Exploring Classroom Assessment Practices: Perspectives from Senior High School Teachers in Greater Accra, Ghana

Eric Atta Quainoo
Beijing Normal University, Beijing, China
Wesley College of Education, Kumasi, Ghana

Joana Bortey
Kibi Presbyterian College of Education, Kibi, Ghana

Benjamin Sundeme
St. Ambrose College of Education, Dormaa-Akwamu, Ghana

Evans Austin Brew
Enchi College of Education, Enchi, Ghana

Abstract

This study used a quantitative research design with a descriptive approach to investigate the assessment conceptions of teachers at senior high schools in Ghana's Greater Accra Region. A sample of 280 senior high school teachers was selected using multi-stage sampling techniques, and data was collected using questionnaires adopted from Brown (2004). The data were analyzed using frequencies, percentages, mean, and standard deviation. Findings show that teachers conceive assessment as being for improvement and irrelevant. Recommendations are made to enhance senior high school teachers' understanding of assessment as a tool for improvement and to encourage adherence to basic assessment practices.

Keywords: assessment conceptions; Ghana; Greater Accra Region; improvement; senior high school teachers

Introduction

Teachers and students both interact continuously during the classroom assessment process to encourage increased learning. The assessment process places a strong emphasis on gathering information about student performance in order to identify learning issues, track development, and provide constructive criticism (Stiggins, 2002). Many factors, including teachers' attitudes toward assessment and their view of it as one of the most crucial aspects of education, have an impact on classroom assessment (Lumpe, et al., 2000). The key variables of the educational activity and the learning process for students are seen to be the teachers' concepts or beliefs and their assessment techniques. It begins with the idea that teachers hold a range of views that affects the caliber of their performance. In this way, teachers form their opinions on a variety of social issues relating to education, including epistemology, students, teachers standing as educators, the content of the curriculum and how it is taught, and a variety of other topics (Levin, 2015). Asamoah-Gyimah (2002) asserted that "classroom or teacher-created examinations are commonly employed as a significant assessment instrument of students' development in schools." (p. 2). The idea of an educational system in which a student is not subjected to a test created by the teacher or the classroom is difficult to imagine.

A third dimension, teachers' views of assessment have been attempted to be included in studies of teachers' conceptions of curriculum and instruction (Barnes, Fives & Dacey, 2015; Vandeyer & Killen, 2007). Teachers frequently face challenges in changing their classroom practices as a result of newer insights relating to teaching and learning. Changes in instruction necessitate corresponding adjustments in assessment procedures (Scott, 2015). It is crucial to take into account teachers' knowledge of and approach to assessment in such a dynamic environment. It is clear that teachers' opinions on the type and objective of assessment have an impact on their assessment methods and procedures (Brown, 2009; Coll & Remesal, 2009; Delandshere & Jones, 1999). According to other studies, teachers' conceptions are typically in line the with policy and cultural concerns of a specific dominion, proving that teachers' belief systems vary from one society to another (Brown & Harris, 2009; Brown et al., 2011). Particularly, assessment methods and procedures are influenced by teachers' ideas about teaching, learning, students, and subjects (Cizek et al., 1995; Kahn, 2000; Tittle, 1994).

Previous investigations have clearly demonstrated the connection between conceptions or ideas and assessment procedures (VandenBerg, 2002). For instance, Chester and Quilter's (1998) study on the conceptions of assessment, standardized tests, and alternative techniques among in-

service teachers in Australia came to the conclusion that teachers' conceptions of classroom assessment had an effect on their classroom assessment methods. Teachers' assessment beliefs have the potential to impede innovative practices (Delandshere & Jones, 1999). According to Griffiths, Gore, and Ladwig (2006) stated that beliefs have a greater impact on teaching practices than socioeconomic background or prior teaching experience. Therefore, the form and content of teachers' assessment ideas will determine why and how assessment takes place, as long as teachers comply with the assessment rules in educational settings. Additionally, varying teacher conceptions of assessment may exist across cultures because different communities have distinct priorities or behaviours (Griffiths et al., 2006).

