FROM BEING ASSESSED TO BECOMING AN ASSESSOR:
EXPLORING THE PROFESSIONAL IDENTITIES OF STUDENT AND NOVICE TEACHERS OF ENGLISH IN ASSESSMENT LITERACY

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Tiivistelmä – Abstract

Tämän laadullisen maisterintutkielman tarkoituksena oli tarkastella kuuden nuoren englannin opettajan ammatti-identiteettiä arvioijana. Erityinen kiinnostuksen kohde oli uran nivelvaihe, jossa arvioitava kasvaa arvioijaksi. Täten tutkielma pyrki kartoittamaan sekä osallistujien omia kokemuksia arvioinnin kohteena olemisesta, että heidän näkemyksiään arvioijana olemisesta. Tutkimuksen yksi tavoitteista näin ollen oli muodostaa kattavampi kuva erilaisista tekijöistä, jotka voivat vaikuttaa arvioijaidentiteetin ja arvioinnin lukutaidon muotoutumiseen.

Tutkimuksen aineisto kerättiin puolistrukturoiduilla haastatteluilla. Haastatteluihin osallistui kolme maisterivaiheen opiskelijaa ja kolme opettajaa, jotka olivat olleet työelämässä 1–1½ vuotta. Kaikki olivat joko nykyisiä tai entisiä Jyväskylän yliopiston englannin pääaineopiskelijoita. Kerätty aineisto analysoitiin käyttäen hyväksi laadullista sisällönanalyysia. Tutkittavien tietosuojan takaamiseksi, pseudonyymejä käytettiin koko tutkimuksen ajan.

Tutkimuksen tulokset osoittivat, että siirtymä arvioitavasta arvioijaksi on haastava. Kaikki osallistuneet olivat jossain määrin epävarmoja arvioinnin lukutaidoistaan, mikä johtui vähäisistä mahdollisuuksista harjoitella sitä opintojen aikana. Tulokset myös osoittivat, että opettajat oppivat arviointikäytänteitä useista eri lähteistä. Opettajaopiskelijoilla lähteinä korostuivat omat arviointikokemukset ja opettajankoulutus, kun taas vastavalmistuneiden opettajien kohdalla omien arviointikokemusten lisäksi painotus kertomuksissa oli muissa lähteissä. Tulokset myös osoittivat, että suurin osa haastateltavista halusi toteuttaa arviointia, joka oli varsin päinvastaista kuin heidän omat kokemuksensa. Osallistujia oli arvioitu varsin perinteisin, kirjallisin menetelmin, kun taas he itse halusivat toteuttaa palautekeskeistä, monipuolista, osallistavaa ja läpinäkyvää arviointia. Sen lisäksi, omat arviointikokemukset vaikuttivat vahvasti siihen, minkälaisen arviointikokemuksen haastateltavat halusivat luoda oppilailleen. Esimerkiksi, moni halusi välttää aiheuttamasta omille oppilailleen samoja negatiivisia tunteita, mitä he itse olivat kokeneet.

Tutkimus toi myös tietoa arvioinnista ja kuinka eri tavalla yksilöt voivat reagoida siihen. Arviointi voitiin nähdä joko motivoivana tai passivoivana voimana, joka suuntasi yksilöiden toimintaa. Monet olivat esimerkiksi hakeutuneet alalle arvioinnin ohjaamana. Täten arviointi voi myös vaikuttaa suuresti siihen, miten yksilö alkaa muodostamaan opettajan ammatti-identiteettiä.

Avainsanat – Keywords	
Teacher identity, teacher's professional identity, assessment, assessment literacy, qualitative content analysis	

Säilytyspaikka - Depository Jyväskylän yliopisto	

Muita tietoja - Additional information	

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1 INTRODUCTION

The transition from a student to a teacher is a notoriously challenging period for many beginning teachers. Especially the first few years seem to be the most demanding. Many will experience something called "praxis" or "reality shock", which is also described as a period of "sink or swim" (Varah et al., 1984). Research suggests that the reason for this is that the new teachers face the reality of the occupation alone for the first time (e.g., Ruohotie-Lyhty, 2011a). Furthermore, the blame is frequently put on teacher education for not preparing them adequately for various teaching-related tasks (Goddard & Foster, 2001).

One of these tasks seems to be assessing. For example, Saloviita's (2019) exit questionnaire for graduating teachers from University of Jyväskylä indicates that assessment is one of the topics the recent graduates are the most unsure of. In addition, the same seems to also apply to more experienced professionals, many expressing low levels of self-confidence in assessment-related tasks (DeLuca & Klinger, 2010; Mertler, 1999, 2003). This is very curious, since assessment is a prevalent characteristic of education worldwide. In fact, it is proven that a significant amount of teachers' time is used on activities that involve student assessment (Crooks, 1988; Mertler, 2003). Furthermore, it is also suggested that assessment and how it is executed can have a tremendous impact on the learners and their learning process (Pollari, 2017a; Harlen, 2012; Hattie, 2009). Thus, it is interesting how little time assessment gets in teacher education despite its proven significance for both the teacher and the learners.

The aim of the present study is to explore the developing professional identities of six English teachers in assessment literacy, which in short could be defined as the understanding and capability to use appropriate and versatile assessment methodology in their everyday work. The specific interest is in the transitional period from being assessed to becoming an assessor. Therefore, three Finnish pre-service and novice in-service teachers were interviewed for the study. Hence, the study's intention is to shed light onto the professional identity construction process during this transitional period in this specific content area. Additionally, the study also aims to explore and illustrate multiple factors that might have an effect on this assessor identity construction and what role experience plays in it.

There are multiple reasons why professional identities were chosen to be the lens through which the topic will be examined. Firstly, Pillen et al. (2013), who are originally citing Olsen (2011), argue that teachers' professional identity is a useful theoretical framework to study the process of becoming a teacher, since the concept covers the complexity and the intricacies of it. Secondly, teacher identity is an important concept for research, since it has been shown that having a positive, dynamic, and stable professional identity yields multiple benefits. For example, it correlates positively with the quality of teaching (Beijaard, 2009), the emotional well-being of the students (Zembylas, 2013) and their learning (e.g., Hattie, 2009). It also seems to play a key role in the decision-making regarding the content and the practices they use (Beijaard et al., 2004), and what type of relationship they want to pursue and maintain with their students (Pillen et al., 2012, 2013). In addition, it also determines what they value, where they place their effort and in what ways and where they aim to develop their identities further (Hammerness et al., 2005). Furthermore, it also influences teachers' motivation and commitment to the profession, and whether they are going to stay in the field (e.g., Richardson & Watt, 2018; OAJ, 2021). Thus, the study attempts to gain an even better understanding of the identity construction process, which could then be used to support it, for example, in teacher education. Lastly, even though teacher identity has been a popular topic, research in specific content areas within it is scarce (Hong et al., 2018). Thus, the study aims to fill the research niche by concentrating on observing the teacher identity from the point of view of assessment literacy, which is also a new and little researched topic.

In addition to this introductory chapter, the study consists of five more chapters. First, the theoretical framework of the study will be introduced. In Chapter 2, the concept of professional identity and how it develops will be explored. Chapter 3, however, concentrates on assessment and assessment literacy. Both chapters of the theoretical framework will also have sections where the topics are discussed within the Finnish context, since the teachers in Finland enjoy a degree of autonomy that is unique on a global scale. The framework will be followed by the detailing of the research aim and the methods (Chapter 4). The results of the study will be explored and illustrated in Chapter 5. These findings will be further discussed in Chapter 6, which will also conclude the present study. Furthermore, the limitations and application of the study will also be discussed in that chapter.

2 TEACHERS' PROFESSIONAL IDENTITY

This chapter of the thesis aims to explore the concept of teachers' professional identity. Both terms *teachers' professional identity* and *teacher identity* will be used interchangeably, since previous research seems to make no clear distinction between the two. The next three sections are dedicated to defining and exploring the concept (2,1), while also delving into research on the teacher identity construction process (2.2). The chapter will be concluded by discussing the Finnish context and, therefore, teacher occupation and education in Finland will be introduced (2.3).

2.1 Defining (language) teachers' professional identity

Identity has been a popular research topic across different fields for a few decades. This also applies to the fields of education and applied linguistics (Varghese et al., 2005), where teachers' professional identity has become "a legitimate field of interest and inquiry" (Barkhuizen, 2019: 537). It is argued that the concept of language teacher identity (LTI) is challenging to define due to the multiple theoretical perspectives through which it has been studied (Barkhuizen, 2019). For example, LTI has been examined through the theoretical lenses of "poststructuralism, sociocultural and dialogical theories, communities of practice and social identity theory" (Barkhuizen, 2017: 1), each offering their own unique perspectives and contributions.

Beijaard and Meijer (2017) claim that teachers' professional identity is one's image-of-self-as-a-teacher. It is based on the core beliefs that one has about the teaching profession and what being a teacher is like (Ahonen et al., 2015: 135), strongly predicting and determining their current and future actions (Beijaard and Meijer, 2017). Thus, teacher identity is the answer to the question of "who am I at this moment? (Beijaard et al., 2004). These ideas are also reflected in the conceptualization of the teacher identity system by Kaplan and Garner (2018). It is composed of four components: (1)

ontological and epistemological beliefs relevant to teaching, (2) purpose and goals in teaching, (3) self-perceptions and self-definitions in teaching and lastly (4) perceived action possibilities in teaching that one has (Kaplan & Garner, 2018: 72). Some researchers, such as Hanna et al. (2019) and Richardson and Watts (2018) also add components such as goals, motivation, emotions, job-satisfaction and commitment as part of the concept's definition.

Beijaard et al. (2004) identified four key characteristics of teachers' professional identity. Firstly, it is not stable nor fixed. Instead, teacher identity is a dynamic and constant "interpretation and re-interpretation of experiences" (Beijaard et al., 2004: 122), where teachers' lived experience continually shapes how teachers see their profession and themselves as its practitioners. In other words, there is no fixed point where teacher identity has been "fully constructed". Instead, the task of teacher identity construction is a life-long process.

Secondly, Beijaard et al. (2004) point out that teachers' professional identity heavily implies both the personal and the contextual. It is composed of teachers' individual traits, thought and behavioral patterns, aspirations, alongside with the cultural and local expectations that come with the profession. For example, "teacher" and "being a teacher" can mean vastly different things in different countries (Richardson & Watts, 2018). Additionally, it is important to remember that even within the same country and city, schools may possess very different school cultures.

Thirdly, teachers' professional identity includes various sub-identities that can "more or less harmonize" (Beijaard et al., 2004: 122). Some of these identities might be more central and closer to the core of their identity, whereas others might be more peripheral and non-essential. As an example, Beijaard et al. (2004) explain that inexperienced teachers might experience multiple identity clashes when entering teacher training or work force (e.g., Volkmann & Anderson, 1998), whereas for experienced teachers this happens during large educational reforms or when there are changes in teachers immediate working environment (e.g., Connelly & Clandinin, 1999). For teachers' own benefit, it would be best that these sub-identities are not in conflict since these conflicting roles or identities can cause negative emotional turmoil (Schutz et al., 2018)

The last feature identified by Beijaard et al. (2004) is agency. According to Eteläpelto et al. (2013), it is practiced when individuals act and make choices that influence their work or professional identities. Teachers need to be active in their professional development since they can greatly shape how and in which direction they want to develop. There are various ways a teacher can exert their agency, which include both individual and collaborative learning (Beijaard et al., 2004). Thus, Benson (2017: 19-20) argues that identity is not just something teachers have. Instead, it also

functions as a compass that directs towards a long-term identity goal, leading us to learn "something" in order to become "someone".

Varghese, et al.'s (2005) definition of LTI shares similarities with Beijaard et al.'s (2004) conceptualization. They outline three main characteristics of the concept, which are: (1) identity is multiple, shifting and in conflict, (2) identity is crucially related to social, cultural and political context and (3) identity is being constructed, maintained and negotiated primarily through discourse. Thus, compared to Beijaard et al.'s (2004) definition, Varghese et al. (2005) put more emphasis on *the contextual* of the professional identity. Furthermore, the importance of discourse and social interaction for the identity construction process is also vastly more pronounced.

The conceptualization, therefore, parallels Vygotsky's (1978, 1979, 1981) sociocultural theory, where one of the core tenets is the idea that the origin of knowledge and learning is based on social interaction with a more knowledgeable person (Shabani, 2016). Vygotsky's work is often cited in teacher identity research, similar to Lave and Wanger's (1998) situated learning and Communities of Practice, where people with the same interests (e.g., profession) come together to hone and improve their skills. It can, therefore, be implied that teachers' professional identity is a dialogic process, where identity and the establishment of self relies on dialogue which one constantly has with one's surroundings (Smith & Sparkes, 2016).

Barkhuizen (2017) has also attempted to make a detailed but concise conceptualization of LTIs. In my opinion, his composite definition encompasses best all the domains of teacher identity since it reflects already familiar and discussed themes of Beijaard et al. (2004) and Varghese et al. (2005), whilst introducing some new facets to the theorization. The conceptualization is as follows:

> Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical – they are both inside the teacher and outside the social, material and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and over time – discursively in social interaction with teacher education, learners, teachers, administrators, and the wider community, and in material interaction with spaces, places and objects in the classrooms, institutions and online" (Barkhuizen, 2017: 4).

Barkhuizen (2017), therefore, introduces the element of emplaced identity to the concept of LTIs. This concerns the relationship one has with one's immaterial surroundings and ecological spaces. Thus, as Barkhuizen (2017) notes, teacher identity is not constructed just in the discourse with other people, but also with the affordances of their immediate material surroundings. These can include the classroom they teach in, the materials that are available to them and the various objects or appliances they can use.

This section of the thesis, thus, attempted to establish that the concept of language teacher identity is challenging to define due to its multifaceted nature. It is comprised of both the personal and the contextual; all the beliefs, practical theories, emotions one has, which are mediated through individual's sociocultural environment. Teachers' identity is also dynamic and constantly evolving, comprising of multiple sub-identities that can sometimes conflict. It is often constructed and renegotiated in discourse with self, others and the immaterial surroundings. However, it is important to remember that teachers have agency and can choose in which way they want to develop.

2.2 The construction of teacher identity

A plethora of teacher identity research has also been dedicated to what developmental stages teachers go through. Various models have been developed to detail the characteristics of each stage. As Ruohotie-Lyhty (2011a) notes, most models on teachers' career cycles have represented a linear tradition, where teachers go through them in chronological, stable order (e.g., Huberman, 1989, 1995; Burden, 1980; Berliner, 1988; Fuller, 1969). Recently, however, teacher identity research has leaned towards a more dynamic view, where teachers' development is a unique, individual experience. Furthermore, instead of just going through different developmental stages, teachers' career cycles are constantly changing re-interpretations of events (Ruohotie-Lyhty, 2011a) as discussed in the previous section.

Schempp & Graber (1992: 332) detail four phases to teachers' professional career development: *pre-training, pre-service, field experience* and *induction*. The following subsections 2.2.1, 2.2.2, and 2.2.3 explore further the research made on each of these phases. The aim is to explore some of the typical phenomena that can affect teacher identity development in these stages. In addition, subsection 2.2.3 also discusses the later career of teachers since teacher identity construction does not end after the induction period.

2.2.1 Pre-training

Pre-training concerns the period before the individual enters a formal teacher training program, which is held in either colleges or universities depending on the country. Research shows that teachers' professional identity starts forming way before entering one. For example, many candidates already report feeling a sense of belonging to the profession (Ivanova & Skara- Mincĥne, 2016) and have hopes, dreams, fears, and long-term goals regarding the teaching profession (Shoyer & Leshem, 2016; Hagger & Malmberg, 2011; Ruohotie-Lyhty & Pitkänen-Huhta, 2020). Furthermore, Lortie (1977)

claims that many have learnt a lot about the profession through "the apprenticeship of observation". According to Lortie, children spend approximately 13,000 hours in direct interaction with the teacher. Thus, by observing the teachers' daily rituals as learners they start to form ideas on what tasks and professional values the occupation entails and what "good teaching" is (Lortie, 1977; Schempp & Graber, 1992).

Future teachers also acquire these beliefs from various other sources. These can include, for example, one's own personality, immediate and extended family, significant others, atypical teaching episodes one experiences, policy context and cultural archetypes (Sugrue, 1997; Izadinia, 2018). These acquired beliefs are very influential, since teacher candidates' main motivators for applying to a teacher program seems to be the belief that they themselves have characteristics and abilities suitable for the profession (Richardson & Watt, 2007; Lanas & Kelchtermans, 2015).

2.2.2   Pre-service and field experience

Formal teacher education is a vital period for teacher identity construction. According to van Huizen et al., (2005: 275), from a Vygotskian perspective "the aim of a teacher education programme is best conceived as the development of a professional identity". Furthermore, Lanas & Kelchtermans (2015: 22) claim that formal teacher training is the time when teacher trainees "make sense not only of the 'how' of teaching but the 'who' of teaching". The pre-service teachers learn a lot about their profession and acquire professional, practical knowledge related to the field. These include, for example, subject matter, pedagogical and didactical knowledge (Beijaard et al., 2000; Beijaard, 2019). It is also a period where the teacher candidates familiarize themselves with both theory and practice of teaching, attempting to combine the two. However, teaching programs vary in how much practice they apply (Jenset et al., 2018). Despite learning ample teaching and learning theory, student teachers seem to operate from their personal experiences and beliefs, accepting the ideas that easily assimilate to their previously established belief systems and rejecting ideas that do not fit their original preconceptions (Ruohotie-Lyhty, 2016a; Ruohotie-Lyhty & Moate, 2016; Hagger & Malmberg, 2011).

Teacher practice is often the pre-service teachers' flagship field experience to the profession (Schempp & Graber, 1992). Many pre-service teachers report that it is one of the most central contexts for meaningful learning, acquiring practical knowledge and constructing a teachers' professional identity (Ahonen et al., 2015). Furthermore, it is also the first time where students begin to feel like a teacher (Ivanova & Skara-Mincłne, 2016), even though many still struggle with the transition (Pillen et a., 2013; Volkmann & Andersson, 1998).

The teacher practicum, overall, can be a period of heightened identity tensions because the students must navigate between their personal beliefs, and the

expectations set by the institution (Rajuan et al., 2007; Pillen et al., 2012, 2013). For many, these tensions may cause negative feelings that deter them from constructing a positive teacher identity. For some, however, the practice and teacher education are periods of free exploration of their developing identities. For example, research implies that teacher education might have less limitations for identity work, which is the re-negotiation of one's own identity, compared to induction (Ruohotie-Lyhty, 2016a, 2018; Ruohotie-Lyhty & Moate, 2016). It seems that student teachers tend to use more experimental and innovative teaching methods, partly encouraged by the teaching institute (Flores, 2006; Ruohotie-Lyhty, 2016a). This is important, since being able to participate authentically and have a sense of autonomy and responsibility as a teacher are vital for developing agency (Moate & Ruohotie-Lyhty, 2014).

