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Pre-service teacher readiness in English Language Assessment in Norway

Lærerstudenters beredskap i engelsk språkvurdering i Norge

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Preface

After five years at Oslo Metropolitan University, I am now ready to embark on my journey as a lower secondary school teacher in Norway. It has been a long and educational journey and I am looking forward to exploring the world of education and evolve further within the profession.

I chose the topic of Language Assessment as this subject is something that will become a large part of my daily life as an aspiring English teacher in Norway. I wanted to investigate if the current teacher education in Norway properly prepares us as pre-service teachers for the challenges regarding language assessment. I also hope this thesis will be of help to other researchers of Language Assessment Literacy in the future.

I would like to thank my project supervisor, Dina Tsagari, for her academic input and guidance with this thesis. In addition, I would like to thank my girlfriend, Malin, for emotional support throughout the project, my sparring partner, Øyvind, for weekly status meetings, and my cousin, Henrik, and his girlfriend, Thyra, for reading through my thesis and providing me with feedback. Without their support this thesis would not be the product it is today.

Abstract
English

In this master thesis I have investigated pre-service teachers in Norway, and their perceived competence regarding Language Assessment Literacy (LAL). I have studied whether they consider themselves ready to assess pupils in Norwegian lower secondary school after five years of education, in accordance with what is expected of them, or if more training is needed once they start their careers.

The empirical data in this thesis was gathered through in-depth interviews with four graduate students at a university in Oslo. All four students have attended the newly implemented master's course for teacher education (previously a four-year undergraduate education), and they are all studying to become English language teachers in Norway. The data collected shows that the students feel ready to start their professional lives as language teachers, but that there are some elements missing from their education. This includes for instance how to motivate pupils that are exempt from being graded, how to assess pupils with special needs, and how to create tailored plans for assessment of weaker pupils. In addition to missing elements, there are ways that the teacher education could have been structured to improve their perceived readiness. Longer practice periods with focus on assessment, using examples from real life situations in schools for assessment purposes at university, and spreading the assessment education more evenly over the five-year degree period was mentioned.

The thesis covers a definition of assessment and what Language Assessment Literacy is. Thereafter I am investigating the status of LAL internationally and nationally to compare against my own empirical data. I discuss my empirical data in relation to other relevant data to get a thorough view of possible missing elements, supported data, and find room for improvement.

Teachers spend a lot of time assessing their pupils. Therefore, it is important that the teacher education prepare pre-service language teachers for this aspect of their work. With the new master's program for teacher education in place, it is important to see if the students of the program consider themselves ready to assess pupils in their future classes.

Abstract
Norwegian

I denne masteroppgaven har jeg undersøkt lærerstudenter og hvor forberedt de føler seg når det kommer til språkvurderingskunnskaper. Jeg har undersøkt om de føler seg forberedt til å vurdere sine fremtidige elever i engelsk på ungdomsskolen, om fem år med utdanning er tilstrekkelig, eller om det må mer utdanning til etter de har tiltrådt som lærere.

Den empiriske dataen i denne oppgaven er samlet inn via fire dybdeintervjuer av avgangsstudenter ved et universitet i Oslo. Alle de fire studentene har studert den nye femårige grunnskoleutdanningen (tidligere fireårs allmennutdanning), og alle skal bli engelsklærere i Norge. Den innsamlede dataen tilsier at studentene føler seg klare til å starte lærerkarrieren, men at det er enkeltelementer som savnes i utdanningen. Dette er for eksempel hvordan man skal motivere elever som har fritak fra vurdering, hvordan man skal vurdere elever med spesialbehov og hvordan man skal lage en individuell opplæringsplan (IOP) for vurdering. I tillegg til enkelte andre elementer studentene følte manglet, kunne også utdanningen vært strukturer annerledes for å øke forberedtheten til arbeidslivet. Lengre praksisperioder med fokus på vurdering, benytte reelle elevtekster i forbindelse med vurdering på universitetet, samt å spre vurderingsundervisningen jevnere utover studietiden ble nevnt.

Oppgaven dekker en definisjon av vurdering og hva vurderingskunnskap er. Videre undersøker jeg hva statusen til vurderingskunnskap er innad i Norge og internasjonalt blant lærere og lærerstudenter for å sammenligne funnene med mine egne empiriske data. Jeg diskuterer dataene opp mot relevant forskning for å få dybdekunnskap om elementer som mangler, data som underbygges og rom for forbedring.

Vurderingsarbeid er en stor del av en lærers arbeidshverdag. Det er derfor viktig at lærerutdanningen forbereder kommende lærere for denne siden av jobben. Med en ny masterutdanning for lærere, er det viktig at studentene som deltar i undervisningen føler seg klare til å vurdere sine fremtidige elever.

Contents

Abbreviations:

AL	=	Assessment Literacy
ESL	=	English Second Language
EFL	=	English foreign language
L1	=	Mother tongue
LA	=	Language Assessment
LAL	=	Language Assessment Literacy
LK20	=	The Norwegian national curriculum
OsloMet	=	Oslo Metropolitan University
UDIR	=	Norwegian Directorate for Education and Training

1. Introduction

1.1 Why study language assessment literacy and teacher students' readiness?

The reason for venturing into the study of language assessment literacy and Norwegian pre-service teacher readiness is based on my current education as a pre-service teacher master's student in Norway. I am studying to become a lower secondary school teacher, with a specialization in English as a foreign language. The purpose of teacher education is to prepare the students to become functioning teachers, in my case language teachers, in today's Norwegian school environment. This entails being able to assess pupils during a schoolyear, manage their progress, and provide feedback. This assessment process is to be used by the pupils to further improve their performance in school. Furthermore, language teachers need to be able to create assessment situations, continuously assess pupils, and use the information of the pupils' progress in future planning of classes.

Previously, teacher education in Norway for grades 1-10 has been a four-year education, providing the required courses and experience to become a professional teacher. This education was the industry standard in Norway up until 2017. In 2017 the Norwegian government implemented a master's degree for the teacher education. The master program was implemented to elevate the status of the profession and secure future teachers the opportunity to engage in theory and research on a higher level, for the benefit of both teachers and pupils in grades 1-10 (Tønnessen, 2021).

Oslo Metropolitan University (OsloMet) states in the course information for the teacher education that the students should, by the end of the program, have in depth knowledge in two to three topics and expertise on how to assess and give feedback to pupils in a way that promotes learning and helps the pupils achieve goals and have a sturdy education (OsloMet, 2017a). This statement is based on the Norwegian national education act and the new curricula for education in Norway, LK20.

The goal of this thesis is to take a closer look at the current teacher education in Norway. To investigate if the teacher education prepares pre-service language teachers for assessing pupils in Norwegian classrooms. If the results show that they are not adequately prepared, I will explore what can be done differently to improve the teacher education based on my data.

