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Teachers' Conceptions and Practices of Formative Assessment Questionnaire

Formative Assessment refers to assessment activities undertaken by teachers and/or by their students in daily teaching and learning process. These assessment activities provide information to be used as feedback by teachers and/or their students to modify the teaching and learning strategies.

Part I. Formative Assessment Practices							
The following are ten statements about <u>Formative Assessment Practices</u> . Please indicate the frequency of each practice in your classes in the past six months.		Never	Rarely	Seldom	Sometimes	Frequently	Very frequently
In the past six months,							
Q1	I share the learning intention before students start working in class.	1	2	3	4	5	6
Q2	I clarify exactly what is valued for each assessment task.	1	2	3	4	5	6
Q3	I use various assessment activities in classroom to check students' mastery of course content.	1	2	3	4	5	6
Q4	I ensure homework can check students' learning progress.	1	2	3	4	5	6
Q5	I point out students' strengths and weaknesses in my feedback.	1	2	3	4	5	6
Q6	I provide suggestions for students to improve their performance.	1	2	3	4	5	6
Q7	I ask students to evaluate peers' work.	1	2	3	4	5	6
Q8	I ask students to provide feedback to help peers improve.	1	2	3	4	5	6
Q9	I ask students to identify strengths and weaknesses in their own work.	1	2	3	4	5	6
Q10	I ask students to identify strategies which will improve their own work.	1	2	3	4	5	6
Part II. Formative Assessment Conceptions							
The below items are about your conceptions of <u>formative assessment practices that are listed in Part I.</u>		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
High-stakes and accountability assessment							
Q11	High-stakes examination preparation makes doing formative assessment difficult.	1	2	3	4	5	6
Q12	How my teaching is judged makes doing formative assessment difficult.	1	2	3	4	5	6
Q13	Students care more about examination scores than learning through formative	1	2	3	4	5	6
Q14	To me, helping students getting high scores on examinations is more important than doing formative assessment.	1	2	3	4	5	6
Q15	Parents' expectations on examination scores makes doing formative assessment	1	2	3	4	5	6
Instructional environment							
Q16	The curriculum allows me to implement formative assessment.	1	2	3	4	5	6
Q17	My workload is appropriate for doing formative assessment.	1	2	3	4	5	6
Q18	I have enough time to prepare formative assessment.	1	2	3	4	5	6
Q19	The instruction time of each class is sufficient for integrating formative assessment activities.	1	2	3	4	5	6
Q20	The number of students in my class permits implementation of formative assessment.	1	2	3	4	5	6
School policy and support							

Q21	My school's assessment policy expects me to do formative assessment.	1	2	3	4	5	6
Q22	My school provides administrative support for my implementation of formative assessment.	1	2	3	4	5	6
Q23	Teachers in my schools work together as a team to implement formative assessment.	1	2	3	4	5	6
Q24	My school provides professional support for my implementation of formative assessment.	1	2	3	4	5	6
Q25	School leaders encourage me to do formative assessment.	1	2	3	4	5	6
Student characteristics							
Q26	My students' attitudes toward formative assessment support my implementation of formative assessment.	1	2	3	4	5	6
Q27	My students are engaged during my implementation of formative assessment.	1	2	3	4	5	6
Q28	My students have sufficient ability to participate in formative assessment.	1	2	3	4	5	6
Q29	My students' understanding of formative assessment is sufficient for my implementation of formative assessment.	1	2	3	4	5	6
Q30	My students have appropriate training to participate in formative assessment.	1	2	3	4	5	6
Instrumental Attitude							
Q31	Formative Assessment can raise students' interest in learning.	1	2	3	4	5	6
Q32	Formative Assessment can offer an accurate appraisal of students' performance.	1	2	3	4	5	6
Q33	Formative Assessment encourages students to work harder.	1	2	3	4	5	6
Q34	Formative Assessment can offer a fair appraisal of students' performance.	1	2	3	4	5	6
Q35	Formative Assessment helps students to understand their strengths and weaknesses through feedback from teachers.	1	2	3	4	5	6
Q36	Formative Assessment can encourage autonomous learning of students.	1	2	3	4	5	6
Q37	Formative Assessment can improve student' confidence in learning.	1	2	3	4	5	6
Q38	Formative Assessment can improve teaching efficiency.	1	2	3	4	5	6
Q39	Formative Assessment can integrate learning and teaching with assessment.	1	2	3	4	5	6
Q40	Formative Assessment can improve the quality of teaching and learning.	1	2	3	4	5	6
Self-Efficacy							
Q41	I can integrate Formative Assessment into the teaching and learning process.	1	2	3	4	5	6
Q42	I have received sufficient training to implement Formative Assessment.	1	2	3	4	5	6
Q43	I can design appropriate assessment tasks for Formative Assessment.	1	2	3	4	5	6
Q44	I have enough knowledge to implement Formative Assessment.	1	2	3	4	5	6
Q45	I have sufficient supporting materials (e.g., handbook, DVD) to implement Formative Assessment.	1	2	3	4	5	6
Q46	I have sufficient skills to implement Formative Assessment.	1	2	3	4	5	6
Intention							
Q47	I am willing to try to implement Formative Assessment.	1	2	3	4	5	6
Q48	I am willing to integrate Formative Assessment into my teaching.	1	2	3	4	5	6
Q49	I am willing to design appropriate assessment tasks for Formative Assessment.	1	2	3	4	5	6
Q50	I am willing to adjust the assessment methods to meet the requirements of Formative Assessment.	1	2	3	4	5	6
Q51	I am willing to make effort to implement Formative Assessment.	1	2	3	4	5	6
Q52	I am willing to encourage students to participate in Formative Assessment.	1	2	3	4	5	6
Subjective Norm							
As far as I know, the following stakeholders believe that Formative Assessment should be implemented.							
Q53	Officials of the Education Bureau	1	2	3	4	5	6
Q54	The principal of my school	1	2	3	4	5	6
Q55	Parents of my students	1	2	3	4	5	6
Q56	My students	1	2	3	4	5	6
Q57	My colleagues	1	2	3	4	5	6

