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Positioning of Children in Research on Assessment Practices in Primary School

Annex

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Annex to:

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Table 1 – Africa

Author(s) year	Location	Topic	Participants	Other Participants	Methods
Malmberg/Wanner/ Sumra/Little 2001	Morogoro region, Tanzania	Relationship between students' action-control beliefs about school performance and their achievement	545 students from 3rd and 7th grades in both rural and urban contexts.	//	Questionnaire: revised Control, Agency, and Means-Ends Interview (CAMI; Little/Oettingen/ Baltes 1995 as cited by the authors) + measures for school experience (classroom atmosphere and social anxiety) + background variables (e.g., parental educational level, gender and age). Achievement in Swahili and math reported by teachers and by students themselves + report cards.

Table 2 – Asia

Author(s) year	Location	Topic	Participants	Other Participants	Methods
Carless/Lam 2014	Honk Kong, China	Students' perception of assessment	Focus group: 77 students in year 3, 24 in year 2, 14 in year 1. Drawings: 38 students in year 3, 24 in year 2, 14 in year 1.	//	Focus groups + draw a picture technique with caption. In the main study also: interviews with teachers + classroom observations.
Chan 2002	Honk Kong, China	Students' self-evaluations on five specific domains of competence or adequacies and on global self-worth	151 students from 3rd to 6th grade (aged 8-14). In detail, 20 were in 3rd grade, 29 in 4th, 46 in 5th, and 56 in 6th grade.	//	Self-Perception Profile for Children (SPPC; Harter 1985 as cited by the author): set of questionnaires.
Guo/Yan 2019	Honk Kong, China	Students' perspectives on and attitudes towards formative and summative assessment	3019 students from 4th to 6th grade (aged 9-12). In detail, 889 in 4th grade, 992 in 5th, and 1126 in 6th grades, 12 not specified.	//	Self-developed 30-items instrument.
Hue/Leung/ Kennedy 2015	Honk Kong, China	Student perception of assessment practices	705 students from P5 to P6 (aged 9-12) – more than 50% of school population with ethnic minority backgrounds.	813 students from junior secondary school (aged 12-15).	Revised version of SCoA Inventory (Brown et al. 2009 as cited by the authors).
Wong 2016	Singapore	Students' and teachers' perceptions of students' self-assessment ability in Mathematics	75 P4 students from two classes (aged 9-10) for the intervention; 18 of them (9 for each class) were selected for further investigation.	2 teachers.	75 students: intervention (how to use self-assessment) + self-report on their self-assessment. 18 students: self-assessments worksheets (checklist, learning log, and rubrics) + their corresponding work scored and compared by an independent panel of teachers + interviews in groups of three. Teachers: semi-structured interviews.
Wong 2017	Singapore	Effects of self-assessment training on students' perceptions of self-assessment	146 P4 (aged 9-10) students (75 intervention group and 71 comparison group).	//	Intervention study (how to use self-assessment) with pre- and post-test design. Adapted version of Self-Assessment Questionnaire (SAQ; Wong 2012 as cited by the author).
Xiang 2002	Shanghai, China	Children's self-perception of ability in Physical Education	45 in 4th grade.	42 in 8th grade, 44 in 11th grade.	Children's perceived ability and ability assessment criteria in P.E. assessed through open-ended questions interview. A figure with columns of one to five red flowers to rate the level of ability.

