<table>
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<tr>
<th><strong>Author</strong></th>
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<tr>
<td><strong>Title</strong></td>
<td>Enactment of formative assessment in the lower primary English classroom: case studies of teachers' practices in three schools</td>
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SUMMARY

Background and Purpose

This study attempted to explore teachers’ formative assessment enactment practices in three primary schools under the Holistic Assessment Plan policy. The aim was to explore enactment practices and to determine factors that affect Singaporean teachers’ capacity and will to enact educational reform.

Sample

The sample for this study involved 6 lower primary English teachers from 3 primary schools in Singapore. There were 2 teachers from each school, one from Primary 1 and another from Primary 2.

Design and Analyses

A case study approach was used for this study with each school being the case study site for the research. Interviews and lesson observations were the data collection tools used. Data from the interviews and lesson observations were examined to determine factors that affect the teachers’ enactment attempts.

Findings

The findings suggest that in the enactment of formative assessment, much rests on the teachers, their institutions and context. The teacher conceptualizes and then enacts her practice within each distinctive situation. This suggests that:

i) a teacher’s interpretation and implementation of policy or reform is important;
ii) institutions influence the reform process; and
iii) teachers play out this enactment process based on their respective cultural settings.
Conclusion

Implications and recommendations related to formative assessment enactment practices are also discussed in this dissertation.