

## ABSTRACT

### **Teachers' Conceptions of Assessment and Its Impact on Classroom Practices: A Case Study**

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This study sought to explore teachers' conceptions of assessment and its impact on classroom practices at a primary school in the St. George East Education District in Trinidad and Tobago. Data were collected through interviews with three teachers (Infants, Juniors, and Seniors) who were at the school during the Continuous Assessment Programme (CAP) Pilot Programme. The study yielded the following themes: 1) assessment serves many important roles in the learning process; 2) national assessments are seen as encouraging teaching with a view to obtaining "good" results at the expense of students' learning outcomes; 3) teachers see themselves as being assessment literate despite the many misconceptions of assessment and unfamiliarity with some of the assessment strategies; and 4) school context considered as a considerable influence on instruction and, consequently, assessment.

**Keywords:** Classroom methods; Case studies; Teacher attitudes; Student evaluation; Primary school teachers; Trinidad and Tobago