1.2 Background

In the Norwegian Education Act, it is stated that middle school pupils should be assessed at the end of, and continuously during a school year (The Ministry of Education, 1998a). All assessment, except the final grade, is regarded as continuous assessment, and should be provided evenly throughout the school year. LK20 is the current curriculum used in Norway and provides information about the function of assessment. During their time in school pupils are to participate in the assessment of their own work, and to do so they need to understand what is expected of them. In addition, pupils need to know what they should master in their different subjects in school, and get advice from their teacher on how to improve (Directorate for Education and Training [UDIR], 2017d).

Language Assessment Literacy (LAL) has been a topic that has been researched frequently during the past few years. LAL is referring to a teacher's competency in assessing their students/pupils, which methods are known to the teacher, and when these methods should be used (Fulcher, 2012). Pre-service teachers should, based on LK20, be able to continuously assess pupils in their respective subjects, but measuring the pupils progress is however not the only goal when assessing. Assessment should promote learning and create a joy for learning (UDIR, 2017b). For language teachers it means using a variation of strategies in teaching, using digital tools, adapt teachings in accordance with relevant topics and questions, and reflect on topics in texts or in society.

With LAL in mind, I set out to research to what extent pre-service teachers in Norway with English as one of their teaching subjects are ready to commence their professional careers after the completion of their master studies. How satisfied are the students with their education? What could have been done differently? And is anything missing from the teacher education concerning assessment?

1.3 The Norwegian Education Act & LK20

Grade 1-10 are part of mandatory education in Norway. After this, pupils aged 16- to 19 years old have a right to free high school education. Furthermore, schools in Norway have an obligation to facilitate learning and stimulate motivation for all pupils attending school. Every single pupil should experience motivation, joy of learning, and believe in their own proficiency in different subjects in school. These are obligatory goals for teachers in the Norwegian school system, according to the Norwegian Education Act and LK20 (The Ministry of Education, 1998a; UDIR, 2017c).

Teachers need to create a safe environment for learning. Pupils should experience an arena where it is safe to fail and try again. By scaffolding and providing help, according to the pupils' needs, teachers enable pupils to become autonomous learners that in turn will experience accomplishment and progress (Butt, 2010; UDIR, 2020a). Assessment in school should portray a picture of what the pupil is capable of, but more importantly, it should promote learning and development. If assessment is used in a successful way, it could have a positive effect on pupils, support their self-confidence, and facilitate the development of a healthy learning environment (Butt, 2010; UDIR, 2017c).

Using appropriate assessment methods is important. Pupils need to know what is expected of them, how they can reach their goals, and they should be able to influence the assessment process. By enabling pupils to do this, teachers can create an adaptive assessment and learning environment for their pupils. Teachers should also assist their pupils in setting appropriate goals for learning since this will help them choose their own approaches for learning, and what learning strategies that suits their needs (UDIR, 2017c).

Using appropriate assessment methods in different situations in a classroom setting is important. To be able to appropriately assess pupils, there needs to be a common understanding of what that entails. If teachers have different perspectives on assessment and assessment transparency, pupils will have different experiences and probably receive different outcomes in terms of final grades (Fjørtoft, 2021).

Classes taught in school need to enable pupils to expand their knowledge in respective subjects. To develop different skills, pupils need to work towards set goals, and the classes need to be planned and executed in a way so the pupils can reach their goals. These goals could either be set by themselves or in collaboration with the teacher. This in turn requires that the teachers understand what the pupils need to do in order to achieve their goals. In LK20 teachers will find course requirements that can be used as a foundation for assessment in each subject. These requirements contain goals and criteria for assessment and should be used as guidelines while creating goals and planning courses. Forms of feedback and subject guidance cannot be the same for all pupils if the goal is to provide assessment that caters to each individual pupil. This means that teachers should have a plan for each individual pupil and help them towards their educational goals (UDIR, 2020c).

A common understanding of appropriate assessment is important for multiple reasons. Assessment should, as mentioned, promote learning. Another important aspect is that assessment in different subjects will have an impact on the pupil's academic life towards the end of lower secondary school and from there on. This means that the pupil's final assessment in courses should not depend on what school they attended or what teacher they have had. Assessment should be as fair as possible and there needs to be a common understanding of what defines the proficiency goals in a subject and how the level of competence is measured (UDIR, 2020c). This common understanding will create a base framework for teachers and external examiners, and will in turn create more predictable outcomes for the pupils if the framework is made transparent, predictable and accessible (Fjørtoft, 2021).

2. Research Questions

Looking into pre-service teacher readiness in assessment is important since assessment is a large part of a teachers everyday life (Butt, 2010). LK20 states that a language teacher should be able to use a variation of techniques and strategies in their teaching, and assessment of pupils should contribute to joy of learning, progression, and motivation. Oslo Metropolitan University (OsloMet) states in their learning outcomes that teacher students should by the end of their education have in-depth knowledge of two to three courses, in addition to a wide and in-depth knowledge of LK20 and other frameworks that are important for the pupils wellbeing (OsloMet, 2017a). Based on this, I have developed research questions to investigate if the current teacher education prepares the students for language assessment in their new profession.

RQ 1: What assessment techniques are the pre-service teachers aware of?

     Sub question for RQ 1: What assessment techniques are they comfortable using?

RQ 2: Have they faced any challenges with assessment?

RQ 3: Are they familiar with the assessment policies in LK20?

RQ 4: How prepared are English Second Language (ESL) pre-service teachers to start a professional career after five years of education?

Previous research has reviewed language teachers and their Language Assessment Literacy, both nationally and internationally. This research indicates that perceived LAL amongst teachers is insufficient and could be stronger. I want to investigate if the current Norwegian teacher education prepares language teachers for varied language assessment, what challenges the students have faced, if the new guideline documents are known to the students, and if they feel prepared for their new profession.

This qualitative study aims to confirm or dispute if the current teacher education in Norway prepares pre-service teachers for Language Assessment (LA) through in-depth interviews. The results of the study can be used as a baseline for future quantitative studies, to see if the current teacher education should be adapted further to cater for the assessment needs in Norwegian schools.

3. Literature review

3.1 Formative & summative assessment

Assessment is a large part of a teachers work (Butt, 2010). LK20 states that pupils should receive continuous assessment throughout their education, in a way that promotes learning and provides motivation and joy of learning. With continuous assessment, tests, mid-terms, and exams, teachers need to have a comprehensive understanding of what assessment entails in different situations. Assessment can commonly be viewed as either formative or summative.