Even though identity work has gained increased focus in teacher education, the emphasis is still on giving instructional support and building the skills necessary for teacher competence (Schellings et al., 2021). Thus, teacher education has been criticized for giving minimal attention to development of professional identity (Schellings et al., 2021; Beijaard & Meijer, 2017; Varghese et al., 2016). Beijaard and Meijer (2017), therefore, argue that since becoming a teacher always involves a role transition, it should pay more attention to all the beliefs the student teachers bring with them. In addition, it seems that participating in collaborative and reflective teaching activities with peers, mentors, and other teacher education staff especially supports the teacher identity construction process (Dimitrieska, 2018; Izadinia, 2018). Moreover, Beijaard and Meijer (2017) claim that the students should be made aware of the possible tensions arising from the interplay of personal and contextual. This would support the forming identity of novice students and help them make the already difficult transition from a student to a full professional easier.

2.2.3   Induction and later career

As mentioned at the end of subsection 2.2.2, novice teachers' first few years, also known as the induction period, are characterized as challenging. It is often defined as a stage of survival (Huberman, 1995; Burden, 1980) or a period of "sink or swim" (Varah et al., 1984), where novice teachers come face to face with the reality of being a teacher without the support and guidance of the teacher education institution (Ruohotie-Lyhty, 2011a). Many experience what is called "a praxis" or "a reality shock" (Veenman, 1984), where the disparity between the expectations and the reality of the profession properly sets in. Lortie (1977), for example, explains that the newly qualified teachers are immediately expected to manage the same tasks and demands as an already experienced professional. The responsibilities do not, therefore, gradually increase with experience. Thus, compared to their more experienced counterparts, the newly qualified teachers are highly concentrated on their own performance and

likability in order to "survive" (Fuller, 1969). A side effect of this is the tendency to resort to more traditional teaching methods, which they are familiar with (Flores, 2006).

The quality of the first years within the profession are vital for various reasons. One, the induction period sets a trajectory for the rest of the career. For example, it seems to determine the teachers' effectiveness, attitudes and behaviors they develop and carry out long-term (Schempp & Graber, 1992). When the induction period ends, teachers, for example, differ greatly in their practical knowledge (Ruohotie-Lyhty, 2011b). Secondly, how teachers experience their first years in the profession factors significantly on whether they decide to continue in the profession (Brock and Grady, 1997). Feeling like a good teacher or staying on top of the curriculum gives teachers confidence, whereas the negative emotional turmoil typical for an induction period might make teachers question their suitability for the profession (Pappa et al., 2017). Many also do not feel like they have been properly prepared for the demands of the profession by teacher education (Ruohotie-Lyhty, 2013; Borko, 1986; Goddard & Foster, 2001) and, therefore, might switch careers to avoid the mis-matched feelings and expectations.

The research suggests that by the third or fifth year most of the hardships experienced during training and induction period are in the past, and teachers enter a more satisfactory professional stage. The years after induction are characterized as a period with a greater sense of agency and experimentation (Huberman, 1989, 1995). In addition, the experiences that previously might have caused negative feelings are already familiar to them, and they have various tools to solve these issues (e.g., Ruohotie-Lyhy et al. 2018). Many also became more focused on students' learning and well-being (Ruohotie-Lyhty, 2016b; Day et al., 2005), instead of being overly anxious about their own performance.

Even though most of the identity work and re-negotiation is done during the teacher education and the induction period, it does not mean that teachers' professional identity cannot have major changes also in the later professional years. For example, the teacher might experience major events or interactions that "force" them to change their orientation towards teaching. For example, Ruohotie-Lyhty (2016b) reports that especially interactions with the students can have a vast impact on teachers. It is also often argued that implementation of educational reforms, such as a new school curriculum, are points of identity re-negotiation for even experienced teachers (Day, 2002).

2.3 Teacher occupation and education in Finland

Two types of teachers work in Finnish comprehensive schools. Primary school teachers teach grades 1-6 and their educational background is in educational sciences. Subject teachers, who work with grades 7-9, must major in their subject. Furthermore, they are also eligible to teach in secondary and tertiary educational levels. Majority of foreign language teachers in Finland, therefore, are subject teachers. In some schools, however, the primary school teacher might be responsible for foreign language teaching in the earlier grades.

Compared to many other countries, teachers in Finland enjoy almost unanimous public confidence and prestige. The Finnish education system has fared well in various international comparative assessments, such as PISA, for decades. According to Välijärvi et al. (2007), the main reasons behind the success are the quality of teachers and teacher education. All the teachers in Finland are highly educated since teachers are required to obtain a master's degree that includes at least 60 credits (ECTS) worth of research-based pedagogical studies, including practical training which is worth circa 20 credits (Koski & Pollari, 2011). Thus, if a teacher wants to obtain a permanent teaching post, they must study a five-year university degree in a research university. Compared to many other countries Finland, therefore, has no detours to the profession (Sahlberg, 2021).

Furthermore, the competition in getting into a teacher training program is high (Finnish National Board of Education, 2021), meaning that the most suitable and motivated are selected into the program. In the past few years, less than 10% of the applicants were accepted into a teacher education program, the number fluctuating depending on whether the program is for a primary or subject teacher. Moreover, there is variation within the subject teacher programs, some being more competitive than others (Finnish National Board of Agency, 2021). One of the reasons for this popularity is the fact that teaching is considered a high-status occupation in Finland (e.g., OECD, 2020) alongside professions such as medical doctors or lawyers (Sahlberg, 2021). Moreover, many of the current and previous government employees, ministers and even heads of state have a degree in teaching, indicating that teachers are valued. It also suggests that degree in teaching can open doors for various other professions. In Finland, teaching, thus, attracts candidates who want to be regarded as esteemed professionals (Ruohotie-Lyhty et al., 2021; Ruohotie-Lyhty & Pitkänen-Huhta, 2020). However, most of the teachers are driven by the social aspect of the occupation, such as being able to help children and give back to society with their contribution (Taajamo & Puhakka, 2020).

Furthermore, Finnish education relies heavily on teachers acting as autonomous academic actors. The individual teachers are treated as esteemed professionals of

education, who are able to plan, educate, assess and solve their issues by drawing on the theoretical knowledge they have acquired in teacher training (Furuhagen et al., 2019). For example, teachers in Finland are not evaluated after graduation. There are no school inspections, official rankings, or obligatory national testing for teachers. Additionally, the students do not rank schools or teachers (Koski & Pollari, 2011). Furthermore, it seems that this level of autonomy is expected by the teachers themselves. Sahlberg (2021) mentions that if external supervision should become part of the Finnish school system like in the United States or United Kingdom, teachers' loyalty to the profession would most likely be heavily questioned. Teaching is, however, guided by the national core curricula (Finnish National Board of Education, 2016, 2019). Yet the guidelines remain broad, granting further teacher autonomy as the teachers are able to execute the teaching the way they perceive most suitable.

Overall, Finnish teachers seem to be content with their career choice and the education they get. Research and polls indicate that students feel that their studies and practical training prepare them well for the future, even though some areas would need more instruction and training (Saloviita, 2019; SOOL, 2020). Most of the already working teachers (74%) report to be either rather content or very content with the occupation and many would choose it again (OAJ, 2019; Taajamo & Puhakka, 2020). However, the Trade Union of Education in Finland (Opettajien Ammattijärjestö, OAJ) has raised alarms that teachers' job satisfaction has been on a decline this past decade, which has been confirmed by both international and national research (e.g., OECD, 2020). Nearly half of the teachers report that they experience work-related stress, and over a half of them state that the workload is too heavy either frequently or very frequently (OAJ, 2019). The Covid-19 pandemic has especially increased teachers' dissatisfaction. 6 out of 10 teachers are currently considering changing careers due to the increased workload, expectations of the job and the level of pay (OAJ, 2021). Over half of the novice teachers (54%), who have taught for five years or less, are considering leaving the profession due to the abovementioned reasons. The negative press reporting on the shortcomings of the profession have also been a part of the reason why teacher education programs have seen a stable decrease in applicants (Sahlberg, 2021). Thus, one of the frequently discussed topics within the field is finding ways to ensure that the profession remains lucrative for both pre- and in-service teachers.

3 ASSESSMENT

The third chapter of the thesis is devoted to the concept of assessment. First, a general definition of student assessment is conceptualized. The following section (3.2) then attempts to present summative and formative assessment systems, which are the different procedures and methods available for teachers (Mertler, 2003: 5). After that, assessment literacy will be discussed (3.3). The chapter will yet again conclude with detailing the context of the study, since student assessment is conducted differently in Finland compared to many other OECD countries (3.3). Thus, the context is important for interpreting the results of the present study.

Similarly to the concept of identity, the definition of assessment lacks a unified terminology. For example, some researchers use the terms *assessment* and *evaluation* interchangeably, whereas many make a distinction between the two (see e.g., Taras, 2005; Mertler, 2003; Harlen, 2007). Due to this lack of unification, only the concept of assessment is used throughout the thesis to describe the phenomenon.

3.1 Defining student assessment

Student assessment is a prevalent characteristic in education worldwide. Mertler (2003: 4) goes even as far as to argue that assessment is the most central and important responsibility a teacher could have. Indeed, assessment related tasks seem to take a significant amount of teachers' time (Stiggins, 2004). Moreover, there is ample evidence that teachers' chosen approach to assessment can greatly affect how and how well, the students meet the learning goals of the program (e.g., Harlen, 2012; Crooks, 1988). Hence, Elton and Laurillard's (1979: 100) statement "the quickest way to change student learning is to change assessment system" seems to ring true, showcasing how much power assessment can exert in the school system.

Simply put, assessment means the act of "judging the worth, value and importance of something" (Pollari, 2017a: 14-15). In this thesis student assessment means the process where the aim is to observe how well students have reached the expected learning outcomes, and how to support, encourage and improve the learning process further (Finnish National Board of Education, 2016: Angelo, 1995; Pollari, 2017a). With careful planning and skillful execution, assessment can also assert many other educational aims. For example, it can direct students' learning by drawing their attention to what is important to learn, give them information on their current skill level and motivate the students to study harder (Crooks, 1988). Well executed assessment also gives teachers valuable information on student needs so that they can plan their future teaching accordingly (Mäkipää & Ouakrim-Soivio, 2020). It is, therefore, much more than just grading and issuing certificates, which often are the most visible parts of the assessment procedure to students and their guardians (Pollari, 2017a).

Compared to everyday decisions, where we often assign value to things without thorough reason, student assessment should always be intentional and for a specific reason. The consensus within educational field is that the main principle of student assessment is that "assessment of any kind should ultimately improve learning" (Gardner, 2010: 2). Hence, this intention should guide the whole assessment process (Linnankylä & Välijärvi, 2005).

To better understand this process and its multitude of purposes, it is important to discuss its various levels. Newton (2007: 150) proposed the first three levels of assessment: *the judgement, the decision* and *the impact levels.* The judgement level concerns the technical aim of the process (e.g., the aim is to produce a numerical grade to represent student's competence after completing basic education), whereas the decision level represents the proposed use for the assessment (e.g., this grade is used to decide whether the student can proceed to a higher educational level). The impact level, however, concerns the intended impact of the assessment event on students (e.g., the aim is to enhance student learning and their motivation) Thus, according to the main principle of assessing, planning should almost always start from the impact level, judgement and decision following appropriately.

However, Pollari (2017a: 15-16) argues that there is also a fourth level. This is called *the actual impact* of assessment, and it asserts an aspect that is missing from Newton's (2007) theorization. It is proven that students can have widely different reactions to the same systems (e.g., Westmacott, 2017; Pollari, 2017b, 2017c). For example, the same feedback from the same teacher can motivate one student to work harder, whereas the other might get discouraged or even give up (Wiliam, 2012: 33). This fourth level of assessment, therefore, concerns the individual reactions assessment causes in students, i.e., the actual impact assessment has on student learning. Thus, despite careful planning on the teacher's end, the desired impact might not be

guaranteed. For this reason, it is recommended that teachers employ various assessment systems in their classrooms to ensure that all students have an opportunity to experience systems that benefit their learning the best (e.g., Pollari, 2015, 2017b, 2017c; Atjonen, 2007).

Another way to examine assessment is to look at "the stages" the entire process has. Both Harlen (2007: 12) and Angelo (1995) claim that assessment is an on-going process of collecting evidence for a specific purpose, which is then later interpreted so that a judgement can be produced. This judgement is then communicated to the relevant parties and used as intended. Assessment, therefore, has four "steps" or "stages": 1) design and collection of evidence, 2) interpretation, 3) communication and 4) the (intended) use of the judgement. These steps and a plethora of considerations each of them has are illustrated in Figure 1 by Pollari (2017a: 21) below.
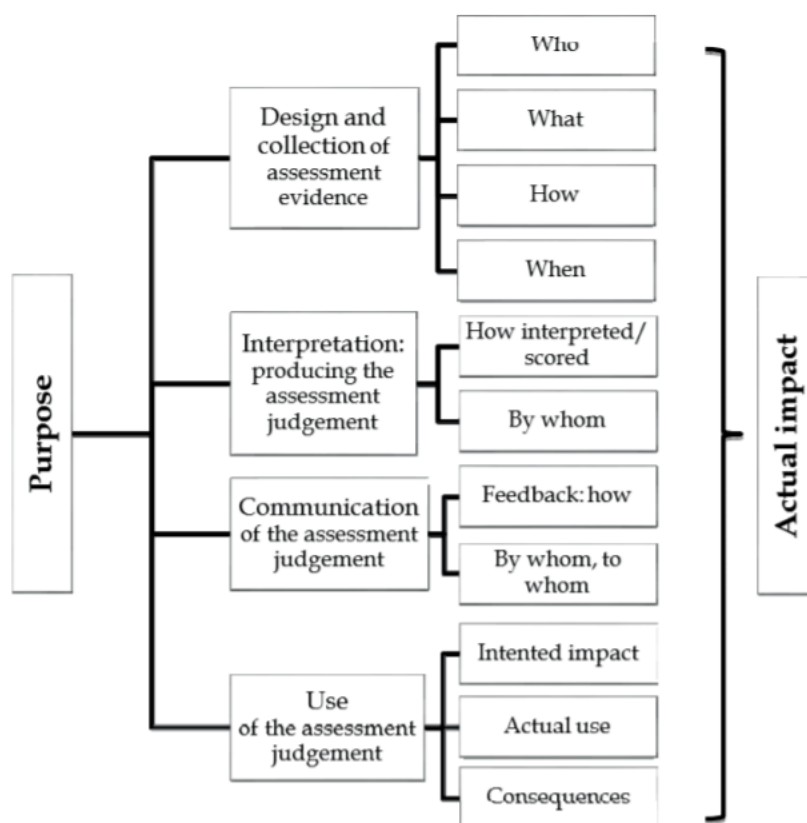
Figure 1. Assessment process. Original: Pollari (2017a:21)

However, Angelo (1995) raises an important point about the real start of the assessment event, missing from Harlen's (2007) and Pollari's (2017a) definitions. He argues that it should begin by making the learning objectives explicitly and publicly known. Moreover, the criteria and the ways with which students are assessed should also be communicated to the students very early on. This is because assessment should be fair and just for all students, promoting learning and motivation instead of causing

harm (Atjonen, 2007). By letting students know what is assessed, and how, all have a more equal opportunity to improve and succeed.

Besides promoting good and being fair, well-done assessment has also other criteria. Atjonen (2007) argues that ethically sound assessment should be valid (i.e., assessment measures what is intended) and reliable (i.e., the results should be consistent). Furthermore, she claims that it should respect student autonomy, even though this is not fully possible in today's school where students are subjected to be the object of observation. Finally, the last core value of assessment is loyalty: to students, their guardians and other partners within the school.

To summarize, this section of the thesis attempted to provide a definition of assessment and what the process roughly looks like. Literature has established that assessment should always intend to improve and guide student learning. In schools, student assessment aims to investigate how well students perform compared to the set learning objectives. However, student assessment also has various other important tasks to fulfill. In addition, I tried to show that assessment is a complex process with many considerations. For example, it should always be intentional and carefully thought out. This might, however, not guarantee the intended impact due to each students' unique traits. Hence, teachers should apply a variety of assessment systems to guarantee fair and just opportunity to succeed.

3.2   Formative and summative assessment

In literature, assessment is often divided into two: *formative* and *summative assessment*. This division and coinage of the terms were created in the 60s by Scriven (1967) concerning curriculum evaluation. It was later revisited by other notable scholars (e.g., Bloom et al., 1971). This has led to further elaboration of the distinction and the general expansion within the field of educational assessment (Cizek, 2010).

In its original meaning, formative and summative assessment differed in the timing of the procedure. For Scriven (1967), formative assessment was the on-going form of assessment used to improve the curriculum, whereas summative assessment took place after the completion of it. This characteristic is still often used in making the distinction; formative assessment is something that is done *during the learning process,* whilst summative assessment is frequently conducted *after* it.

Gardner (2010: 6), however, argues that this simple definition is often misleading. His claim is that assessment systems are not inherently formative nor summative, something that is commonly shared in the field (see e.g., Newton, 2007). Instead, it is the purpose, i.e., the actual use of the assessment, that determines to which category the event belongs. Therefore, sometimes terms "assessment for formative purposes"

and "assessment for summative purposes" are also used (Harlen, 2010). The overarching consensus seems to be that formative assessment's primary focus is to promote learning itself, whereas summative assessment summarizes and reports learning that has already occurred (Gardner, 2010: 6; Pollari, 2017a: 23). In formative assessment, the beneficiaries of the assessment process should solely be the students, compared to summative assessment where the information gathered is mainly used by the administrators. In literature, formative assessment is, therefore, described often as assessment *for* learning while, summative is called assessment *of* learning.

The line between the two, however, can be a bit hazy. Testing can, for example, be used both for formative and summative purposes. With the test results the teacher is able to give the student feedback on their performance and adapt their own teaching to better suit the student's needs (formative assessment), but also produce a report of that said performance through a grade (summative assessment). Summative assessment is also sometimes used to guide formative assessment. Hence, assessment very rarely is either fully formative or summative. Instead, they are greatly interrelated.

For a long time, the emphasis has largely been on summative assessment practices. Thus, they are often referred to as traditional assessment. The most common purpose in schools might be grading, which is an educational phenomenon worldwide (Välijärvi, 1998). As Marzano (2010) says, all discussion about assessment somehow tends to still lead to grading. Tests, examinations, and grading have gained a strong foothold in assessment because it has been considered a reliable, fair way to evaluate student performance (Harlen, 2010). This statement, however, has been contested. Harlen (2010) points out that marking test-scores is always susceptible to human error. In addition, tests, and especially high-stake testing which bears a lot of personal consequences for the test-taker, also modify student learning to be "shallower" (Harlen, 2012). Instead of trying to learn and grasp the ideas being taught, the learners tend to gravitate towards learning strategies that aid them to just pass the test. Moreover, Harlen (2010: 25) criticizes testing and grading for the fact that they do not usually assess skills that are the wider learning objectives essential for the 21st century. These include, for example, problem-solving, critical thinking skills, creativity, enterprise, and citizenship. Thus, even though testing is an avid tool for making learners motivated to study the desired content, their reliability and efficacy to improve student learning itself can be put under scrutiny.

