

OPINIONS OF SECONDARY SCHOOL STUDENTS AND TEACHERS ON TRADITIONAL AND ALTERNATIVE ASSESSMENT METHODS

Fırat Kılavuz¹

Geliş Tarihi/Received:17.01.2021 Kabul Tarihi/Accepted:02.06.2021 Elektronik Yayın/Online Published:15.06.2021

DOI: 10.48166/ejaes.863020

ABSTRACT

This study aims to determine the opinions of middle school seventh and eighth grade students and their teachers regarding traditional and alternative assessment methods. For this purpose, a questionnaire was administered to 22 teachers and 82 students who enrolled in Niğde, Turkey. The results revealed that most of the teachers were aware of alternative assessment methods. and they mostly used classical assessment methods such as multiple choice tests, question and answer, right and wrong, gap filling and word association. In addition, a significant number of teachers stated that they did not receive in-service training on alternative assessment and evaluation. Furthermore, more than half of the students indicated that they know what assessment is. They stated that their teachers generally used classical assessment methods in their courses and generally they did not get their ideas about which assessment methods they would use before performing assessment. Implications are made based on the findings.

Keywords: Measurement and assessment; alternative assessment techniques; traditional assessment techniques

ORTAOKUL ÖĞRENCİLERİNİN VE ÖĞRETMENLERİNİN GELENEKSEL VE ALTERNATİF DEĞERLENDİRME YÖNTEMLERİ HAKKINDAKİ GÖRÜŞLERİ

ÖZET

Bu çalışmanın amacı ortaokul yedinci ve sekizinci sınıf öğrencileri ve öğretmenlerinin geleneksel ve alternatif ölçme değerlendirme yöntemlerine ilişkin görüşlerini belirlemektir. Bu amaçla bu çalışmada temel nitel araştırma modeli kullanılmış ve Niğde ilinde görev yapan 22 öğretmen ve 82 öğrenciye anket uygulanmıştır. Sonuçlar öğretmenlerin büyük çoğunluğunun alternatif ölçme değerlendirme yöntemleri ile ilgili bilgi sahibi olduklarını ortaya çıkarmıştır. Sonuçlar aynı zamanda öğretmenlerin derslerinde en sık olarak çoktan seçmeli testler, soru-cevap, doğru- yanlış, boşluk doldurma ve kelime ilişkilendirme gibi geleneksel ölçme değerlendirme yöntemlerini kullandıklarını açığa çıkarmıştır. Bunlara ek olarak, öğretmenlerin önemli bir kısmı alternatif ölçme değerlendirme hakkında hizmet içi eğitim almadıklarını belirtmişlerdir. Öğrencilerin yarısından çoğu ise ölçme değerlendirmenin kendileri için neler ifade ettiklerini bildiklerini ifade etmişlerdir.

¹Teacher, Niğde Central Imam Hatip Secondary School, Niğde, Turkey, firatkilavuz51@gmail.com,

ORCID:0000-0003-3420-0580

Ayrıca öğretmenlerinin genel olarak geleneksel ölçme değerlendirme yöntemlerini kullandıklarını belirtmişlerdir. Elde edilen bulgular ışığında önerilerde bulunulmuştur.

Anahtar Kelimeler: Ölçme ve değerlendirme; alternatif değerlendirme yöntemleri; geleneksel değerlendirme yöntemleri

1. INTRODUCTION

Today, with the increase of student-centered approaches, changes have also occurred in assessment and evaluation approaches. While in traditional assessment and evaluation, students are classified according to their knowledge and skills, in alternative assessment and evaluation, students are monitored and evaluated throughout the process. Alternative assessment and evaluation systems provide rich, realistic information about students' success, encourage their active participation, and support difficult academic knowledge to be easily understood (Stiggins, 1994; Svinicki, 2004). Alternative assessment enables teachers and students to develop reasoning and critical thinking skills (Baxter, Elder, & Glaser, 1996), gains a different perspective to solve complex problems, and provides a new perspective for solving problems they may encounter in daily life (Herman, Klein, & Wakai, 1997).

Studies conducted on alternative assessment and evaluation since 2004 have revealed that teachers generally consider themselves inadequate (Güneş, Dilek, Hoptan, Çelikoğlu, & Demir, 2010). These studies have showed that although the education system is based on approaches such as constructivism; measurement and evaluation, which is the most important part of the education system, still remains traditional. Generally, studies have been conducted on whether teachers use alternative assessment and evaluation methods; for example, Güneş, Dilek, Hoptan, Çelikoğlu, and Demir (2010) aimed to determine teachers' perceptions of self-efficacy and their use of measurement-assessment methods and techniques. According to the results they obtained, it was concluded that teachers generally used traditional assessment and evaluation methods. However, the teachers stated that they do not have enough information about alternative assessment and evaluation. In addition, teachers stated that they generally did not receive in-service training on alternative assessment and evaluation and that the in-service training they received in their field was not sufficient. In another study, Şad and Göktaş (2013) examined the opinions of faculty members regarding the assessment and evaluation approach and concluded that they adopt both traditional and contemporary assessment and evaluation approaches to the same extent. In the study, it was seen that the lecturers who did not receive training in assessment and evaluation adopted traditional assessment and evaluation approaches more, and those who received education adopted alternative assessment and evaluation approaches. Özenç, Doğan and Çakır (2017) investigated the opinions of classroom teachers about alternative assessment and evaluation. As a result of the study, it was concluded that classroom teachers did not have a common perception about alternative assessment and evaluation and at the same time they could not fully grasp the concept of alternative assessment and evaluation. When they investigated the effect of alternative assessment and evaluation approaches on students, they stated

that it increased self-confidence of students, helped them to know themselves and to make a fair measurement in the classroom environment.