Table 3 – Americas

Author(s) year	Location	Topic	Participants	Other Participants	Methods
Blumenfeld/ Pintrich/Hamilton 1986	USA	Children's concepts of ability, effort and conduct	101 students in 2nd grade, 57 students in 6th grade.	//	Within-subject design – two-session interviews (30 minutes each): open-ended questions to empirically construct categories and closed-ended items employing 5-point Likert scales.
Brookhart/ Bronowicz 2003	USA	Students' perceptions of classroom assessment: interest in and importance of assignment, students' self-efficacy for accomplishing the tasks, goal orientations behind their efforts at learning	63 students in 3rd (elementary) and 5th grades (middle school).	7 teachers, 98 students in high schools.	Multiple-case study design, descriptive research. For each teacher, several assessments were studied in order to describe the classroom assessment environment. Student interviews.
DeLuca et al. 2018	South-eastern Ontario, Canada	Students' perspectives on the use and value of a AfL pedagogical approach within their learning	Survey: 377 primary school students (grades K-3; aged 4-9), 359 junior school students (grades 4-6; aged 9-12). Interviews: 12 students (from primary to senior) from six teachers' classrooms.	15 teachers, 206 students in the intermediate school (grades 7-8) and 126 in the senior one (grades 9-12).	Survey with all students (K-12; ages 4-18) of the teachers participating in the AfL learning program. Surveys were in different formats depending on age: oral, paper, electronic. Portfolio-based interviews (video-recorded) with selected students.
Dutro/Selland 2012	Midwestern city in the USA	Children's perspectives on high-stakes testing in a high-poverty school	33 students in 3rd grade.	//	Participant observations and contextualization of children's responses over two years (interactions with children were digitally recorded + field notes). One hour interview with each child. In the second-year two focus groups with three children each.
Evans/Engelberg 1988	Washington State, USA	Student perceptions of school grading	52 children in 4th grade.	48 in 6th, 61 in 7th, 51 in 8th, 50 in 9th, and 42 in 11th grades.	88-item questionnaire developed to assess three aspects of students' perspectives on grades: attitudes, cognitive understandings, and attributions.
Filby/Barnett 1982	San Francisco Bay area, USA	Student perceptions of 'better readers' in classrooms	102 students from 2nd and 5th grade.	//	Observations + structured interviews (25 minutes). Student's reading ability level and organization of the class into level groups were necessary for the definition of the interview questions and data analysis.

Freeman/ Mathison n.d.	New York State, USA	The impact of state-mandated testing on students in urban and suburban schools	11 in 4th grade from an urban school and 12 in the same grade from a suburban school.	//	Three one-hour group meetings in each school to discuss and reconstruct experiences with state-mandated tests: open-ended interactive techniques (interactive games, drawings, oral and written questions).
Henk/Melnick 1998	Pennsylvania, USA	Criteria by which students form judgments about reading ability	18 students in 4th grade, 19 in 5th, and 19 in 6th grades.	//	25-question interviews (8-15 minutes) structured around Bandura's model of self-efficacy.
Hughes/Zhang 2007	South Central Texas, USA	The impact of the structure of peers' perceptions of classmates' academic abilities on children's social acceptance, perceived cognitive competence, and classroom engagement	291 students in 1st grade + 937 peers for sociometric interviews.	Teachers.	Children: reading and math achievement standardized tests + perceived cognitive competence through the PSPCSA individual interview (Harter/Pike 1981 as cited by the authors). Teachers: questionnaire about perception of student engagement. Peers: sociometric interviews.
Mac Iver 1988	Midwest State, USA	The effects of classroom practices on stratification of pupils' self-perceptions of math ability	67 upper elementary classes with a total of 1,612 students.	//	Pupils: questionnaires. Teachers filled out an assessment battery on each pupil and a classroom environment inventory. Report card grades.
Newman/Spitzer 1998	Southern California, USA	How children reason about ability in the context of report card grades and in terms of effort and performance	28 students in 2nd grade (aged 7-8), 28 in 4th grade (aged 9-10).	28 students in 6th grade (11-12).	Structured interviews (open-ended questions) accompanied by several real report cards filled out for hypothetical children.
Nicholls/Miller 1984	Frankfort, Indiana, USA	Children's reasoning about ability and effort of self versus others	180 children: 60 from each of 2nd, 5th and 8th grade classes.	//	Piagetian-type interview under predefined conditions of individual tasks with different effort stimuli, and observation of videotapes of others doing the same tasks.
Paris/Roth/ Turner 2000	Study 1: Michigan, California, Arizona, Florida, USA Study 2: Michigan, USA Study 3: Michigan, USA	Students' perceptions of academic achievement test	Study 1: 368 children in 2nd, 3rd, and 4th grades; 273 in 5th and 6th grades. Study 2: 120 in 4th grade. Study 3: 61 in 5th grade.	Study 1: 241 students in 7th and 8th grades; 92 in 9th and 11th grades. Study 2: 41 in 7th and 79 in 10th grades. Study 3: 65 in 8th grade.	Study 1: national achievement test; a designed survey named 'Students views of…(national test name)'. Study 2: achievement scores through California Achievement Test (CAT; as cited by the authors); a designed survey on the Michigan Educational Assessment Program reading test (as cited by the authors). Study 3: achievement scores through CAT; a designed survey to measure how students perceive standardized achievement tests and routine classroom tests.

