

## **ABSTRACT**

### **Teachers' Concerns About the Implementation of Authentic Assessment: Case Study With Phenomenological Underpinnings**

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This case study sought to analyse teachers' concerns about the implementation of authentic assessment as part of their classroom management strategies at a denominational primary school in the North Eastern Education District in Trinidad and Tobago. Data were collected through interviews held with the two Standard 1 teachers at the school. Findings revealed that the teachers harboured major concerns about the impact that the innovation would have on their attitudes and assessment strategies.

**Keywords:** Case studies; Student evaluation; Educational innovations; Evaluation methods; Primary schools; Adoption of innovations; Primary school teachers; Teacher attitudes; Trinidad and Tobago