Karamustafaoğlu, Çağlak and Meşeci (2012) analyzed the competencies of classroom teachers in alternative assessment and evaluation and concluded that perspectives of teachers on alternative assessment and evaluation approaches are different in terms of gender. It was concluded that the years of service and the type of school graduated from were not effective in teachers' alternative assessment and evaluation. It was concluded that the teachers generally preferred performance evaluation, project, drama and concept maps. Ektem, Keçici, and Piten (2016) examined the opinions of classroom teachers about process-oriented assessment-evaluation methods. As a result of the research, it was tried to determine why teachers could not make process-oriented assessment. As a result, excessive class size, insufficient course materials, high load on the teacher, parents doing their children's homework at home and an examination system were found as main reasons. Şahin, Abalı-Öztürk (2013) investigated prospective teachers' opinions on alternative assessment and evaluation methods. The results revealed that teacher candidates generally think that alternative assessment and evaluation approaches should be used in schools. Tananis, Tarhan and Demir (2019) aimed to identify the shortcomings and difficulties of alternative assessment methods. Their results revealed that teachers do not feel competent in alternative assessment.

The above studies revealed that teachers generally use traditional assessment systems and do not have enough information about alternative assessment methods. Researches were generally carried out with teachers and students' opinions about alternative assessment and evaluation systems were not examined. In addition, the studies were generally carried out with classroom teachers. In this respect, the purpose of this study is to reveal the opinions of middle school seventh and eighth grade students and secondary school teachers about traditional and alternative assessment. The problem and sub-problems in this research are as follows:

Problem: What are the opinions of middle school afternoons and teachers on traditional and alternative assessment assessments? The sub problem of the problem are as follows. What are the opinions of secondary school teachers and secondary school students on traditional and alternative assessment and evaluation?

2. METHOD

This study, which aims to get the opinions of secondary school teachers and middle school students attending the seventh and eighth grade, on alternative and traditional assessment and evaluation methods is a basic qualitative research. The reason for receiving opinions from the seventh and eighth grades is that they are at a level to understand and answer the questionnaire questions. Meriam (1998) defines qualitative research as an understanding of the current situation. With qualitative research, the perspective of the participants about the current situation is obtained not from the eyes of the researcher. Meriam (1998) stated that basic qualitative research is the most used

qualitative research method of qualitative research and stated that the first purpose of basic qualitative research is to reveal how people make sense of their world. Meriam (1998) stated that it was collected using the observation, inter-opinion and document analysis method given in the basic qualitative research. In this study, the data were obtained through a questionnaire. A questionnaire consisting of open-ended questions developed by the researcher was applied to the teachers and students.

By asking open-ended questions, it was aimed to reach teachers' own thoughts on the subject and therefore qualitative research method was used. Qualitative research method is more successful in obtaining information from different structures in reflecting reality and reflection compared to other research methods. With qualitative studies, humanity becomes more visible and diving points are revealed (Özdemir, 2010).

2.1. Participants

This study was applied to eighty-two of ninety-five-seventh-eighth grade students in Niğde Imam Hatip Secondary School. These eighty-two students are all male. In addition, a questionnaire was applied to twenty-two of the twenty-five teachers working in the same school. Twelve of these twenty-two teachers are male and ten are female. Sixteen of the twenty-two teachers have more than twenty years of seniority. Eight of the twenty-two teachers attend numerical lessons, and fourteen of them take oral lessons.

Table 1. Gender Distribution of Secondary School Teachers

Gender	N	%
Female	10	45
Men	12	55

As can be seen from Table 1, 22 teachers participated in this study and 12 of them were male and 10 were female.

In the table 2 below, findings about the distribution of teachers' participation in the in-service training activity about alternative assessment and evaluation methods are given.

Table 2. Participation Status of Teachers in In-Service Training Activities about Alternative Assessment and Evaluation Methods

Preference	N	%
Yes	4	18
No	18	82

As can be understood from Table 2, most of the teachers have not received a training or seminar on alternative assessment and evaluation before.

Findings about the distribution of the numbers of the students studied according to their classes are given in Table 3 below.

Table 3. Distribution of The Number of Students According to Grade Variable

Class	N	%
-------	---	---

Seventh Grade	39	47
Eight Grade	43	53

As can be understood from Table 3, the class sizes studied are close to each other.

2.2. Data Collection Tool

A questionnaire consisting of open-ended questions to get information from teachers developed by the researcher by conducting a literature study first to get the opinions of middle school teachers and students going to the seventh and eighth grade in secondary school on alternative and traditional assessment and evaluation methods, and both open-ended questions and multiple choice questions to get information from students. A total of two surveys were created, including a semi-structured questionnaire composed of questions. Among the open-ended questions developed by the researcher, the first part of the questionnaire includes open-ended questions asking personal information and in the second part asking opinions about assessment and evaluation. The questions in the second part of the questionnaire are generally about whether the teachers and students are aware of alternative and traditional measurement methods and, if they are aware, which methods they use more. Seven experts were consulted on the suitability of the questionnaire.