The idea of assessment in senior high schools is predicated on the impression that teachers have taken a course or received education in "testing". This principle is founded on the supposition that senior high school teachers develop, administer, and score teacher-made or classroom tests in accordance with the fundamentals of testing in measurement and assessment. In most instances, this premise is not always true. Furthermore, research by Amedahe (1989) and Quagrain (1992) showed that the majority of Ghanaian school teachers had insufficient expertise in creating essay-style and objective assessments, which are the most often utilized tools in our schools. This is due to the reality that most programs for initial teacher education do not adequately provide courses in assessment. Both professional and non-professional individuals are employed as teachers by the Ghana Education Service (GES), which operates in accordance with instructions from the Ministry of Education (MOE). Every senior high school teacher who has received professional training is expected to have taken at least one semester of pre-service education in educational measurement and evaluation, and as such, is expected to base his or her assessment practices on the fundamental testing principles established by measurement experts. However, a broad examination quickly reveals the numerous shortcomings in Ghanaian senior high school teachers' assessment procedures, leading one to question whether any training at all leads to competency. Once more, the teachers we interacted with have various concepts of assessment, which are impacted by a variety of elements such as their work environment and culture.

Research Question

Based on the aforementioned issue, we conducted this research to investigate how teachers at senior high schools in Ghana's Greater Accra Region conceptualize classroom assessment. The research question of this study is: What are senior high school teachers' conceptions of assessment?

Literature Review

The overall, frequently implicit understanding that a person has of the characteristics of a phenomenon is what we refer to as conception (Brown, 2008; Thompson, 1992). Conceptions, then, are people's preconceived notions about what something is (i.e., the belief and how it is constructed) and what it is used for (i.e., its purpose).

Consequently, a teacher's comprehension of the nature and goal of how pupils' learning is inspected, tested, evaluated, or assessed is referred to as the conception of assessment. All assessment purposes, according to Brown (2008), can be divided into three main categories and an "anti-purpose". These are: (1) assessing teaching and learning to improve it (improvement), (2) assessment as holding institutions of higher learning, including teachers and schools, accountable for their performance, (3) assessment as holding students responsible for their learning (student accountability), and (4) assessment as unrelated to the lives and careers of educators and students (irrelevant). However, by combining the duties of student and school responsibility, it is conceivable to imagine that only two main goals exist for assessment in every society (i.e., improvement and accountability).

Greek and Cypriot math teachers teaching fifth and sixth graders were surveyed by Philippou and Christou in 1997 regarding their assessment philosophies. They attempted to address concerns about the function of assessment, grading standards, the most typical item format and objectives examined, and the alignment of assessment and instruction using a 37-item questionnaire and 10 semi-structured interviews. Their examination of the data discovered that both groups of Cypriot and Greek mathematics teachers of the fifth and sixth grades thought that the major goals of the assessment were to identify students' challenges and to gauge the quality of instruction.

According to Jones and Egley (2004), many teachers believe that high-stakes exams don't consider what is crucial for a comprehensive education and what will give pupils the information and skills they need to succeed in today's society. Their research also revealed that some teachers view high-stakes testing as a "political football," where politicians are seen as making their own decisions for their own benefit or to further other political objectives, with little connection to the development and education of students. "Teachers see the political motives for the testing as incongruent with their personal view of education that centers around doing what is best for the children" (Jones & Egley, 2004, p. 22).

Brown's (2004) inventory teacher conception of assessment (TCOA-III) was translated into Chinese by Li and Hui (2007), who revealed nine components that constituted three main groupings (i.e., negative, improvement, and accountability). Since they concurred that it would be put to better use and that they would not disregard it, they

concluded that the participants held contradicting attitudes towards assessment. Teachers acknowledged that assessment was not a reliable or accurate approach to describe students' learning, yet, at the same time. Li and Hui (2007) ascertained that this was a reasonable reaction to the assessment policy and practice that placed an excessive focus on examinations rather than professional judgment.

When Brown (2008) studied New Zealand primary teachers' views of assessment, he discovered that they tended to concur with the notions of improvement and student accountability, while disagreeing with the school accountability and irrelevance conceptions. The study found that improvement was positively connected with school accountability (r=.92), whereas improvement was adversely correlated with student accountability (r=.67) and irrelevance (r=.72). These findings revealed that New Zealand primary teachers viewed assessment as a necessary tool for enhancing teaching and learning while also holding pupils accountable—a necessary but irrelevant component.

