and hot may circle 2 (I disagree). Both are "correct" as it is their perception (viewpoint) about the statement. CBA stands for Classroom Based Assessment.

1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree

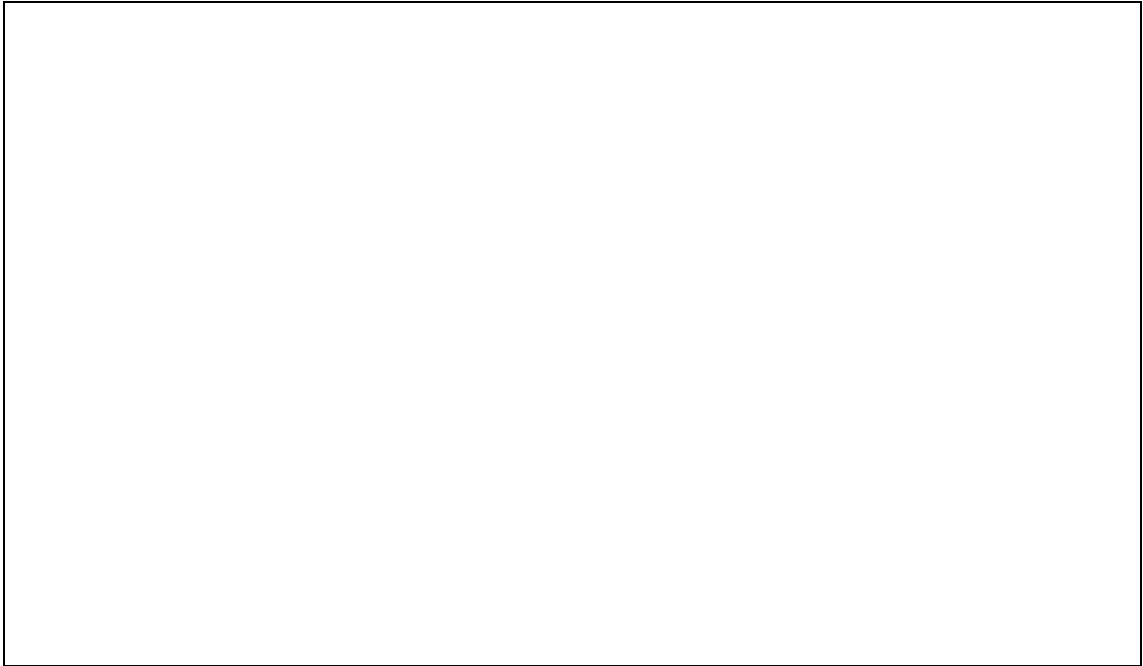
	Statement	Circle
1	CBA has helped in my long term lesson planning	1 2 3 4 5
2	CBA has helped in my short term lesson planning	1 2 3 4 5
3	CBA has enabled me to more effectively assess my students	1 2 3 4 5
4	CBA has enabled the students to experience a more interesting and meaningful set of learning tasks	1 2 3 4 5
5	We have regular meetings to discuss assessment in this school	1 2 3 4 5
6	CBA has highlighted my need for professional development	1 2 3 4 5

7	We have regular meetings to discuss assessment with other schools	1	2	3	4	5
8	At moderation meetings I bring samples of student work	1	2	3	4	5
9	I often change my students' grades because of moderation meetings	1	2	3	4	5
10	Moderation meetings are well conducted	1	2	3	4	5
11	Assessment and moderation help inform my teaching	1	2	3	4	5
12	Moderation practices have enabled the students to experience a more interesting and meaningful set of assessment tasks	1	2	3	4	5
13	CBA has helped me to be more innovative and creative in my teaching	1	2	3	4	5
14	I understand the moderation process with CBA	1	2	3	4	5
15	Reporting to parents about their child's progress is better now with moderation	1	2	3	4	5
16	Internal moderation needs to occur more regularly	1	2	3	4	5
17	The school administration takes an interest in common assessment tasks	1	2	3	4	5
18	After moderation meetings students grades are changed to reflect the common standard	1	2	3	4	5
19	I know how to design good CBA tasks	1	2	3	4	5
20	Moderation has helped me to be more effective in assessment my students	1	2	3	4	5

Part B

Please write a statement to each of these questions. Again there are no right or wrong answers. We understand that the questions are general so think about what has happen recently in your class or school. Your answers are anonymous and this is not a timed survey so take as long as you need to complete the following questions.

1. How is classroom based assessment organised in your classroom?



2. How is classroom based assessment organised in your school?



3. Give examples of different assessment techniques you use in your teaching (consider different curriculum areas)

4. Give examples of how you have used your student assessment information to help inform your teaching?

- 5 Please provide examples of where you believe you have successfully used innovative assessment procedures in your classroom.

- 6 Please provide examples of where you believe you have had difficulties using assessment procedures in your classroom

- 7 Please provide examples of where you believe you have used information gained from the moderation procedures to enhance your teaching

- 8 What has been the effect of in-school moderation practices on your teaching?