2.3. Data Analysis

In order to analyze the data in the research, the arithmetic mean and percentage were calculated. These obtained values are given in tables and comments are made. In order to increase the reliability of the study, all of the findings are presented. In order to ensure reliability, the conceptual framework and assumptions used in the analysis of the data obtained are included in detail. In coding the data, coding was compared with the help of more than one expert, and the rate of harmony between experts was determined. This ratio was calculated using the reliability formula of Miles and Huberman (1994) (Reliability Formula: $\text{Consensus} / \text{Consensus} + \text{Disagreement}$). As a result of the coding comparison between experts, the reliability was found to be .89

3.RESULTS

The findings are discussed under two separate titles for the two groups in the sub-problem of the research. Findings in the first title ‘What are the opinions of secondary school teachers on traditional and alternative assessment and evaluation?’ Findings consisting of appropriate answers to the question. Findings in the second heading ‘What are the opinions of middle school students about traditional and alternative assessment and evaluation?’ It consists of findings consisting of appropriate answers to the question.

3.1. The Opinions of Secondary School Teachers about Traditional and Alternative Assessment and Evaluation

Secondary school teachers' opinions on traditional and alternative assessment and evaluation are given below. In Figure 1, the assessment and evaluation methods that teachers mostly use in their lessons are given.

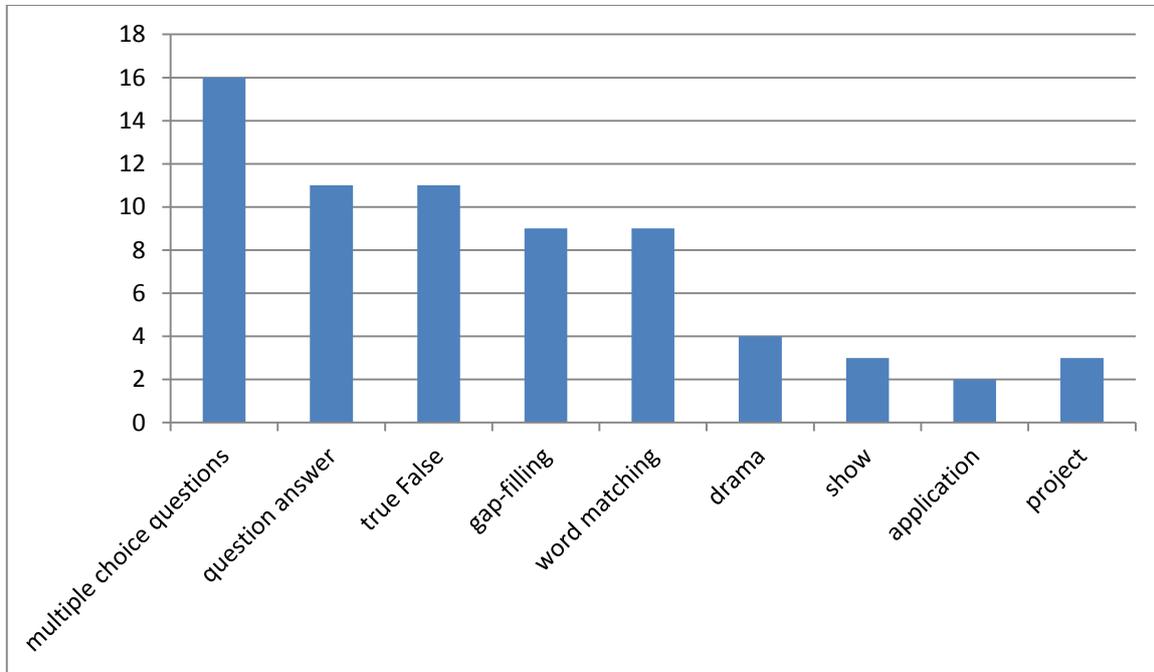


Figure 1. Secondary School Teachers' Opinions on Traditional and Alternative Assessment and Evaluation

As can be understood from Figure 1, teachers mostly prefer multiple choice questions. This is followed by question-answer with 11 people, filling in the gap with 9 people right or wrong, matching drama with 4 people, show project with 3 people and application assessment and evaluation methods with 2 people. As the teachers used these methods; they show reasons such as 'easy to evaluate', 'relative to the lesson', 'making the lesson effective and efficient' 'examination system', and 'student's self-expression'.

Table 4 below contains findings on the level of assessment and assessment methods used by teachers in their lessons to measure students' knowledge and skills.

Table 4. The Level of Assessment and Assessment Methods Used by Teachers in Their Lessons to Measure Students' Knowledge and Skills

Preference	N	%
Full	14	64
Missing	2	10
Partially	6	25

As seen in Table 4, teachers generally (64%) think that the measurement and evaluation method they use in their lessons measures the knowledge and skills of children.

