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TURKISH LANGUAGE AND LITERATURE TEACHERS' VIEWS ON PERFORMANCE ASSESSMENT: A QUALITATIVE RESEARCH

Abstract:

The aim of this study is to determine Turkish Language and Literature teachers' views on performance assessment. Typical case sampling method is used to choose participants of the study group in the qualitative research, and it involves 15 Turkish Language and Literature teachers. The data were collected through interviews that were audio-recorded, and they were analyzed by content analysis. The results of the study show that most of the teachers think the performance tasks are useful for objectives such as revealing individual differences among students, improving high-order thinking skills and leading the students to do research. However, some teachers think they are not much more efficient than written examinations in terms of student assessment. Additionally, it is revealed that the teachers assign performance tasks based on both the samples in course books and the subjects given by them. They assume that one of the significant problems while preparing the performance task is students' tendency to deliver the information directly without synthesis. It is also found that most teachers use a self-developed rubric to evaluate performance tasks, and they find it hard and time-consuming to assess the works in crowded classes. Besides, it is revealed that parents do not understand the aim of the performance assessment correctly, and they consider performance tasks unnecessary.

Keywords:

Turkish Language and Literature, performance assessment, teacher views, qualitative research

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