Summative assessment

Summative assessment is often referred to as assessment of learning (Butt, 2010; Fasih et al., 2019). Summative assessment refers to what has been learned in the past, and can be seen as a sum of knowledge that a person can produce in a given setting, often in form of a test or exam (Butt, 2010; Fasih et al., 2019). When receiving an assessment that is regarded as summative, pupils will most commonly receive a grade, or a mark, based on the level of achievement linked to the task (Black et al., 2003). This mark will be communicated to the pupil based on predetermined criteria or goals the pupil is expected to achieve in the subject at a given time. A common summative assessment type is a high stakes test. The outcome of such tests has an impact on the test takers life, either in an academic or non-academic sense. They could for example be taking a citizenship test or a test to receive a mark that would be used when applying for higher education or a job. These types of tests are known as standardized tests or exams and are usually performed outside of normal classroom teaching (Black et al., 2003; Butt, 2010; Fasih et al., 2019; Taras, 2005).

Furthermore, summative assessment can be characterized by the lack of feedback connected to the grade, and if there is feedback it is usually only a formal note (Dixson & Worrell, 2016). Generally, the pupil only receives a mark or grade without a clarification as to why or how the grade was achieved. The only information available is whether the answers are correct or not (Black et al., 2003; Taras, 2005). Summative assessment is usually defined as a formal way of assessment, commonly used to measure how much a pupil or student knows after the completion of a learning sequence, and not necessarily for improving pupils learning or comprehension (Dixson & Worrell, 2016).

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Formative assessment

Formative assessment on the other hand is often referred to as assessment for learning (Butt, 2010), as it is more comprehensive in relation to the amount of feedback provided. This could be assessment of pupil work or other classroom activities, tailored to improve understanding and progression. In these cases, thorough feedback is important in order to guide the pupils in the right direction, rather than pointing out what is right and wrong in their work. In addition, formative assessment is usually informal in comparison to summative assessment (Dixson & Worrell, 2016). It is seen as a method used to provide support, motivation and stimulate growth, rather than judging (Butt, 2010). In the case of low stake tests or evaluation situations, pupils will often receive written feedback on how to improve their work and comments on what was done well. Feedback received in school should promote learning (Dixson & Worrell, 2016; UDIR, 2017d), which in turn makes it important for teachers to be skilled in various ways of providing formative assessment. Formative assessment is not test specific. Most of the assessment teachers conduct are undertaken during the school year, in the classroom, outside of typical test situations. For this reason, it is important that teachers provide guidance and feedback throughout the pupil's education, not just in a test or exam setting (Mäkipää & Ouakrim-Soivio, 2020; Taras, 2005; UDIR, 2017d).

The two themes of assessment are not mutually exclusive, but rather complimentary (Mäkipää & Ouakrim-Soivio, 2020). Formative assessment should be complimentary to summative assessment. Summative assessment measures the current knowledge and understanding of a topic or subject and if the participants are ready to move on to the next level. Formative assessment provides guidance to further improve skills, and it is usually more nuanced than summative assessment in terms of what is working and what needs to be improved. By balancing summative and formative assessment, teachers create an environment where pupils will be able to improve their learning and skill set by themselves, by using the available feedback (Black et al., 2003; Butt, 2010; Dixson & Worrell, 2016; Taras, 2005). In addition, teachers will gather an overview over the pupils' progression, and will be able to adapt teaching for individual pupils based on their progression and level of competence.

3.2 Assessment development

Assessment has always been an important part of education, and feedback plays a vital role in teachers' evaluation practices. These practices have varied and evolved over the years. In the 1950s, Western Anglophone school cultures mainly assessed spelling, vocabulary and punctuation in written work (Finch & Willis, 2021). The feedback structure from the 1950's is similar to the characteristics of summative assessment presented by Dixson & Worrell (2016) where the format is formal, and the pupil's understanding of the content is the main focus. This form of explicit feedback on grammar and vocabulary gradually evolved over the years. In the 1990s, the Assessment for Learning model (Black & Wiliam, 1998) surfaced with a target on formative feedback to support learning. Further development came about in the 2000s, when the learning environment shifted towards educating autonomous pupils. Pupils having a metacognitive understanding of their own learning and being able to adjust and self-regulate in response to feedback from the teacher were important skills in this era, and still is (Finch & Willis, 2021; Levi & Inbar-Lourie, 2020).

Stakeholders and Assessment

In assessment literacy research projects, teachers' perceptions of their own abilities are often focused. Teachers have firsthand experience in classrooms, performing assessments and providing feedback. Therefore, it is important to gauge their level of competence in assessment and assessment literacy to make sure that pupils receive the assessment they need in a way that promotes learning. Teachers are expected to have the necessary competence to create and assess tests in addition to continuously assess their pupils. These are reasons why teachers are often seen as one of the main stakeholders in education (Taylor, 2013). In addition to teachers, multiple other stakeholders have been researched in the past decades. Pupils, pre-service teachers, Cooperating teachers, and local government are some of these groups (Kremmel & Harding, 2020; Taylor, 2013; Vogt et al., 2020). These groups have become more relevant in the last few decades as standardized high-stake tests have become a normal way to test and compare schools, municipalities, and nations in regard to their level of education. This has led to school districts and municipalities comparing themselves with other school districts and municipalities. These comparisons can be damaging as parents want their children to attend "good schools" and the

comparison can create a divide where some schools or school districts are regarded as better or worse than others (Dowley & Rice, 2022).

Standardized tests bring both negative and positive aspects, in addition to the challenges mentioned above. Pupils might become motivated to put more effort into their studies to perform well on a standardized test. This motivation could be based on the pupil wanting their school to get better results, and in turn a better reputation. Furthermore, it is easier for schools and teachers to align curricula and teachings, also across schools by basing the curricula on the standardized tests. This could also help with creating a common framework for assessment. Standardized tests can also motivate teachers to put more effort into their teaching in order to better the reputation of the school they work in. On the other hand, there has been proven negative effects as well (Dowley & Rice, 2022). Teaching for testing, increased stress levels for the pupils regarding performance, and the curricula is in some cases skewed in the sense that topics not covered by the standardized tests are not prioritized. These challenges should be known to both teachers, and pre-service teachers heading for professional careers, so that they can be addressed.

Assessment in the classroom

Assessment is regularly conducted in classrooms. This is where pupils spend most of the time while at school. It is also where teachers can work with the pupils and experience their progression over time. In a low-stake environment, like the classroom, formative assessment is important. Formative assessment, when used in a beneficial way, will help pupils evolve and progress throughout their education (Levi & Inbar-Lourie, 2020; Mäkipää & Ouakrim-Soivio, 2020; UDIR, 2020a). Knowing how to use assessment for learning is becoming more important as the responsibility of assessment and testing is mostly placed on teachers (Fulcher, 2012; Tsagari, 2021). After the introduction of large international standardized high-stake tests and the implementation of these, the classroom assessment environment has changed. Since several stakeholders reside in governmental positions with educational responsibilities, and the results of the standardized tests are publicly available, it is important for many schools to perform well. This creates a test-environment that teachers have little to no influence over, but it will regardless have a great impact on how teachers structure their courses and assessment (Butt, 2010; Fulcher, 2012). This development in testing and assessment calls for teachers to become assessment literate, and

find ways to adapt their assessment and teaching to counter a "teaching for testing" environment in school (Butt, 2010; Dowley & Rice, 2022).