9 What has been the effect of between-school moderation practices on your teaching?

10 What have been the main concerns about CBA and how can they be overcome?

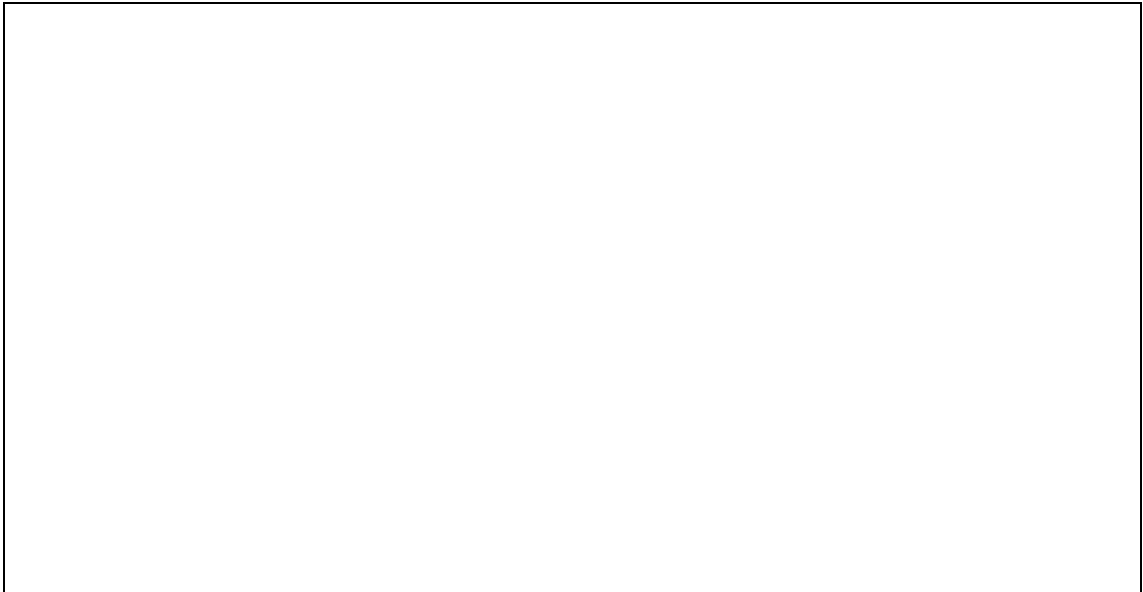
11 Please provide examples about how you communicate the students' assessment outcomes to the students' parents?

12 Describe the type of professional development you have had on CBA?

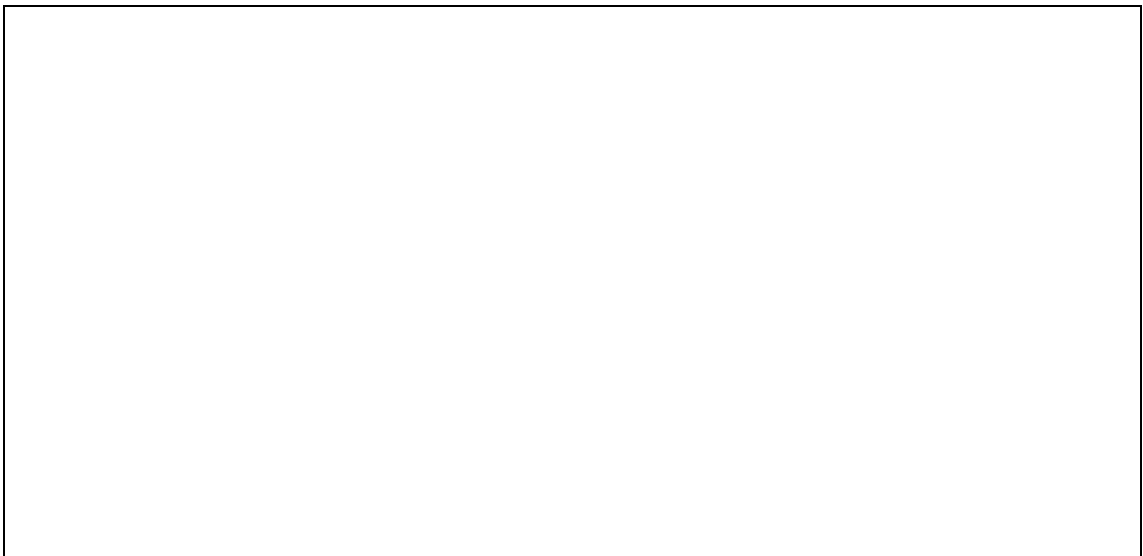
13 Describe the type of professional development you would like to see in the future on CBA?

