

## **ABSTRACT**

### **Implementation of a National System of Assessment: Perceptions of Principals and Teachers of the Value of and Fundamental Purposes to be Served by the National Tests**

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This paper sought to explore the perceptions of principals and teachers of nine schools in the St. George East Education District of Trinidad and Tobago, on the value of, and purposes to be served by, the national tests. Data were obtained via a questionnaire, which was administered to 130 teachers, and from interviews with two principals, three teachers, and an official of the Division of Educational Research and Evaluation. Among the findings were that: 1) teachers at low-performing schools were least inclined to think that the results from the national tests could be used for planning their programmes of work; 2) teachers at high-performing schools tended to be more convinced of the benefits of national tests, whereas teachers in low-performing schools were not as convinced; and 3) teachers in high-performing schools placed more importance on school ranking based on national tests.

**Keywords:** Perceptions; Case studies; Teacher attitudes; Principal attitudes; Student evaluation; Primary school teachers; National tests; Trinidad and Tobago