In Table 5 below, it was determined whether the teachers were aware of alternative assessment and evaluation methods

Table 5. Awareness of the Teachers Related to Alternative Assessment and Evaluation Methods

Preference	N	%
Yes	14	64
No	2	10
Partially	6	25

As can be understood from Table 5, teachers declared that they are aware of alternative assessment and evaluation methods. It is interesting that the teachers who answered ‘yes I know’ to Table 5 have the same number of teachers who think that the assessment and evaluation method they use in Table 5 fully measures the knowledge skills of the students.

Table 6 below gives information about the advantages and weaknesses of alternative and classical assessment and evaluation according to each other.

Table 6. Advantages and Weaknesses of Alternative and Classical Assessment and Evaluation According to Each Other According to Teachers

<p>The advantages of classical assessment and evaluation compared to alternative assessment system</p> <ul style="list-style-type: none"> - Being suitable for the Meb exam - Being more precise and objective compared to alternative assessment and evaluation system - Takes less time - Easy to apply - Application to a large number of students at the same time 	<p>The advantages of alternative assessment and evaluation compared to the classical assessment and evaluation system</p> <ul style="list-style-type: none"> - Process oriented - For more than one gain - More detailed than classical assessment and evaluation method - Measures higher skills - Providing permanent learning - Including the student in the evaluation process - More fun for students
<p>Weakness of classical assessment and evaluation compared to alternative assessment system</p> <ul style="list-style-type: none"> - Measures lower skills - Measuring for a single gain - Failing to include the student too much in the evaluation process 	<p>Weaknesses of alternative assessment and evaluation compared to the classical assessment and evaluation system</p> <ul style="list-style-type: none"> - Takes more time - Difficult to apply -Difficult to apply to large numbers of students at the same time

Findings about the factors affecting teachers' ability to fully apply alternative assessment and evaluation methods in their lessons are given in Figure 2 below.

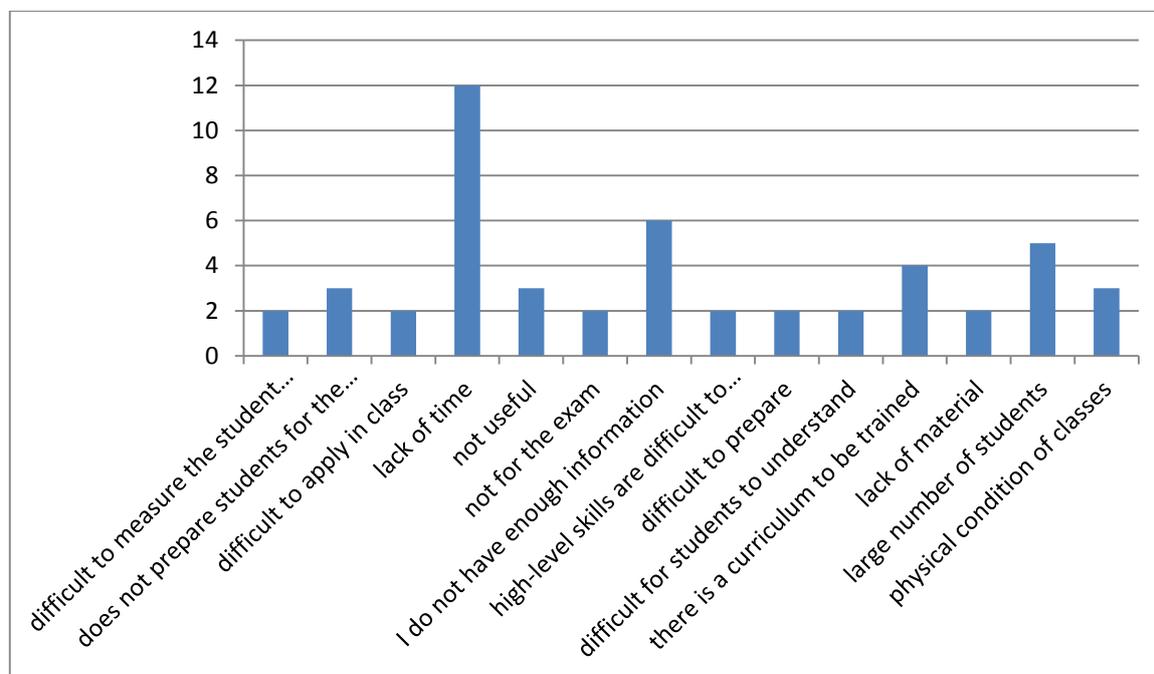


Figure 2. Factors Affecting Teachers' Ability to Fully Apply Alternative Assessment and Evaluation Methods in Their Lessons

As can be understood from Figure 2, the lack of time with 12 people (60%) is one of the most important factors affecting teachers' ability to fully apply alternative assessment and evaluation methods in their lessons. Lack of time is followed by 'I do not have enough knowledge' with six people, 'excess number of students' with five people, 'curriculum to be trained' with four and others.

Table 7 below gives information about the application of an assessment and evaluation method to students according to teachers.