Formative assessment, in contrast, has been shown to positively affect student learning. It got increasing popularity from the publications of Black and William (1998a, 1998b), whose meta-analysis implied a strong correlation with improved learning. Especially lower-achieving students seem to benefit from it. Black and William (1998a, 1999b) claim that formative assessment is effective to level-out the differences in student attainment, while raising the overall achievement of the group. Hattie's

(2009, 2012a, 2012b; Hattie & Timperley, 2007) extensive work shows that feedback especially has a positive effect on learning outcomes. Moreover, formative assessment has a plethora of other tools in its repertoire, such as teacher observation, teacher questioning, classroom discussions, tests and quizzes, homework, portfolios, learning diaries with the addition of self- and peer-assessments (Linnankylä & Välijärvi, 2005: 26; Black et al., 2002, 2003). Formative assessment, therefore, can be anything that eventually leads to breaching the gap between the students' current knowledge and learning objectives.

This section attempted to give a basic conceptualization of both formative and summative assessment. The agreement is that formative assessment includes all methods that directly improve student learning. Furthermore, it is conducted often during instruction. Summative assessment, in contrast, is often executed when the learning has already taken place and its purpose is to report and summarize the learning outcomes. However, these two systems for assessment are greatly interrelated, and sometimes it is almost impossible to make the distinction between the two.

3.3   Assessment literacy

It has been now established that there are various assessment systems and methods that are available for teachers. However, in order to conduct efficient and functioning student assessment that ultimately improves learning, teachers have to know when and how to apply a certain system. Thus, the research of *assessment literacy* has gained significant interest in the past few decades.

Simply put, assessment literacy means the vast expertise in assessment systems, when to use them and how to communicate the results of the assessment event in the best way possible. According to Mäkipää and Ouakrim-Soivio (2020), assessment literate teachers possess a versatile toolbox of current and solid assessment practices and, additionally, know how to use them in their teaching. Webb's (2002:1) definition goes even further, claiming that teachers with high assessment literacy know all the means available to them, but also have the know-how to interpret the assessment evidence and use it to improve both teaching and learning. Stiggins (1995) adds that assessment literacy means the ability to avoid bias in the practice and the negative consequences of inaccurate evaluation. However, Fulcher (2012) deems these conceptualizations insufficient and provides a rather detailed definition of the concept. For him, assessment literacy in its whole entirety is:

The knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardized and/or classroom based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice. The ability to place knowledge, skills, processes, principles and concepts within wider historical, social, political and philosophical frameworks in order to understand why practices have arisen as they have, and to evaluate the role and impact of testing on society, institutions, and individuals. (Fulcher, 2012: 125)

One can observe that Fulcher's definition reflects the traditional Anglo-Saxon assessment culture of summative testing, since Fulcher completely leaves out formative assessment. The reason why I included Fulcher's (2012) definition is that it describes well many facets of assessment literacy: the ability to design, maintain and evaluate assessment, but also recognize the principles underneath it whilst being able to justify and situate them in the wider frameworks, such as historical or political. The truly assessment literate teachers, therefore, have a deep understanding of assessment practice altogether. They can also apply their knowledge accordingly.

The research suggests that today's teachers have room to improve in assessment. For example, Popham (2010: 175) claims that one of the most serious problems in schools are the educators' "abysmally low" levels of assessment literacy. Crooks (1988) argues that these low levels are due to the lack of formal training in assessment. This claim is supported by Jenset et al., (2018), whose article concludes that pre-service teachers have only few opportunities to practice assessing. This seems to also apply to Finland, where assessment is a neglected theme in subject teacher training (Pollari, 2017a; Hildén & Fröjdendahl, 2018; Jenset, et al., 2018). Due to this lack of formal instruction, many student teachers, and even in-service teachers, report feeling underprepared for it. Moreover, they express having a low confidence in their abilities to conduct appropriate student assessment (DeLuca & Klinger, 2010; Mertler, 1999, 2003). However, this can be slightly corrected with in-service instruction as proven by Lukin et al. (2004).

The lack of formal training can potentially lead to teachers developing ill-formed conceptions about proper assessment. As Pollari (2017a) notes, currently teachers tend to learn assessment practice in-service, which is confirmed by Mertler (1999, 2003). Teachers must, therefore, fill in the "gap of knowledge" and without proper instruction and reflection, it can lead into conceptions teachers are not fully able to rationalize or justify (Pollari, 2017a; McMillan, 2003). For example, research shows that without proper training teachers tend to make assessment decisions based on their own previous experiences, i.e., what they themselves experienced in school (Volante & Fazio, 2007; Taber et al., 2011). This might explain the teachers' tendency to lean into the familiar practices, such as summative systems, contradictory to the recommended best practices (Mertler, 2003; Volante & Fazio, 2007). The lack of proper training could also explain why teachers seem to underperform in grading validity and assessment result communication (Mertler, 2003). Furthermore, it seems that many have problems

recognizing the quality of their assessment practice (Black & Wiliam, 1998; Bol & Strage, 1996). All of this, according to Stiggins (2001), can have grave consequences for the students since teachers' potentially inaccurate assessment can hinder them from reaching their full potential.

Hence, to ensure that teachers are assessment literate, it is argued that it should be taught more in teacher education. Research illustrates that the opportunities to practice it pre-service are currently rather limited. Pollari (2017a: 107-108) argues that "student assessment is such an important and powerful part of school life that it is high time it was seen as an area of expertise in its own right and not just as an automatic part of teaching that 'anyone who can teach can do'".

Studies show (e.g., Hildén & Fröjdendahl, 2018; Smith et al., 2014; Kyttälä et al., 2022) that instruction during teacher education can impact and modify pre-service teachers' conceptions and attitudes towards assessment. Being able to observe and model a professional's practice, such as one's own teacher trainer, seems to impact pre-service teachers' conceptions (Levy-Vered & Nasser, 2015; Xu & He, 2019). Zhang and Burry-Stock's (2003) study claims that the more knowledge a teacher has gotten in assessment, the higher their self-efficacy is. Furthermore, their study indicates that this higher self-efficacy correlates positively to performance in class activities. Possessing negative beliefs about oneself as an assessor, on the contrary, leads one to view assessment negatively. It impacts the decision-making, and the teachers might begin averting systems they do not feel confident in (e.g., Alkharusi, 2009). However, there are also studies that show that formal training does not necessarily correlate with better understanding of assessment (Brown, 2004, 2008; Deneen & Brown, 2016), implying yet again that previous conceptions can be hard to change even with instruction. There is also evidence, moreover, that even though pre-service teachers are taught various theories about assessment and assessment methods, it does not mean that they will apply them in practice (Deneen et al., 2019). Hence, individuals leave teacher training with differing levels of literacy and practical knowledge.

To summarize, assessment literacy means the understanding of various assessment methods and when to apply them. Furthermore, assessment literate teachers are capable to interpret the assessment evidence so that the results are valid and reliable. They can also communicate these results accordingly. Research shows, however, that assessment is an often-overlooked topic in teacher training, which might have resulted in moderate assessment literacy among already practicing teachers. Without instruction, teachers often rely on their own previous experiences with assessment. Thus, in order to lay a firm foundation on sound assessment practices, pre-service teachers should get more opportunities to reflect, explore and practice assessment in a controlled, safe environment that is teacher education.

3.4   Assessment in Finland

In Finland most of the student assessment is conducted by individual teachers. There is no centralized school evaluation system. Furthermore, compared to many other countries, the use of standardized testing is scarce. The only notable standardized tests are a part of Matriculation Exam, which the upper secondary school students take at the end of their studies. Otherwise, the teachers autonomously design, conduct and interpret assessment in their classrooms. However, this is guided by the National Core Curriculum set by the Ministry of Education and Culture. Early childhood education, basic education and general upper secondary education each have their own curriculum. In addition, the teachers also must adhere to the guidelines set by the local curricula, which is compiled by the organizer of the teaching (i.e., usually the municipality).

The current National Core Curricula for Basic Education and General Upper Secondary Education (Finnish National Board of Education, 2016, 2019), for example, provide rather ambitious aims for assessment, whilst giving very broad guidelines for it. According to the curricula, the goal of assessment is to help, guide and support learning by using versatile assessment methods. However, the emphasis seems to be on formative assessment and feedback. Furthermore, both continuous and final assessment should be implemented. In basic education, the final assessments are given at the end of the school year, whereas in upper secondary school it is conducted after each course. Depending on which grade the student is, the final assessment can be given either verbally, numerically, or both. The grading scale is from 4 to 10 but the Matriculation Exam uses a different scale. Moreover, assessment should be tied to the learning objectives detailed in the National Core Curricula. Vainikainen et al. (2017) note, however, that these standards are very vague. Finnish teachers' autonomy, therefore, extends also to assessment, since they can essentially conduct it how they want within these broad guidelines.

Due to this teacher autonomy, there is no extensive information on how assessment is conducted in Finnish schools. Practices can vary greatly even within the same city (Mäkipää & Ouakrim-Soivio, 2020). However, some generalization can be made. For example, it seems that Finnish schools also rely on traditional assessment methods and grading (Härmälä, et al., 2014; Mäkipää & Ouakrim-Soivio, 2020). The assessment is teacher-led, and often conducted at the end of a course or a learning unit (Huhta & Tarnanen, 2009). Even though both self- and peer-assessment are mentioned in the national core curricula, they are not extensively used to determine or influence grading (Mäkipää, 2021; Tarnanen & Huhta, 2011). In addition, against recommended practices, students often report feeling like they were not given enough feedback (Mäkipää, 2021; Mäkipää & Ouakrim-Soivio, 2020; Pollari, 2017c). The actual practices

in Finnish schools, therefore, seem to go against the best practices determined by research and even the current National Core Curricula.

Furthermore, it seems that assessment in foreign language teaching does not completely meet the ideals set by curricula either. The emphasis in foreign languages is to help students to develop multicultural awareness, multiliteracy skills and encourage them to develop and use a variety of communication skills, both oral and written. These skills should be assessed with versatile methods that enable students to showcase their full competency. According to Tarnanen and Huhta (2011: 130-131), the tradition in foreign language teaching and assessment in Finland, however, has been on correct language forms and vocabulary. Despite oral communication being covered in the learning objectives of previous curricula, research indicates that assessing oral skills, i.e., speaking, has often been overlooked (Huhta & Hildén, 2013). However, there is no conclusive research on how prevalent oral skill assessment is in today's schools with the current curricula. Hence, assessment in foreign languages might not completely reflect the communicative goals of foreign language teaching set by the core curricula.

Despite all the criticism towards Finnish assessment practices, the assessment culture has deservedly gained plenty of worldwide praise. The Finnish educational system is grounded on the idea of educational equity, where each learner has equal possibilities to learn (Vainikainen et al., 2017; Antikainen, 2006). This ideal is also heavily reflected in assessment. Contrary to many other countries, Finnish schools and core curriculum emphasize cooperation and learning, instead of competition and ranking of students (Kasanen et al., 2003). The lack of standardized, high-stakes testing is also theorized to be one of the reasons why Finnish students have performed well in PISA (Kupiainen et al., 2009). In addition, despite not having a centralized assessment system, Finnish schools perform similarly well (Vainikainen et al., 2017) even though schools may differ in how they grade students (Ouakrim-Soivio, 2013). Especially the weakest students seem to benefit the most, since they outperform their peers from other countries (Kupari et al., 2012). The reason for this might be that due to teacher autonomy the teachers are more flexible to adapt the assessment to uncover students' full potential. Finnish schools also apply various screening methods and pedagogical evaluations to detect which students need additional support (Vainikainen et al., 2017). All these might be reasons that have led to the success of Finnish students in international comparisons.

4   THE PRESENT STUDY

In this chapter, the present qualitative study will be introduced. First, the research aims, questions and the research gap the study intends to fill will be discussed (4.1). The second section (4.2) explores the participants of the study, followed by the description of the data gathering process (4.3). The chapter will end with the method of analysis (4.4).

4.1   The research aims and questions

The aim of the study is to explore how professional identities in assessment literacy have developed in six English teachers, who are at two different stages of the transitional period from student to a full professional. Assessment literacy and its development in teachers is a new subject of study, and previous research has primarily made use of questionnaires and other quantitative methods. Thus, in order to get a fuller understanding of the phenomenon at hand, this thesis adopts a qualitative research paradigm. By investigating and comparing the past experiences, and current professional identities of pre- and in-service teachers regarding assessment, the study attempts to better understand the different factors that may shape the identity construction in the content area of assessment.

Therefore, the study aims to answer the following research question:

1. What are the participants' professional identities as assessors like?
   a. What are the participants' past experiences on assessment and being assessed themselves?
   b. How do the participants perceive themselves as assessors?

4.2 Participants

For this study, three pre-service and three in-service English teachers were interviewed. The participants either studied or had completed their degree at the University of Jyväskylä (JYU). Most of them had also studied other languages or subjects as minors and were, therefore, qualified to teach multiple subjects. All participants were native Finnish speakers, their ages ranging from mid-twenties to early thirties. The number of women and men in the study were balanced. However, the analysis showed that gender was not a significant factor in the results and, therefore, it will not be discussed further in the study.

In order to be selected for the study, the participants had to fill certain criteria. The criteria for the pre-service teachers were that 1) they were at the master's stage of their studies, 2) they had completed their pedagogical subject studies and lastly, 3) they had minimal teaching experience outside of formal training. The criteria for the in-service teachers, in contrast, were that 1) they had already obtained their master's degree, and 2) they had 1-2 years' worth of work experience as an English subject teacher after their graduation.

The participants had completed their pedagogical subject studies, or as they called it "the teacher training year", between 2017-2020. The studies, worth of 35 ECTs, are normally done in one academic year and they combine educational theory, group and individual work and practical training. The training, worth circa 20 ECTs, is carried out in special teacher training schools that are adjacent to the university. In these schools, which are called "normaalikoulu" or "norssi", the student teachers have multiple shorter training periods supervised by teacher trainers. Furthermore, the practice is organized so that the student teachers get experience in teaching pupils of all ages and educational levels. Moreover, student teachers are encouraged to reflect on their professional identity throughout the studies. For example, at the end of the academic year, it is compulsory to return a portfolio where the student teacher has extensively contemplated on their teaching philosophy and what has led them to become the teacher they are.

The work experience of the in-service teachers varied from 1 to 1,5 school years. All of them had worked in multiple temporary teaching positions, which is typical for new teachers in Finland (e.g., Ruohotie-Lyhty, 2013). Two of the in-service teachers had been able to stay in one place for a full school year. Furthermore, all in-service teachers had worked in at least two different educational levels post-graduation. The general information of the participants, and their pseudonyms, can be found in Table 1 below.

Table 1. The general information of the participants

Pre-service teachers	In-service teachers
Caro	**Mara** Experience: 1,5 years (post-graduation, worked as a part-time teacher before it) Currently works in basic education (grades 1-6), previously worked in upper secondary and university levels
Kim	**Niki** Experience: 1 year Currently works in basic education (grades 7-9), previously worked in upper secondary level
Sasha	**Robin** Experience: 1,5 years Currently works in basic education (grades 1-6), previously worked in upper secondary level

It is worth mentioning that all six participants were either friends or acquaintances of the researcher, and they were personally approached and asked to take part in the study. This provided both opportunities and possible challenges for the research. The pre-existing relationship between the interviewer and informants created a sense of "rapport", which was considered favorable for the whole interviewing process. This will be discussed more in the data collection section 4.3. The most obvious possible disadvantage was the possibility of selection bias in the sample, even though there were conscious efforts to avoid it. The sampling method, even though comprising representatives from both participant groups, reflects only experiences of a small population, leaving out stories of many others who could have fulfilled the criteria. However, this was not seen as a major problem, due to the qualitative and explorative nature of the study.

4.3   Data collection

The data of the study was gathered by conducting six semi-structured, thematic one-on-one interviews. This method was chosen for various reasons. First, interviews are perceived as great means for "understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words" (Taylor et al., 2015: 120). It is, therefore, a great way to get unique information about a topic that the researcher

cannot observe themselves (Stake, 2010: 95). Second, due to their explorative nature, interviews are especially useful to research phenomena that are yet unfamiliar, because they can provide in-depth information about the topic (Dörnyei, 2007). Lastly, semi-structured interviews were chosen due to their ability to accommodate a variety of research aims and the flexibility they provide (Galletta & Cross, 2013). In semi-structured interviews, the researcher has a predetermined set of themes or questions they want to discuss with the interviewee. However, the format is open-ended, and the interviewer can encourage the informant to elaborate further with different follow-up or clarification questions. As Dörnyei (2007: 136) puts it, the interviewer is there to provide "guidance and direction" but is also willing to "follow up interesting developments." The chosen research method, therefore, complements the qualitative nature of the study.

Before starting the recording, the participants were introduced to the chronological order of the themes that were going to be discussed. The interview guide was designed so that the questions started from easier, demographic background questions and then later eased into more personal content questions, as suggested by Dörnyei (2007: 137-138). The order of the themes followed the order of the research questions. Thus, after background information, the participants' general views on assessment were discussed, followed by their own experiences as the object of assessment. Lastly, they talked about how they currently viewed themselves as assessors. The interviews, therefore, had some elements of *narrative inquiry*, a research approach which aims to give participants a voice to tell their own stories that often involve development of some kind (Barkhuizen et al., 2014). Before conducting the interviews, the validity of the questions was tested by piloting them with an English teacher graduate, after which a few adjustments were made. The complete interview themes and questions can be found in Appendices 1 and 2.

In section 4.2, it was mentioned that the participants were all friends and acquaintances of the interviewer, which was considered to impact the data collection process positively. The reason for this was the sense of rapport, a phenomenon where the collaborators have a mutual, harmonious relationship based on trust, feelings of satisfaction and empathy towards one another (Keats 1999: 23-24; Prior, 2018: 489-490). Creating a sense of rapport in interviews is advised, since it improves both the depth and quality of the research data (Dörnyei, 2007). Hence, the pre-existing relationship between the interviewer and the participants was seen as an advantage, since in theory the participants would be more willing to share their views and personal stories with the researcher.

The interviews were held in August 2022. Before the interview, the participants were sent an information letter that also contained a privacy notice, informing them about the nature of the study. The interviews began with the participants giving their

consent for it. The length of the interviews varied from approximately 40 to 70 minutes. Two of them were conducted online, by using the online video conferencing platform Zoom. The rest were conducted face-to-face in a quiet setting, so that the surroundings would not interrupt the flow of the interview.

The language of the interviews was Finnish to minimize the possibility that something would be left out due to the participants not being able to express themselves fully in a foreign language. The interviews were recorded and transcribed for further analysis, which will be discussed in the next section (4.4). To ensure the anonymity of the participants, the data was anonymized and each participant was given a pseudonym at the beginning of the transcribing process. Furthermore, after the transcribing process was completed, the original recordings were deleted. The interviews yielded a total of 46 pages of transcribed data, which was analyzed as objectively as possible.

4.4   Method of analysis

The data of the study was analyzed by means of qualitative content analysis. The method was primarily chosen for its versatility and flexibility in analyzing written, verbal and visual data (Tuomi & Sarajärvi, 2018: 103; Cole, 1988), but also for its complementary nature regarding the research aim and paradigm. According to Elo and Kyngäs (2008: 108), the aim of qualitative content analysis is "to attain a condensed and broad description of the phenomenon." This is done by observing what is significant in the data, and encoding the recurring patterns into categories, themes or concepts (Graneheim et al., 2017; Elo & Kyngäs, 2008; Patton, 2015). Qualitative content analysis is, therefore, a practical method when the researcher is dealing with detailed, rich data that requires interpretation (Schreier, 2012: 3).

