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Formative Assessment and Re...action

**A theory-seeking case study crossing the bridge from
theory to practice and back again**

**A thesis submitted in partial fulfilment
of the requirements for the degree of
Master of Education
at
Massey University**

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2002**

I certify that the thesis entitled Formative Assessment and Re...action: A theory-seeking case study crossing the bridge from theory to practice and back again and submitted as part of the degree of Master of Education is the result of my own work, except where otherwise acknowledged, and that this research thesis (or any part of the same) has not been submitted for any other degree to any other university or institution.

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Date:

18/06/02

Abstract

Formative assessment is increasingly being recognised for its potential to enhance learning. Studies from the United Kingdom and New Zealand have revealed that frequently classroom teachers are engaged in formative assessment practices without being aware of it, or are inefficient users of formative assessment information.

This research used a theory-seeking case study approach in an attempt to establish how formative assessment was being used in three senior primary school teachers' classrooms. Through semi-structured interviews and in-depth classroom observations, five emergent themes were recognised. One of these themes, that formative assessment is on-going and a cyclical process, led to the development of a model of formative assessment in action. Key features of the model include the use of assessment information/indicators to decide appropriate actions, or more frequently re...actions, to create further learning opportunities.

Appraisal and verification of the model by participants and other teachers from both the research school and others in the area, suggest that it is an accurate representation of how teachers do assess children for the purpose of enhancing their learning.

Acknowledgements

This research and the writing of this thesis have only been possible with the assistance and cooperation of many people.

A great debt of gratitude is due, first of all, to Revd Andrew Prasad, the former Secretary for Personnel Resources at the Council for World Mission (CWM), whose initial encouragement to pursue further studies manifested itself in a CWM Scholarship. To Andrew, his successor, friends and colleagues at CWM, an enormous 'thank you'.

I am especially grateful to the principal, staff and children of *Te Arawhiti Primary School*. In particular I must thank the three participating teachers, *Bryony, Karen* and *Sue* and their classes. Throughout all stages of the study I was made to feel welcome, and provided with access to anything I required for the research. *Tena koutou, tena koutou, tena koutou katoa*.

My heartfelt thanks also go to Dr Jenny Poskitt and Sally Hansen, my supervisors, who have been generous in their time, advice, 'cognitive challenges' and, most of all, their patience. Both Jenny and Sally kept me focused, motivated and shared my excitement as the research and thesis developed.

Many people have also freely given their support 'from the sidelines'. The International Student Support Office staff; fellow international and postgraduate students; numerous lecturers and tutors, many of whom I knew only informally; Terry, Eren and family; and friends from St Albans Presbyterian Church, thank you all for your constant encouragement and prayers.

Finally, to my wife Taara and daughter Georgina, thank you your love and patience. Without your support I doubt I would have survived.

Table of Contents

Abstract	ii
Acknowledgements	iii
Table of Contents	iv
List Of Figures And Tables	ix

CHAPTER ONE

Introduction	1
The research problem	2
The research questions	2
Te Arawhiti Primary School	3
Emergent themes	4
Organisation of the thesis	4

CHAPTER TWO

Literature Review

Introduction	6
Defining formative assessment	6
What is understood by formative assessment?	8
Locating formative assessment within shifting educational and assessment paradigms	9
Feedback and feedforward as formative assessment	12
The value of formative assessment	15
Recent studies from the United Kingdom and New Zealand	17
Concerns over validity and reliability of formative assessment	21
Recommendations and limitations	22
Summary	23

CHAPTER THREE

Methodology - A Theoretical Background

Introduction	24
Quantitative or qualitative?	24
The role of the research questions	25
The research questions	26
Case study – a brief overview	28
Theory-seeking case study as the methodology of choice	31
Data collection methods	32
Semi-structured interviews	32
Observations	34
Documents	35
The researcher as tool	35
Other methodological issues	36
Validity and reliability in case study research	36
Triangulation	37
Ethics	37
Data analysis	38
Summary	39

CHAPTER FOUR

Methodology In Action

Introduction	40
Negotiating access	40
Informed consent	41
Dealing with non-consent	41
Insider/outsider issues and the 'Magic Waistcoat'	42
Into the field – the data collection	43
'Checking out the ground'	43
Main data collection period	44
Participant or non-participant?	45

Recording data from the observations	46
Chats	47
Group chats	48
Final interview and questionnaire	49
Questionnaire	50
Other documents	50
Recording and organising the data	50
Data Analysis	51
Using table functions in Microsoft Word™ to facilitate qualitative data analysis	51
Facilitating data analysis	53
Other uses of table and Word™ functions	55
Data aggregation	55
Other sources	60
Withdrawing from the field	60
Summary	61

CHAPTER FIVE

Seeking Theory – Letting The Data Speak

Introduction	62
Emergent themes	63
1. The context of assessment	64
2. The purpose of assessment	69
3. Formative assessment is often intuitive	71
4. Formative assessment – the catalyst for <i>re...action</i>	74
5. Formative assessment is cyclical and ongoing	77
Helena's formative assessment trail	80
Summary	89

CHAPTER SIX

Towards A Theory Of Formative Assessment In Action

Introduction	90
Revisiting the context of formative assessment	90
Revisiting teacher's perceptions of formative assessment	91
Revisiting feedback, feed-forward and <i>re...action</i>	93
Revisiting teachers' intuition	95
Revisiting formative assessment - on-going and cyclical	96
Formative assessment in action – a model	98
Explanation of model of <i>Formative Assessment in Action</i>	100
Justification and validation of the model	103
Limitations and recommendations for future research	104
Summary	106

BIBLIOGRAPHY	107
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APPENDICES

Appendix A – Letter from <i>Te Arawhiti Primary School</i> Principal	122
Appendix B – Information sheets and consent forms	123
Appendix C – Example of classroom seating plan and notebook with fold- out crib sheet for locating and coding participating children	129
Appendix D – Preliminary interview questions	131
Appendix E – Example of field notes and typed-up copy	132
Appendix F – Final interview questions (Bryony and Sue)	134
Appendix G – Final questionnaire (Karen)	137
Appendix H – Using the table functions in Microsoft Word™ to facilitate qualitative data analysis	139

Appendix I – Extract from interview keyword analysis with definitions in endnotes	146
Appendix J – Observation codes, definitions and keywords	148
Appendix K – Example of feedback from model appraisal	151

List of Figures and Tables

Figures

4.1 Example of data recording of observations in Microsoft Word™ table	52
4.2 Example of data recording of interviews in Microsoft Word™ table	53
5.1 Informal notes, Sue	73
5.2 Formal notes, Bryony	73
7.1 Model of Formative Assessment In Action	99

Tables

4.1 The initial 45 'Indicator' keywords and their frequencies by teacher (Bryony, Karen, Sue) and interview (Preliminary and Final)	56
4.2 The seven 'indicator' (IND) sub-categories derived from the 45 'indicator' keywords	57
4.3 Summary of data from observations	58
4.4 Summary of data from all interviews	59
4.5 Other sources of data	60