**Teacher Assessment Practices Inventory (T-APrI)**

The term “assessment” used in the following statements refers to any act of collecting and interpreting evidence of student learning in terms of knowledge, skills, values and attitudes.

Please indicate with a “✓” sign how strongly you agree or disagree with the statements according to your own understanding of assessment.

| **Assessment Practices Inventory** | **Strongly**  **Disagree** | **Moderately**  **Disagree** | **Slightly**  **Agree** | **Moderately**  **Agree** | **Mostly**  **Agree** | **Strongly**  **Agree** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. My school uses assessment results to show how well it is doing. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. Assigning a grade or a mark is a significant part of my routine practice in assessing student work. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I use assessment to determine how much students have learnt from teaching. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I always provide feedback to students about their performance. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I re-teach because students get poor assessment results. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I use assessment results to predict future student performance. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I take into account error and imprecision when using assessment results. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I teach differently in classes that have no pressure from public examinations. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. The assessment results have little impact on my teaching. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I always set tests and examinations with reference to public examinations. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. My school regards assessment result as an important indicator of school’s quality. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. Our school puts most effort in preparing students for public examinations. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. My school uses assessment results to stream students. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I use assessment to establish what students have learnt. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I teach my students examination skills from time to time. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I always use assessment to help students to learn. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I ask questions in class mainly to check students’ understanding. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. On discussing any inconsistency in students’ assessment results, I will review their exam papers | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I teach according to public examinations’ requirement. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I always stick to teaching plan irrespective of poor assessment results. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I do not draw conclusion on student from assessment results because of measurement error. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. My students always do supplementary exercises by publishers to prepare for tests and examinations. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. My school evaluates its performance mainly by public examination results. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. My school uses assessment results to determine if students meet standards. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I use assessment to identify student strengths and weaknesses. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. The priority of my work is to help students to pass their examinations. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I use assessment to identify students’ learning needs. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I design different instruction for different students based on assessment results. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I rely on the test and examination results more than other means to judge student performance. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I use alternative assessments to assess different student abilities. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I do not have enough time to explain assessment items after the test. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I use alternative assessment together with tests and examinations in assessment process. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. I ask students to do assessments based on past public examination papers or simulated exercises. | **□** | **□** | **□** | **□** | **□** | **□** |