3.3 Assessment in Norway

The Norwegian core curriculum (UDIR, 2017b, 2017c) states that assessment should be used to promote learning, adapt teaching, and contribute to improved proficiency in all subjects. During a school year in lower secondary school, the teacher is obligated to perform a midterm review of each individual pupil. Starting from eight grade, pupils are entitled to receive a grade together with their midterm review. This grade should be based on the pupil's performance from the start of the semester up until the time of the midterm. This creates a need for continuous assessment from the teacher, so that the grade can be justified. This review is meant to help both teachers and pupils. Pupils will receive an overview of where they are at in terms of achievement and performance, and what they need to do to improve their proficiency and grade. Teachers will get an overview over pupils' performance, how they are doing compared to the subject requirements and goals, and how to adapt future teaching for the pupils (UDIR, 2020a).

Continuous assessment is a stated requirement in the Norwegian core curriculum of LK20 (UDIR, 2020a). Assessment should not be exclusively dependent on test scenarios, but something that should take place in the classroom throughout the school year. This will create a wide database for each individual pupil when the midterm and final grade is set. Continuous assessment is defined as:

> *"All assessment that is undertaken before the end of the education is continuous assessment. Continuous assessment should be an integrated part of the education, and should be used to promote learning, adapt the courses, and increase course competence. The assessment can be performed both in oral and written form" UDIR (2020a).*

There are no formal requirements as to how the continuous assessment is to be carried out. It can be either oral or written, but four elements are presented as to what the assessment needs to contain.

Self-assessment

Pupils should participate in the assessment of their own work and reflect over their own learning and progress. This is an important part of "learning to learn" and it is a central point in in-depth learning. This element is also a prerequisite for the three other elements (UDIR, 2020a).

Pupils need to understand what the teacher and the curriculum expects from them. By having an overview of the expectations, pupils will more easily be able to objectively assess their own work before handing it in. This will in turn create autonomous pupils with insight in to what is considered "good" or "bad " in their own work, without being fully reliant on a teacher to tell them (Butt, 2010).

Predictability

Secondly, pupils need to know what is expected of them and what they are supposed to learn. Studies show that when pupils know what they are supposed to learn, it is easier for them to participate in classroom education and assessment (UDIR, 2020a).

By creating lessons and tests that build upon understanding content and usage of knowledge about a topic, pupils will be able to use acquired knowledge to answer tasks and questions. Pupils will often try to guess if there are predictable test questions in advance of a test, rather than focusing on understanding the course content. By basing test situations and tests on understanding and knowledge of the subject, rather than repeatable answers, teachers will gather information on who has understood what, and where there are gaps in knowledge among pupils (Butt, 2010).

Mastery awareness

Third, pupils need to know what they master. Teachers need to provide feedback in a way that makes sense to the pupils, and make it clear what they master and what they need to work on. By doing this, teachers ensure that pupils have a steady progression and do not spend too much time on elements that are already known to them (UDIR, 2020a).

Mastery and motivation are important for pupils to develop self-efficacy (Bandura, 1989), and believing that they can do a good job. Using assessment and feedback as a tool to make pupils believe in their own abilities is essential (Vattøy, 2020).

Scaffolding

Lastly, pupils need to receive guidance on how to improve. Research show that pupils get motivated by having the opportunity to improve their performance. Feedback that points toward the future and improvement has proven to be effective if it is merged into the daily education and is adapted to the individual pupil (UDIR, 2020a).

A teacher's rapport with pupils is important to support and accommodate for assessment for learning. By scaffolding pupils according to their needs, teachers will get to know their pupils better. Teachers will also be able to provide better and more nuanced feedback to each individual pupil as the relation between them strengthens (Butt, 2010).

LK20 does not provide explicit tools for assessment, but rather guidelines. Teachers in Norway need to follow these guidelines but will acquire their own ways of performing assessment over time. This must be done either through education, input from colleagues, or researching assessment methods from other sources. Teachers with more experience, usually, have a wider pool of assessment methods (Allen, 2009), that can benefit pre-service- and newly educated teachers, that need to find their own way in assessment.

3.4 Assessment literacy

The term assessment literacy refers to the ability to understand and master practices related to educational assessment (Fulcher, 2012; Xu & Brown, 2016). Language teachers also need to master language assessment and language learning in the classroom (Levi & Inbar-Lourie, 2020). Research has surged within the field of LAL in recent years, due to the implementation of international language tests, standardized tests, and an interest in how prepared language teachers are to assess and create local tests. Teachers need to prepare their pupils for international and national standardized tests, and they need to be Language Assessment Literate to do so in a beneficial way (Tsagari, 2021). Language teachers could end up having a double role as both an assessor/test creator, and as a teacher (Levi & Inbar-Lourie, 2020).

The definition of what assessment literacy is has been widely discussed in the past years, due to the increased interest in the field. Fulcher (2012) argues, based on his findings that assessment literacy 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 understand why practices have arisen as they have, and to evaluate the role and impact of testing on society, institutions, and individuals"* (Fulcher, 2012)

The status of Language Assessment Literacy

Taylor (2013) talks about how different stakeholders should have a varying degree of assessment literacy depending on their involvement in assessment. She divides stakeholders into different levels based on their need of Assessment Literacy and Language Assessment Literacy (Fig 1). Professional test makers and Language/assessment researchers are a part of the inner core, due to a need for advanced levels of knowledge in their work. They need to have an in depth understanding of LAL to create tests for a variety of audiences, and researchers need an extensive understanding to further evolve and develop AL and LAL. Teachers on the other hand are not placed in the core, but in the intermediary circle. This means that not all aspects of LAL are equally important to a language teacher.
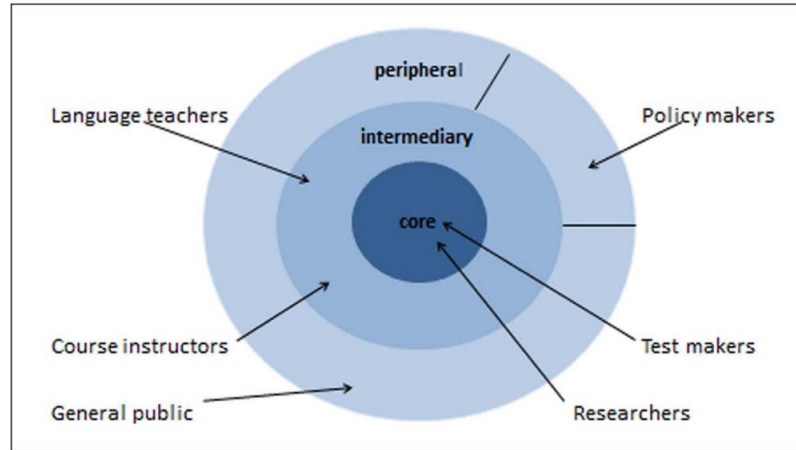
Figure 1. Levels of AL/LAL differentiated according to stakeholder constituency.

