**Coding Procedures\_An Example**

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| Themes | Sub-themes | Codes | Examples |
| Beliefs about assessment and testing in general | Varied views and interpretation regarding the characteristics of a good assessment  Importance of teacher role and responsibility in the design and conduct of assessment processes | Reliability, validity, fairness, context- based  Application of the learnt material  Production of the language  Design and conduct of an assessment with the course teacher  Test validity & reliability  Familiarity with the context | *“…basically, a good assessment should be first reliable, then valid and also fair. Moreover, it should be from their milieu that is inside of what their life is…I mean it should be context-based, too” (Ahyam)*  *“… a good assessment to me is the one that challenges the examinee to apply what he/ she has learnt; it gives the examinee an opportunity to write or produce what he/ she has learnt…” (Turki)*  *“I think it is better if the teachers teaching the course design and conduct an assessment because they are in a better position to ensure test validity and reliability not an external body, which is not familiar with the ntext…”(Ahmad)* |
| Beliefs about classroom assessment | Activities considered as classroom assessment  Use of diverse classroom assessment activities for assessing students’ learning  Different reasons for using classroom assessments  Effective activities in different classroom contexts | Multiple things  Students as assessors in peer-review (peer- assessment)  Questioning and answering  Surprise short quizzes  Projects  Assignments  Varied activities as assessment  Assessment purpose  Course  One-on-one interviews  Presentations  Self-assessment  Peer-assessment  Content  Peer-assessment  Peer-assessment  Good for both receptive and productive skills  Oral presentations  Good for assessing all skills  Assesses production of the language | *“…well, a lot of things can be included in the classroom assessment; besides the teacher, the students could be assessors of themselves in peer- review.” (Ahyam)*  *“…In my opinion, whatever is going on at the time when the information is being conveyed to the students is classroom assessment; it can take many forms such as question-answers; pop up quizzes, assignments, projects…etc” (Karen)*  *“…Well, we can use a variety of assessments in the class depending on the purpose and the course; as regards me, sometimes, I have one-on-one interviews, other times, we have presentations, then sometimes I ask students to check their own and their peers’ work…so a lot of things…” (Ahmad)*  *“I think it depends on the content what we are doing in the class, for example, I use peer-assessment a lot in my Conversation and Public Speaking classes; after a student has spoken, I ask others to evaluate her….and so on” (Karen)*  *“I think it is the peer-assessment that probably I have found the most useful…; I use it in case of both receptive as well as productive skills” (Ahyam)*  *“Well I find oral presentations as the most useful in terms of assessing all skills because it assesses production…” (Ahmad)* |
| Beliefs about assessment methods, strategies and procedures | Methods for assessing macro skills  Preferred marking approach based on the assessment  Importance of post- assessment feedback | Receptive Skills  True/ False; Matching; MCQs  Understanding of the language not production  Productive Skills  Short answer type questions  Essay type questions  Productive Skills  Self & peer-assessment  Portfolios  Conferencing  Capacity to deal with students individually  Formal Exam  Writing & Speaking  Holistic marking/ grading approach  Post-assessment feed backing  Essential for learning  Individual as well group feed backing approach  Time availability  Class size | *“…well, for receptive skills, I normally use True/ False, Matching, MCQs as they are good for students’ response to language…their understanding, whereas for productive skills, I like to use short answer/ essay type questions…” (Ahyam)*  *“… I think for productive skills, I would like to use self & peer-assessment, portfolios and some kind of conferencing because this lets you deal with students individually” (Ahmad)*  *“Well, I would prefer to look at the whole writing exam essay holistically to get its general idea and mark it- the same I will do for the grading of the Speaking exam; I don’t think there is any way to grade Speaking analytically” (Karen)*  *“…I believe feed backing after an assessment is essential for learning; I do both individual and group feed backing depending on the time at my disposal and the class size” (Daniel)* |
| Beliefs about assessment results and record keeping | Interpretation: criterion-referenced preferred  Varied approaches to communicating results to different stakeholders  pedagogical significance of record keeping | Large class size  Not enough time to see students’ learning progress individually  Given the choice, preference for keeping track of students’ progress individually as per course ILOs  Communicating results to students  Different approach depending on every individual case-  better achievers/ low achievers  Importance of keeping track of students’ learning progress  maintaining portfolio  Evidence related to students’ learning progress- important | *“…well, here, we are dealing with 30 to 35 students in 6 teaching weeks for one CEFR level-based course, so we are not able to deal with the students individually and see their progress; ideally as a teacher, I would like to see every individual student’s progress in relation to course ILOs not if they are getting high in relation to other students in the class…” (Daniel)*  *“…for students, my approach is basically case to case basis…for example, if they have low marks, they don’t want their results to be communicated in front of others; however, better achievers want their results to be announced in public…so, it depends…” (Alfonso)*  *“…I think keeping assessment-related records is certainly important …teachers should definitely maintain portfolio or some form of evidence of the students’ progress…it is very important for the teacher as well as the students” (Turki)* |
| Beliefs about assessment quality standards | Importance of formative assessment system-based procedures    Pre- & post assessment analysis and evaluation- essential  Personal quality checks related to self-designed tests  Varied views and interpretation of test fairness | Continuous classroom assessment- based system  Key to improving assessment quality  Test committee  Pre- assessment validity checks  External reviewer  Post-assessment validity and reliability checks  Questions based on context-based materials  Assessing critical thinking skills  Importance of considering individual student learning and ability level  Teacher objectives  Purpose of assessment  Assessment reflecting their true ability level  Students involvement in the assessment process  Importance of students’ voice | *“….to me, it is the system of continuous assessment that you do every day in your classes to assess your students’ progress that is key to improve assessment quality….” (Ahmad)*  *“I think having a test committee responsible for reviewing the assessments for validity before they are administered seems logical to me; also I like the idea of having an external reviewer for the post- exam validity and reliability….” (Karen)*  *“Well, my focus is primarily the students that I ‘m dealing with, so my questions in the exam are contextualized meaning to say that they are based on the material that they can relate to. Also, my goal is their critical thinking skills, so I design questions accordingly… (Daniel)*  *“For me, a fair assessment will take into account an individual student learning; the one that is designed taking into consideration every individual student’s ability level…” (Karen)*  *“…I think a fair assessment should be based on my objectives as a teacher…also, it should be something that my students need; it should give me the results that I feel reflects what I want to know in terms of their level….” (Daniel)*  *“…in my opinion, to have a fair assessment, student involvement in the assessment process is important; I mean whatever basically can give them a chance to have their say…” (Turki)* |