Table 7. Application Situations of an Assessment and Evaluation Method to Students According to Teachers

Preference	N	%
During Education	20	90
Time of Education	1	5
Finally	1	5

As can be understood from Table 7, teachers state that measurement and evaluation should be applied throughout the whole process. In other words, teachers are generally in favor of alternative assessment and evaluation method. The teachers who said that measurement and evaluation should be applied throughout the education period are in favor of the application of measurement and evaluation throughout the education period due to reasons such as:

- We keep students' interest in the lesson alive
- Multiple skills are measured over the learning period
- To get instant feedback
- To immediately understand whether learning is happening
- For information to be more permanent
- To reinforce the education
- Education is a lively process
- The student can forget the information at the end of the education period
- It is difficult to correct incorrect information if measured at the end of the study period

3.2. The Opinions of Secondary School Students About Traditional and Alternative Assessment and Evaluation

In table 8 below, there is information regarding the question. ‘Do the students know what the measurement and evaluation concepts mean before reading the explanation part of the questionnaire?’

Table 8. Do Students Know What Assessment and Evaluation Concepts Mean before Reading the Explanation Part of the Questionnaire?

Preference	N	%
Yes	46	56
No	36	44

As it can be understood from Table 8, more than half of the students in the school where the study was conducted know what the measurement and evaluation concepts mean before reading the explanation part of the questionnaire. This situation differs between eighth graders and seventh graders. While thirty-three (76%) out of forty-three students from the eighth graders know, this number drops from 39 students in the seventh grade to thirteen (33%).

In Figure 3 below, there is information about the assessment and evaluation methods that students have information about.

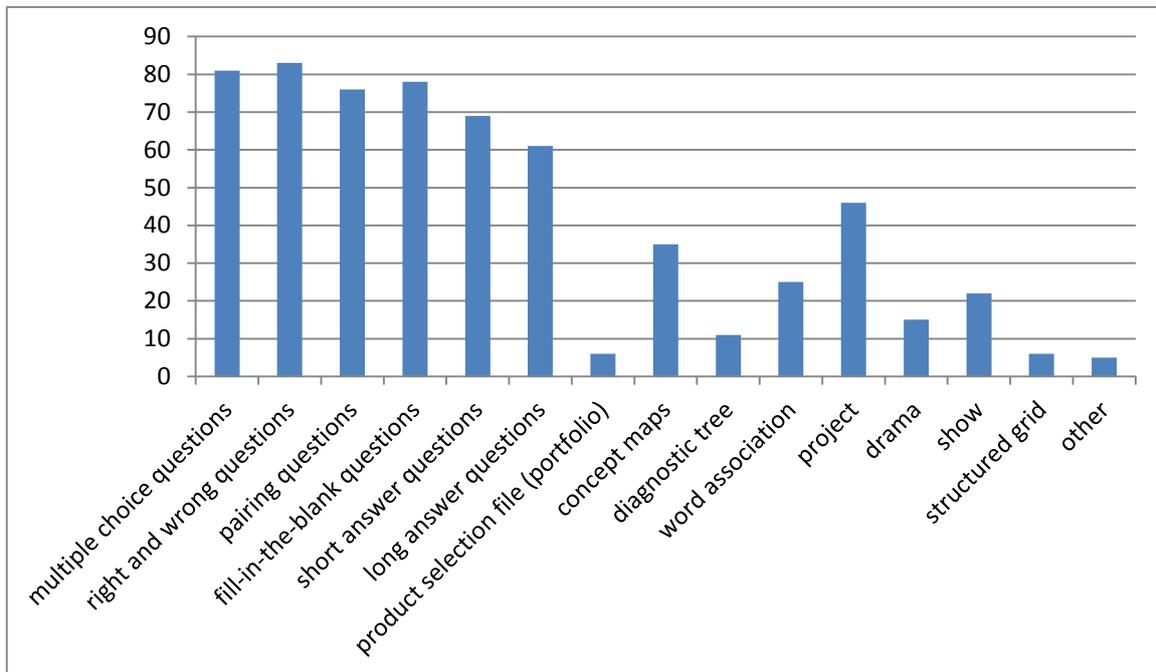


Figure 3. Measurement and Evaluation Methods that Students Have Knowledge

As can be understood from Figure 3, while students generally have knowledge about the classical assessment and evaluation methods, multiple choice questions, right-wrong questions, matching questions, gap-filling questions, long and short answer questions; they do not know much about the alternative assessment and evaluation methods such as product selection file, diagnostic branched tree, drama show.

In Figure 4 below, there is information about the assessment and evaluation methods used by teachers in their lessons.

