

ABSTRACT

An Exploratory Qualitative Study of Secondary Teachers' Classroom Assessment Literacy and Practices at Superville High School, Trinidad

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This qualitative study explored the assessment literacy and practices of teachers at a secondary school in Trinidad and Tobago. The participants in the study were five teachers (one male and four females) of the school. Data were collected through interviews and classroom observations. A synthesis of the findings revealed that although the participants were familiar with the basic concepts in assessment, they generally demonstrated limited classroom assessment literacy, which adversely impacted their ability to implement high-quality assessments. In addition, institutional and socio-cultural contextual factors were also found to have influenced their assessment literacy practices.

Keywords: Case studies; Classroom research; Teacher attitudes; Secondary school teachers; Trinidad and Tobago