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CURRICULUM AND INSTRUCTION

TWO EFFECTIVE PRIMARY TEACHERS' USE OF LITERACY ASSESSMENTS:
A CASE STUDY (202 pp.)

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Using qualitative methodology, this study examined two primary teachers' use of literacy assessments. This inquiry investigated what types of assessments these teachers used, how they assessed, when they assessed their students, and how assessment information was communicated to both parents and students.

Eight questions guided the study: What abilities do effective primary teachers find important to assess? What assessment measures are used? What information from the assessments is considered important? How do teachers record information? How is this information organized for planning? How does the information: (a) inform planning and (b) inform instructional interactions? How do teachers share this information with students? parents? What questions, problems, and dilemmas do teachers encounter?

Findings from the data analysis supported the use of individualized classroom based assessments that were deeply imbedded within the instructional routines of the classroom. Teachers used assessments to guide their instruction. While they used summative assessments to check students' literacy learning, more importantly was their use of formative assessments to advance students' literacy learning. The study also demonstrated the important role of student involvement in the assessment process.

Recommendations included suggestions for classroom teachers, teacher educators, and curriculum directors.