There are two approaches to qualitative content analysis: *inductive* and *deductive.* The approaches differ in their research purpose. Inductive qualitative content analysis, for example, attempts to build theories and generalizations by making specific observations from the data (Patton, 2015: 122). In the deductive approach, on the contrary, these variables are determined before its collection (Patton, 2015: 122). Thus, it is recommended that an inductive approach is applied when the researcher attempts to discover something new about the researched phenomenon, whereas deductive is frequently used to test out pre-existing theory in practice (Elo & Kyngäs, 2018). Since the aim of this study is to uncover new information about developing teacher identities, the study will adopt the inductive approach to qualitative content analysis.

The analysis of the data followed a three-phase model described by Tuomi and Sarajärvi (2018: 114-127), which was originally introduced by Miles and Huberman

(1994). The first step is the *reduction* stage, where the data that is not relevant to the study and its research questions is discarded. The stage is followed by *clustering,* where the aim is to organize and group the remaining data into meaningful categories or themes by observing the variation within the data. The last phase is called *abstraction,* where the data is conceptualized by grouping these sub-categories further together and naming them appropriately.

The analysis process, therefore, started with carefully reading through the transcribed interviews and forming a coherent mental image of the data. This is also called the pre-coding stage (Dörnyei, 2007: 250). Then, the redundant information was redacted by marking it with a distinctive color. After this, actual coding of the data began and pertinent interview extracts with similar content were grouped together under appropriate subheadings in a text file document. In addition, a profile was written from each participant in a separate file to further make sense of the data and to get a better understanding of their identities. The cycle of reducing and re-clustering data repeated several times. The process resulted in six themes that were abstracted to the two research foci detailed in the sub-questions of the main research question. These themes are presented in Table 2 in Chapter 5 below.

The analysis was conducted with the original Finnish data. Therefore, in order to be able to report about the findings, the interview extracts had to be translated into English. Only the most relevant parts were translated, and the aim was to translate them as closely to the original as possible. The original interview extracts can be found in Appendix 3. For the ease of reading, commas were added into the extracts. For similar reason, context and words were also added into a few of them inside square brackets. In addition, some words or phrases were redacted, which is marked with […] in the results. These redacted sections often had information non-pertinent for the study, such as stalling in order to get more time to construct a sentence, repeating the same content with different words or asking for clarification. The results of the analysis will be discussed next.

5   RESULTS

This chapter discusses and presents the results of the interviews. As mentioned in the previous chapter, the data was categorized into six themes that related to the two research foci (see Table 2 below). These foci will be discussed in the order of the sub-questions. Therefore, the present chapter will first discuss the participants' own experiences being assessed (5.1). These experiences will be illustrated from multiple viewpoints, including the description of the methods, the general emotional orientation the participants had towards assessment and the actual impact of the assessment events. The second section (5.2) will then discuss the interviewees perceptions of themselves as assessors. The themes belonging to this research focus will explore the overall confidence of the participants, but also where they derive their current assessment practice. The section will conclude with the discussion of the assessment that the participants wanted to conduct.

Table 2. Research foci and themes in the data

Research foci	Themes
Participants' own experiences being assessed	1. Methods with which the participants were assessed 2. Neutral and anxious emotional orientation towards assessment 3. Actual impact of the assessment: a motivator and passivator
Participants' perceptions of themselves as assessors	1. Confidence as an assessor 2. Sources for assessment practice 3. Assessment the participants wanted to conduct

5.1 Participants' own experiences being assessed

This section of the study concentrates on presenting the pre- and in-service teachers' experiences on being the target of assessment. The participants openly shared stories from their school years and how they perceived assessment as students. Three themes emerged from the data. First, the perceived methods used to assess the participants are detailed (5.1.1). Second part, subsection 5.1.2, discusses the two emotional orientations towards assessment that were observed from the informants. Lastly, the actual impact of the assessment on the participants will conclude this section (5.1.3).

5.1.1 Methods with which the participants were assessed

In the interviews, the participants were asked to recount the different assessment methods with which they were assessed. This included their whole educational journey from basic education to university, across all subjects. However, they were also asked to detail which methods were specifically used in foreign language teaching. This was done to investigate whether the participants' own experiences in foreign language teaching as a learner influenced them as a teacher, which will be discussed in the later sections (5.2 and 6).

Overwhelmingly, all the participants reported feeling that they were primarily assessed with assignments that produced a grade. These included exams, tests, and other written productions.

> (1) Sasha: Overarchingly, primarily with numerical means, my whole school journey has practically consisted only of numeral assessment and red-pencil

> (2) Caro: But somehow, I've had an impression that the assessment came largely from those exams, of course, there might've been some continuous assessment in the background for some teachers […] but I 've an impression that it [the assessment] emphasized exams.

Sasha (ext. 1), for example, described that he was assessed for the most part with "numerical means", by which he means grades and grading. Caro (ext. 2) shared a similar experience, stating that she also believed that her assessment was mostly based on examinations. Additionally, she was also rather unsure about her teachers using any other methods.

The perceived assessment of the participants, therefore, seemed to be largely summative, which is unsurprising considering that assessment tends to lean on summative systems both globally and in Finland (Harlen, 2010; Mäkipää & Ouakrim-Soivio). This same emphasis also carried into foreign language teaching, where especially word tests were mentioned to be the most memorable. This is illustrated by

Mara and Kim (ext. 3 and 4), who discussed that they had trouble remembering any other methods besides summative systems.

> (3) Mara: Well, I'd say that the word tests are the first thing that come to mind regarding foreign language teaching, we didn't really have a lot of oral assessments nor peer assessments and so forth

> (4) Kim: Well, in the elementary and secondary school there were these specific things, there were word test, exams, and they were assessed on how many points you got and how well the exercises were done compared to the right answer […] I can't really remember that we necessarily had anything else

Another common feature in foreign language assessment seemed to be the scarcity of oral assessment and the assessment of communication skills. This was also acknowledged by multiple participants. For example, Caro (ext. 5) did not remember taking part in an oral examination. Niki (ext. 6), on the other hand, had a recollection of being in an oral exam once.

> (5) Caro: But we didn't have any oral stuff that [the teacher] would've held any oral assessments or that we'd have had to produce something for oral assessment

> (6) Niki: How the assessment has been in [foreign] languages, well they've been exams, word tests, reading comprehension and listening, but I've been in oral exam only once

It seems, therefore, that oral assessment was either non-existent or played a very minor role in the participants' own experiences. This finding is also in line with previous research, which has detailed that Finnish foreign language assessment has concentrated on correct language forms and vocabulary, leaving out oral skills (Tarnanen & Huhta, 2011: 130-131; Huhta & Hildén, 2013). This tradition was explicitly noticed by Kim (ext. 7), who shared that her foreign language teaching focused on grammar and how well she was able to produce the desired item. This can be interpreted from the way she contrasts "skills" ("taito" in the original Finnish extract) with usage and expression.

> (7) Kim: It [the foreign language assessment] has been, well firstly, it has emphasized grammar and then like it has emphasized skills more than usage or expression

The participants were also asked about feedback. They were encouraged to tell what type of feedback they got, and what role it played in the overall assessment. Feedback was brought up in the interviews because it is one of the most effective assessment methods to improve student learning (Hattie 2012a, 2012b). However, research indicates that it is still not applied extensively by the teachers (Mäkipää, 2021). This scarcity of feedback was also observed from the participants' experiences.

> (8) Mara: And well, I don't really remember a single case where the teacher would've come and given that feedback orally so if there was assessment it always came as written

(9) Sasha: I 've gotten in the classroom as the lesson has gone forward when the exams were handed back, then I've probably gotten a brief one or two-sentence comment like good, just look at these things x and then it'll improve

(10) Niki: Oral feedback, well, I can't remember, I'll be direct that I can't remember getting anything like it in basic education […] in the upper secondary school there might've been something little on the written assignments, but not a lot [...] but surprisingly little in the end, and only in the higher stages of education

The extracts 8-10 above illustrate how minimal the amount of feedback was for most of the interviewees. Especially oral feedback seemed to be extremely rare, since the participants in the above extracts either recounted having gotten none (ext. 8) or had a hard time remembering receiving any (ext. 10). In addition, if they had received oral feedback, it was in the higher stages of education (ext. 10) and only limited into a few sentences or words (ext. 9). Furthermore, this rarity of receiving feedback is further illustrated in Robin's extract 11 below, where she discusses that if she had gotten feedback at some point in her educational journey, it came from "an innovative teacher".

(11) Robin: I'm not completely sure [that I've gotten oral feedback], but maybe, we had a rather innovative Swedish teacher, who I really liked, so they might've held us one, I'm not completely sure, but they might've held these feedback sessions

Therefore, it seems that most of the participants did not get any detailed, individual feedback on their learning when they were in school. However, two participants reported an experience of the opposite, albeit it being a rather rare occurrence. In extract 12, Caro discusses the individual feedback she got from her physical education teacher in upper secondary school. Before the last lesson, she had to return a self-assessment form, which the teacher then had commented on in detail. Kim, on the other hand, shared about the individual assessment discussions she had with her math teacher, who helped her to understand the issues by reframing her thought processes in a simpler manner (ext. 13).

(12) Caro: And then in the last lesson we got, that teacher had written each of us an individual […] A5-sized text like, hey Caro, you're this kind of mover, it's been amazing to have you with us and always with an energetic attitude, and it had loads of positive feedback and then they justified the grade, like you've gotten these results from these tests and then had absences like these so here's your grade, and then at the end it had suggestions for improvement […] in my opinion that was something really amazing, like that I was acknowledged as an individual, they remembered my name, and in a way I got the justification for the grade in that […] I still have that piece of paper most likely, because it was like wow, how can anyone put so much effort [in it]

(13) Kim: But in the upper secondary school I got more individual assessment and I especially remember that one math teacher gave remedial teaching, like individual remedial teaching to me […] and then they were able to somehow feed my own thoughts back to me in a simpler manner, and it was in my opinion not only very successful teaching but assessment because it like was able to awaken my potential in it

It is evident that these experiences of getting individual, in-depth feedback were very important for both Caro and Kim. Caro (ext. 12) mentions that she saved the feedback form because she was impressed how detailed the written feedback was and how many individual observations the teacher had made about her. In extract 13, Kim discusses that the remedial teaching sessions were very effective for her, because they helped her to understand the content from a new perspective. Later in the discourse, Kim mentions that these feedback sessions were so influential to her, that it led to her becoming a teacher. This, however, will be more discussed in subsection 5.1.3.

An interesting finding was that the interviews suggested that the older the participants got, the more versatile the assessment became. Many of the extracts above illustrate how, for example, oral assessment and feedback were introduced to students only after the completion of basic education. Some participants, like Kim (ext. 14), discussed in detail how assessment evolved throughout their learning career:

> (14) Kim: Then in secondary school there were more presentations, like power-point presentations […] and then in the upper secondary school, I feel like there were more like these smaller free-form projects, like keeping a reading diary […] and at the university, I feel that here we have kind of this constant discussion, that many of the lectures and courses are like, we discuss together so it's not that the professor preaches in front of us […] and even though it feels like that assessment here is also concentrated on the grade, here we successfully have that if we've had a presentation or something where we had to be in front of the audience, then we've peer-assessment from it almost every time and then there's also an assessment discussion [with the teacher], and I've enjoyed that

Previously in extract 4, Kim expressed that all she remembered from foreign language assessment in basic education were tests. Here, in extract 14, she explained that the versatility of the methods increased the older she got. For example, presentations and free-formed written assignments were introduced. In addition, she mentioned that at the university she frequently had gotten feedback on her work from both her peers and her teachers. Thus, even though grades were still emphasized, the methods leading to the grade had become more versatile. This sentiment was shared by Caro, who also felt that assessment and especially feedback had become more nuanced in university. Caro's thoughts are illustrated below, in extract 15.

> (15) Caro: But I have to say that here at university assessment has been, how could I say it, more multidimensional, that it's not only been good, great, excellent, but that you've gotten like concrete tips like hey, this is good, this must be improved or this is something that you get still wrong or that needs to be worked on, so it's been more detailed

To summarize, the perceived methods with which the participants were assessed were mostly traditional, summative systems. This also applied to foreign language learning where the emphasis was on word tests and other written assignments. The assessment of speech was scarce and the same applied to receiving feedback from the teacher. Many of the participants could not remember receiving detailed feedback on their learning but those who did experienced it very positively. The overall theme in

the interviews, however, was that the assessment became more versatile as the participants became older, encompassing more and more systems and methods. Nonetheless, the experienced methods seemed to be mostly traditional and focused on producing a grade.

5.1.2 Neutral and anxious emotional orientation towards assessment

In the interviews, besides trying to remember the various systems with which they were assessed, the participants told stories about how they emotionally experienced assessment. Two distinct general emotional orientations emerged from the data: *the neutral* and *the anxious*. This subsection will, therefore, be dedicated to discussing them in detail.

Four participants, Sasha, Mara, Niki and Robin, exhibited characteristics of the neutral orientation. Contrary to the anxiously orientated, their overall attitude and experiences with assessment were quite relaxed. For example, Robin, who seemed to be the most neutral of the participants, expressed that she had never felt pressurized by assessment (ext. 16)

(16) Robin: I 've never felt pressure or that I would've gotten pressured at home

Assessment, therefore, did not seem to generate strong feelings in the participants with this orientation. Additionally, more often than not, the interviewees with this approach expressed positive feelings towards it.

(17) Sasha: [My experiences were] very neutral because I was raised in that world where we had exam weeks, we get the exams back, we get feedback that way, now we get the grades, it was even more excitable [than not] […] and it was always nice when you got a good grade, so it was always with your friends like, what number did you get, oh my […] I never had any self-confidence issues or anything like, oh no, now they see and probably think that I've embarrassed myself if I got a bad grade, even they didn't generate anything like negative besides that sometimes I was embarrassed to tell my parents the grade I got

(18) Mara: I am in a way aware that for many assessment can be a very rough thing or something that they take very personally, but I don't know, I've never felt that it would've hit deep or and that getting a bad grade would've felt like a blow below the belt […] especially in the upper secondary school I've received the exams back with an attitude that hey, now I compare the results with my friends, like who got the best grade

The extracts above detail further the neutral orientation of Sasha (ext. 17) and Mara (ext. 18). The common theme in the recollections seems to be that both are aware that assessment can be a sensitive topic for many. However, they did not experience it as such. Mara expresses this phenomenon explicitly, whereas Sasha implies it indirectly by quoting an imagined thought process of someone who would be anxious about getting a lower grade. Furthermore, both also brought up how they saw

assessment as an opportunity to engage in playful competition with friends by being able to compare the grades they had received from the exams.

One of the characteristics of neutral emotional orientation was, therefore, the fact that participants encompassing it did not seem to take their failings personally. The extracts above show that it did not affect their self-confidence and it rarely caused negative feelings in them. The reason for this was that the participants were able to see their mistakes or lower grades as momentary mishaps, on which they could improve. This line of thought was observed from Sasha (ext. 19). Another possible explanation for this might also be the participants' general good school success. For example, Robin (ext. 20) credited her neutrality to her ability to achieve good grades easily.

(19) Sasha: I could approach it [getting a low grade] like […] I fucked up […] so all in all, all my experiences have been like now I wait for the grade, and I have to live with it

(20) Robin: But otherwise, my experience has been that it [the assessment] has been fair because I've gotten good grades, so there was nothing to complain about

The few instances where assessment caused stronger negative feelings in the participants with neutral orientation usually included something important or something that had high personal stakes for them. For example, it might have been a subject they particularly liked or an exam that bore significant importance for their future.

(21) Niki: Well, it [assessment] hasn't made me terribly anxious in general, there might've been some [anxiety] if there's been something that has been really important to me […] sometimes I think I even kind of like it that I get a clue of how I'm doing, and especially then when it's been a reward for something you've put a lot of time and effort in like the good grade

(22) Niki: Yeah, the goal was to get an L, I'd already decided that I wanted to study English at the university that I'll become an English teacher, so I was like, for god's sake, I must get an L otherwise this won't work […] but yeah, I was nervous about that

For Niki (ext. 21 and 22), one of these instances seemed to be the English matriculation test. The L that Niki talks about in extract 22 is the best grade one can get in Finnish Matriculation Exam, coming from the Latin word "laudatur" (meaning "outstanding" or "lauded, praised"). This particular test made Niki nervous, because he perceived it very important for his desire to become an English teacher. Thus, Niki's experience is a good example of experiencing occasional, situational assessment-related anxiety despite having a generally positive attitude towards assessment.

The anxious orientation contrasted with the neutral one in various ways. As the name suggests, the participants showing characteristics of this emotional orientation experienced, or had previously experienced, strong general anxiety in assessment-related procedures. This contrasts with the situational nature of the neutral approach. In this study, the anxiously oriented participants' anxiousness manifested either in the form of stress or avoidant behavior. Two interviewees, Kim and Caro, showed signs

of the two. For Kim (ext. 23), the whole assessment event of examination seemed to cause significant anxiety, whereas Caro (ext. 24) reported having a hard time receiving results and feedback from her learning.

> (23) Kim: In elementary school, oh boy, I had so much stress because I needed to be the best and like, I need to get a 10 or 10+, and like I was always doing tests for the extra half an hour overtime, the others went to a recession but I was like now I need to pour everything to this paper, I need to be good

> (24) Caro: Here [in the university] I 've somehow had a high threshold to look at what is being assessed of me, like if I have returned a final assignment and then I get back the corrected version, well not necessarily corrected but one that has comments and a grade and stuff like that, then I've had a high threshold to look at what's been written in there

The main reason why the participants with anxious orientation experienced this general anxiety was that they tended to link their self-worth directly to their school success. In addition, they had a habit of generalizing individual assessment events to represent their whole "worthiness" as a person. Thus, feedback or lower grades threatened their general self-image.

> (25) Caro: I don't know why but it feels so personal, even though I know that I'll also do that in my work, and it's just one exam paper or final exam in the mix of others so the teacher won't be thinking, well she's made one grammar mistake here so now Caro must be really bad at everything, like not at all, but somehow it's something very personal to me

> (26) Kim: I feel like in my whole youth and adolescence my sense of self-worth was somehow built on how good I was and it came from the good grades I got, but I had no idea where they came from so then it became, well because I'm so good so that's why, and then it's really hard to cut some slack because it's not that you're good, but instead how well you've understood all the small steps you have to take to get that certain grade, but they never told us that

The extracts above illustrate the phenomena. For example, Caro reports that she was struggling with seeing feedback as anything else but a sign of her inability (ext. 25). She also seemed to be concerned about what other people, in this case the university teachers, thought of her and her overall competence. Furthermore, Caro was seemingly aware that her approach towards assessment was not the most constructive, but was unable to detect the reason why she took assessment so personally. Kim, on the other hand, was able to name the source for her anxious orientation. In extract 26 above, she explains that the lack of knowledge about the assessment criteria behind the grades led her basing her self-worth on them. With experience and better understanding of the criteria, her assessment anxiety lessened (ext. 27).