In their study, Pishghadam and Shayesteh (2012) employed teachers' conception of assessment (TCoA) questionnaire to examine Iranian EFL teachers on four assessment factors: improvement, student accountability, school responsibility, and irrelevant. According to the findings of descriptive statistics, the majority of teachers thought that assessments made pupils more responsible. This suggests that educators shared the view that students are responsible for their own learning.

Theoretical Foundation

The ecological systems theory of Urie Bronfenbrenner was used in this study (Bronfenbrenner, 1977). In an effort to characterize and comprehend human development within the framework of the network of relationships that makes up an individual's environment, he created the ecological systems theory. Utilizing this theory is justified by the idea that various interconnected social systems in the environment have an impact on human development, processes, and outcomes (Bronfenbrenner, 1977). According to Bronfenbrenner, the development process begins with smaller components identified as the microsystem and progresses to larger contextual factors known as the mesosystem, exosystem, and macrosystem.

According to Urie Bronfenbrenner, a person's growth is influenced by three patterns that make up the microsystem. Activities, roles, and interpersonal interactions all fall under this category. When two or more settings work together as dyads, the mesosystem is created. As individuals relocate to new environments, including new neighbourhoods, workplaces, schools, and offices, the mesosystem expands and changes

regularly. The exosystem draws attention to unseen elements (such as parental and professional surroundings) that may not be directly related to an individual but may nonetheless have an impact on his or her development. The macrosystem, which includes the components of smaller or lower-order systems, is the largest system in ecological theory. In addition to any belief systems or ideologies supporting such consistencies, a macrosystem "may exist at the level of the subcultures or the culture as a whole" (Bronfenbrenner, 1979, p. 26). Therefore, the macrosystem includes environments where a person interacts with others who share similar values, cultures, or systems. The macrosystem, which is a shared value of examinations (Brown et al., 2010; Degbey, 2009; Li & Hui, 2007), to an exosystem involves the school system (Remesal, 2011), are the influences that range from wider environmental factors (e.g., values, cultures, activities, and interpersonal relations) to teachers' conceptions and practices of assessment (Bonner & Chen, 2009; Brown, 2002).

Methodology

Participants

Teachers at senior high schools in the Greater Accra Region comprised the study's population. Multi-stage sampling strategy was utilized for the study. Convenient sampling technique was employed to choose three (3) districts that were very close, out of the thirty-three (33) districts in the Greater Accra Region. Since each of the districts is made up of a number of senior high schools and it is impractical to obtain or sample individual elements from the entire district, a simple random sampling technique was also utilized to choose one (1) school from each of the selected districts. This was done by using the steps involved in the tables of random numbers method. We started by identifying and building the sampling frame.

After the three (3) schools have been randomly chosen from each of the three (3) districts, the entire participants for the study were selected by census survey procedure. Through this survey, every teacher from the three (3) schools was contacted to gather information by responding to the study's questions. A sample size of 315 teachers comprising 159 (56.8%) males and 121 females (43.2%) who responded to the 49 items of the self-developed questionnaire. Regarding the age range of the participants, most of the teachers aged below 35 years old (n=110, 39.3%), 30.4% had age-range from 35-40 years old (n=85), 71 (25.4%) teachers were aged between 41-50 years old, and those above 50 years old were 14 representing 5.0% of the participants.

Procedure

To seek permission from the various schools, ethical clearance from the University of Cape Coast's Institutional Review Board (IRB) was obtained. It was required to make contact with the headmasters and teachers of the chosen schools before requesting approval to administer the questionnaire. A few assistants (add the number of assistants if possible) were trained by the researchers of this study for data collection purposes. We enlightened participants on the goals of the study and how to complete the questionnaire. We personally administered the questionnaire to participants during regular school hours to ensure that the instructions on how to fill it out were understood. We used two weeks to distribute and collect the questionnaire. There was a 96 percent return rate on the questionnaire.

The questionnaire (Brown, 2002) was validated in a pilot study, and the internal consistency was calculated using Cronbach's alpha. The study's Cronbach's alpha co-efficient was .859. The reliability coefficient should be at least .70 and preferably greater, according to Fraenkel and Wallen (2000). As a result, the study was justified in using the reliability that was found for the variables.