14 How do you think the assessment procedure can be improved in your school?

15 How do you think the assessment procedure can be improved in Fiji?



16 Any other examples or comments about CBA?



Thank you

Professor Ian Hay Faculty of Education, University of Tasmania

Locked Bag 1307 Launceston Tasmania 7250 Australia

Phone 0061 3 6324 3265 Fax 0061 3 6324 3048



This information sheet for Fiji teachers for a study into Fiji teaching practices associated with Classroom Based Assessment

Dated: 01/07/2013

Invitation

We would like to invite you to participate in a study to investigate teaching practices associated with Classroom Based Assessment (CBA) in Fiji schools.

This study is being conducted in partial fulfilment of a Master of Education degree. The student investigator is Mereseini Tikoduadua who was awarded the Kate McPherson Scholarship to undertake a Master of Education at the University of Tasmania. Mereseini is supported in this study by the chief investigator Professor Ian Hay.

We would greatly appreciate your participation in this survey which should take about 25 minutes of your time to complete.

What is the purpose of this study?

This research study is investigating assessment practices and in particular CBA procedures within the Fiji classrooms.

This study is guided by the following research question.

- How are Fiji teachers implementing Classroom Based Assessment (CBA) in their classrooms?

Why have I been invited to participate?

You have been invited to participate in this study because your school was randomly selected to participate by the researcher to gain a sample of schools in Fiji.

Your participation in this study is completely voluntary and there are no right or wrong answers associated with your responses.

The survey does not contain questions which will identify you or your school and in all 30 teachers are being asked to respond to the survey.

What will I be asked to do?

The completion of the survey demonstrates that you have provided consent to participate.

You are being asked to participate in an interview on the topic “Class Based Assessment” by the researcher (Mereseini Tikoduadua).

The interview should not take more than 30 minutes.

Are there any possible benefits from participation in this study?

This study has two potential benefits.

1. It will provide an opportunity for teachers to record and reflect on their assessment practices.
2. It may assist in planning future professional learning related to CBA.

Are there any possible risks from participation in this study?

We do not foresee any risks from participation in this study, but please let us know if you have any concerns.

What if I change my mind during or after the study?

If you start the interview and then you do not wish to complete there are no consequences. You can leave out some questions and you will not be held responsible in any way.

What will happen to the information when this study is over?

The information received from teachers will be treated in a confidential manner. All interviews will be transcribed and the transcripts will be held by the University of Tasmania, Australia for a period of at least five (5) years from the date of the research. After this date the transcripts will be destroyed by the researchers.

The teacher transcribed transcripts will be stored within electronic files accessed via a password-protected computer. Paper copies will be kept in a locked filing cabinet and/or secure place accessible only to the researchers. All survey information will only be accessed by the researchers involved.

How will the results of the study be published?

The results of this study will be part of a Master of Education research thesis and this document will be publicly available through the School of Education, University of Tasmania. It is also envisaged that the overall findings from this study will be shared with participants and with the Fiji Ministry of Education, as well as published in teacher professional

publications where appropriate. The expectation is that by September of this year a summary of the findings will be sent to the schools that participated.

Again no schools will be identifiable in all publication or presentation.

What if I have questions about this study?

If you have any further questions about this study you can contact the following investigators.

Chief Investigator

Professor Ian Hay

Ph 0061 3 6324 3144

Email: Ian.Hay@uta

Student Investigator

Mereseini Tikoduadua

Ph. 9772287

Email: Mereseini.Tikoduadua@utas.edu.au

This study has been approved by the Tasmanian Social Sciences Human Research Ethics Committee (HREC). If you have concerns or complaints about the conduct of this study, please contact the Executive Officer of the HREC (Tasmania) Network on 0061 3 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. Please quote ethics reference number [\[H0013213\]](#).

This information sheet is for you to keep.

Thank you for your time.

Professor Ian Hay and Mereseini Tikoduadua



**MINISTRY OF EDUCATION, NATIONAL HERITAGE
CULTURE & ARTS**

Quality Education for Change, Peace and Progress



Resident Address: Marela House, 19 Thurston Street, Suva, Fiji.

Ph: (679) 3314477

Postal Address: Private Mail Bag, Government Buildings, Suva, Fiji.

Fax: (679) 3303511

Our Reference: RA/43/04/12

Date: 8th November, 2012.

Mereseini Vuibau Tikoduadua
University of Tasmania
Australia.

Re: Official Approval to conduct Research Studies in the Ministry of Education.

Dear Madam,

We are pleased to inform that your request to conduct research studies in the Ministry on the topic *'The perception of Primary School teachers in Fiji in using the newly introduced CBA to inform and improve students learning'* has been approved.

This approval is for the period as specified from July 2012/2013.

Please liaise with the relevant Educational Personnel to seek your data required and be further advised that the legislations and policies on data confidentiality within the Ministry supersedes this approval. Furthermore, the Ministry's procedures must not be compromised in any way.

As a condition for all research approvals, a copy of the final research paper must be submitted to this office upon completion. This will be reserved in the MOE Research library and will be availed for reference by Senior Ministry and Government officials.