> (27) Kim: But in the upper secondary school I maybe understood better that when I was assessed, I wasn't assessed as a person, but I was assessed as a learner, that the assessment I get will give me tools to improve my own competence

Thus, it seems that how assessment is presented to the students might influence how they emotionally experience it. If Kim would have realized earlier that assessment is there to guide her learning, instead of determining her worth as a person, she would have been able to utilize it sooner. However, many other participants in the study also reported that they did not know the criteria, but assumed a neutral orientation nonetheless. Thus, this shows how individual experience assessment can be for the person being assessed. This will be discussed more in the next subsection.

This subsection of the thesis discussed the two emotional orientations towards assessment that emerged from the data. These orientations were opposites in many regards. For example, the participants with neutral emotional orientation towards assessment had a generally neutral, even positive, approach to assessment, whereas the anxiously orientated showed heightened stress and avoidant behavior in various assessment procedures. The factors explaining the difference seemed to be that the participants with anxious orientation associated their self-worth more strongly to their school success compared to the neutrally orientated, who were able to see their failures more situationally. The anxiously oriented participants, therefore, seemed to experience stronger and more negative feelings due to assessment threatening their self-image, whereas the participants with neutral orientation got anxious mainly in the situations that mattered to them. However, the findings suggest that emotional orientation can change with time and the reflection of the underlying causes.

5.1.3   The actual impact of assessment: a motivator and passivator

In the interview, the participants also discussed whether assessment had concretely affected or directed their actions and, therefore, shared stories about the actual impact of it. Pollari (2017a: 15-16) argues that this level concerns the concrete manifestations that assessment has on student learning, which can differ from the intended meaning of the assessment. The analysis and review of the interview data showed that in the case of these six participants, assessment seemed to direct their behavior and the actual impact of it was either *motivating* or *passivating*. This meant that assessment had the power to make them work harder or less for something.

Assessment, or more precisely grades, served a motivating purpose when the participant had done well in a subject. It gave them energy to try and keep up the same level of performance. This effect was especially strong when the participant had succeeded in a subject where they had not frequently performed so well in. Similarly, assessment also motivated them to improve when their results were weaker than they wanted them to be (ext. 28).

(28) Sasha: So it has directed me in both good and bad by giving me motivation when I've done well to keep up the same level […] but then in these negative experiences, when my output has been weaker, the grades have put pressure on me like, oh gosh, I need to do better

The passivating effect was acknowledged in situations where the participants' hard work and effort was not rewarded. For example, Mara (ext. 29) shared that in the beginning of upper secondary school he had tried to raise his Swedish grade and put a lot of time and effort in it. However, this effort did not translate into a better grade, which made him stop investing his energy into the subject. Instead, he redirected it into things where it would be more visible.

(29) Mara: I got a 7 from every Swedish course in the upper secondary school, so yeah, it left a feeling that oh okay, this is clearly my level of skill and I'm not rising from here […] like okay, it's not worth it to put my effort in this because it doesn't show, so in a way I put the interest and effort in another subject, because you kind of realized that the effort of trying was not efficient here

Thus, the lower grades can potentially be either motivators or passivators. They seemed to be the former, when the participant felt that they could feasibly improve their results. The passivating effect was more prominent when the person felt the opposite, which discouraged them and led them to "accept their current level". Interestingly, it seemed that higher grades also had a similar bi-directional effect. Even though, as discussed above, they tended to serve primarily a motivating purpose, a few of the participants mentioned that they had also perceived their passivating effect. One of these participants was Caro (ext. 30).

(30) Caro: But it can also affect it the other way around, like with English exams I knew that I always did well, so I don't think that I ever studied hard for them, because I was thinking that I'll get a nine without studying, so why put the effort in

Caro's opposite reaction to frequently getting high grades in one subject compared to her peers confirms a phenomenon that has been observed by previous literature. It argues that individuals can react to the same assessment system very differently (e.g., Westmacott, 2017). An assessment-related event can, therefore, motivate one whilst discouraging another (Wiliam, 2012). The actual impact of the assessment, thus, cannot be properly predicted, as illustrated by the extracts above. It seems that the individual characteristics and thought processes, which in this subject are still quite unknown, can greatly determine the actual outcome of the assessment event and whether they perceive it as motivating or passivating.

An interesting finding in this theme was that assessment had greatly influenced the career choice of the participants. For example, both Niki and Kim explicitly stated that it had had an impact on their choice to become a teacher.

(31) Niki: It has definitely had an influence in the sense that I applied and gravitated to something that I knew I was good at because I got the best grades from that in school, so yes, from that very first year of learning English, since the third grade, slowly but surely I've formed a picture of where I'm good at

(32) Kim: So all these strong experiences with assessment have partially had a influence in the fact that I wanted to become a teacher, they've come from the subjects that I've not particularly liked, so they've come from teachers that have been successful in leaving an impact and because of them I've noticed how good I can be in certain things and how I can learn to like it and how I can build my skills further, especially if it [the subject] wasn't my own passion

Their experiences in assessment, therefore, motivated them to pursue the field. The motivators behind this choice, however, differed, as is visible in the extracts above. In Niki's case (ext. 31), assessment was incremental in helping him shape a conception of his strengths and weaknesses when he was younger, which eventually led him to gravitate towards a career where he could use these strengths. Kim's motivator was completely different. For her, the motivating factor was to be able to provide her own students the similar positive learning and assessment experiences that she herself experienced (ext. 32).

This suggests that assessment can, therefore, strongly influence the teacher identity construction process through motivation and passivation. It is known that teacher candidates start forming their professional identities before entering teacher training, often having a mental image of the profession, its values and their own suitability for it (e.g., Schempp & Graber, 1992: Richardson & Watt, 2007). These constructed ideas are often what lead the person to apply to become a teacher eventually (Lanas & Kelchtermans, 2015). Niki and Kim's experiences, thus, highlight how potentially significant assessment can be in the initial stages of teacher identity construction, since their positive experiences as a target of assessment were the initial catalyst and motivator for its overall formation. Without them, the participants might have potentially chosen a different field. Moreover, it seems that these experiences also determine the type of teacher the person wants to be. This, however, will be discussed more in the next section of the study. Overall, the findings show further how much power assessment can have on an individual, their actions, behavior and future choices.

The conclusion of this subsection is that assessment directed and guided the participants' learning either via motivating or passivating them. The assessment was generally a tool with which they monitored their level of skill and where to put their effort. The actual impact of the assessment varied: a system or a grade might be a motivator or a passivator depending on the individual and the surrounding situation. These processes can potentially have long-lasting consequences since in this study previous assessment experiences were perceived as a major reason for applying to become a teacher. Thus, it seems that assessment and previous experiences in it can affect the

professional identity construction as a whole, since it can influence the person's decision to choose the field.

5.2 Participants' perceptions of themselves as assessors

This section of the results presents participants' views of themselves as assessors and, thus, discusses their current teacher identities in the content area of assessment. In the interviews the participants were asked to reflect their assessor identity and assessment literacy from multiple viewpoints. These ranged from their current selves to desired selves, shedding light onto the factors that might come at play in teacher identity construction and how the participants viewed themselves at the time of the interview. Yet again, three themes emerged from the data. The first subsection (5.2.1) discusses the level of confidence the participants felt in assessment related tasks, and which factors contributed to that. The following subsection (5.2.2) will illustrate various sources of assessment practice that were detected in the data. This section will conclude with a discussion on the assessment that the participants themselves wanted to conduct (5.2.3).

5.2.1 Confidence as an assessor

The reflecting on their confidence as an assessor was a recurring topic in the third part of the interview. Many of the participants shared their level of confidence immediately and unprompted after inquiring about their self-perception and continued to discuss it throughout the interview. Overall, the discussion showed that assessment and the role of being an assessor had been in the minds of the participants, and that it had caused a variety of feelings in them.

The data showed that all the participants experienced feelings of insecurity regarding assessment to some degree. The level of this, however, varied. Some participants expressed that they generally felt unsure about their current assessing skills, whereas some were only unsure in assessing certain aspects of language learning. This also applied to using certain assessment systems. The interview extracts below illustrate the two ends of this range:

> (33) Sasha: How sure am I in assessing, well currently confidently unconfident, I am so unbelievably unconfident like for real, like there's no point to even hide anything or try to play, roleplay, as a perfect teacher that I'm certainly not

> (34) Mara: Assessing speech, there I'm not that [sure], but in my opinion if we think about the exam situation, for example, then there it's pretty clear like to execute and also generally to assess, so like the biggest question mark in assessing those exams goes generally to the essay questions […] like in the upper secondary school I noticed that the essays take

overwhelmingly the most time […] but I would say that during the year when I taught in the upper secondary school, I developed a certainty in it in a way

Pre-service teacher Sasha talks candidly about his general low level of confidence as an assessor (ext. 33). On the other side, in-service teacher Mara's extract 34 shows that whilst he is unsure about oral assessment, he seems to be rather confident in other assessment methods such as traditional exams and essays. The extract, furthermore, illustrates how Mara had initially been a little uncertain in correcting and grading the latter, but the confidence in it had come with work experience.

Experience, or more precisely the lack of it, was a major component in the perceived confidence as an assessor. For student teachers, the main reason for the feelings of uncertainty was the general lack of experience and practice in the area, as exemplified by Kim (ext. 35).

> (35) Kim: [I have] insanely little experience in assessment and because of that I feel like I can't properly form that mental picture of everything that belongs to assessment, and then it's really hard to also see what kind of assessor I'm myself

Research suggests that assessment is a neglected theme in teacher training globally (e.g., Jenset et al., 2018). This seems to also be the experience of the study's participants since many of them brought forward that they wished they had gotten more opportunities and training in assessment during their practical training year. For example, Robin (ext. 36) disclosed that due to the scarcity of assessment training in her studies, she had to learn the skills in practice. This is not uncommon, since teachers tend to learn the skills whilst working (Mertler, 2003).

> (36) Robin: Of course, I would've wanted that we had had more assessment related training like here during the studies, like I've kind of had to like learn by experimenting there in the work life

An interesting finding in the study was that the student and novice teachers did not significantly differ in the general level of self-confidence. Both participant groups had individuals who showed higher and lower levels of assessor confidence.

> (37) Caro: Yes, I'm quite confident, we had an assessment course here at university and there when we did exercises like is this text worth a seven, eight or nine, I managed to place them quite well

> (38) Niki: Well, it [the perception I have of myself as an assessor] has hardly changed, because it has been just as hard previously, like I haven't been able to develop too strong beliefs about myself when I was at norssi and I did it [assessment,] so I haven't like left with the general attitude of this is manageable

Student teacher Caro (ext. 37) explains that she got her confidence as an assessor at a university course, where she realized that her judgements were in line with the more experienced teachers'. Novice teacher Niki, on the other hand, details his lack of

self-confidence in extract 38 by sharing that he had experienced assessment as challenging already during his practical training year. This perception had not changed significantly, as earlier in the interview Niki expressed that he still felt like a novice in assessment-related tasks.

A possible explanation for the lack of difference in self-confidence between the in- and pre-service teachers is that the former are most likely still experiencing praxis shock. Thus, the in-service teachers in the study have finally faced the complexities of assessment fully, compared to the student teachers who have experimented it with the support and guidance of their supervising teachers. The novice teachers, therefore, might have a more intricate and comprehensive picture of their assessment literacy compared to their peers who are still studying. Moreover, they have most likely become more aware of their responsibilities as a teacher and as an assessor. Two of the novice teachers, Robin (ext. 39) and Niki (40), showed signs of this realization and praxis shock, which supports this possible explanation.

> (39) Robin: Well, first comes to mind that I had, like many other beginners in whatever thing, I had a feeling like being an imposter, like am I really qualified to do this, like how am I alone responsible for these kids and their English teaching […] and assessing pupils with intensified and special support and pupils who study with a focus area, so I experience that very difficult the assessment with them, for example, and then it hit me that I wasn't told a lot about this in the studies, like what is a focus area, I've never heard about that before like I barely knew what is the three-tier model of support the system, so I experienced the transition to the assessor role pretty difficult

> (40) Niki: The final assessment it really was from ass, it was so horrible to do, like that you must give them these grades and that it affects in which school they get accepted and am I doing it right, you feel enormous stress because you feel that there are big things at play here, like you have enormous power here and power like that you think about if I'm the right man to say about this person's Swedish competency or English competency so much, like this defines something like the rest of their life […] so you can wield huge power there and then it causes of course strong feelings of insecurity because you think that a mistake might've been made

It is important to note that one of the common denominators in the above extracts seem to be the care and responsibility the teachers felt and showed towards their students, since both Robin and Niki spell out that they were concerned about not doing right by their students. The significance of the work, therefore, seemed to amplify their insecurity, making them second guess their choices and feel like an impostor despite having the education and training for the occupation. We could hypothesize that if they did not care about their students and their future, they would not be doubting their assessor skills to this extent. Therefore, alongside experience the perceived importance and significance of the work seemed to influence the confidence of the participants.

Previously in this subsection it was mentioned that besides general feeling of uncertainty, there were aspects and systems within foreign language assessment that generated lower levels of confidence in the participants. The extracts in the section

have already mentioned a few. For example, Mara (ext. 34) mentioned that he was most unsure about assessing speech. Furthermore, Robin (ext. 39) shared her insecurity in assessing pupils with different needs and backgrounds. Both aspects of assessment were also discussed by other participants of the study, indicating that they were common concerns among young teachers. In addition, most of the participants also expressed that they found conducting fair and just summative assessment on written production difficult, illustrated in the extracts below (ext. 41-42). The explanation for this, for the most part, was the lack of practice.

> (41) Robin: But I think that surprisingly hard are those written exams, like do they measure the right things, how do you assess if there are, for example, spelling mistakes, how significant are they, so maybe the fairness in assessment, so maybe the written are quite challenging

> (42) Caro: [My biggest weakness as an assessor] is the lack of experience, so I'll probably use too much time in like they're missing a comma here, so can I give this half a point or a quarter of a point or what's the deal with this, so it's most probably lack of practice

One of the only things that the participants appeared to be confident in was their formative assessment skills and being able to give feedback to their students.

> (43) Kim: I feel that I'm pretty good at encountering the students as individuals, and like being able to give them that oral feedback

> (44) Mara: I'd see it like, I have an inquisitive attitude in general, for example, when I'm going through the text I might do it something like sentence by sentence and like, oh what's happening here and who's that […] so I'd say that it's a positive side in my assessment competency like that I'm able to ask these questions even in a situation where there's no direct like exercise, and the student get that feedback and they stay focused and all that

This was especially the case with student teachers, such as Kim (ext. 43). From the in-service teachers, Mara expressed (ext. 44) that his strength as an assessor was the ability to create opportunities for positive oral feedback throughout his lessons by making his students participate through asking questions. Hence, it seems that despite, or maybe because of, the prevalence of summative assessment, formative assessment is seen as the easier of the two. A theory behind this might be that as seen in subsection 5.1.1., the participants have had more opportunities to practice their feedback skills in their university studies through peer-feedback.

To summarize, this subsection discussed the participants' confidence level as assessor. The results show that the level of sureness varied, but all the participants were unconfident to some extent. There were no significant differences between the in- and pre-service teachers, suggesting that one to two years may not be enough for constructing a stable assessor identity. The proposed explanation might be that the novice teachers are still experiencing a reality shock. Overall, the data also suggests that the participants generally doubted their summative assessment skills more than the

formative ones. The reason behind the insecurity was often the lack of experience and having minimal opportunities to practice assessment in teacher training.

5.2.2 Sources for assessment practice

In addition to generally reflecting on their current assessor identity, the participants shared various sources for their current assessment practice. In the theoretical framework, it was established that teacher identity is one's professional image-of-self, which is constantly renegotiated in a discourse with one's surroundings (e.g., Beijaard et al., 2004). Furthermore, it comprises teachers' beliefs about the occupation, including the practical knowledge that the teacher has acquired through this constant discourse with various sources of knowledge. This section of the study, therefore, aims to present these sources that the teachers have encountered during their identity construction process.

All six participants reported being aware that their own experiences as learners affected their current practice as assessors, either explicitly or subconsciously. This is not surprising, since it is suggested that future teachers start constructing their professional identities already as pupils by learning about the profession through observation (Lortie, 1977). Previous experiences were especially influential whilst designing and conducting summative assessment, as illustrated by Mara (ext. 45).

> (45) Mara: So yeah, I'd say that those everyday assessment and feedback practices come strongly from those own feedback and learning experiences […] let's say, for example, word tests, I usually try to do them in the basic way that I've experienced when I was young, which feels a bit like why invent the wheel again if they're still used and they still work

This is rather unsurprising, considering how the participants' own experiences with assessment emphasized exams, tests, and other written productions. Mara's reasoning for modeling the word tests he did as a learner was that he considered them efficient and, therefore, there was no reason to change that practice. The in-service teachers also reported that the other reason for basing their assessment practices on their own experiences was not to burn out during the difficult induction period, as illustrated by Robin below (ext. 46). Thus, familiar practices were a safety net for the beginning teachers.

> (46) Robin: I conducted pretty traditional in the beginning and just now like I've started to spice up my own assessment a little, so that I wouldn't have been so overworked in that beginning

Previous experiences also worked as the basis for some of the participants' assessment philosophy and, therefore, also practice. For example, Kim (ext. 47) shared

that her positive experiences with personal feedback formed the base of her assessment practice.

> (47) Kim: I've constantly talked about that it's formative and the type which relates to learners' potential […] and it strongly comes, almost straight comes, from how I was assessed in those positive experiences and how they concentrated on my learning as an individual's skills […] yeah, I see it that regarding assessment my teaching philosophy is copy-pasted like straight from there

The important role of teacher education for assessment practice was increasingly acknowledged by the student teachers, the likely reason being its recency. It was the only source for assessment practice besides their own experiences. The research argues that instruction can modify pre-service teachers' conceptions towards assessment (Kyttälä et al, 2022). Especially the model set by the teacher trainer can be highly influential (Xu & He, 2019). This was observed from the interviews, where the participants shared that the teacher education had made them renegotiate their assessor identities.

> (48) Sasha: Yeah, my views on assessment changed a lot during these university studies […] my values and thoughts on these have changed a lot from result-centeredness to a more maybe constructive development, here in the studies we've discussed what it can mean to an individual, how we can use it to guide them

> (49) Caro: Currently it [the assessment practice] comes straight from what I've learned from norssi's supervisors, it's pretty much that and then what I've learned from the university's assessment course, so they're like the biggest backbone now

In extract 48, Sasha explains how teacher education changed his view from grade-centric to a more constructive outlook, where feedback and formative assessment were at the center. Caro (ext. 49), however, discusses that she bases her practice on what she learnt from her supervising teachers and an assessment course organized by the university. Caro's extract, therefore, highlights the importance of making sure that the staff at teacher education are assessment literate and knowledgeable about the best practices in assessment. Otherwise, the students could potentially adopt less desired conceptions straight from their trainers, continuing the cycle.

The results, however, suggest that teacher education is an effective way to educate the students on assessment and its best practices. It was briefly mentioned above that the impact of teacher training was not as pronounced in the reflections of the novice teachers. Teacher education was mentioned as a source by all of them, but they concentrated on and emphasized other sources more, including the abovementioned own previous experiences. There are various possible reasons for this, one of them being the already discussed praxis shock, where the teachers have a tendency to revert to more familiar methods (Flores, 2006). The second reason might be that the teachers experience a conflict between what they have been taught and how the schools operate, which discourages them from putting what they have learnt into use. Thirdly, one

of the most likely causes might be the scarcity of the actual training, meaning that the in-service teachers have had to find other sources to help them fill in the gap of knowledge they have.