The aspects in question are presented by Taylor (2013) in another model (Fig 2). In this model eight different aspects are listed, and the level of importance they have for different stakeholders are displayed in a spiderweb. In this model there are five elements that are considered more important for teachers than the other three: Technical skills, language pedagogy, sociocultural values, local practices, and personal beliefs. By looking into and researching these five elements, one could strengthen LAL education and better prepare future teachers. These elements will be further discussed and analyzed in the discussion part of this thesis.
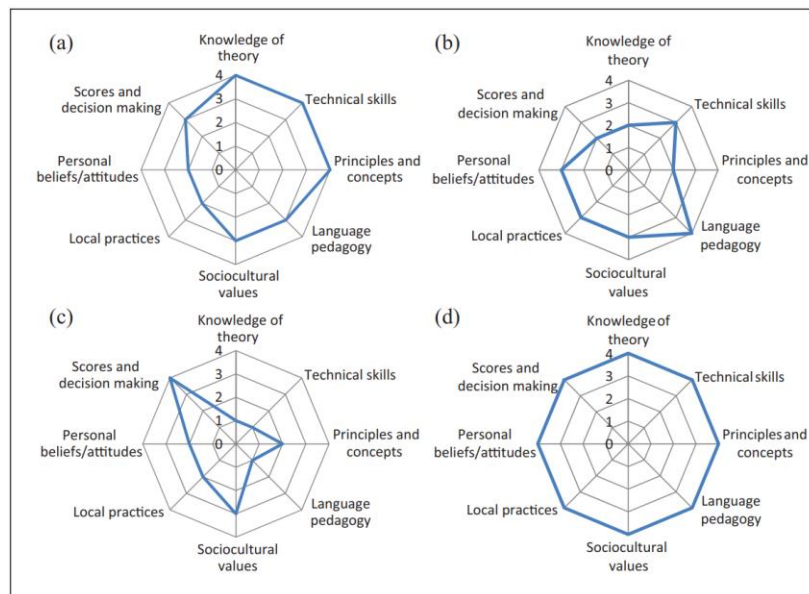
Figure 2. Differential AL/LAL profiles for four constituencies.
(a) Profile for test writers.
(b) Profile for classroom teachers.
(c) Profile for university administrators.
(d) Profile for professional language testers.

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Taylor (2013) writes in her article that her model can be used to create modular courses for teachers to enhance their assessment literacy. This has been done in the form of the "Teachers' Assessment Literacy Project" (taleproject.eu). The TALE project aims to reconfigure language assessment to promote involvement of teachers, trainers, and students to improve language learning in general (TALE, 2021). This project enables teachers to further develop their assessment literacy based on their individual needs. By further exploring the needs of various stakeholder groups, tailored courses can be further developed in the future.

Taylors (2013) model is still evolving, and recent research, such as Bøhn and Tsagari (2021), build on this model. One of many reasons research in the field of Language Assessment Literacy has been undertaken is to provide an understanding from the teachers' point of view, and to better improve teacher education by investigating the needs for further training (Levi & Inbar-Lourie, 2020; Tsagari, 2021). By using Taylor's models and her report as a starting point, the model can evolve in a beneficial direction for multiple users, including pre-service teachers. In the discussion part of this thesis, I will attempt to adapt Taylor's model for pre-service teachers and teachers in Norway, with focus on Language Assessment Literacy.

To understand teachers' Assessment Literacy needs, both quantitative and qualitative research projects have been conducted over the past decades. In Europe, Hasselgreen et al. (2004) conducted a survey in 37 European countries, amongst 914 teachers. Their findings showed that there were teachers with no assessment education working side by side with teachers that had education within assessment. Both groups were working with pupils in the same capacity. There was a general consensus with the majority of the participants (60%) feeling like they needed additional assessment training, though in varying degree. This survey has served as a base for other surveys and research conducted in Europe to further investigate the current landscape in LAL in different countries.

Vogt and Tsagari (2014) surveyed pre- and in-service teachers across Europe to address the quality level of Language Testing and Assessment (LTA). They found that in most cases, only parts of the teachers LTA were developed sufficiently and the need for further training was present. Teachers tend to use assessment practices that are known to them, without exploring new options for assessment. Therefore, the variation in assessment of pupils can be limited. Furthermore, research has proven that tests made by teachers are often poorly made, and usually only give insight into a

few elements of pupils learning. Tests should provide information of pupils progress as well as their level of knowledge and comprehension when used as an assessment tool in the classroom (UDIR, 2017d, 2020a).

Tsagari and Vogt (2017) also conducted further research by analyzing qualitative data from three different education contexts (Cyprus, Germany, and Greece). In their sample, they confirmed data from previous research in other countries for these regions as well. In addition, teachers expressed that they did not feel sufficiently prepared for the language assessment tasks. This can in turn affect teachers' mental state and the degree to which they feel satisfaction in their work.

Furthermore, the research data from their article suggested that teacher education in assessment literacy was insufficient in terms of the assessment activities the teachers performed in their work. This in turn drives the teachers to find other ways to educate themselves within the field of assessment. Self-education can be both negative and positive, but in this instance, it often resulted in the teachers relying on other teachers' knowledge rather than exploring other methods on their own. The result was a reuse of old assessment practices which in turn left other alternative methods of assessment less used (Tsagari & Vogt, 2017).

Language assessment literacy has an important role for teachers. Teachers encounter the need for assessment often in their work (Butt, 2010), and it is important to be able to use different assessment methods in addition to using appropriate assessment methods for different assessment situations. From the literature used in this thesis, there seems to be a general consensus that LAL needs to be strengthened amongst teachers. Being aware of these problems will create a path to solve them in the future.

The status of LAL in Norway

Outside of Norway, current research shows that many teachers feel like their LAL experience is insufficient or that there are elements of assessment missing from their education and work knowledge.

The Norwegian teacher education recently progressed from a four-year undergraduate education, into a five-year master program. The goal was to improve the teacher education and one of the changes was to give teachers in-depth insight into a few courses, rather than studying all of them (OsloMet, 2017a; Tønnessen, 2021). To investigate if this change in education could strengthen

teachers LAL knowledge I looked into a thesis published at The Arctic University of Norway (UiT). Simonsen and Pettersen (2018) interviewed pre-service teachers partaking in the pilot project of the new master program. Their findings shows that the new focus on theory strengthened the pre-service teachers perceived readiness in their subjects, which in turn might strengthen their LAL. At least it can be assumed they would have the tools needed to find external information about AL and methods.