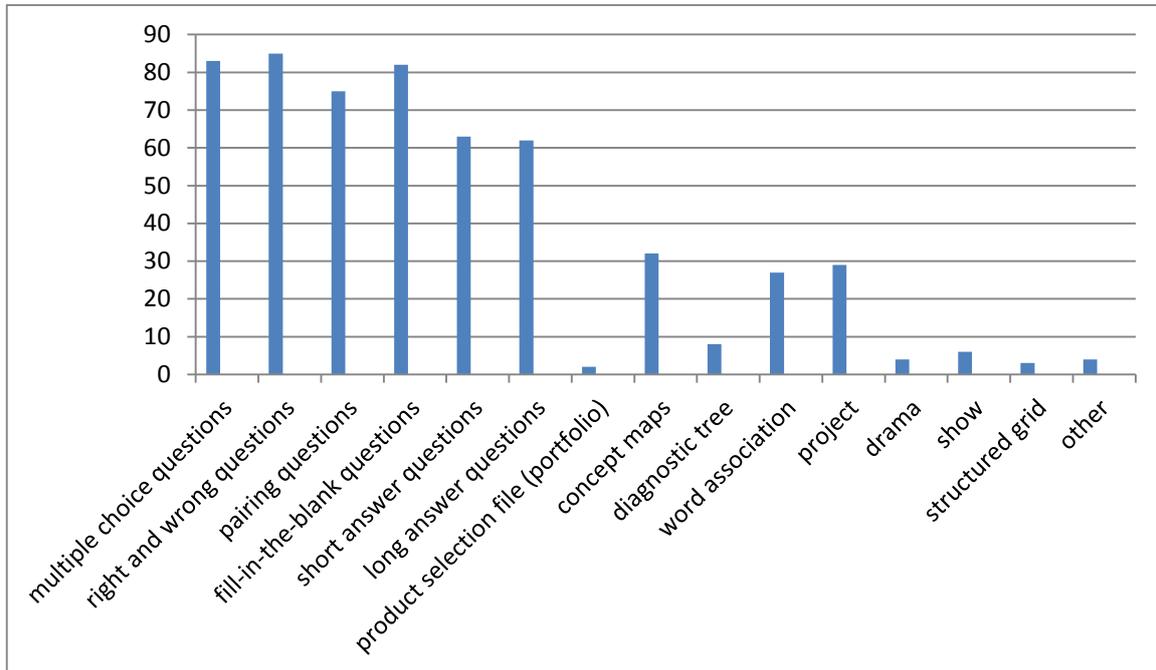


Figure 4. Measurement and Evaluation Methods Used by Students' Teachers in Their Lessons

As can be seen from Figure 4, students stated that their teachers generally used classical assessment and evaluation methods. In addition, they stated that they also used assessment and evaluation methods such as concept maps, word association, and project, which are alternative assessment and evaluation methods.

Figure 5 below contains information about the students' situations of better measuring their knowledge and skills of assessment and evaluation techniques.

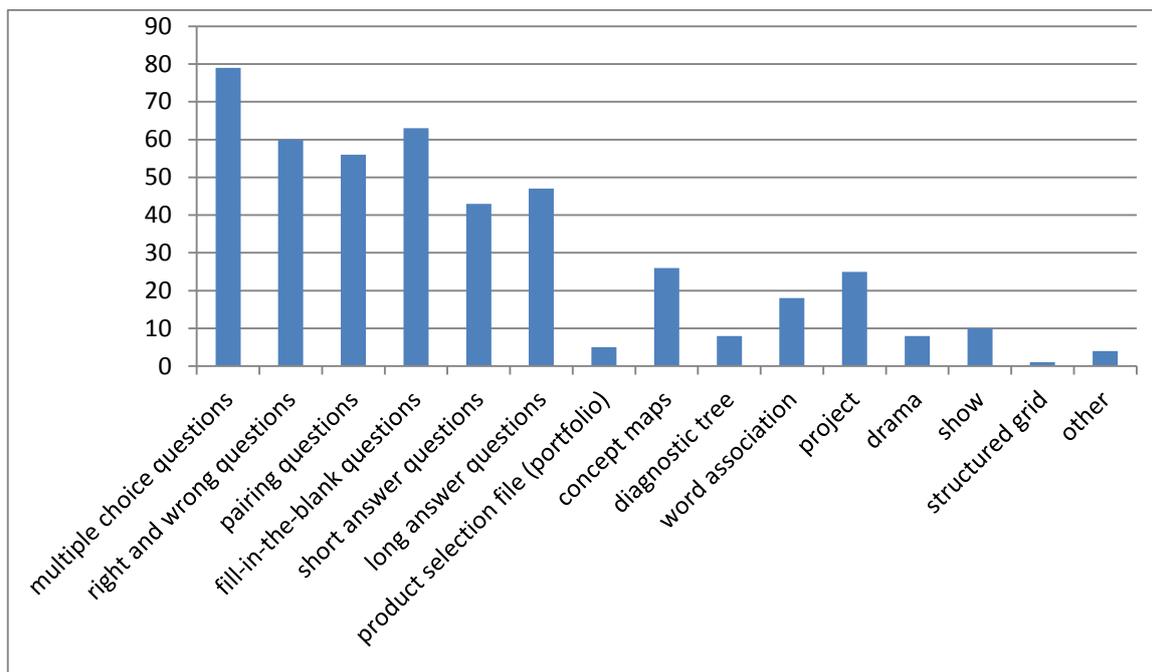


Figure 5. Students Better Measure Their Knowledge and Skills of Assessment and Evaluation Techniques

As can be understood from Figure 5, the first five assessment and evaluation methods, which the students thought to measure their knowledge skills the most, were multiple choice questions, gap-filling, right-wrong questions, matching questions, and long-answer questions, respectively

In Table 9 below, there is information about the question ‘Do students get their opinions about the assessment and evaluation that their teachers will talk to you before making the assessment?’

Table 9. Do Students Get Their Opinions about the Assessment and Evaluation That Their Teachers Will Talk To You Before Conducting the Assessment?

Preference	N	%
Yes	38	43
No	50	57

As can be understood from Table 9, more than half of the students (57%) stated that their teachers did not get their opinions before making the assessment.

According to the students in Table 10 below, there is information about the question: ‘Should an assessment method be applied to them during their education or should they be applied at the end of their education period?’