Moreover, it is important to note that the Ministry of Education reserves a right to publish the final report or an edited summary of it.

We further wish you success in your research.

Ravai Antonio [Mr]

for **Permanent Secretary for Education, National Heritage, Culture and Arts.**

cc. Research File

ALL COMMUNICATIONS TO BE ADDRESSED TO THE PERMANENT SECRETARY FOR EDUCATION,
NATIONAL HERITAGE, CULTURE & ARTS.

Appendix 4 – Qualitative Data Analysis

QUESTIONS	RESPONSES
1) How is classroom based assessment organised in your classroom?	<ul style="list-style-type: none"> Organised in groups or individually – tests individually & tasks mostly done in groups or pair (42) 3 tasks & 2 short tests & 1 term end exam (32) Topic taught prior to implementation of CBA (19) Planned when topic is taken & an activity of interest is designed(12) Students <ul style="list-style-type: none"> -Informed about CBA prior to it being taken (4) -Given clear instructions on what to be done & resources needed(# - assisted when the need arises(2) Conducted fortnightly(11) Remedial for challenging learners CBA depends on syllabus covered prior to CBA (3) Helps students understand a concept fully Every 4 weeks (for Cl. 1 & 2 - 2 CBA & 1 exam)-(6) Practical CBA in PEMAC – students do it in their books (2) All activities based on learning indicators(7) Tasks prepared for group work or individual (2) Research or question & answer format (2) Designing tasks Integration CBA conducted during lessons (2) Select achievement indicators & design tasks from it (3) Use rubrics to mark Paper & pen assessment (2) According to topics Organised in groups with a child of high IQ as group leader. Certain days allocated for CBA. Students’ presentations posted on walls, ceilings & ledges. CBAs mostly tests since it takes short periods to complete CBAs mostly practical Difficult topics done in groups Tasks descriptions given to students, students assessed after completion of tasks. Students do the tasks again if the result is poor.
2) How is classroom based assessment organised in your school?	<ul style="list-style-type: none"> CBA discussed in meetings (4) Fortnightly (14) CBA checked by AT & ET prior to printing (7) CBA mark sheet for every CBA CBA discussed amongst stream teachers on types of assessments to be implemented (19) Divided into thirds in a term(5) CBA weeks indicated on term planner (46) CBA conducted on same week for all classes (7) Respective teachers prepare & conduct their own CBA (28) MOE guidelines (3) Years. 1 & 2 (2 CBA, 1 test & 1 exam) – after every 4 weeks (14) Years. 3-8 (3 CBA & 2 tests & 1 exam (20)

	<ul style="list-style-type: none"> • After every 3 weeks (3) • Mostly practical work given for CBA
3) Examples of different assessment techniques you use in your teaching	<ul style="list-style-type: none"> • Observations (13) • Class quiz (13) • Debate (3) • Morning talk (6) • Research (17) • Experiments (20) • Worksheets –outdoor (13) • Tests & examinations(28) • Cut & paste (3) • Drawing & carving & painting (7) • Model making (3) • Drama & role plays(43) • Making charts (6) • Conversations (2) • Weaving (art & craft)- (2) • Posters (10) • Speech & oratory presentation (17) • Rhymes, Songs & dancing (17) • Games () • Exercise & skills development (5) • Practical work –hands on activities(8) • Art work (6) • Oral & presentation & questioning & worksheets(39) • Group work (41) • Written report (15) • PEMAC – integrated (3) • Journals • Group presentation (9) • Poetry • Story telling • Individual presentation (17) • Making models (5) • Making artefacts (4) • Questionnaires (7) • Integration (6) • Hands on activity (10) • Peer teaching & peer assessment (4) • Different teachers have different way of assessing since every teacher has to prepare a task • Diagram interpretation • Used for ability grouping & to assist slow learners • Assessing after teaching a concept • Summative & formative (2) • Excursions (2) • Community outreach • Video conferencing • To assess neatness, accuracy & artistic skills, tasks will include achievement