Tsagari (2020) confirms that the situation within Norway is similar to the situation elsewhere in Europe. Teachers are under the impression that their LAL could be stronger in terms of assessing their pupils. Furthermore, Tsagari (2020) mentions compensation strategies amongst teachers in Norway. These strategies were also found other places in Europe and entail learning from colleagues and using them as support, learning as you go, or basing your LAL on personal experience. These findings can be a sign of stagnation for AL and LAL, if teachers are not finding assessment information from external sources and courses.

Bøhn and Tsagari (2021) investigated teacher educators in Norway and their view on LAL in teacher education. Their interview was based on the model presented by Taylor (2013), and the research explored the teacher educators views on Language Assessment Literacy. Their research shows that the teacher educators in Norway have a few other dimensions than what Taylor originally presented. These are disciplinary competence, assessment competence, pedagogical competence, and collaboration competence. These dimensions entail knowledge of language theory, second language acquisition, teachers own language skills, when to use assessment and using it correctly, as well as creating an environment for learning, and collaborating with your peers, amongst other elements.

The findings from Bøhn and Tsagari (2021) are more nuanced than the Taylor's (2013) original model. The teacher educators in the article are currently working in various universities in Norway. This means that their views will influence the teacher education and can create a sound base for pre-service teacher LAL and focus on LAL development. In the learning aims from OsloMet, it is already noted that by the end of their studies, pre-service teachers should have greater knowledge and insight in assessment and test systems (OsloMet, 2017a). This, in addition to the guidelines in LK20, the teacher education in Norway should provide the needed LAL for students graduating from Norwegian universities now and in the future.

3.5 Characteristics of goal achievement in English in Norway

Assessment can be difficult without a framework or reference guide. By having a common frame of reference teachers can make assessments transparent and accessible for the pupils. In Appendix 3, I have translated a guidance table for grades in the English subject in Norwegian lower secondary school. By combining the elements from the table of criteria and learning aims for English from LK20, teachers can provide their pupils with information regarding their performance. This will help pupils understand what is expected of them, why they are set to perform certain tasks, and it can help teachers create a framework for assessment. In addition, by using a framework like this, pupils can also contribute in the planning of classes and assessment methods, which in turn can promote motivation, joy of learning, and predictability (UDIR, 2020b).

In Norwegian lower secondary school, the grades provided are on a scale from one to six, where six is the top grade. In the English course, pupils receive two separate grades, one for their oral performance and one for their written performance. Both grades have the same guidelines for assessment (Appendix 3) (UDIR, 2020b). By presenting and explaining the scale to the pupils, teachers can assist their pupils in creating achievable goals and strategies to reach these (UDIR, 2020a). By using the pupils' goals while planning classes and exploring different ways to vary lessons in the classroom, teachers can create a motivational classroom environment. This in turn can contribute to creating an autonomous learning environment. The more autonomous pupils become, the easier it will be for them to achieve a higher grade (Mouratidis et al., 2011).

Technical skill in a foreign language is not the only goal in studying English in Norwegian lower secondary school. With emphasis on communication, the pupils should be provided with a tool for communication outside of Norway that is recognized in a large part of the world. This is an important part of the curriculum that needs to be kept in mind as a teacher assesses the pupils oral and written work (UDIR, 2017a). The core values from the English curriculum (LK20) states that English as a tool for communication is important, more so than intonation and sounding like a native speaker. In addition, it is stated that the English course should provide cultural understanding, all-round education, and identity development.

In sum, language assessment in Norway covers many topics and aspects of the English language. For language teachers in Norway, this means that their LAL needs to cover not only ways of assessment, but appropriate assessment for different situations, and assessment for various aspects of language acquisition. Based on LK20, LAL in Norway is important to provide the education and assessment pupils have the right to receive in primary and lower secondary school.

3.6 English Foreign Language education in Norway, a short summary

The current university curriculum at OsloMet states that students, after completion of their education, should have in depth knowledge of a few teaching subjects, and didactics within those courses. Furthermore, students should have sound knowledge regarding development of fundamental skills, assessment and test-systems, classroom management and assessment for learning (OsloMet, 2017a; Utdanningsforbundet, 2021). As a student at Oslo Metropolitan University, this is the foundation of this thesis. Are these goals sufficient, and do the students feel adequately prepared for their careers after five years of study?

Looking at the goals from OsloMet compared to LK20, they should cover important aspects of assessment. Students (Pre-service teachers) should be able to use continuous assessment, as well as a final assessment of pupils, to be able to offer guidance for pupils in school. Helping them to develop their learning and comprehension of subjects. Students should also be able to plan a variety of classroom activities that promotes in depth learning. During the years of study, students should receive specific training in formative and summative assessment (OsloMet, 2017b).

Language assessment literacy and assessment literacy are important parts of teachers work life. The degree of importance varies with different stakeholder groups (Taylor, 2013), and teachers are located close to the center amongst compared to other stakeholders in Taylor's model. In this literary review, the focus has been on teachers and pre-service teachers in language education. In Europe, and Norway specifically, it seems that LAL amongst teachers and pre-service teachers should be strengthened, both for teachers in schools, and pre-service teachers attending university. This could prevent teachers from inventing compensation strategies as a coping mechanism for missing assessment education.

In this thesis, the empirical findings will shed light on the status of LAL of four pre-service teachers that are now graduating from university after their five-year education. The goal is to either verify the literature used in this thesis, confirm that additional LAL education is necessary after the end of their studies and that the pre-service teachers feel unprepared, also in Norway. Or dispute the theory, prove that pre-service teacher in Norway feel prepared for their assessment mandate in Norwegian schools, and that their LAL is sufficient to fulfill the demands of LK20.

4. Methods and Empirical approach

In this chapter, the methodology and empirical approach will be explained. How information was gathered, why and how the selections were made. Are future English teachers in ESL/English Foreign Language in Norway ready to assess their pupils after five years of study and with a minimum of 60 study points in English language teaching?

To answer this, the research questions of this study will be:

RQ 1: What assessment techniques are the pre-service teachers aware of?

      Sub question for RQ 1: What assessment techniques are they comfortable using?

RQ 2: Have they faced any challenges with assessment?

RQ 3: Are they familiar with the assessment policies in LK20?

RQ 4: How prepared are ESL pre-service teachers to start a professional career after five years of education?