Table 10. According to Students, Should an Assessment Method Be Applied to Them During Their Education or at The End of Their Education Period?

Preference	N	%
During Education	47	61
Time of Education	17	22
Both of them	12	17

In general, the students stated that the assessment and evaluation method to be applied to them should be during their education. As a reason for this; they put forward reasons such as:

- The course taught is repeated throughout the year.
- With feedback, information becomes permanent.
- We get better results in the tests.
- It is be more beneficial to our lesson.
- We do not forget the subject.
- We better understand the lessons.
- It will more efficient.
- It will reinforces the education.

4.DISCUSSION AND CONCLUSION

The aim of this study is to reveal the opinions of middle school seventh and eighth grade students and middle school teachers about traditional and alternative assessment and evaluation. The findings show that most of the teachers have not received a training or seminar about alternative assessment and evaluation before. At the same time, the results revealed that teachers generally used classical assessment and evaluation methods, although we switched to the constructivist education approach as a country in 2004. The most used assessment and evaluation method has been the multiple choice assessment and evaluation method, which is the classical assessment and evaluation method. The reasons for this are ‘easy to evaluate’, ‘making the lesson effective and productive’, and ‘examination system’, ‘student’s self-expression. Although it was seen in the study conducted by Şahin-Öztürk (2014) that teachers were generally willing to use alternative measurement and evaluation methods, it was observed that teachers used the multiple choice measurement evaluation method, which is the classical measurement evaluation method, as the most used measurement evaluation method in this study.

When teachers were asked whether their assessment and evaluation methods were adequately measuring students' knowledge and skills, they stated that they measured them at a high rate (64%). However, this statement creates a contradiction between the classical assessment and evaluation method they use. Because, in another question, teachers were asked which assessment and evaluation approach can measure children's knowledge and skills fully, and the teachers gave the answer to alternative assessment assessment. This situation is similar to the previous study by Özenç, Doğan, Çakır (2017). Özenç, Doğan, Çakır (2017) revealed in their study that teachers still have misconceptions about alternative assessment and evaluation.

With this study, it was seen that the teachers thought that alternative assessment and evaluation approach measured children's knowledge and skills better. It is also supported by studies that it has many advantages such as being responsive to student abilities, including different learning situations, and encouraging creativity (Shavelson & Baxter, 1992; Waters et al., 2004).

Teachers prefer the classical assessment method for reasons such as the alternative assessment method being process-oriented, oriented towards more than one acquisition, being more detailed than the classical assessment and evaluation method, measuring higher skills, providing permanent learning, adding the student to the assessment process, and being more fun for students. This situation is in parallel with the previous study by Özenç, Doğan, Çakır (2017). According to the results of their study, Özenç, Doğan, Çakır (2017) think that the study group's alternative assessment and evaluation increases students' self-confidence, enables them to know themselves and enable them to evaluate themselves objectively with their friends. The teachers stated that this assessment reveals their talents and also increases students' motivation.

In a study conducted by Revees (2000), he tried to determine teachers' perspectives on alternative assessment and evaluation approaches, and the result of this study found that teachers' need for alternative assessment methods gradually increased and teachers reached the idea that classical methods would not be sufficient to measure and evaluate students as time progressed. The study conducted with this result is in parallel. Libman (2010) concluded that alternative assessment methods should be used in order to provide stronger and more reliable learning. He mentions that in order to calculate the effectiveness of developing education programs, assessment and evaluation methods should be developed in the same way and that classical assessment and evaluation method will be insufficient. Libman's opinions and the results obtained in the study are similar.

Yıldırım and Demir (2013) concluded in their study that when students were evaluated with alternative assessment and evaluation, their perceptions of achievement developed positively. In the evaluation process, it is thought that alternative assessment and evaluation approaches reflect the success of students better. For these reasons, it was concluded that the students preferred alternative assessment and evaluation approaches more than the traditional assessment and evaluation approach. The results of the study conducted with this result obtained by Yıldırım and Demirin (2013) are in parallel.

According to the findings of this study, the reasons why teachers do not use alternative assessment methods are the limited time, not having enough equipment to make alternative assessment, the large number of students and the curriculum to be trained. Özenç, Doğan, Çakır (2017) reached similar results in their study. According to the results of the research, it takes a lot of time to apply the alternative assessment and evaluation method. In alternative assessment and evaluation, the evaluation part is not objective. Studies cannot be received on time. For such reasons, teachers cannot use alternative assessment methods adequately in their lessons.

As a result of this research, it was revealed that the teachers did not have enough information about alternative assessment and did not participate in a seminar or in-service training activity on alternative assessment and evaluation methods before. Providing teachers with information about alternative assessment and evaluation by providing seminars or in-service training can increase their use of alternative assessment and evaluation methods in their lessons. The physical environment of the school, class sizes, the curriculum should be made suitable for the application of alternative assessment and evaluation by working on issues such as the limited time that teachers show as reasons for using alternative assessment and evaluation methods, the inadequacy of the curriculum, and the large number of students.

Saraç, Uygun (2020) concludes that teachers generally prefer traditional assessment and evaluation methods in their study. This result is in parallel with the study. Saraç, Uygun (2020) examined the preference of traditional and alternative assessment and evaluation methods according to branches and reached the conclusion that science teachers preferred the most alternative assessment and evaluation methods, while mathematics teachers preferred traditional assessment and evaluation methods.