Data Analysis

To address questions that had been unanswered or only partially addressed, the field data was compiled, sorted through, and updated by SPSS version 25.0. The questionnaires were serially numbered to make it easier for identification and to improve statistics presentation and analysis. Mean and standard deviation were employed to analyse the data.

Results

The research question of this study is: What are teachers at senior high schools' conceptions of assessment? This question sort to ascertain teachers at senior high school's conceptions about assessment. Twenty-five (25) statements elicited responses from the teachers, who were then given the option of *strongly agreeing - 4, agreeing -3, disagreeing - 2, or strongly disagreeing – 1*, with each statement on a Likert scale with four points. The results of participants' responses were examined using means and standard deviation. According to the study, mean values above 2.5, the midpoint (4+3+2+1/4 =2.5), indicated that the majority of the participants agreed with the statement, while mean values below 2.5 indicated that the majority of the participants disputed the statement. A mean of 2.5 showed no agreement or disagreement with the statements. Table 1 displays a summary of the responses.

Table 1: Senior High School Teachers' Conceptions of Classroom Assessment

Statements	N	Mean	Std. Dev
Improvement			
Assessment is a way to determine how much students have learned from teaching	280	2.72	1.108
Assessment provides feedback to students about their performance	280	2.59	1.135
Assessment is integrated with teaching practice	280	2.55	1.011
Assessment results are trustworthy	280	3.05	1.062
Assessment establishes what students have learned	280	3.12	1.059
Assessment informs students of their learning needs	280	2.65	.969
Assessment information modifies students	280	2.89	1.055
Assessment results are dependable	280	2.89	1.010
Assessment measures students' higher- order thinking skills	280	2.62	.966
Assessment allows different students to get different instruction	280	2.37	.949
Student Accountability			
Assessment places students into categories	280	1.93	.720
Assessment is assigning a grade or level to student work	280	2.06	.781
Assessment determines if students meet qualification standards	280	2.03	.829
School Accountability			
Assessment provides information on how well schools are doing	280	2.03	.859
Assessment is an accurate indicator of a school's quality	280	2.28	.966
Assessment is a good way to evaluate a school	280	2.10	.870

Table 1: Continued

Statements	N	Mean	Std. Dev
Irrelevant			
Assessment forces teachers to teach in a way that is contradictory to their beliefs	280	2.51	1.097
Teachers conduct assessments but make little use of the results	280	2.64	1.031
Assessment results should be treated cautiously because of measurement error	280	2.03	.778
Assessment is unfair to students	280	2.81	.996

Assessment results are filed & ignored	280	2.80	1.087
Teachers should take into account the error and imprecision in all assessment	280	1.88	.642
Assessment interferes with teaching	280	2.76	.934
Assessment has little impact on teaching	280	2.87	.912
Assessment is an imprecise process	280	2.69	.951

Source: Field Survey (2021)

Under improvement as a conception of teachers' assessment, teachers agreed to the following;

1. Assessment is a way to determine how much students have learned from teaching (M= 2.72, SD=1.108)
2. Assessment provides feedback to students about their performance (M= 2.59, SD=1.135)
3. Assessment is integrated with teaching practice (M= 2.55, SD= 1.011)
4. Assessment results are trustworthy (M= 3.05, SD= 1.062)
5. Assessment establishes what students have learned (M= 3.12, SD= 1.059)
6. Assessment informs students of their learning needs (M= 2.65, SD= .969)
7. Assessment information modifies students (M= 2.89, SD= 1.055)
8. Assessment results are dependable (M= 2.89, SD= 1.010)
9. Assessment measures students' higher-order thinking skills (M= 262, SD= .966).

Under Irrelevant as a conception of teachers' assessment, teachers agreed to the following statements:

1. Assessment forces teachers to teach in a way that is contradictory to their beliefs (M= 2.51, SD= 1.097)
2. Teachers conduct assessments but make little use of the results (M= 2.64, SD= 1.031)
3. Assessment is unfair to students (M= 2.81, SD= .996)
4. Assessment results are filed & ignored (M= 2.80, SD= 1.087)
5. Assessment interferes with teaching (M= 2.76, SD= .934)
6. Assessment has little impact on teaching (M= 2.87, SD= .912)
7. Assessment is an imprecise process (M= 2.69, SD= .951).

