

UNDERSTANDING TEACHER KNOWLEDGE OF THE USE OF ASSESSMENT
FOR LEARNING IN THE CONTEXT OF HOMEWORK

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ABSTRACT

The researcher conducted a qualitative study to develop a deeper understanding of teacher perceptions use, and understanding of homework as a formative assessment tool. The work of Black et al. (2004), Moss and Brookhart (2009), Stiggins et al. (2006) provided a lens to improve understanding of formative assessment. Cooper (2007), Kohn (2006), and Vatterott (2009) provided a lens to improve understanding of homework. Participants were teachers from three Midwestern high schools in one Midwestern state. Data were collected from focus group interviews, an online open-ended survey, and document analysis.

All segments of the participants identified three categories as related to perception, use, and understand homework as a formative assessment tool: teacher perception of the purpose of homework, the uses of homework as part of classroom assessment practice. The findings of this study have implications for teachers and administrators. The findings of this study include that teachers formulate their perception of homework on assumptions embedded in educational culture and teachers have a lack of understanding of homework as formative assessment. An implication for practice was educational leaders should be the leader of organizational learning. An implication for research was to find teacher attitudes before and after formative assessment training.