Peña-Garcia 2020	Colombia	Students' concepts about learning and evaluation	100 students in 6th grade (primary school).	//	Survey specifically designed with reference to the contributions of different authors throughout history and with the purpose of highlighting key elements of the meaning of learning and evaluation.
Stipek/Gralinski 1996	California, USA	Children's beliefs about intelligence, effort, goal orientations, self-reported learning strategies, and school achievement	319 children: 66 in 3rd, 119 in 4th, 75 in 5th, and 59 in 6th grades.	//	A battery of written questionnaires within the first 4 months of the school year and again during the months of May and June. Report card grades + scores from California Test of Basic Skills (CTBS; as cited by the authors) or Metropolitan Achievement Tests (MAT; as cited by the authors).
Stipek/Tannatt 1984	California, USA	Children's judgements of their own and their peers' academic competence	32 children in kindergarten and 1st grade, 32 children in 2nd and 3rd grades.	32 children in preschool.	Interviews with a standardized procedure.
Thorkildsen 1999	Milwaukee, Wisconsin, USA	How much testing would be fair in school.	119 children in grades 2 and 5.	//	20-minute interviews about the fairness of five common testing practices mediated by cartoon drawings.
Triplett/Barksdale 2005	One mid-Atlantic and one southern state, USA	Students' perceptions of high-stakes testing	225 students from 3rd to 6th grade.	//	Drawings/writings: a picture of a recent testing experience + writing prompt 'tell me about your picture'.
Wheelock/Bebell/ Haney 2000a	Massachusetts-USA	Students' perceptions of standardized testing	303 students in 4th grade.	58 students in 8th grade, 50 in 10th grade.	Drawings: a picture of themselves as test-takers.
Xiang/Solmon/ McBride 2006	Southern USA	Teachers' and students' conceptions of ability in elementary physical education	160 students in 2nd and 4th grades.	8 physical education specialists.	Interviews + 5-point Likert scale questionnaire with 4 statements (due to low Cronbach alpha coefficients, the statements were excluded from subsequent analyses).

Table 4 – Europe

Author(s) year	Location	Topic	Participants	Other Participants	Methods
Atkinson 2003	Scotland, UK	Attitudes of students and their parents towards classroom assessment	One elementary school class (not mentioned the number of pupils in the sample nor the age).	Parents.	Informal observation and student responses to mid-session and end-session questionnaires + parent questionnaire.
Beutel/Vollstädt 2002	Hamburg, Germany	How pupils perceive and interpret reports and in which communication processes the awarding of reports is integrated	61 students in 1st, 2nd and 3rd grades.	In the main study: 1.476 students – also secondary school students – 1.328 parents and 637 teachers from 30 schools.	Individual and guided interviews (in the main study: written survey + qualitative case studies at 5 schools + individual and group interviews with teachers, students and parents + report cards analysis).
Chapman/Skinner 1989	West German city, Germany	How children's beliefs and cognitive performance vary according to their conception development of effort and ability	60 children in 4th grade.	60 children in 6th grade.	The agency beliefs scale from the Control, Agency, and Means-Ends Interview (CAMI Skinner/Chapman/Baltes 1988a as cited by the authors); four subscales from the BTS (a standard German intelligence test for children; Horn 1972, as cited by the authors); Nicholls's (1978; as cited by the authors) procedure for assessing children's reasoning about the relation between effort and ability.
Eriksson/ Björklund Boistrup/ Thornberg 2020	Sweden	How students construct meaning from directly communicated teacher feedback	23 students in 2nd and 3rd grades (aged 7-9).	//	Focus groups + classroom observations and fieldwork at the school.
Gipps/Tunstall 1998	London, England, UK	Individual children's perception of feedback: understanding of success and failure	49 students in 1st and 2nd years (aged 6-7).	In the main study also teachers.	Students interviews with four scenario stories (in the main study classroom recording and observations + teacher interviews).
Hargreaves 2013	London, England, UK	Children's perspectives on their teacher's feedback in relation to their learning	9 children (aged 9-10).	//	Group, paired or individual interviews based on videotapes of classroom observations (up to 4 interviews for each child; collected 17 hours data interviews). Not the focus of this paper: previously all children had been interviewed twice (non-video based) in small groups and individually about their general experiences of school.