	<p>indicators that deal with drawing & collection of charts, grammar and confidence, students will be required to do a presentation</p> <ul style="list-style-type: none"> • Portfolios • Collage • Inquiry & Internet research (2)
4) Examples of how you have used your student assessment information to help inform your teaching	<ul style="list-style-type: none"> • Students getting low mark is an indication that child does not understand concept (57) • Concept is re taught (41) • Different methods adopted for re-teaching (24) • Elementary Sc. – re-teach concepts. Students will then work on worksheet. (3) • Students improvise to make digestive system in Elementary Science • Non-readers & slow readers – re-teach alphabets • Teacher assess her/himself by looking at the number of students not performing to desired level in certain areas (8) • Informs students & stakeholders of necessary info on students' performance(3) • Designing relevant CBA to suit all students • Teacher used research work produced by students (6) • Video teaching • Concrete materials • Info used for future teaching & additional lessons (2) • use techniques that had been successful in other lessons (2) • feedback & feed forward (6) • remedial – 2x a week (7) • intervention done for failures (2) • short tests given to gauge students' understanding • use practical work since it helps • students good orally but not in written work • indicates support given from home • identifying slow students & helping them & develop suitable activities (2) • use Bloom's taxonomy to prepare CBA • advance planning & coverage in teaching • more group work since students are shy to answer individually • most assessments done in groups so students real potential cannot be identified easily but on the other hand it has brought out their conserved self • hands on activities • Align class target with annual plan. Analyse the result and apply improvement measures • Prepare intervention plan after assessment (2) • Use of running record • Field work – firsthand experience • Social participation • Debate • Oral participation • Assists in regrouping of students according to their capabilities (3) • Assists teacher to be innovative & focus on student's needs • Teacher adjust teaching to suit level or ability
5)Examples of innovative assessment procedures used	<ul style="list-style-type: none"> • Basic Science – simple outdoor experiments (3) • Mathematics –using local resources & constructing knowledge(12) • Remedial work

in the classroom	<ul style="list-style-type: none"> • All subjects (Incl. PEMAC) – (4) • Thematic week (e.g. Library Week, drug awareness) – (# • PEMAC – (31 • Charts (3) • Performing art – • Group presentation (13 • Science & other subjects (hands on) (10 • Role play • Field work (3) • Morning talk – issues on current affairs • Journals – consistency in recordings of daily events • Individual assessment when the roll is big • Class debate – gained insight into students’ understanding • All subject areas except PEMAC • Integration – maths with arts (4) • Practical (e.g. students preparing breakfast at school) – (2) • Reading (4 • Health Ed. -practical(2) • Maths integrated in Arts & craft • Gardening • Individual projects • Knowledge gained in the classroom could be used at home or community (## • English (reading) – (2) • Reading – story written on vanguard sheet and each word is cut up and students are given time to recognise the words and read the words continuously • All subjects except PEMAC • Literacy • Peer teaching • Using games to teach maths • Using internet for research • Improvisation • Social Science – gallery walk • Use of pictures • Students do tests well because of topic tests • Social science – students used concept learnt in Maths and apply it to the drawing the plan of the school using a 3D format • Creativity in Arts & Craft • Use of authentic assessment (Maths – canteen • Part of revision at the end of a unit • Making models • Mapping-using different colours for different farmers • Music task – students dance & dramatize a song. Costume out of recycled waste. Create own composition of music. Task captured students’ interest
6) Examples where difficulties are encountered in using assessment procedures in the classroom	<ul style="list-style-type: none"> • Absence of students during CBA (thus students have to be re taught (11 • PEMAC - not enough resources (35 • Slow learners & non-readers & slow writers (Still face difficulties despite being instructed orally) – (10 • Lack of resources in the school (18) • Financial constraints-socio economic factors (6)

	<ul style="list-style-type: none"> • Time constraint (13) • Lack of student interest – students used to traditional methods- multiple choices, fill in the blanks(3) • Creating new procedures for each task (2) • Achievement indicators – not specifically stated to design test papers & exam • No teacher’s guide (for PEMAC)-to be in line with Learning Record (2) • Visual art • PEMAC (when proper skills are not tested – (4 • Syllabus not covered (# • Reading & morning talk (2 • Materials for carrying out CBA (foolscaps, vanguard sheets & pentel pens) – (# • Students do not bring what is needed (## • Research/fieldwork (### • Communication breakdown between students & teacher , students & parents • Large roll of the class (6 • No prior planning • Language barrier • Maths – concepts are hard for the students to grasp (4) • Oral communication – stage fright-no feedback-students do not have the confidence to work alone (3) • Late submission of tasks • Allocation of marks for task responsibilities by individual members –in group work each student is allocated tasks, but how far they do the task on their own for the group benefit is hard to identify. • Less time for re teaching • More time for re-teaching • Access to technology-barrier to students learning – schools do not provide internet(5) • Repetition of assessment create boredom in students • CBAs are usually done in groups so difficulty arises when it comes to written assessment in the form of tests or term end exams • Composition & letters – students with literacy difficulties are often disadvantaged • Morning talk – children need to be encouraged to speak • Poor parental support (2) • Different students with different abilities in the same class • Using one to one basis teaching • Load too burdensome • Students copy their friends’ work because of lack of understanding and it does not measure child’s capabilities (3 • In all lessons • Students were lost to the new system since they were used to teacher-centred learning. They were not all exposed to critical thinking skills • Less time for preparation of CBA • Less time for teaching & marking • Children not meeting deadlines • Creates backlog in classroom work • Achievement indicators have placed limitations on ideas that could be developed from certain experiments • Terminology used in music not known to teacher since they were not taught of it. So had problems with filling in of the L.R
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	<ul style="list-style-type: none"> Some students do not contribute when it comes to group work
7) Examples where information gathered from the moderation process have been utilised in	<ul style="list-style-type: none"> Numeracy and literacy rates of students (decreasing) More documentation for teachers (less time for teaching)-(2) Using info gathered from one subject to enhance another subject Criteria of marking used as a guide (2) Time wastage Knowledge gained on how to improve teaching methods (2) Helps teacher to check marking after assessment Make a fair assessment task to cater for all students Reduce work of having errors in assessment (2) The class teacher is responsible for that Helps teacher to improve marking skills Certain teachers chosen for moderation Only for class 8 (7) Formulation of marking criteria Helps in own class moderation Not familiar with it (2) Composition – only done with writing composition Mark according to marking criteria Limited information from moderation process so it is not so helpful
8) Effect of in-school moderation practices on your teaching	<ul style="list-style-type: none"> School has own moderation team – however they deal only with class 8 -(3) Better distribution of marking criteria -(4) Broadened knowledge on how to do moderation Able to implement moderation in class to show fairness Enhance students' & teachers' knowledge (2) Checks on the consistency of teachers' application of marking criteria/schemes (2) Improve on how teachers mark students' work (2) Gauges teachers' consistency in teaching & the need to compromise & adhering to criteria set (2) Students getting good marks Self-correcting for students Involves a lot of teaching time Teachers give chances to their students to correct their work Based on school internal organisation
9) Effect of between school moderation practices on teaching	<ul style="list-style-type: none"> None done (28) Done only for Class 8 - CATS(5) Needs to be done for all classes but is not practised Affects one's daily teaching (2) Keep teachers up to par with teaching & learning Comparison of schools Helps in monitoring marking criteria Time consuming & less time for teaching Helps teachers to manage time well Creates awareness in teachers in the marking of tasks
10) Main concerns about CBA	<ul style="list-style-type: none"> Too many tasks (20) Time consuming-no time for remedial/teaching(42) Teachers – to be well versed with aims of CBA (3)