This is not necessarily desired, since without proper training the teachers might develop questionable conceptions about assessment that are against the best practices (McMillan, 2003). Research argues (e.g., Lukin et al., 2004) that one potential way to prevent this is to arrange remedial further training for the in-service teachers. One of the participants, Robin, had attended one of these training sessions, which was organized by the university. In the extract 50, she explains how she experienced the session very positively. For example, it gave her a lot of ideas and bravery to try new things, making her assessment more versatile. These further training sessions for in-service teachers, therefore, can work as a source for assessment practice.

> (50) Robin: It was very beneficial, like those further trainings, you'd like more of them and I feel that I got lots of ideas from there and after that I've started to try different stuff more bravely

The rest of the sources only mentioned by the teachers could be divided into three categories: curricula (both local and national), the book series they used and their peers. The curricula were referenced by Niki and Robin, who revealed that they had studied them to get guidance. The curricula, especially the National Core one, was used to determine the grades of the final assessment. In extract 51, Niki explains that he aims to base his own criteria with the ones in the curricula, as is instructed.

> (51) Niki: When I had to do the final assessment, well then I read through the core curriculum also to some extent […] so I hope that I can at least base the assessment criteria to the criteria of the core curriculum of basic education

The book series' influence was brought up by Mara, who explained that he frequently used the material made by the publisher (ext. 52).

> (52) Mara: And I feel that I strongly lean in the end on like the assessment material that comes with the book if anything, like I have to because the book is where the vocabulary and grammar come from […] so it'd be in a way senseless to start drafting an exam if the book gives you a ready-made exam basis

The book series often provides ready-made materials such as tasks, exams, word tests and oral exams. Many of the publishers also have their own exam-making platforms, where the teachers can construct exam papers by choosing from a variety of exercises. Additionally, the publisher can also give ideas and suggestions on how certain things could be assessed. The convenience and availability of this material makes it widely used, as pointed out by Mara. Thus, as suggested by Pollari (2017a: 66), even though the assessment in Finland is teacher-controlled, it may not be teacher-generated.

Lastly, peer support seemed to be another influential source for assessment practice. Some of the novice teachers reported that especially in the very beginning of their career they relied on their more-experienced colleagues' help. It was especially very helpful when the teachers did not yet know their student body well enough. For example, Niki, who had to do the final assessments of the students whilst only being a substitute for a few months, leaned on the school's special education teacher who had a better understanding of their competency (ext. 53).

> (53) Niki: Well, with the special education teacher I've talked about it quite much, because we have pupils that the special education teacher has taught previously and who are within the intensified support and special support […] and us two, we pondered what grade we could give them

Additionally, the interviews also revealed that the in-service teachers adopted methods and ideas straight from their peers. For example, Mara explained one of the many assessment practices that he took from the previous teacher (ext. 54). Extract 55 illustrates, however, that the peer support can also be done online. In the extract, Robin talks about how important the teaching-related Facebook groups are to her since she gets beneficial ideas for assessment from there.

> (54) Mara: But, for example, when I was in [municipality's name] at the elementary school, I continued the old custom that the retired teacher had started that I took one of the exercises from the materials and then like [made it] an additional exercise, so then in a way you didn't need to know the whole exam area and on the other hand, then you had the opportunity to get a plus point from the additional exercise and get the coveted 10+

> (55) Robin: And even though it's not obligatory to use Facebook anymore, like I don't publish anything there myself, but those groups are the reason why I'm still there, they're so useful and somehow so positive and you get a lot of ideas from there, they are very important to me

This subsection aimed to illustrate various sources that can influence beginner assessors' assessment practice. All the participants identified their previous experiences and teacher training as important sources, albeit the latter seemed to be more pronounced in the interviews of the student teachers. Due to their work experience, the novice teachers were able to name more potential sources. These included curricula, the book series that was used, peers and further assessment training. The reason why these sources were discussed is that it sheds light onto the assessor identity construction process, showing what different factors might impact it. This can, therefore, tell us something about how one grows into being an assessor and with what knowledge the teachers interact with.

5.2.3 Assessment participants wanted to conduct

Agency is a major component in a teacher's professional identity, since teachers can shape and guide their identity construction to their desired direction (Beijaard et al., 2004). In the study, we have covered various entities that might have an impact on this process. This subsection, however, concentrates more on what the pre- and in-service teachers themselves aim to do with the knowledge they have acquired. In the interview, the participants discussed their assessor identities by disclosing what assessment systems they currently used, and what type of assessment they wanted to conduct in the future. Benson (2017: 19-20) stated that professional identity is a compass, helping teachers to achieve their long-term identity goals. Thus, by discussing the actual and intended practice of the participants, we get more information about the central beliefs and values that the teachers have.

One of the main findings was that most of the participants conducted, or wanted to conduct, assessment that was different from the one they themselves experienced. For example, methods that are traditionally considered formative assessment, especially feedback, were often emphasized. In previous subsections (5.1.1 and 5.2.2), we already discussed student teacher Kim's strong orientation towards formative assessment that came from the scarce, but very influential experiences with receiving individual feedback. Something similar was observed from Mara, who in subsection 5.1.1 declared that he did not remember getting oral feedback from his own teacher but said that one of his strengths was to create learning situations where he could give that to his own pupils. This desire to conduct more individual, feedback-based assessment is further illustrated in extract 56 by pre-service teacher Sasha, who explicitly stated that he considered himself a more guiding teacher than those who assessed him. Furthermore, he shared that in his ideal world he would want to have lengthy feedback sessions with his students.

> (56) Sasha: I feel that I give more guidance as an assessor than what was given to me […] I would terribly want to conduct, if it was just possible, it'd be so nice to conduct face-to-face, confidential assessment […] with that individual student these assessment situations after a certain teaching period that we'd shape together, like summarize, what we'd done, what are the targets for improvement in the future, what is your individual level of motivation and what are your goals regarding this subject, like where do you want to go with this

Only one participant, novice teacher Niki, was markedly leaning towards summative assessment methods. In the interview he explained that he perceived grades to be a great tool to determine and inform the pupils about their progression (ext. 57). This orientation towards summative assessment was also visible from the way he consistently brought up grades and grading in the interview. Moreover, Niki also disclosed that it was the thing he thought about the most in assessment. Extract 58 below

illustrates further his orientation towards summative assessment and gives a possible explanation for it.

> (57) Niki: Like yes, in my opinion summative assessment is a great tool, like that we give those grades that we know where we're at

> (58) Niki: Now that I've done this work for a year, it feels like the hard or that we talked a lot in the university how assessment is something other than just giving those grades but like it seems to me now that it mostly is that […] it feels that summative assessment still plays a big role and it's the assessment that mostly interests the pupils

Niki explains how work experience has shown him that summative assessment still has a significant role in schools. In addition, according to his observations, it is the assessment system that interests the students the most. Thus, Niki states that he somewhat disagrees with what was told about assessment in teacher education, it being something else besides giving grades.

It is noteworthy to discuss that despite Niki showing a strong leaning towards summative methods, the purpose of them seemed to be formative. As detailed above, Niki expressed that in his opinion grades were a great means to get information about student attainment and, additionally, it was also an efficient way to communicate it to the students. Thus, for him the grades served a formative purpose instead of summative. Furthermore, when asked about what kind of assessment he wanted to conduct in the future, his answer was assessment that improved his pupils' learning. The cynicism towards formative assessment that Niki shows above might be due to the fact that in few cases he had to conduct assessment where the only purpose was to produce a grade. These events seemed to have altered his perception on assessment. However, his orientation towards assessment seemed to be inherently formative, despite showing explicit preference or obligation towards summative methods.

One of the other common themes among the participants was that they wanted to include the students in the assessment more, which also differed from their own experiences. Sasha was already an example of this since in the description of his ideal assessment the feedback sessions would be highly interactional and the students would be equal participants in them. In addition, other participants in the study mentioned increased transparency as their goal for assessment, which meant that the assessment criteria would be more visible and understandable for the students regardless of their age. Additionally, it was also mentioned that they wanted to involve the students in all stages of the assessment procedure. For example, Caro explained that she would want to involve her students in assessment by letting them choose what they want the teacher to emphasize (ext. 59).

> (59) Caro: I'd want that there would be a chance to influence and even go through with the students in the first lessons, like hey, what do you want that we emphasize here, like can we do so that we emphasize more class activity which would be more important in

languages so that the language would actually be used there, like involve the pupils and the students like in the planning of the assessment so to speak it would be important

The emphasis on versatility also differed from their past experiences. All the participants either said that they used a plethora of assessment methods or expressed their desire to do so in the future when they had the tools and experience for it. These methods included, for example, a stronger use of continuous assessment, the already discussed stronger implementation of feedback and formative assessment and conducting assessment of speech. A few of these are illustrated in extract 60 below, where Robin reflects on herself as an assessor and how she attempts to use a versatile mix of assessment methods.

(60) Robin: I as an assessor, I try my best to bring along different methods, we've just had or we've done recordings with the students and one-on-one speech stuff with the teacher what I've then assessed, and I've then tried to also give feedback about their oral skills like in written form, so I try my best to use versatile assessment methods

In addition, the teachers also seemed to be very focused on making the assessment a pleasant and motivating event for their pupils and students. Thus, they were concerned over the actual impact of the assessment and the feelings that it caused in their current and future pupils.

(61) Caro: I'd like to think that I'll be, or that I'm currently, an assessor who'll remember how anxious I was to receive feedback be it in a subject that I was good at or bad at, but like that it would always be given so that […] there would be versatile and extensive feedback […] but the most important thing is that it shouldn't leave a bad taste in the pupils' or students' mouth, that's maybe the biggest

(62) Kim: I'd want to be like a fair, easily approachable with assessment […] so the students wouldn't be nervous about coming to talk to me if they feel that something is difficult, like if they feel that they've gotten unfair treatment in assessment, so approachable in that way that we can always discuss these things

(63): Mara: But if I see that the person has earned it like with their hard work and perseverance and it is already in that point that the GPA is visibly over nine so that it can be rounded up to 10, like I kind of see it as motivational so I might actually do that, so I'd want to be someone who concentrates in assessment on that feedback, like how you can do better, but also in a way then giving those good grades in the grounds of that it would help that particular student maybe to do better or help them manage

For example, Caro (ext. 61) pointed out that for her the core tenet of assessment is that it should never be a negative experience for the target. She hoped that her own experiences with assessment anxiety would help her avoid it. Kim (ex. 62) was also concerned about the possible negative feelings that assessment could evoke in her future students, which she wanted to avoid by being an approachable teacher with whom the students could discuss their worries. This was her number one aspiration as an assessor. However, Mara (ext. 63) talked about how he as an assessor wanted to motivate his pupils by rewarding their effort with a better grade than what it would

be objectively, especially if the trend had been towards improvement for a longer period. Mara, therefore, wanted to avoid the same feeling of disappointment that he experienced as a learner in a similar situation, when his hard work was not rewarded. This was discussed in subsection 5.1.3.

It seems, therefore, that the participants' own values and beliefs about assessment are more in line with best practices recommended by science, compared to the one they themselves received. Their own assessment, and especially the dreams for it, seemed to emphasize formative assessment and feedback. They also stressed versatility, transparency and student autonomy, all of which are criteria for good assessment (Atjonen, 2007). The teachers also showed signs of loyalty towards the students by considering the students perspective and how they emotionally experienced it. Moreover, the teachers were very concerned about the possible negative feelings and wanted to take action to mitigate them appropriately whilst also taking into account fairness. Thus, the teachers' ideal selves as assessor differed, for the most part, from the assessment of their past.

6   DISCUSSION AND CONCLUSION

This last chapter discusses the main findings of the study. As previously presented in section 4.1, the aim of this study was to explore the developing teacher identities of six English teachers in assessment literacy. Furthermore, the research interest laid in the transitional period from being assessed to becoming an assessor. The study, therefore, attempted to answer the following research question with two sub-questions:

1. What are the participants' professional identities as assessors like?
    a. What are the participants' past experiences on assessment and being assessed themselves?
    b. How do the participants perceive themselves as assessors?

Three pre-service and in-service teachers participated in individual semi-structured interviews, which were then later analyzed through the means of qualitative content analysis. The study was, thus, highly qualitative in nature.

Next, the findings of the study will be discussed in relation to the research questions and previous research (6.1). The study will then conclude with a review of the research process, discussing its limitations and suggestions for future research (6.2).

6.1   Main findings of the study

As presented at the beginning of Chapter 5, the analysis produced six themes, which were abstracted to two research foci. The first research focus *participants' own experiences being assessed* consisted of the themes *perceived methods, neutral and anxious orientation towards assessment* and *actual impact of the assessment: a motivator and passivator.* The second research focus *participants' perceptions of themselves as assessors,* however, included the following themes: *confidence as an assessor, sources for assessment practice*

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and *assessment the participants wanted to conduct.* The first research focus, therefore, related directly to the first sub-question, whereas the second focus consequently discussed the latter one. Together as a whole, they attempted to answer the main research question by forming detailed pictures of the participants' professional identities as assessors. This section will now discuss the main findings of the study in relation to the research questions and previous research.

The results showed that the participants' own experiences with assessment were very traditional. They reported that they were mainly assessed with summative methods, which included grades and various types of exams. Feedback, which is arguably one of the most effective methods to improve student learning (Black & William, 1998; Hattie, 2012a, 2012b), was seldom applied. Assessment in foreign languages was no different. Moreover, the participants' recollections showed that the emphasis in foreign language assessment was on the written aspect of the language use. Only few of the interviewees, for example, remembered ever taking part in an oral exam where the participants' communicative skills would have been evaluated.

These findings aligned with previous research, which has argued that summative systems, such as grades, are the most widely used in education (Harlen, 2010). The traditionality of assessment in Finland has previously been observed by, for example, Mäkipää et al. (2020) and Härmälä et al. (2014). Furthermore, the results also paralleled the findings of Tarnanen et al. (2011) and Huhta et al. (2013), who argued that in Finland the foreign language assessment focuses on correct written forms and vocabulary, neglecting verbal communication skills. Thus, the methods that the pre- and in-service teachers experienced conflicted with the recommended best practices of assessment, which in turn emphasize formative assessment and the use of versatile methods (e.g., Gardner, 2010). However, the findings of the study indicated that these best practices were implemented increasingly the further the participants got in their education.

The analysis of the data also showed that assessment had influenced the participants' emotions and behavior. It directed their actions, decision-making and had a potential to determine how they saw themselves. This happened mainly through the mechanisms of motivating and passivating. Majority of the participants had a neutral orientation towards assessment, which was characterized by a relaxed approach to assessment-related events and an ability to see failures as situational. This contrasted with the anxious approach, which was marked by heightened anxiousness and tendency to associate the assessment to their overall self-worth. This also parallels previous studies by Westmacott (2017) and Pollari (2017b, 2017c), who observed that individuals can have highly different reactions to the same assessment methods. The actual impact of it can, therefore, vary from student to student, as proposed by Wiliam (2012). In the present study, this variation of actual impact was the most visible in how

the participants reacted to frequently succeeding in a certain subject: some became motivated and wanted to keep up the same level, whereas the rest became more passive and stopped putting further effort in it. Thus, the findings suggest that despite carefully planning the impact of the assessment, the actual manifestations of it might be rather different and versatile.

One of the interesting findings in the study was that assessment played a vital role in some of the participants' decision to become a teacher themselves. Their own experiences had either guided them to make a career out of something they knew they were good at based on where they got the best grades in school, or their own experiences were so important for them that they wanted to offer similar ones to others. Previous research has shown that teacher candidates already have formed ideals and conceptions about the profession and their suitability in it even before applying to a teacher training institute. In addition, they seem to have hopes, dreams and fears about their future (Ivanova et al., 2016; Shoyer et al, 2016; Hagger et al., 2011). Thus, the teacher identity process seems to start way before the actual practice. The findings of the study, therefore, suggest that assessment can be very influential for the professional identity construction since it seemed to be at least partially the spark for the beginning of the whole process.

Besides affecting the beginning of the professional identity construction, the past experiences on assessment were very influential in the participants' current assessor identities. For example, it was one of the main sources of their current practice, which is also in line with the previous research. Lortie (1977) and Schempp et al. (1992) claimed that teachers learn a lot about their future profession by observing their own teachers. Hagger et al. (2011) and Ruohotie-Lyhty (2016), furthermore, argued that these acquired beliefs seem to be hard to change. This seems to especially apply to assessment, as indicated by Brown (2004, 2008) and Volante et al. (2007). In the case of this study, the participants modeled the perceived successful parts of their experiences. One of the in-service teachers reported that she had used these traditional methods in the beginning in order to not burn out. This tendency has also been observed in previous literature (e.g., Mertler, 2003).

Other influential sources for assessment practice were also detected. With student teachers, the impact of teacher education was especially pronounced. The importance of this period on teacher identity construction has been acknowledged by, for example, Lanas et al. (2015) and Beijaard et al. (2000). In addition, Levy-Vered and al.'s (2015) and Hildén et al.'s (2022) studies show that assessment instruction and supervising teachers' models are influential sources for practice. However, the similar effect was not detected as strongly from the in-service teachers. Instead, they emphasized other sources more in the interviews. These included the national and local curricula, the book series they used, further training in assessment and their peers. The

hypothesized reason for the emphasis of the other sources was the lack of assessment training during their studies, which might have led the novice teachers to find other sources to fill in the gap of knowledge they had. Assessment is a rarely taught topic in teacher education, which according to Pollari (2017a) and Mertler (1999, 2003) means that it is learnt in practice. In the context of this study this seems to be partially true due to the abovementioned reasons, and it being mentioned explicitly by one of the participants.

One of the other interesting findings was that the assessment the in- and pre-service teachers conducted, or wanted to conduct, contrasted a lot with the assessment they had experienced. Besides one teacher, who strongly emphasized summative systems, the participants wanted to apply assessment that was highly formative. Additionally, their desired assessment opposed their own experiences in versatility, inclusiveness and transparency. Furthermore, the teachers were also very concerned about the emotional actual impact of assessment, wanting to make sure that the assessment event would be pleasant for the learner. Thus, the assessment that the participants wanted to conduct was a lot closer to the best practices recommended by research (e.g., Atjonen, 2007) and the current National Core Curricula (Finnish National Board of Education, 2016, 2019). These findings align with previous research. For example, Taber et al. (2011) and Volante et al. (2007) claim that without training, teachers tend to repeat their own experiences. The participants of the study, despite feeling generally underprepared, had gone through an intensive teacher training year where they had received at least some instruction in assessment. It can be, therefore, hypothesized that teacher education has influenced their views more than they themselves were aware of. This finding, however, contrasts slightly with the studies by Brown (2004) and Deneen et al. (2016), who argued that formal instruction does not necessarily correlate with better assessment literacy.