Meroño/Calderón/ Arias-Estero/ Méndez-Giménez 2017	Region of Murcia, Spain	Design process and validation of a questionnaire on Perceived Competency-based Learning	173 students from year 3 to year 6 for validation of comprehension + 523 students for validation of the construct.	35 experts for validation of the content.	Design and validation of the Questionnaire on Perceived Competency-based Learning of Primary School Students.
Monteiro/Mata/ Santos 2021	Portugal	Students' and teachers' conceptions of assessment and assessment practices	82 students in 3rd grade (aged 7-10).	5 teachers.	Classroom observations, documents produced by students (worksheets and tests), teacher interviews, student focus groups.
Murillo/Hidalgo 2017	Madrid, Spain	Students' conceptions about a fair assessment	15 students in their last elementary school year (aged 11-12) from public/private schools, and different socio-economic context.	17 students from mandatory secondary education (aged 15-16).	Phenomenographic interview based on self-report.
Murphy/Lundy/ Emerson/Kerr 2013	England and Wales, UK	Children's perceptions of primary science assessment	997 children in their last year of primary education (aged 11).	16 students in year 6 (primary school) and 16 students in year 7 (secondary school).	Children in Y6 and Y7: 4 research advisory groups of 8 children each were established as co-researchers. All other children: online survey (mainly closed questions).
Remesal 2009	Barcellona, Spain	Students' conceptions of daily assessment practices in the classroom	12 students in 2nd grade (aged 7-8).	2 teachers.	Not the focus of this paper: 1st year - teacher interviews. 2nd year – pupils: episodic interview technique (semi-structured). Analysis of classroom materials: assessment material, pupils' productions during interviews, videotape of a typical classroom situation.
Tunstall/Gipps 1996	London, England	Feedback given to children by teachers and how they interpret, understand and act on it. What formative assessment means to children	49 students in years 1 and 2 (aged 6-7).	8 teachers.	Observations to collect evidence of feedback; classrooms recording; teacher interviews; children interviews (twice a year for each of them); examination of children's work for written feedback + rating sheets completed by teachers for each pupil.
Weidinger/ Steinmayr/ Spinath 2019	Germany	Students' use of comparisons to evaluate their own abilities	542 students from the end of their 2nd grade to their 4th grade.	//	Questionnaire to assess students' perceptions of ability in German and Math; German and Math grades were provided by teachers on a questionnaire (2 years measurements – six measurements at intervals of four months each).

Table 5 – Oceania

Author(s) year	Location	Topic	Participants	Other Participants	Methods
Brown/Harris 2012	New Zealand	Students' conceptions and practices of assessment	49 primary school students (years from 5 to 7, aged 9-11).	51 intermediate school students (years 7-8), 134 high school students (years 9-10).	Students' Conceptions of Assessment (SCoA-VI) inventory (Brown 2003 as cited by the authors).
Burnett/Mandel 2010	Australia	Teachers' and students' perceptions of praise, and effort and ability feedback in the classroom	56 students in grades 1 to 6 (aged 6-12).	5 teachers.	29 students took part in individual structured interviews and 27 students participated in a group interview; five teachers had structured interviews; structured classroom observations (twice a week for four weeks).
Harris/Brown/ Harnett 2014	Auckland area, New Zealand	How students understand and experience feedback	105 students in upper primary and intermediate school years (Y5-8; aged 9-12).	88 lower secondary school students (Y 9-10).	Self-report survey instrument made of 3 sections: (1) a list of 15 practices from which to choose those experienced; (2) SCoF-III questionnaire (Irving et al. 2008 as cited by the authors); (3) drawing about their experience of feedback (four possible prompts randomly assigned).
Harris/Brown/ Harnett 2015	Auckland area, New Zealand	Content of students' feedback provided to themselves and their peers	(indirectly) primary school students (Y5-8).	11 teachers of years 5-10 (students aged 10-14), (indirectly) secondary school students (Y9-10).	Analysis of students' Peer- and Self-Assessment statements; observations and teacher interviews focusing on their classroom assessment and feedback practices.
Harris/Harnett/ Brown 2009	Auckland area, New Zealand	Students' conceptions of assessment (the main study was a multi-study with mixed methods. This paper describes a part of study 2)	13 students in year 6/7 (aged 10-11).	18 intermediate (years 7 and 7/8) and 15 high school students (Y10).	Draw a picture technique: draw a captioned picture of assessment ('what you think it is or how it makes you feel'); focus groups to discuss student representations. The complete study included two techniques used alternately – placing assessment practices into a diamond shape to show their relative importance + drawing the relationship between assessment and teaching, learning, and curriculum using abstract shapes – and SCoA inventory by Brown (2003 as cited by the authors).

Wurf/Povey 2020	Australia	Students' perceptions of assessment tasks, how these relate to self-efficacy beliefs, and the understanding and knowledge of assessment	26 students in Y5 and 56 in Y6.	//	A modified version of the Student Perceptions of Assessment Questionnaire (SPAQ; Koul/Fisher 2006 as cited by the authors); Perceived Competence Scale for Children questionnaire (Harter 1982 as cited by the authors); 13 students from the sample took part in a focus group.