	<ul style="list-style-type: none"> • Continuous changing of curriculum • Resources (21) • Too many indicators (4) • Recording is burdensome(too many records to fill)-making teaching difficult (18) • Lots of work needed in the planning, analysing and recording (7) • Teacher's guides have outdated activities – info not in line with current L.R. (2) • Over load for teachers – especially when students get absent or get low marks- (12) • Loads of paperwork - (9) • Lack of knowledge in designing appropriate marking criteria • Too many syllabus to teach • Very expensive – paper, money, resources to be provided by parents & electricity(6) • Coverage of work (2) • Low level questioning • Does not actually assesses level of students • No competition • Lack of interest by students (3) • Quality teaching is affected (3) • Teacher: student ratio (6) • Administrative support • Parental support – parents to be well versed with CBA (7) • Assess all the abilities of the students in the class • Involves a lot of noise • Group work creates free riders (2) • Less learning & teaching taking place (3) • Waste of time & resources (2) • Classroom gets dirty because of resources used by the students • Should be suitable for class level • Reduce subject content • Looks only at particular achievement indicators • Teachers not well prepared for CBA • Too much emphasis on the indicators • So many points but not enough time to cover all the indicators • Provision of low level questions – students find it hard to answer application questions • No competition in students • Produces slow readers • Overseas concept – not tailored for local consumption • Hard to teach slow learners • Excessive use of resources (paper, ink) • Students not meeting the deadlines • More time devoted to marking & CBA (2) • Students take a lot of time to complete their tasks • Workbook to be designed from achievement indicators by Curriculum Advisory Unit(CAS) for each class • Poor management and lack of planning by educators at CAS • Too many people thinking outside the box creating too many boxes • Creates uncertainty in the teaching fraternity
How can they be	<ul style="list-style-type: none"> • Decrease the number of tasks (27) • All teachers in a school to attend CBA workshop (not only ONE person)- (##)

overcome?	<ul style="list-style-type: none"> • Do not overload teachers (2) • Reduce recording loads (4) • Textbooks need to be revised and aligned with L.R • Re design assessment system • More workshops needed • Reduce the class size -4 • Integration -3 • Improve - 4 • Have an external exam between Year 1 to Year 10 • Send reminders to parents • Provide resources • Return to old form of assessment • Teachers given CBA timetable to avoid students being absent • Provide teacher assistants - 2 • Use a local concept of assessment • Parents to be made aware of the importance of CBA -2 • Government to provide resources -2 • Time limitations to accommodate slow learners • Reduce achievement indicators • Proactive planning by teachers • Coverage of syllabus • Plan work in advance
11) How is students assessment outcomes reported to parents	<ul style="list-style-type: none"> • Face to face discussion (parents – teachers - 91 • Reports sheets - 20 • Class meeting -4 • CAPS – community and Parents programmes -13 • Through L.R -6 • Newsletter -6 • Template prepared -2 • Display children’s work & CBA files -3 • Open door policy –informal visits-7 • Phone conversation with parents • Correspondence book -2 • Capacity building for Year. 1 -8 • Display in classrooms -2 • Student-teacher discussion • Emails • Vodafone SMS • CBA tasks pasted on students’ books & parents view it on PTI day • Marks recorded and made available to parents • Mark sheets provided that students take home immediately after assessment • Most parents are interested only in numerical figures on students report. MOE need to do an awareness programme for parents.
12) Type of P.D already had on CBA	<ul style="list-style-type: none"> • Preparation & implementation of CBA- (47 • Purpose of CBA (5 • Preparation of marking criteria/rubrics (18 • Requirements for IA (16 • How to award & record marks (17