It is important to note that the participants generally felt that they did not have tools to conduct the assessment of their dreams yet. Overall, all the participants were unsure about their assessing skills to some extent. This parallels with the findings of Volante et al. (2007) and DeLuca et al. (2010), who claim that pre- and in-service teachers often have low levels of self-confidence in this content area. In addition, no significant differences were observed between the two participant groups. The potential explanation for this is that the in-service teachers are still experiencing the praxis shock of the induction period, compared to the pre-service teachers who have only experimented assessment with the support of their supervising teachers and other teacher education staff. Signs of this shock were detected from two of the three in-service teachers, who showed signs of emotional distress typical of it (e.g., Huberman, 1995). The novice teachers, thus, might have a better understanding of the level of their

assessment literacy, whereas the pre-service teachers' overall low confidence comes from their minimal experience in it.

The answer to the research question is, therefore, complex and intricate. The findings of the study illustrate that the teacher identity construction process is a highly individual experience, which has already been suggested by Ruohotie-Lyhty (2011a). For example, it seems that the beginner teachers acquire beliefs and conceptions about assessment from various sources and interpret them from their own experiences. For this reason, assessor identities are unique but also dynamic, since the participants shared stories about how they had renegotiated it multiple times throughout their journey. This is an overall characteristic of teacher identity (Beijaard et al. 2004).

Moreover, the results illustrate that similar to the transition from student to a teacher, the switch from being assessed to becoming an assessor is a challenging one. Assessment caused strong feelings in the majority of the participants, and they were very concerned about their ability to conduct fair, versatile assessment that improves their pupils' and students' learning. One of the potential ways to prevent this from happening is to add more assessment training to teacher education syllabi, as proposed by Pollari (2017a: 107-108). Furthermore, Zhang et al.'s (2003) study, for example, indicated that the amount of instruction the teacher gets in assessment correlates positively to their self-efficacy beliefs in it. Thus, increasing the amount of instruction and practice in teacher education could support their identity construction in the content area. Furthermore, the practicing teachers could be offered more extensive remedial and further training, where they could discuss assessment with their peers and university educators. Previous research (e.g., Lukin et al., 2014) and the findings of the study suggest that these trainings are efficient in improving the teachers' confidence in assessment literacy.

All in all, this exploration of teacher identities in assessment literacy proved to be a fruitful and important research topic. There is still a lot that is unknown, but the present study and its findings aimed to fill in this niche. The results of the study also suggest that more research is needed to better understand the mechanisms guiding this assessor identity construction process. This information could then be used to better support the pre- and in-service teachers who are about to make the transition from being assessed to becoming assessors.

6.2 Limitations and applications

This section of the thesis will be dedicated to reviewing the research process, its validity and reliability. In addition, suggestions for improvement and further research will also be made.

All in all, the study as a whole was a successful one. The research aim of exploring the participants' assessor identities was fulfilled, and the chosen research methods complemented this aim, providing rich and detailed data that provided answers to the research question.

However, it is important to acknowledge the various limitations of the study. As already discussed in section 4.2, the study's sampling only represents a fraction of the possible experiences, leaving out many who could have also fulfilled the criteria for participation. Combined with the fact that only the current and former students of JYU were interviewed, the results of the study are not, therefore, generalizable to represent the experiences of all teachers. Instead, the study's findings should be seen as an exploration of the topic, uncovering some of the factors and mechanisms that might affect the assessor identity construction process.

In addition, the study could have benefited from having more interviewees. Dörnyei (2007) claims that in qualitative studies, the sufficient number of participants is ideally determined by reaching a point of saturation in the data. This means that the interviews do not yield any new information. The data of this study started to show some signs of saturation, but each interview still offered fresh insights into the topic. To get an even fuller picture of the phenomenon and the experiences of the target group, more interviews could have been, therefore, conducted.

Moreover, it is important to note that the cross-sectional methodology of the study might have impacted the findings. The participants, and especially the in-service teachers, had to rely on their memory of the events and how they were feeling at the time. Thus, they might not remember some aspects of their journey in detail, leaving out something that might have been of interest. However, this might also be an asset since teachers have had time to reflect on their experiences and, thus, provide a more thoughtful response.

The research topic and the findings of the study provide ample opportunities for further research. For example, a longitudinal study could be conducted, where participants would be followed for a longer period. The following period could, for example, extend from entering teacher education to having been in the profession for over five years. This way a more detailed, honest and realistic picture of the identity construction process could be formed.

Additionally, more research could be dedicated to each stage of the assessor identity construction process. Assessment literacy research has been mainly quantitative, and focused on measuring the literacy skills of the teachers and surveying their perceived confidence. Thus, more qualitative research through the lens of identity is needed. Since the current study did not explore the identities of more experienced teachers who have gotten past their induction period, a study that explored their assessor identities could be conducted.

Similarly, assessor identity research could focus on different subjects. Thus, the assessor identities of, for example, math, history and physical education teachers could be examined. Each subject has their own particularities, which means that assessment can look different in each school subject. Therefore, research in these specific subjects would yield unique information about assessment in general, but also about the experience of becoming an assessor in these subject fields. The same applies to different educational levels and hence, the assessor identity research could concentrate on teachers within a specific level.

In addition, I would personally be interested in the relationship between an individual's conceptions of assessment and its influence on their teacher identity and practice. It would be interesting to investigate to what degree and how these ideals would translate into the real world. The teachers, therefore, could be interviewed about their definition and conceptions of assessment, after which their practice could be observed. This would provide us further information about the core conceptions teachers have of assessment, and how assessment is actually conducted in the classroom.

Despite its limitations, the present study provides important preliminary information about the teacher identity construction in assessment literacy. Hopefully, the section has shown how many opportunities the research topic has for future research and future researchers. Thus, I wish that the study and its findings could inspire and encourage more research in the field.

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APPENDICES

APPENDIX 1 – INTERVIEW QUESTIONS IN FINNISH

O: Vain opiskelijoille tarkoitetut kysymykset
V: Vain valmistuneille tarkoitetut kysymykset

Mahdolliset jatkokysymykset kursivoituna

Taustatietokysymykset
1. O - Missä vaiheessa opintojasi olet? (Milloin on arvioitu valmistumisesi?)
   V - Milloin valmistuit?
2. Kuinka paljon sinulla on opetuskokemusta? / Kauan olet ollut töissä opettajana?
   a. O - Milloin teit opettajan pedagogiset aineopinnot?
3. Millä asteilla (minkä ikäisiä) olet opettanut/opetat tällä hetkellä?
   a. O - Millä asteella haluaisit opettaa?

Arviointiin liittyvät kysymykset

Osallistujien käsitys arvioinnista

1. 1.Miten määrittelisit arvioinnin omin sanoin?
   a. *Mikä on mielestäsi arvioinnin tarkoitus?*
   b. *Minkälaisia metodeja arviointiin on opettajien käytössä?*
   c. *Mitä on hyvä arviointi?*

Osallistujien omat kokemukset arvioinnista

1. Miten sinua on arvioitu aiemmin (peruskoulussa, toiseella asteella ja yliopistossa)? Miten sinua on arvioitu erityisesti kieltenopetuksessa?
2. Mitä kokemuksia sinulla on arvioitavana olemisesta?
   a. *Minkälaisia kokemuksia sinulla on arvioinnin kohteena olemisesta erityisesti kieltenopetuksessa?*
   b. *Onko sinulla kokemuksia, jotka ovat olleet erityisen merkityksellisiä?*
3. Onko arviointi vaikuttanut siihen, miten suhtauduit oppimiseen ja koulunkäyntiin?

Osallistujien kuva itsestään arvioijana

1. Minkäläinen kuva sinulla on itsestäsi arvioijana tällä hetkellä?

    a. *Miten kuva itsestäsi arvioijana on muuttunut opintojen (V=ja työelämän aikana)?*

    b. *Kuinka varma olet arvioinnissa?*

2. Mihin pohjaat arviointikäytänteesi?
    a. *Aikaisemmat koulukokemukset?*
    b. *Opettajankoulutuksen vaikutus?*
        i. *Koetko, että opettajankoulutus valmisti sinua tarpeeksi arviointitehtäviin?*
    c. *Työ? (Kollegat, koulukulttuuri, oppilaat)*

3. Minkälaista arvioija haluaisit olla? Miten haluaisit arvioida oppilaitasi?
    a. *Miten aiot saavuttaa sen?*

Haastattelun lopetus

1. Onko sinulla muita huomioita tai ajatuksia arviointiin liittyen, mitä haluaisit tuoda esille?
2. Onko sinulla mitään kysyttävää tutkimukseen liittyen?

APPENDIX 2 – INTERVIEW QUESTIONS IN ENGLISH

ST: Questions meant only for student teachers

NT: Questions meant only for the newly-qualified teachers

The possible follow-up questions in italics.

Background questions

1. ST – In which stage are you in your studies? (When is the estimated graduation?)
   NT – When did you graduate?
2. How much teaching experience do you have? / How long have you worked as a teacher?
   a. When did you complete your teacher's pedagogical subject studies?
3. Which grades have you taught/teach currently?
   a. ST: Which grade do you want to teach in the future?

Questions concerning assessment

Participants' conceptions of assessment

1. How would you define assessment in your own words?
   a. *What is the purpose of assessment?*
   b. *Which methods are available for the teacher?*
   c. *What is good assessment?*

Participants' experiences on being assessed

1. How have you been assessed in school (basic education, secondary education, university)? How have you been assessed in foreign language teaching?
2. What are your experiences in being a target of assessment?
   a. *Experiences in foreign language teaching?*
   b. *Experiences that have been especially impactful?*
3. Has assessment had an impact on how you perceive learning and education?

Participants' views of themselves as assessors

1. How do you perceive yourself as an assessor currently?
   a. *How has this image changed throughout your studies (and work experience?*
   b. *How sure do you feel?*

2. Where do you base your assessing practices?
    a. *Previous school experiences?*
    b. *Teacher studies?*
        i. *Do you feel that teacher studies have prepared you enough for assessment tasks?*
    c. *Work experience? (School culture, pupils)*
3. What kind of assessor would you want to be? How would you want to assess your students?
    a. *How are you going to achieve this?*

The ending of the interview

1. Do you have any other notions or thoughts regarding assessment that you would like to share?
2. Do you have any other questions regarding the study itself?

APPENDIX 3 – ORIGINAL INTERVIEW EXTRACTS

(1) Sasha: Siis kaiken kattavasti kylmästi numeraalisin keinoin lähinnä mun koulu-ura on käytännössä kokonaan koostunut numeraalisista arvioinnista ja punakynästä

(2) Caro: Mutta jotenkin itsellä on ollut aina semmoinen mielikuva että se tulee niistä kokeista hyvin pitkälle se arviointi tottakai on saattanut olla jollain opettajilla jatkuvaa arviointia siellä takana […] mutta hyvin koepainotteinen fiilis mulla on siitä

(3) Mara: Joo mä sanoisin että ihan päällimmäisenä multa tulee kielten opetuksesta yleensä niinku just sanakokeet mieleen meillä ei oikeastaan kauheasti arvioitu niinku sitä just puheen tuotantoa ei ollut kauheasti niinku vertaisarviointeja tai muuta tommoisia

(4) Kim: Joo ala-asteella ja kyllä yläasteella vielä oli tosi sellaista niinku että oli tietyt jutut oli sanakokeet oli kokeet niin ja niitä arvioitiin että kuinka paljon sait pisteitä ja mitkä tehtävät oli tehty oikein verrattuna sitten siihen oikeaan vastaukseen […] mä en oikeastaan muista että välttämättä olisi ollut mitään muuta

(5) Caro: Mutta ei meillä kyllä mitään suullisia juttuja ollut että olisi niinku pitänyt suullisia arviointeja tai tuottaa mitään suullista arviointia varten

(6) Niki: Mutta sitten mitä kieltä kielissä on arvioitu niin ne on ollut tosiaan niitä kokeita sanakokeita luetun ymmärtämisessä kuuntelu kokeita mutta puhekokeessa mä en ole ollut kun kerran

(7) Kim: No ensinnäkin siis aika kielioppipainotteista ja sitten sellaista niinku, taitopainotteista enemmän kuin käyttö- tai ilmaisupainotteista

(8) Mara: Ja tota niin en muista kertaakaan oikeastaan että opettaja olisi tullut sanomaan sen palautteen eli jos oli jotain arviointia niin se tuli kirjallisena aina

(9) Sasha: Mä olen varmaan saanut luokassa oppitunnin mennessä eteenpäin kun on jaettu kokeita niin mä olen varmaan saanut jonkun hyvin lyhkäisen yhden kahden lauseen kommentin että hyvä tosta vaan katot näitä asioita x niin se paranee

(10) Niki: Suullista palautetta no se mä en muista mä sanon aika suoraan et mä en muista peruskoulusta semmoisia mitään […] lukiossa voi olla että jostain tota noista noista kirjoitelmia tulee jotain pientä mutta ei hirveästi […] mutta yllättävän vähän kait sitten lopulta ja sitten vasta ylemmissä vaiheessa

(11) Robin: En ole kyllä varma mutta ehkä meillä oli aika semmoinen innovatiivinen ruotsinopettaja josta mä tykkäsin tosi paljon niin se kyllä saattoi ehkä pitää meille jotkut en ole kyllä varma olisiko se pitänyt meillä jotkut tämmöiset palautteet

(12) Caro: Ja sitten viimeisellä tunnilla me saatiin että se opettaja oli kirjoittanut jokaiselle meille henkilökohtaisen […] A5:sen kokosen niinku tekstin että hei Caro sinä olet tällainen liikkuja on ollut mahtava kun olet ollut mukana ja aina reippaalla asenteella ja siinä oli hirveästi semmoista niinku positiivista palautetta ja sitten hän perusteli siinä se arvosanan että no niin tommoisia tuloksia sulla on tullut vaikka noista testeistä ja mutta tommoisia poissaoloja on ollut joten tässä on arvosana näin ja sitten oli vielä lopuksi kehitysideoita […] se oli mun mielestä jotenkin tosi mahtavaa että niinku mut oli huomioitu yksilönä hän muisti nimen ja ja niinku sillä tavalla että siinä sai tavallaan perustelut myös sille arvosanalle […] se on niinku se lappu on varmaan vieläkin tallessa koska se oli jotenkin että vau miten kukaan jaksaa nähdä tuommoisen työn

(13) Kim: Mutta lukiossa oli myös paljon enemmän sellaista että sai jotenkin sitä henkilökohtaista arviointia ja etenkin muistan yksi opettaja matikassa piti mulle tukiopetusta ihan niinku henkilökohtaista tukiopetusta […] ja se jotenkin onnistui syöttämään ne mun omat ajatukset mulle

takaisin silleen yksinkertaisemmassa muodossa niin se oli mun mielestä sellasta niinku on niin tosi onnistunutta no siis opetusta yleisestikin mut arviointia siitä että se pysty niinku no just herättämään se mun potentiaalin siinä

(14) Kim: Sitten niinkö yläasteella tuli myös kaikkia esitelmiä enemmän elikkä siis powerpoint-esitelmiä. […] ja sitten lukiossa musta tuntuu että siellä tuli enemmän sitten sellaisia niinku vapaamuotoisempia pikku projekteja just jotain lukupäiväkirjan pitämistä. […] ja yliopistossa musta tuntuu että sit täällä on tietyllä lailla ollut sellaista jatkuvaa keskustelua että tosi monet luennot ja niinku kurssit on sellaisia että siellä kun yhessä keskustellaan että se ei ole sellaista että se professori vaan saarnaan siellä edessä […] vaikka sitten toisaalta tuntuu että arviointi täälläkin aika paljon painottuu kuitenkin sitten siihen arvosanaan mut täällä myös aika hyvin tulee sitten se että jos on ollut vaikka joku esitelmä tai joku tällainen joku juttu missä on erityisesti pitänyt niinku olla vaikka luokan edessä tai muuta vastaavaa niin niistä on aina on se vertaisarviointi melkein siis aina ja sitten myös se niinku arviointikeskustelu niin siitä mä oon tykännyt

(15) Caro: Mutta täytyy kyllä sanoa että täällä yliopistossa se arviointi on ollut kyllä paljon miten sen sanoisi no syvällisempää tai semmoista niinku moniulotteisempaa että se ei ole pelkästään hyvä great excellent vaan on saanut oikeasti semmoisia niin kun hei tämä on hyvä tätä pitää parantaa tai tämä on semmoinen mikä menee vielä väärin tai tota pitää viilata että se on ollut paljon tommoista yksityiskohtaisempaa

(16) Robin: Mulla ei ole ikinä ollut mitään paineita eikä kotoakaan ole tullut semmoista paineistusta

(17) Sasha: Tosi neutraaleja koska mähän kasvoin siihen maailmaan että meil on koeviikot me saahan kokeet me saahan palautetta sitä kautta ja meille tulee numerot se oli jopa enemmän innostuneisuutta […] ja se oli aina kivaa kun sä sait sen hyvän numeron niin sehän aina semmosta kavereitten kanssa minkä numeron sä sait ui juma […] mul ei ikin ollu mitään itsetunto-ongelmia tai mitään että oi et nyt se näkee ja varmaan miettii ei vitsi mä olen nolannut itseni jos mä sain huonon arvosanan nekään ei mussa ikinä aiheuttanu mitään niinku negatiivisia muuta kun et saatto nolottaa kertoa vanhemmille et minkä numeron minä sain

(18) Mara: Mä oon tavallaan niinku tietoinen siitä että monelle arviointi saattaa olla semmoinen tosi niinku rankka asia tai semmoinen että he ottaa sen tosi henkilökohtaisesti mut en mä tiedä mulla ei ole koskaan ollut se niin semmoinen että se olisi jotenkin mennyt luihin ja ytimiin ja että huono numero olisi tuntunut niinku lyöntinä vyön alle […] varsinkin lukiossa niin niitä kokeita on saanut takaisin sillä asenteella että hei että nyt niinku vertailee kavereitten kanssa että kuka sai paremman numeron

(19) Sasha: Ei mä pystyin asennoitumaan itse siihen että […] I fucked up […] loppujenlopulta kaikki mun kokemukset on ollu sitä että minä odotan nytten minkä numeron sain ja eletään sitten sen kanssa

(20) Robin: Muuten mä oon kokenut että se on hyvin niinku ollut reilua kun on kuitenkin saanut niin hyviä arvosanoja että ei ollut valittamista

(21) Niki: No ei se ole ainakaan hirveän paljon ahdistanut yleensä joitain on ehkä ollut jos on ollut joku semmoinen asia mikä on mulle ollut oikein niinku semmoinen tärkeä […] jopa tykkään siitä joskus että tota saa vähän niinku silleen osviittaa sitten miten tässä menee ja varsinkin sitten se että kun se on ollut kiva palkinto sitten että jos jossain on niinku nähnyt paljon vaivaa ja sitten siitä tulee se hyvä arvosana

(22) Niki: Joo siis se oli se L oli tavoitteena että oli silloin jo päättänyt että mä haluan opiskelemaan englantia yliopistoon että musta tulee englannin opettaja oli sillee että jumalauta tästä on pakko saada L tai muuten tää homma ei onnistu […] mutta tota kyllä se jännitti

(23) Kim: Mä ala-asteella voi vitsi mä olin niin mä oon hirveä stressi oli aina päällä että pakko olla paras ja niinku pakko saada kymppi tai kymppi plussa ja niinku mä jäin kokeitakin aina

tekemään jonkun puoli tuntia ekstra aikaa muut meni välitunnille niin mä olin silleen nyt kaikki tähän paperille,että pakko olla hyvä