Under student accountability as a conception of teachers' assessment, teachers disagreed to all the statements;

1. Assessment places students into categories (M=1.93, SD=.720)
2. Assessment is assigning a grade or level to student work (M=2.06, .781)
3. Assessment determines if students meet qualification standards (M=2.03, SD=.829).

Under school accountability as a conception of teachers' assessment, teachers disagreed to all the statements;

1. Assessment provides information on how well schools are doing (M=2.03, SD=.859)
2. Assessment is an indicator of a schools' quality (M=2.28, SD=.966)
3. Assessment is a good way to evaluate a school (M=2.10, SD=.870).

Table 2: Descriptive Statistics for Teachers' Conceptions of Assessment

Statement	N	Mean	Std. Dev
Improvement	280	27.4500	7.38673
Student accountability	280	6.0179	1.79297
School accountability	280	6.4071	2.21722
Irrelevant	280	22.9679	5.50422

Source: Field Survey (2021)

It is evident from Table 2 that teachers agreed to the statements labelled under improvement as a conception of classroom assessment (M= 27.4500, SD=7.38673). This is because the mean of improvement is above the overall mean of 25 (i.e., 2.5 x 10 items of improvement). Again, the teachers agreed to the statements labelled irrelevant as a conception of classroom assessment (M=22.9679, SD=5.50422). The means of these statements are also above the overall mean of 22.5 (i.e., 2.5 x 9 items of irrelevant). It was however inferred from the result that, senior high school teachers conceived classroom assessment as being an improvement and irrelevant.

Discussion

The study investigated teachers at senior high schools' conceptions of assessment. In general, the findings indicated that teachers at senior high schools in Ghana's Greater Accra Region conceive classroom assessment as improvement and irrelevance.

Improvement

The goal of assessing students' abilities, knowledge, understanding, skills, or performance is to make correct facts available that result in significant variations in teaching methods or student learning that can promote improvements in student accomplishment. As a result, teachers at senior high schools in Ghana's Greater Accra Region saw assessment in the classroom as a means of improving instruction or identifying students' learning difficulties. Teachers also evaluated and enhanced their own practice using the assessment results. The finding of the study confirmed that of Brown (2008), who in his study found that primary teachers in New Zealand agreed with the improved conception of classroom assessment. Brown's (2008) result proposed that primary teachers in New Zealand primary teachers saw classroom assessment as a useful instrument for enhancing teaching and learning. Again, the finding of the study confirmed that of Philippou and Christou (1997), who in their study found out that 5th and 6th-grade mathematics teachers thought that

assessment was good for determining the effectiveness of instruction. The teachers were unanimous in their support of using classroom assessment to identify students' needs and gauge how well lessons were being delivered.

Irrelevance

The foundation behind the irrelevance conception of classroom assessment is that, as assessment of student accomplishment is often seen as a formal, structured process, it should be abandoned because it is worthless, irrelevant, and detrimental to teachers, students, the curriculum, and instruction. As a result, there is no justifiable position for classroom assessment within teaching and learning. According to this perspective, classroom assessment will have detrimental consequences on education and students, according to teachers at senior high schools in Ghana's Greater Accra Region. Additionally, it might have a variety of effects on teachers' professionalism and autonomy, detracting them from their primary goal of promoting students' learning. The result supports Li and Hui's (2007) contention that assessment is not a reliable or accurate means of characterizing student learning. Li and Hui (2007) came to the conclusion that this was a reasonable reaction to the evaluation practices and policies that placed an excessive focus on exams and professional judgment. The result is also consistent with those of Jones and Egley (2004), who discovered that teachers believed high stakes exams failed to consider what is crucial for a comprehensive education and what will give students, the information and skills they need to succeed in contemporary society.

Conclusion and Implication for Policy and Practice

The findings of this study showed the conceptions of teachers at senior high schools in Ghana's Greater Accra Region were for improvement and irrelevance. Thus, the goal of assessing students' abilities, knowledge, understanding, skills, or performance is to generate accurate information that results in significant variations in teaching methods or student learning that can promote improvements in student accomplishment. Additionally, these teachers noted that feedback, both critical and descriptive, was one more function of assessment as it connected to students because it included knowledge and tactics for enhancing performance in the future and boosting ownership of learning. The notion behind the conception of classroom assessment being irrelevance was that assessments were to be disregarded because they are ineffective, irrelevant, and detrimental to instructors, students, curriculum, and instruction. As a result, there were many unfavourable attitudes regarding

classroom assessment, particularly among teachers who did not think that assessment was useful and did not comprehend how tests would enhance teaching and learning.