	<ul style="list-style-type: none"> • Various types of assessment (7 • Remedial activities for challenging learners • Using software for recording and analysing • Dates for CBA, tests & exams • Workshops by CDU (3) • Various ways of doing CBAs -3 • Intervention -2 • Moderation -3 • CBA content • Feedback • Blueprints -5 • L.R (8 • CATS –moderation -2 • Weighting • Capture sheet • How to make marking criteria -3 • Using spreadsheet • Designing a workable template • Preparation of CAT • Teachers selected to attend P.D for the whole school usually are confused and bring wrong information • Internet research • Level support from teachings • P.D's by respective teachers, AHT or P.D committee -2 • None -3 • Integration of CBAs -3
13) Type of professional development to be carried out in the future	<ul style="list-style-type: none"> • Detailed P.D by experts – personnel to be well- versed with CBA -12 • Different people – different statements -4 • How to do separate learning record for challenging learners-children with learning disabilities -2 • Activities to assess challenging learners who do not meet criteria despite oral assessment • Face-to-face (school based – to be conducted by Min. Of Ed. Personnel) – 4 • P.D based on subjects rather than classes -5 • Online CBAs including recordings -4 • More P.D on marking criteria -3 • More P.D on layout of a task • P.D on new ways of recording of marks - 5 • IA -3 • Preparing & implementing CBA in all subject areas -3 • Innovative ways of making CBA -10 • P.P on actual CBA being taken in different locality -2 • Integration to make 1 CBA– samples provided -5 • Class wise workshops -7 • Blueprints (# • CBA to be concerned with numeracy & literacy only • Monitoring process to be more systematic • Advantages and disadvantages of CBA • Demonstration on how to conduct & record CBA

	<ul style="list-style-type: none"> • Best intervention methods -2 • Need for a school moderator • Designing individual graph sheets per subject • P.D for parents • MOE to provide handouts that are given to those attending workshops -2 • National CBA template • Monitoring & reporting -2 • Moderation process • Reduce the L.R • Achievement indicators -2 • Regular update • Filling of L.R • Designing simple & effective CBA -3 • To be clear, precise and specific -2 • Assessment, evaluation & recording of CBA • Needs uniformity-different schools different ways of assessing • More on assessing of PEMAC • Correlation between marking criteria and concepts & skills tested • Lots of documentation has robbed teaching time • T/G that reflects the learning records
14) How can assessment procedure be improved in your school	<ul style="list-style-type: none"> • CBA should be moderated (# • Attending assessment workshop carried out by CDU -3 • CBA to be done to respective teacher's level of knowledge of the class and not stream-wise. • Reduce CBA tasks -18 • Provide resources -26 • Have innovative methods • More hands-on activity -4 • Classes to be provided with PC for recording & analysing -2 • More P.D -4 • More CAPS programmes -2 • Free internet for educational services -4 • L.R to be improved -2 • T/G & text books to be provided -2 • More informal P.D • more computers • more time for CBA – no disruption to CBA week • teacher –student ratio (to be realistic) – 6 • monthly test to be introduced • have school based moderation for every class level • provide T/G & resources for PEMAC • teachers to share ideas with one another • adhere to the planner • proper time management • library • school based workshops instead of cluster groups • restructuring from the MOE • thru consultation with other schools • viewing students from other schools' work

	<ul style="list-style-type: none"> • more involvement of parents -2 • teachers on their own as management do not allow CAPS • reduce indicators -2 • lessen recording -2 • students to be innovative & motivated – peer teaching, plays , songs -2 • students to come to school daily • 2 teachers designing a CBA • Emphasise on literacy & numeracy assessment • Proper planning and preparation -2 • Frequent analysis and reporting of CBA • Frequent level meetings • Remove extracurricular & just focus on CBA • Cluster teachers to focus on one type of assessment • Having individual assessment instead of group work • Have school template for CBA & adapt to individual class level • Frequent internal workshops -2 • Teachers to be well trained • Files to be checked after every CBAs • Class assistant – to assist in remedial work • Specialist teachers – especially in PEMAC • Usage of marking criteria to be consistent • Stakeholders are more interested in the recording & and the reporting process • Teachers to be proactive & innovative in order to be able to design good CBAs • More consultation with teachers who are well versed with CBA • Teachers to work together • Meet deadlines • Teachers to share their experience on a daily basis • Increased workload for teachers • Teachers to be given the freedom to do their own CBA • CBA done in exercise books so students take more time in writing (## • Review the whole process • Teachers doing CBA to please administrators and to make things look good on paper but in reality little is done to assist children to apply what they have learnt. Practicality is not in place.
15) How can assessment procedure be improved in Fiji	<ul style="list-style-type: none"> • Knowledgeable facilitators from CDU who are able to give clear instructions & Proper presentation - 6 • Schools to be provided with teaching materials to implement CBA -2 • Schools to be provided with CBA handouts/teachers' guide -4 • Teachers to be consulted frequently on the redesigning of CBA-3 • Good knowledgeable people for further studies on CBA (Ministry should not be biased)- 2 • Involvement of teachers in all levels of CBA development (# • More workshops & reviewing of current materials -12 • Redesign assessment system • Do away with tests and exams -2 • More examples on CBA • Have informal assessment • A better way than the one that is in place now -2 • More awareness needed-2

