

## Classroom Assessment Preference Survey Questionnaire for Language Teachers (CAPSQ-LT)<sup>1</sup>

*Thank you for taking the time to complete this survey. It is focused on your current assessment beliefs and practices in the classroom.*

*This survey consists of two parts:*

*Part I: Background information*

*Part II: Statements on classroom assessment beliefs and practices*

**Part I: In responding to the following questions, consider one grade/year level and courses you are currently teaching and have taught recently. Check [  ] the appropriate box.**

At present,

1. I am teaching at:

Elementary/Primary     High School/Secondary     University/College

2. I primarily teach language arts (speaking, reading, writing, listening) in the following languages (check one only)

English                       Japanese                       Chinese  
 French                         Spanish                         German

Others, please specify \_\_\_\_\_

3. I also teach other subjects such as:

Mathematics                       Natural Sciences                       Social Studies/Science  
 Arts and Music                       Health and PE                       Computers/IT  
 Others, please specify \_\_\_\_\_

4. The average number of students in my class is:

Less than 15                       16-25 students                       More than 25 students

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<sup>1</sup> To use this questionnaire for research purposes, please ask permission from Richard DLC Gonzales (E-mail: [r-gonzales@consultant.com](mailto:r-gonzales@consultant.com)).

5. I have been teaching for
- Less than a year       1-3 years       4-6 years  
 More than 6 years
6. Have you taken in-service training on assessment or classroom testing and evaluation in the past three years?
- Yes       No
7. Have you taken courses in classroom assessment/educational measurement during your pre-service training (at teacher-training colleges and/or universities)?
- Yes       No
8. My highest educational attainment is:
- Diploma/Bachelor       Master       Doctorate
9. I am a:
- Male       Female

## Part II. Classroom Assessment Preferences

Instructions:

- a) Please read each statement starting with “***IN MY TEACHING PRACTICE, I USE ASSESSMENT TO***” and then check (√) the appropriate frequency level that best matches your typical assessment practice.

- VR - Very rarely or Never (*0-10% of the time*)  
R - Rarely (*11 – 25% of the time*)  
O - Occasionally (*26 – 50% of the time*)  
VF - Very Frequently (*51 – 75% of the time*)  
A - Always (*more than 75% of the time*)

- b) Your honest responses are very important and highly appreciated.

	<b><i>IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO:</i></b>				
	VR	R	O	VF	A
1. Provide students opportunities to show what they have learned in class.					

	<b><i>IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO:</i></b>				
	VR	R	O	VF	A
2. Create an environment where it is helpful for students to complete an assigned task.					
3. Help students develop clear criteria of a good learning practice.					
4. Guide students to set their goals and monitor their own learning progress.					
5. Assist students to identify means of getting personal feedback.					
6. Demonstrate to students how to do self-assessment.					
7. Set the criteria for students to assess their own performance in class.					
8. Determine how students can learn on their own in class.					
9. Provide examples of good self-assessment practice for students to examine their own learning process.					
10. Allow students to perform task-based activities more than paper-and-pencil tests.					
11. Learn alternative approaches to assess learning outcomes.					
12. Measure extent of learning at the end of a lesson or subject.					
13. Evaluate the level of competence of students at the end of an instructional program.					
14. Improve instruction for the next teaching term or school year.					
15. Determine the degree of accomplishment of a desired learning outcome at the end of a lesson.					
16. Assess the quality of student learning in a class at the end of an instruction.					
17. Make final decision about the level of learning that students achieved at the end of a lesson or subject.					
18. Allow students to discover their learning difficulties in class.					
19. Provide feedback to students in order to improve their learning process.					
20. Help students to improve their learning process and class performance.					
21. Assist students to determine their learning strengths in class.					
22. Make suggestions to students about how they develop better learning strategies.					
23. Provide specific information to students about their strengths and weakness in class.					

	<b><i>IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO:</i></b>				
	VR	R	O	VF	A
24. Perform classroom observations to determine how students' learning can be improved.					
25. Enhance the quality of classroom instruction.					
26. Explore effective classroom teaching methods and strategies.					
27. Diagnose areas for improvement of instructional activities.					
28. Identify better learning opportunities for students in class.					
29. Continuously collect learning data from students to improve instructional process.					
30. Create effective teaching approaches and strategies for my class.					
31. Rank students based on their class performance to inform other school officials.					
32. Provide information to parents about the performance of their children in school.					
33. Have an accurate basis to show the achievement of students in class.					
34. Examine how one student performs relative to others in my class.					
35. Supply information to other teachers, schools, employers regarding students' performance in class.					

**Thank you for completing the questionnaire.  
Please make sure that you answered all items.**