(24) Caro: Täällä mulla on ollut jotenkin todella iso kynnys niinku katsella mitä multa niinku arvioidaan että jos mä saan esimerkiksi joskus kun mä palautin jonkun lopputyön ja sitten kun mä saan sitä niinku takaisin sen korjatun no ei välttämättä korjatun version mutta semmoisen missä on sitten kommentit ja tällaiset ja arvosana sitten mikä siitä tulee niin on todella iso kynnys lähteä katsomaan sinne että mitä sinne on kirjoiteltu

(25) Caro: Mä en tiedä mikä siinä on että se tuntuu niin henkilökohtaiselta vaikka me tiedän itse tulen tekemään sitä varmasti työssäni arvioimaan eikä se ole kuin yks joku koepaperi tai lopputentti niinku muiden joukossa mitä sinne korjaa että ei se opettaja ajattele nyt täällä on tehty joku kielioppivirhe että nyt kyllä Caro on ihan todella huono kaikessa ei missään nimessä mutta jotenkin se on itselle todella henkilökohtaista

(26) Kim: Musta tuntu että koko niinku nuoruuden ja teini-iän niin oman arvon tunto jotenkin rakentui sille kuinka hyvä on ja sitten se tuli siitä että kun oli saanut niin hyviä arvosanoja mutta ei ollut niinku tietoa siitä että mistä ne rakentui niin se oli lähinnä silleen että no koska mä vaan oon niin hyvä niin sen takia ja sitten on tosi vaikea antaa itselleen silleen slackia että että kun ei se ole se että sä vaan oot jossain tosi hyvä vaan se että sä oot onnistunut niinku ymmärtämään ne pienet askeleet joilla päästään siihen tiettyyn arvosanaan vaan mut kun ei niit koskaan kerrottu

(27) Kim: Mutta sitten lukiossa ehkä ymmärsi enemmän sitä että kun mua arvioidaan niin mua ei arvioida ihmisenä vaan mua arvioidaan oppijana että se arviointi mikä tulee niin sen avulla mä saan niinku työkaluja viedä mun osaamista enemmän eteenpäin

(28) Sasha: Eli se on ohjannu mua hyvässä ja pahassa antamalla mulle motivaatioo jos mä oon suoritutunu hyvin niin se anto mulle motivaatioo eli mun pitää pitää tää suoritustaso yllä […] mut sit niissä negatiivisissa kokemuksissa kun ollu niitä heikompia suorituksia niin niissä on antanu myös painetta ne arvosanat et ei hitsit mun pitää oikeesti petrata

(29) Mara: Mä sain kaikista lukion ruotsin kurssista seiskan niin tota niin kyllä sen jälkeen oli niinku semmoinen fiilis että aa okei tää niinku selkeästi vähän niinku että tää on tää on mun taitotaso ja en ole nousemassa täältä […] että okei ei mun niinku tähän mun ei kannata panostaa koska se ei näy että tavallaan sitten se mielenkiinto ja se niinku jaksaminen niin tavallaan laittoi sen sitten johonkin muuhun oppiaineeseen että tavallaan huomasi että se yritys ei ole tehokasta tässä

(30) Caro: No se voi vaikuttaa myös niinkin päin että sitten englannin kannalta kun tiesi että aina pärjää kokeessa niin en mä niihin mun mielestä edes lukenutkaan hirveästi että sitten kun ajatteli että no lukematta saa vähintään sen ysin niin minkä takia sitten tavallaan näki sitä vaivaa

(31) Niki: On vaikuttanut varmasti silleen että lähdin tietysti hakemaan semmoiselle tai hakeutumaan semmoiselle missä mä tiesin olevani hyvä sen perusteella että siitä mä sain parhaat numerot tuonne koulussa että kyllä se on siitä ensimmäisestä enkun opiskeluvuodesta kolmosesta lähtien varmaan pikkuhiljaa muodostunut se kuvaa mulle itselle että missä mä oon hyvä

(32) Kim: Kaikki tällaiset mun niinku vahvat kokemukset just arvioinnin suhteen mitkä on osittain sitten vaikuttanut siihen että mä halunnut lähteä opettajaksi ne on tullut nimenomaan semmoisista aineista mistä mä en ihan hirveästi itse tykkää et ne on tullu sellasilta opettajilta että ne on niinku onnistunut jotenkin jättämään vaikutuksen ja niiden avulla on sitten jotenkin huomannut sen että hei että miten hyvä voi olla jossain asiassa ja miten siitä voi oppia niinku tykkäämään ja miten siitä voi niinku omia taitoja voi rakentaa varsinkin kun se ei ole sellainen oma niinku intohimo

(33) Sasha: Miten varma oon arvioimaan tällä hetkellä niin varman epävarma mä oon uskomattoman epävarma ei ihan oikeasti ei tota on turha ees peitellä mitään tai mitään esittäkään larpata täydellistä opettajaa sitä en todellakaan ole

(34) Mara: Puheen arvioinnissa niin siinä en kovinkaan tota mut mun mielestä jos mietitään koe-
tilannetta esimerkiksi nii siinähän se on aika selkeä tavallaan toteuttaa ja yleensä myöskin arvi-
oida että tota niin suurin tämmöinen kysymysmerkki sitten tuommoisen kokeiden arvioinnissa
esimerkiksi niin menee yleensä niihin esseen kysymyksiin […] niinku lukiossa huomasi että sii-
hen esseeseen meni niinku ylivoimaisesti eniten aikaa […] mä sanoisin niin sen vuoden aikana
mitä mä lukiossa olin niin siihen kyllä kehittyi semmoinen niinku varmuus tavallaan

(35) Kim: Ihan älyttömän vähän on arviointikokemusta ja sen takia kun en oikein koe että pystyi-
sin vielä kunnolla muodostamaan sitä kuvaa että mitä kaikkea arviointiin niinku kuuluu niin on
tosi vaikea myös ehkä sitten nähdä että minkälainen arvioija itse on

(36) Robin: No tietenkin olisin kaivannut että olisi ollut vielä enemmän arviointiin liittyvää kou-
lutusta ihan täällä opintojen aikana että sen on joutunut oppii vähän just tolleen kokeilemalla
tuolla työelämässä

(37) Caro: Kyllä mä oon ihan luottavainen meillä oli arvioinnin kurssi täällä yliopistolla ja siellä
kun me tehtiin harjoituksia että no niin onko tämä nyt seiskan kasin vai ysin teksti niin aika hy-
vin ne kuitenkin sitten osui sinne

(38) Niki: No ei se varmaan mahdottomasti ole muuttunut koska se on niin varmaan yhtä vai-
keata kyllä silloin ei siinä ainakaan pässy turhia luuloja itsestään niinku kehittymään silloin kun
tota norssilla niitä teki ja tota ei ole tavallaan lähtenyt silleen niinku ylipäätään että kyllähän tää
hoituu

(39) Robin: Joo no ekana tulee mieleen että oli vähän semmoinen kuten monella muullakin aloit-
televalla missä tahansa asiassa että oli vähän semmoinen niinku huijari olo että oonko mä oike-
asti pätevä tähän että miten mä oon vastuussa yksin näistä lapsista ja niiden englannin opettami-
sesta […] ja arvioida näitä tehostetun tuen oppilaita ja erityisen tuen oppilaita jotka opiskelee
paino alueiden mukaan niin mä koen sen tosi vaikeana sen arvioinnin heidän kanssa esimerkiksi
niin silloin se vähän niinku lävähti vasten kasvoja että mulle ei just opinnoissa oltu kerrottu ihan
hirveästi tästä miten mikä on paino alue en ollut kuullutkaan ikinä tuosta hädin tuskin tiesi mikä
on kolmiportainen tuki se järjestelmä eli koin sen aika niinku vaikeana sen siirtymän tohon ar-
vioijan rooliin

(40) Niki: Oli se kyllä perseestä se päättöarviointi että se on ihan hirveätä tehä että niitä pitää
niitä numeroita antaa ja että ne vaikuttaa että mihinkä kouluun ne pääsee ja tuleeko sitä nyt teh-
tyä oikein hirvee semmonen stressi niinku tuntee että tässä on niinku oikeasti isot asiat pelissä
että niinku niinku hirvittävän isoa valtaa pääsee käyttämään siinä ja valtaa sillei että miettii että
oonko minä nyt oikeasti oikea mies sanomaan jonkun tämän tyypin jostain ruotsin osaamista tai
englannin osaamista niin paljon että tää niinku määrittää sen jotain niinku loppuelämää […] niin
siinä hirveän isoa valtaa käyttää ja sitten siinä tulee tietysti hirveän semmoisia epävarmoja tun-
teita sen takia kun miettii että on tullut tehtyä virhe

(41) Robin: Mun mielestä yllättävän vaikeata on noi kirjalliset kokeet just mittaako ne oikeita asi-
oita ja miten niitä arvioidaan jos vaikka on kirjoitusvirheitä miten merkittävää asia ne on että just
semmoinen reiluus ehkä siinä arvioinnissa ehkä ne kirjalliset on kyllä aika haastavia

(42) Caro: Kokemuksen puute että varmasti tulee aluksi käytettyä ihan liikaa aikaa joidenkin että
no niin nyt tästä on pilkku puuttunut että voinko tästä nyt antaa puoli pistettä vai neljäsosa pis-
tettä vai mikä homma niin varmasti sellaista niinku harjoituksen puutetta

(43) Kim: Mä koen että mä oon aika hyvä siinä että mä kohtaan oppilaat yksilönä ja pystyn
niinku antamaan heille sitä sanallista palautetta

(44) Mara: Mä näkisin just semmoisen niinku mulla on aika semmoinen kyselevä asenne yleensä
että esimerkiksi jos mä käyn läpi jotain tekstiä niin mä saatan käydä sitä vähän niinku lause ker-
rallaan silleen että no mitäs tässä nyt niinku sitten tapahtuu ja kuka tässä […] että kyllä mä sa-
noisin että se on semmoinen niinku positiivinen puoli siinä mun niinku arviointi kyvyssä että
pystyy tavallaan kysymään niitä kysymyksiä myöskin semmoisessa tilanteessa jossa ei

suoranaisesti ole niinku tehtävää ja oppilaat saa sitä palautetta ja se keskittyminen säilyy ja muuta tämmöistä

(45) Mara: Että kyllä mä sanoisin että se on niinku vahvasti semmoiset jokapäiväiset arviointi ja palautekäytänteet tulee siitä omista omista niinku palaute kokemuksista ja oppimiskokemuksesta […] sanotaan että esimerkiksi sanakokeet niin niitä mä yleensä pyrin tekemään aika silleen basic-tavalla jota mä oon itse niinku nuorena niinku kokenut joka on vähän niinku tuntuu että miksi keksiä pyörää uudestaan niinku silleen että että niinku nykyäänkin niitä käytetään ja ne toimii

(46) Robin: Tein aika perinteistä siinä alussa ja sitten nyt vasta on ruvennut niinku vähä maustamaan sitä omaa arviointia että ei olisi tullut kauhea ylikuormitus siinä alussa

(47) Kim: Mä oon koko ajan tässä puhunut siitä että se on formatiivist ja sellaista niinku jotenkin siinä oppijan potentiaaliin […] niin se tulee tosi vahvasti ja melkein täysin suoraan sieltä että miten mua on niissä positiivisissa kokemuksissa niin arvioitu ja miten mun oppimiseen on keskitytty sellaisena yksilön taitoina […] joo niinku mä näen että arvioinnin suhteen mun opetusfilosofia on kyllä aika copypastetettu niinku sieltä

(48) Sasha: Kyllä mulla muuttu aika paljon ne ajatusmaailmat arvioinnista näitten yliopisto-pintojen aikana […] mun arvomaailma ja ajatukset näistä on muuttunut tosi paljon tuloskeskeisyydestä ehkä semmoseen konstruktiiviseen kehittymiseen täällä opintojen aikana on käsitelty mitä se voi merkitä yksilölle ja miten sillä voidaan ohjata sitä

(49) Caro: Tällä hetkellä se on tullut niinku täysin mitä mä oon noilta norssin ohjaajilta oppinut se on aika lailla se ja sitten mitä tietysti tuolta niin kun yliopiston kielitaidon arviointi kurssilta että ne on varmaan semmoinen niinku kaikista suurin selkäranka nyt

(50) Robin: Siitä oli kyllä tosi paljon hyötyä että just tuommoiset niinku täydennyskoulutukset niin niitä kyllä kaipaa aina ja just koen että siinäkin sai paljon ideoita ja sen jälkeen on lähtenyt ehkä kokeilemaan rohkeammin sitten eri juttuja

(51) Niki: Kun piti se päättöarviointi pitää niin tota kyllä mä sitten jonkun jonkun verran tavasin sitä niinku sitä opsia myös […] kyllä mä nyt ainakin toivon että mä pystyn niinkuin pohjaamaan siihen perusopetuksen opetussuunnitelman niihin arviointikriteereihin

(52) Mara: Kyllä mä koen että mä aika pitkälti kuitenkin nojaan esimerkiksi kirjan antamaan arviointimateriaalin jos jotain ihan niinku siis pakkokin on koska se kirjahan on se mistä tulee ne se sanasto ja mistä tulee ne kielioppiasiat […] että tavallaan järjetöntähän se olisi eräässä mielessä lähtee vaikka itse tekemään jotain koetta jos se tavallaan kirja antaa valmiin koepohjan

(53) Niki: No erkan kanssa tulee aika paljon käytyä sitä koska sitten meillä on oppilaita jotka on erkalla ollut aikaisemmin ja jotka joilla on joku tehostetun tuen tai erityisen tuen päätös […] ja me niinku kahestaan miettitiin että mikähän numero tälle voitaisiin laittaa.

(54) Mara: Mutta että esimerkiksi[kunnassa] kun mä alakoulussa olin niin siellä mä jatkoin sitä vanhaa tapaa jonka tää eläkkeelle jäänyt opettaja oli aloittanut että mä otin sieltä niistä materiaaleista yhen tehtävän ja tein siitä niinku plussa tehtävän että sitten tavallaan ei tarvinnut ihan sitä koko koe-aluetta niinku tietää, jotta saisi hyvän arvosanan ja sitten toisaalta myöskin se että oli mahdollisuus sitten saada se plussapiste siitä plussa tehtävästä ja saada se himoittu kymppi plussa

(55) Robin: Ja vaikka muuten niinku ei ehkä olisi pakollista käyttää enää facebookia ei itse sinne julkaise mitään mutta siis ne ryhmät on sen takia tai ne tota syy miksi mä oon siellä vielä ne on todella niinku hyödyllisiä ja jotenkin positiivisia ja tosi paljon saa ideoita sieltä mä koen ne tosi tärkeäksi

(56) Sasha: Mä koen et mä oon ohjaavampi arvioija kun mitä mulle oltiin […] mä haluaisin to-teuttaa ihan hirveästi jos se ois vaan mahdollista niin musta olis kamalan hienoa toteuttaa kasvo-tusten käytävää luottamuksellsita arviointia […] sen yksilön sen oppilaan kanssa toteuttaa arvi-ointitilanteita tietyn oppimisajanjakson jälkeen jossa me louhitaan yhteinen tiivistetään mitä on tehty mitkä on tulevaisuuden kehityksen kohteet mitkä on sun omat henkilökohtaiset motivaati-ontaso ja mitkä on sun tavoitteet tämän oppiaineen perusteen mihin sä haluat mennä tämän kanssa

(57) Niki: Kyllä se nyt niinku mun mielestä se on se summatiivinen hyvä työkalu sitten siihen että annetaan niinku oikeasti numeroita että tietää että missä mennään

(58) Niki: Kun näitä hommia nyt on tässä vuoden vuoden tehnyt niin tuntuu että ne kovat tai sitä kun sitä on paljon ollut puhetta niinku yliopistossa et arviointi on muutakin kuin sitä, että anne-taan niitä numeroita niin tota se ainakin nyt näyttäisi siltä että se hyvin pitkälti kyllä on sitä oike-asti […] tuntuu että se summatiivinen arviointi näyttelee aika isoa roolia kuitenkin vielä ja ne on ne arvioinnit mitkä tyyppejä niinku enimmäkseen kiinnostaa

(59) Caro: Haluisin että siihen olisi mahdollisuus vaikuttaa ja jopa käydä ihan ekojen tuntien kanssa niinku oppilaiden tai opiskelijoiden kanssa läpi sitä että hei miten te haluatte että miten me painotetaan täällä että voidaanko tehdä vaikka silleen että painotetaankin enemmän vaikka jotain tunti aktiivisuutta mikä olisi paljon tärkeämpää vaikka kielessä että sitä kieltä oikeasti käy-tettäisiin siellä niin ottaa ne niinku oppilaat ja opiskelijat mukaan siihen tavallaan siihen arvioin-nin suunnitteluun niin sanotusti se olisi jo tärkeätä

(60) Robin: Mä arvioijana mä yritän parhaani mukaan ottaa mukaan erilaisia keinoja meillä on ollut just ääni ollaan äänityksiä tehty oppilaiden kanssa ja kahdenkeskisiä suullisia juttuja open kanssa ja pari tehtäviä open kanssa mitä mä oon sitten arvioinut ja sitten oon koittanut antaa myös ihan palautetta heidän suullisesta taidosta ihan niinku kirjallisena että yritän parhaani mu-kaan ottaa niitä monipuolisia arviointi keinoja mukaan

(61) Caro: Mä haluan ajatella että tulen olemaan tai olen tällä hetkellä sellainen arvioja että tulen muistamaan sen miten paljon mua ite jännittää ottaa vastaan palautetta on se sitten aineesta jossa olen hyvä tai aineista jossa olen huono jotenkin muistaa se että niinku aina antaisi sen sillä ta-valla […] että siellä olisi mahdollisimman monipuolisesti ja kattavasti tavallaan palautetta […] mutta päällimmäisenä siinä se että siitä ei saisi jäädä oppilaalle tai opiskelijalle ikävää tunnetta siitä arvioinnista se on varmaan semmoinen suurin

(62) Kim: Mä haluaisin olla semmoinen niinku, reilu helposti lähestyttävä sen arvioinnin suhteen […] että oppijoilla olisi ei jännittäisi tulla puhumaan jostain jos itselle tuntuu että joku asia on vaikea tai niinkö jos tuntuu että on vaikka saanut epäreilua kohtelua jonkun arvioinnin suhteen niin sillä lailla helposti lähestyttävää että aina voidaan niinku keskustella asiat

(63): Mara: Jos mä näen että kyseinen henkilö on niinku omalla ahkeruudellaan ja yrittäjyydel-lään sen ansainnut ja se on tavallaan siinä pisteessä että se arvosana on päälle ysin tavallaan sen verran selkeästi että siitä voi niinku sitä voi pyöristää kymppiin asti niin kyllä mä niinku taval-laan jos näen sen motivoivana niin saatan sen hyvinkin tehdä että kyllä mä haluaisin olla sem-moinen joka keskittyy siinä arvioinnissa sekä siihen palautteeseen että niinku mitä voit tehdä pa-remmin niin myöskin siihen että tavallaan antaa sitten niitä hyviä arvosanoja osittain myöskin sen perusteella että tavallaan se sitten auttaisi kyseistä oppilasta ehkä pärjäämään paremmin tai jaksamaan paremmin