	<ul style="list-style-type: none"> • Pilot schools needed -3 • Resources to be well provided by managers of schools or Min. Of Ed. of schools -5 • More training for all teachers in the school -4 • Reduce class size -7 • reduce tasks -19 • L.R to have all the outcomes in the prescription -2 • Effective implementation of CBA • Have informal assessment • Return to the old system -3 • Students to be assessed only in areas they are interested in • A reading teacher for the class to help non readers • Parental support • Students to have own laptops • Have a national record graph where each school can compare with their own -3 • One L.R for Year. 1-8 • Standard CBA template -2 • Provision of software • L.R to be clarified • More IT people for IT assistance • Use only one form of assessment – remove LANA -@ • Educate parents about CBA - 2 • Teachers to be well trained -2 • Remove L.R -2 • Only certain topics to be assessed • Have external exams • Mid-year & annual to be abolished • More assessment techniques to be used • Simplify CBA • Ministry to relook at the number of tasks allocated for each subjects • More consultation between teachers, CDU & MOE so as to produce more realistic achievement indicators • Needs uniformity in the assessment procedure in Fiji • CBA to be removed • Take a survey of teachers in Fiji and analyse their response as to how CBA has progressed so far • Needs a bottom-top approach instead of top-bottom approach
16) Other examples of comments?	<ul style="list-style-type: none"> • CBA to be properly conducted -3 • CBA <ul style="list-style-type: none"> - Is interesting -2 - Students enjoy them -2 - Enhance teachers' teaching -2 - Assists in assessing students' strengths & weaknesses - Helps teachers to concentrate on teaching students' weaknesses rather than strengths - Too tiring - Effective - Continuous - Job guarantees for students - Too time consuming -7 - Takes up much of teaching time -3

	<ul style="list-style-type: none"> - Helps slow learners • Subject teaching in primary schools -2 • Remove workbooks and get lesson plans or vice versa • Reduce the number of CBA -22 • More consultation with stakeholders before implementing a reform -2 • Children relaxed because of no exams -2 • Children's attitudes and behaviours have changed • Opportunities for teachers to showcase their skills in various assessment procedures • CBA does not boost the level of understanding of a hard working student • Good assessment reform -3 • Parents of low socio-economic status find it expensive • Provide resources -5 • Not a good way of assessment -2 • Less time teaching & more time upgrading their records -2 • L.R to be in line with prescription -2 • Templates for recording -2 • Too time consuming -5 • CBA helps students to be innovative • CBA helps develop students' talents • Teachers need to be innovative to make it interesting • Absenteeism • Needs financial support 2 • Not practical for Fiji • Helps teachers identify students with talents that cannot be identified through external exams • More workshops - • Reduce the number of achievement indicators • More Professional development • No time for remedial • Burden for those with composite classes • Cl. 8 to have an externally set exam -2 • Developed untapped skills, attitude in students • Realistic method of learning • Encourages peer teaching & learning • increases students mental capacity • proper utilisation of resources • inculcate values thru research work & presentation • survey to gauge teachers' views on this type of assessment • lack of parental support • should have developed gradually • suitable for small groups or above average students • CBA provides low level questioning • CBA to be removed • CBA produces non-readers • Makes students complacent because of no exams - 5 • Extra load on teachers • Inform parents too. • Class roll is too big for individualise teaching and assessing
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	<ul style="list-style-type: none"> • CBA is good because it's continuous but it needs to be done correctly • Needs to be planned thoroughly so students will have positive attitude towards it • Endless paper work -2 • Less time for teaching & learning • CBA brings out the talents in students • Child centred and not teacher centred • PEMAC to be amended • Slow students improve their marks when they do practical work • Must be reviewed urgently. Effect will not be visible at the moment but when students reach Year 11 &12. • Waste of time & tax payers' money. No consultation with teachers. Administrators and education officers pass comment such as if you cannot do it then its best for you to resign, when they should be supportive and encouraging and provide practical solution to the teachers' dilemma in the classroom.
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