In their professional development and policy contexts, senior high school teachers could make use of this study on their conception of assessment. To be successful, any fresh assessment policy, instrument, or practice must consider the intricate nature of teachers' conception of assessment, be it at the national or local school level. Kahn (2000) noted that teachers appeared to integrate contemporary assessment methods (such as constructivism and deep learning) into established transmission-based, assessment and learning frameworks with a focus on teachers and accountability. While well-intentioned, the adoption of new guidelines from professional organizations or state establishments may suffer if teachers' conception of assessment remains unchecked, unchanging, or unquestioned, or if teachers are oblivious to their own beliefs. To effectively guide teachers toward a chosen structure of conceptions, pre-service education and ongoing development for teachers in the assessment field must take into account teachers' pre-conceived notions. In policy contexts, it is also possible to make use of teachers' conceptions of assessment. The study demonstrated that teachers accept the assessment's lack of relevance in this situation and agreed that it enhances teaching and learning. Additionally, this optimistic outlook on development and assessment's insignificance is paralleled by substantially less support for holding students responsible and by a link between external assessment checks and surface education. This combination suggests that, at the very least, if the goal is to improve learning outcomes for students, the introduction of assessment innovations should be carried out so as to minimize association with external accountability dimensions and maximizes connotation with teachers' individual capacity to enhance their teaching and students' learning.

References

Amedahe, F. K. (1989). *Testing practices in secondary schools in the Central Region of Ghana.* [Unpublished master's thesis], University of Cape Coast

Asamoah-Gyimah, A. (2002). *An evaluation of the practice of continuous assessment in the senior secondary schools in the Ashanti Region of Ghana*. [Unpublished master's thesis], University of Cape Coast.

Brown, G. T. L. (2002). *Teachers' conceptions of assessment*. [Doctoral thesis], University of
Auckland, Auckland, NZ.

Brown, G. T. L. (2004). Teachers' conceptions of assessment: Implications for policy and

 professional development. *Assessment in Education: Principles, Policy & Practice, 11,* 301-318. doi:10.1080/0969594042000304609.

Brown, G. T. L. (2008*). Conceptions of assessment: Understanding what assessment means to teachers and students.* Nova Science Publishers.

Brown, G. T. L. (2009). Teachers' self-reported assessment practices and conceptions: Using

 structural equation modelling to examine measurement and structural models. In T. Teo & M. S. Khine (Eds.), *Structural equation modelling in educational research: Concepts and applications* (pp. 243-266). Sense Publishers.

Chester, C., & Quilter, S.M. (1998). In-service teachers' perceptions of educational assessment. *Journal for Research in mathematics Education, 33*(2), 210-236.

Cizek, G. J., Fitzgerald, S., Shawn, M., & Rachor, R. E. (1995). Teachers' assessment practices: Preparation, isolation and the kitchen sink. *Educational Assessment, 3*(2), 159-179.

Coll, C., & Remesal, A. (2009). Mathematics teachers' conception of learning assessment in compulsory education: dimensions and functions. *Infanciay Aprendizaje, 32*(3), 391-404.

Delandshere, G., & Jones, J. H. (1999). Elementary teachers' beliefs about assessment in mathematics: A case of assessment paralysis. *Journal of Curriculum and Supervision, 14*(3), 216-40.

Diene, S. (2003). *A Survey of secondary teachers' evaluation practices in the state of Georgia.* [Unpublished manuscript], College of Education, University of Georgia, Athens.

Griffiths, T., Gore, J., & Ladwig, J. (2006). *Teachers' fundamental beliefs, commitment to reform,*

 and the quality of pedagogy. Australian Association for Research in Education (AARE). Adelaide, Australia.

Harris, L. R., & Brown, G. T. L. (2009). The complexity of teachers' conceptions of assessment: Tensions between the needs of schools and students. *Assessment in Education: Principles, Policy & Practice, 16*(3), 365-381.