4.1 Contribution & Setting

The intension of this thesis is to measure to what degree pre-service teachers can assess their future pupils in the English classroom in a satisfactory way. How ready they are to start their professional life as English teachers after five years at a university. By looking at previous research, the Norwegian Education Act, and guidelines, it becomes clear that professional teachers are expected to be able to assess their pupils in a way that promotes learning, is constructive, and is beneficial for the pupils. Assessment is to be continuous, helpful, and predictable for the pupils, creating a safe arena for learning. (Black et al., 2003; Butt, 2010; Fulcher, 2012; Kunnskapsdepartementet, 2017; UDIR, 2020a). The empirical data in this study aims to explore if students after five years of teacher education in Norway are ready for the assessment task they will face as professional teachers.

This thesis had a timeframe of four and a half months, and due to this limited timeframe, a choice was made to focus on qualitative data. Existing research and data on LAL as a research topic are mostly gathered outside of Norway. In addition, most of the research available on LAL, focuses on teachers and not on pre-service teachers. To create an empirical database for pre-service teachers in Norway, a qualitative approach would provide an entry point for raw data collection. Since I am a pre-service teacher myself, it was a concern that a quantitative study would be influence by my own experiences. This could in turn influence questionnaires and questions within them.

Qualitative interviews were therefore chosen as an approach to provide a thorough understanding of the student's perceived readiness. A qualitative study will also provide the opportunity to explore elements linked to readiness and education that I have not foreseen. By asking open ended questions that can be expanded and elaborated on, the subjects can explain freely and in detail, compared to predefined topics and questions that is typical for quantitative measuring methods.

4.2 Method & methodology

> *"The function of all science is to investigate answers to questions about the evolution of an experience or phenomenon via observation." (Jackson et al., 2007)*

To be able to investigate and find answers to my research questions, I needed to decide on a research method and research methodology. Method refers to how data is collected and the methodology refers to why data is gathered in a specific way (Jackson et al., 2007). Due to a relatively short timeframe I had to change some aspects from my original project proposal. In the original project proposal, a qualitative study was suggested to create a database of information (Creswell, 2009; Kvale & Brinkmann, 2015). This database was to provide data for a more generalizable quantitative study I planned on implementing at a later stage in the research project.

By creating a foundation based on empirical findings, I would be able to extract information that could be used to create questions and surveys. These surveys could be distributed to students that fit the criteria for participation across classes and universities in Norway. If I had had the time to perform a mixed method approach (Creswell, 2009) like the one described here, my results could be generalized and validated to a larger extent than with qualitative results alone.

Methods

In this thesis I have used *documentary research* and *textual analysis* (Byrne, 2016), which is data collection and analysis of documents, in this case previous research, to explore the ideas and meanings within these documents. Furthermore, I have used *qualitative methods*, in the form of *qualitative interviews* (Byrne, 2016). *Ethnography,* which seeks to construct a text by understanding a social construct and exploring cultural behavior (Byrne, 2016; Mohajan, 2018), and was also a method used in this thesis. *Content analysis* was used to gather information and data from previous research. This data was used to develop research questions and compare previously gathered research against each other.

Methodology

By analyzing data, I gained a deeper understanding of how assessment and assessment literacy is perceived today in general. This information was used to compare against the empirical data that was collected in conjunction with this thesis.

By using content analysis to create an understanding of the field of language assessment, I could use ethnography to study people experiencing language assessment education and then use this information to further develop my understanding of the current situation of LAL in Norway.

The term qualitative research does not represent a unified set of techniques (Creswell, 2009). It is compound of different approaches and methods with the purpose of providing a rich description rather than measuring a phenomenon in numbers and graphs (Kvale & Brinkmann, 2015). Qualitative ethnographic research aims to explore people in their natural setting in comparison to more clinical ways of conducting research like labs or other controlled environments (Mohajan, 2018). Furthermore, qualitative research is often consistent of few participants rather than many (Kvale & Brinkmann, 2015). This in turn makes the results less generalizable, but one will have a richer source of information in terms of in-depth information from each individual subject. Lastly, qualitative research is considered an open-ended process, where it is possible to explore a situation and letting further questions emerge (Creswell, 2009; Jackson et al., 2007; Kvale & Brinkmann, 2015). Whereas quantitative research commonly set out to find an answer to a predefined and narrow research question.

By using qualitative interviews, I could acquire the information I was looking for. The goal was not quantification, but a rich description of the experiences of pre-service teachers in Norway. As Kvale and Brinkmann (2015) writes, the goal of an interview is to gather qualitative information from the subjects. The interview should be descriptive, focused on information the interviewer wants to know, expand on themes to further explore and be a positive experience for the participants involved in the process, amongst other elements.

Based on Kvale and Brinkmann (2015) I decided that a qualitative interview was the right choice of method for my thesis. A qualitative interview is beneficial to extract as much information as possible from the subject. Since the structure of an interview is close to a conversation (Mackey & Gass, 2005; Silkoset et al., 2021), the participants can explain their thoughts and understandings in depth (Christoffersen & Johannessen, 2012; Miles & Huberman, 1984; Silkoset et al., 2021). If a subject or question is regarded as sensitive to the subject, it can be perceived as safer to answer questions in the form of an interview than in the form of a questionnaire (Lakshman et al., 2000). The interview format allows responsiveness and flexibility for both the respondent and the interviewer (Jackson et al., 2007) which can lead to a richer data pool for analysis than a regular survey.

Additional choices had to be made after deciding on going with qualitative interviews. There are multiple ways to construct an interview, and I had to choose the best method for my project. A standardized interview would be too identical to a standard survey. If the questions are rigid and close ended, the information flow would be limited by the structure of the interview. If my plan was to include more subjects in my thesis, a standardized interview would have been the best solution, but since I have a small pool of participants, I chose to opt for a narrative style of interview. This allowed me, the interviewer, to use the questions as a guide while still having the possibility to further explore and probe for more information. By using a semi-structured interview guide, I was able to explore individual experiences from the subjects, but at the same time have a guide to steer the interview.

Research on Norwegian pre-service teacher readiness in language assessment is limited. Other research referred to in this thesis suggests that many teachers believe that their assessment literacy could or should be better than it is. Based on this information, a qualitative study was the way to

proceed. Using ethnography to create a foundation for further quantitative research was elected due to my own timeframe. There was not enough time to complete a mixed method approach as I first planned.

4.3 Qualitative interviews

The interview guide

I created the interview guide (Appendix 4) for this project based on theory of qualitative interviews (Kvale & Brinkmann, 2015) and designed a semi-structured qualitative interview guide. The guide is built to investigate the student's perceived readiness for professional language assessment and work, based on their time at the university, in practice and if they have additional sources that have prepared them. The guide is based on LK20 (The Ministry of Education, 2017; UDIR, 2017a, 2017b, 2017c), research from the literature review, and the study plan from OsloMet (OsloMet, 2017a). By using my research questions as themes, I developed questions that reflected the RQs, but structured these as open questions where the subject had the freedom to elaborate and expand on their answers. This was important in case they had experiences that I had not anticipated beforehand (Creswell, 2009; Mackey & Gass, 2005). The interview guide was approved by the Norwegian Center for Research Data before the interviews were conducted.