As a result of this study, it was concluded that most of the students wanted to be evaluated by alternative assessment method. Teachers are also required to realize this and evaluate their students with alternative assessment and evaluation method. Thus, individual differences and different talents will emerge. This study stems from the inconsistency of the central examination system and the examination system to be used in alternative assessment and evaluation, which causes teachers not to use alternative assessment method. If the central examination system is made consistent with alternative assessment methods, teachers can also use this method in their lessons.

As a result of this study, it was revealed that teachers and students should have more information about alternative assessment and evaluation and it was concluded that teachers and students should be informed about alternative assessment and evaluation methods. In addition, an assessment board can be established within the school to provide support to teachers in assessment methods and all other teaching matters. Thus, teachers who need support can receive the necessary support from this board.

REFERENCES

- Badida, M., Sobotova, L., Badidova, A., Moravec, M., & Mikulova, A. (2018). Research of Chosen Acoustics Descriptors of Developed Materials from Old Automobile Recycled Materials. *Recycling*, 3(2), 29-32
- Başol, G. (2018). Eğitimde ölçme ve değerlendirme. *Pegem Atıf İndeksi*, 001-307.
- Baxter, G. P., Elder, A. D., & Glaser, R. (1996). Knowledge-based cognition and performance assessment in the science classroom. *Educational Psychologist*, 31(2), 133-140.
- Demir, M., Tananis, C. A., & Trahan, K. W. (2019). Evaluation of Alternative Assessment Methods Used in Elementary Schools. *Egitim ve Bilim*, 44(197).
- Ektem, I. S., Keçici, S. E., & Pilten, G. (2016). Sınıf Öğretmenlerinin Süreç Odaklı Ölçme ve Değerlendirme Yöntemlerine İlişkin Görüşleri. *Journal of Kirsehir Education Faculty*, 17(3).661-680
- Güneş, T., Dilek, N. Ş., Hoplan, M., Çelikoğlu, M., & Demir, E. S. (2010). Öğretmenlerin alternatif değerlendirme konusundaki görüşleri ve yaptıkları uygulamalar. In *International Conference on New Trends in Education and Their Implications* (pp. 11-13).
- Herman, J. L., Klein, D. C., & Wakai, S. T. (1997). American students' perspectives on alternative assessment: Do they know it's different?. *Assessment in Education: principles, policy & practice*, 4(3), 339-352.
- İmamoğlu, M. Z., & Sertel, E. (2016). Analysis of different interpolation methods for soil moisture mapping using field measurements and remotely sensed data. *International Journal of Environment and Geoinformatics*, 3(3), 11-25.
- Karamustafaoğlu, S., Çağlak, A., & Meşeci, B. (2012). Alternatif Ölçme Değerlendirme Araçlarına İlişkin Sınıf Öğretmenlerinin Öz Yeterlilikleri. *Amasya Üniversitesi Eğitim Fakültesi Dergisi*, 1(2), 167-179.
- Libman, Z. (2010). Alternative assessment in higher education: An experience in descriptive statistics. *Studies in Educational Evaluation*, 36(1-2), 62-68.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education. Revised and Expanded from " Case Study Research in Education."*. Jossey-Bass Publishers, 350 Sansome St, San Francisco, CA 94104.
- Özdemir, M. (2010). Nitel veri analizi: Sosyal bilimlerde yöntem bilim sorunsali üzerine bir çalışma. *Eskişehir Osmangazi üniversitesi sosyal bilimler dergisi*, 11(1), 323-343.
- Özenç, M., Doğan, C., & Çakır, M. (2017). Sınıf öğretmenlerinin alternatif ölçme ve değerlendirme hakkındaki görüşlerinin belirlenmesi. *Dicle University Journal of Ziya Gökalp Education Faculty*, (30). 588-607.
- Reeves, T. C. (2000). Alternative assessment approaches for online learning environments in higher education. *Journal of Educational Computing Research*, 23(1), 101-111.

- Saraç, E., & Uygun, N. Sınıf Öğretmeni Adaylarının Ölçme ve Değerlendirme Tekniklerine Yönelik Tercihlerinin Ders Planları ile İncelenmesi. *Uluslararası Eğitim Araştırmacıları Dergisi*, 3(2), 199-212.
- Shavelson, R. J., Baxter, G. P., & Pine, J. (1992). Research news and comment: Performance assessments: Political rhetoric and measurement reality. *Educational Researcher*, 21(4), 22-27.
- Stiggins, R. J. (1994). *Student-centered classroom assessment*. New York: Merrill.
- Şad, S. N., & Göktaş, Ö. (2013). Öğretim Elemanlarının Geleneksel Ve Çağdaş Ölçme Değerlendirme Yaklaşımlarının İncelenmesi. *Ege Eğitim Dergisi*, 14(2), 79-105.
- Şahin, Ç., & Öztürk, Y. A. (2014). Sınıf Öğretmeni Adaylarının Alternatif Ölçme-Değerlendirme Yöntemlerine İlişkin Görüşleri. *Kastamonu Eğitim Dergisi*, 22(1), 123-142.