

ABSTRACT

Measuring Achievement at the Primary Level
Using Teacher-Made Tests:
The Current Practice in County St. David.

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This study investigates the practice of measuring achievement in the primary schools of county St. David. Nine teacher-made tests are examined and assessed under five vital aspects suggested by theories on testing. Checklists, semi-structured interviews, records of work done, the written tests, the marked examination scripts, and the pupils' report books were used to collect data from the group of cooperating teachers.

The results showed that the current practice, across all selected aspects (with the exception of "administering tests"), was at variance with theoretical suggestions. The study concludes that the practice is a haphazard one linked to the "basic skills and facts" conception of educational achievement.