

Developmentally-based Qualitative Assessment Practices

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Project Title	Impact of Developmentally-based Qualitative Assessment Practices in English, Mathematics, and Science on School Policies, Classroom Instruction, and Teacher Knowledge.
Project Team	Professor John Pegg (Team leader), Dr David Baxter, Dr Rosemary Callingham, Dr Debra Panizzon, Dr Michelle Bruniges, (DET) Dr Paul Brock, (DET)
Period	2004/2007
Funding Agency	Australian Research Council (ARC) Linkage Project
Organisational Base	SIMERR National Centre

Description

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A joint research project between the University of New England and the Department of Education and Training (DET) NSW.

This project aims to investigate and analyse issues concerning qualitative assessment techniques that measure students' understandings in English, Mathematics and Science, Years 7 to 10, in Government Schools in NSW. The significance lies in the advice that will be provided to school systems, subject departments and teachers on how assessment information can improve the learning environment for students. Expected outcomes include details on how to utilize qualitative and quantitative assessment practices; detailed longitudinal analyses of teacher growth and perceptions as a result of using theoretically-based assessment practices within the social context of NSW classrooms.

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