Jones, B. D, & Egley, R. J. (2004). Voices from the frontlines: Teachers' perceptions of high

 stakes testing. *Education Policy Analysis Archives, 12*(39). http://epaa.asu.edu/epaa/v12n39/.

Jones, B. D., & Egley, R. J. (2008). Looking through different lenses: Teachers' and administrators' views of accountability. *The Phi Delta Kappan, 87*(10), 767-771.

Kahn, E. A. (2000). A case study of assessment in a grade 10 English course. *The Journal of Educational Research, 93*(5), 276-285.

Li, W. S., & Hui, S. K. F. (2007). Conceptions of assessment of mainland China college lecturers: A technical paper analyzing the Chinese version of CoA-III. *The Asia-Pacific Education Researcher, 16,* 185-198.

Lu, A. Y. (2003). *Teachers' beliefs and classroom assessments: A case study of two university instructors of English.* [Unpublished master's thesis], National Taiwan Normal University.

Lumpe, A. T., Haney, J. J., & Czerniak, C. M. (2000). Assessing teachers' beliefs about their science teaching context. *Journal of research in science teaching, 37*(3), 275-292.

Philippou, G., & Christou, C. (1997). Cypriot and Greek primary teachers' conceptions about mathematical assessment. *Educational Research and Evaluation, 3*(2), 140-159.

Pishghadam, R., & Shayesteh, S. (2012). Conceptions of assessment among Iranian EFL Teachers.
Iranian EFL Journal, 8(6), 9-23.

Quagrain, A. K. (1992). *Teacher–competence in the use of essay tests: A study of secondary schools in the Western Region of Ghana*. [Unpublished master's thesis], University of Cape Coast.

Skott, J. (2015). The promises, problems, and prospects of research on teachers' beliefs. In H. Fives & M. G. Gill (Eds.), *International handbook of research on teachers' beliefs* (pp. 13-31). New York and London: Routledge Taylor &Francis Group.

Stiggins, R. J. (2002). Assessment crisis: The absence of assessment for learning. *Phi Delta*
Kappan, 83(10), 758-765.

Thompson, A. G. (1992). Teachers' beliefs and conceptions: A synthesis of the research. In D. A.
Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 127–146). New York: MacMillan.

Tittle, C. K. (1994). Toward an educational psychology of assessment for teaching and learning: Theories, contexts, and validation arguments. *Educational Psychologist, 29*(3), 149-162.

VandenBerg, B. (2002). Teachers' meaning regarding educational practice. *Review of Educational Research, 3,* 577-625.

Vandeyer, S., & Killen, R. (2007). Educators' conceptions of classroom assessment in post-apartheid South Africa. *South African Journal of Education, 27*(1), 101-115.

ERIC ATTA QUAINOO (BSc, MPhil, MA), is a Ph.D. candidate at Beijing Normal University, Beijing, China, and a Tutor in the Department of Education Studies, Wesley College of Education, Kumasi, Ghana. His major research interests are in educational assessment, measurement and evaluation, psychometrics, educational leadership and management, and teacher education. Email: eric@wesco.edu.gh / equainoo767@yahoo.com

JOANA BORTEY (B.Ed., MPhil), is a Ph.D. candidate at University of Cape Coast, Cape Coast, Ghana, and a Tutor in the Department of Education Studies, Kibi Presbyterian College of Education, Kibi, Ghana. Her major research interests are in educational assessment and statistics in education. Email: borteybea@gmail.com

BENJAMIN SUNDEME (B.Ed., BSc, MPhil), is a Ph.D. candidate at University of Cape Coast, Cape Coast, Ghana, and a Tutor in the Department of Education Studies, St. Ambrose College of Education, Dormaa-Akwamu, Ghana. His major research interests are in educational assessment, skills development, and statistics in education. Email: benjaminsundeme@gmail.com / benjaminsundema@sace.edu.gh

EVANS AUSTIN BREW (B.Ed., BSc, MPhil), is a Ph.D. candidate at Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED), Kumasi, Ghana, and a Tutor in the Department of Education Studies, Enchi College of Education, Enchi, Ghana. His major research interests are in educational assessment, statistics in education, and contemporary issues in basic education. Email: austinbrew22@gmail.com