The interviews

My empirical research consists of four qualitative interviews. A structured/semi structured interview guide was created to be able to gather detailed information from the subjects that could have been lost in a survey with closed, measurable answers (Miles & Huberman, 1984). The reasoning behind this is to let the subject speak freely, and not having to provide answers on a scale of predefined questions and statements (Christoffersen & Johannessen, 2012; Kvale & Brinkmann, 2015). Research on pre-service teacher readiness and LAL in Norway is limited, and the intention of this thesis is to create a fundament that can be built upon further by other researchers within the field.

The interviews were conducted by using the online communication service, Zoom. Preferably the interviews would have been undertaken face to face in a suitable location to provide the best climate for a successful and stress free interview (Christoffersen & Johannessen, 2012), but this was not possible at the time. The decision to undertake the interviews online, was due to the

COVID-19 pandemic. To uphold local restrictions, guidelines, and infection control, an online solution seemed to be the best and most viable option. My institution has provided a professional license for the "Zoom" program, so this software became the natural choice for undertaking the interviews. In addition, the participants in this study were familiar with the Zoom software, so it made sense to use this platform. The familiarity contributed to normalize the interview process.

To further ensure that the participants were able to answer my questions to the best of their ability I conducted the interviews in Norwegian, their first language. Conducting the interviews in English could induce unnecessary stress, in addition to limit the participants ability to express themselves to the extent they need to (Christoffersen & Johannessen, 2012). People in general find it easier to express themselves in their mother tongue(L1) and the risk of misunderstanding questions is also limited by using the participants L1. Even if the participants in this thesis should be able to express themselves well in English, the risk of self-limitation is there. Norwegian was therefore chosen to avoid a situation where participants limit their answers if they felt like they could not express themselves properly.

The participants

The participants in this study were selected using convenience sampling (Silkoset et al., 2021) and volunteering. To ensure that the participants met the criteria of the study, I invited one student I knew met the criteria to participate while the rest of the participants were invited through a forum for pre-service teachers. In the forum I published the criteria for participation, and three students volunteered to participate. The criteria for selection and participation were a minimum of 60 study points in English (the minimum requirement for teaching English in Norwegian lower secondary school). The mission of the thesis was also presented in the recruitment text.

Furthermore, the participants were recruited from the same university, and the class of 2017. This was due to availability and efficiency. Even if I was able to quickly recruit the participants I needed through my network, this also presents a problem. The selection of participants is narrow and may not be representative for students in other universities or years (Silkoset et al., 2021).

Two of the students that were interviewed also had additional experience as substitute teachers. I did not specify that the participants should not have any experience of teaching outside of what is arranged by the university. The findings did however show that this additional experience had an

impact on the answers, at least in comparison with the subjects that did not have any experience outside of the university teaching and practice.

Regarding the number of participants, Kvale and Brinkmann (2015) writes that the number of interviews should not be too many or too few, and there is no exact number that is perfect. In qualitative interviews you need enough informants to be able to answer your research questions. Based on the time available to me, time that would be spent in the process of interviewing, planning, transcribing, and translating the interviews, I landed on four individuals for participation.

4.4 Validity

I conducted interviews amongst students I either know or know of. This could potentially create a bias, and information gathered could be incomplete or held back. My project supervisor functioned as an external auditor (Creswell, 2009), and the plans for this data gathering has been reviewed and cleared.

The validity of a project is seen as the validity of the research conducted and to what degree the results are valid for the group or phenomenon that is researched (Kvale & Brinkmann, 2015). Construct validity investigates if one measures what one intends to measure (Silkoset et al., 2021). There needs to be a correlation between the information received and the information one intends to find. This thesis aims to measure perceived readiness amongst pre-service teachers in Norway. To ensure convergent validity, the interview guide (Appendix 4) is based on previous research and indicators of LAL amongst teachers, demands from current curricula, and learning aims from the teacher education in Norway. The interview guide was also piloted before the actual interviews. I presented my project and questions to two separate individuals, that met the criteria set for this thesis, for review. The results of the pilot interviews were not used, due to the interview being a work in progress, and I did not record the interviews or gather consent to use the information gathered during the pilot.

My time as a student in the field I am researching provides me with a unique knowledge of the current situation in Norway, which can benefit my research (Creswell, 2009). The interview objects might also respond in more detail, as they are aware that I have undertaken the same education as them and have had many of the same experiences.

A survey has high face validity if, for example, an interview measures what it sets out to measure (Silkoset et al., 2021). To ensure face validity, the interview guide was first vetted by a guidance supervisor, and then the interview was piloted amongst students that have not been included in the thesis.

4.5 Reliability

The reliability of this thesis concerns the full analysis and not just the interviews. Reliability in short is how well founded a thesis, survey or piece of work is (Silkoset et al., 2021). Could another researcher find the same results at a later point in time by using the same method?

The interview guide was the same for all participants, so in theory the interviews should be the same. However, there are factors that could shift the results. The questions could be asked in different ways or in a different order, preparation before interviews could have an impact, and relations with respondents could change the outcome of an interview session. To make the interviews as reliable as I could, I met the respondents on their terms. They chose time and date; this was to minimize any inconveniences the interview might impose, and they chose the interview medium, face to face or via Zoom. Due to covid, Zoom was the recommended choice. The participants were not presented with the interview questions beforehand as it could have had an effect on the results, however, this was the same for all participants.

4.6 Generalization

Generalization is commonly used when we talk about quantitative research (Carminati, 2018). This is because quantitative research aims to find out if a result is valid for a larger part of a population. Qualitative research focuses on individuals, and their opinions and experiences, more so than trying to find a general consensus (Kvale & Brinkmann, 2015; Silkoset et al., 2021). This in turn means that the results of this thesis possibly are not generalizable, but the results can create a pool of information for further quantitative research in the future. By assuming that the findings of this thesis are true for a wider group than the four participants in this study, one can use the findings here to create a survey for a larger audience. Creating a survey to gather data from a wider demographic was suggested in the project proposal of this study. However, due to a limited timeframe, it was removed from the final project plan.

4.7 Ethics

It is important to follow ethical rules and guidelines in research. Especially in qualitative research where it is common with direct communication between researcher and research subjects. Based on the book "Research Design, Qualitative, Quantitative, and Mixed Methods Approaches" by Creswell(2009), "The qualitative research interview" by Kvale and Brinkmann (2015), "Method, data analysis and insight" by Silkoset et al. (2021), and my projects ethical guidelines, I identified multiple ethical problems that could arise as I progressed through my research.

NSD

In accordance with the ethical guidelines for research provided by my institution, my research proposal has been approved by the Norwegian Center for Research Data (NSD) (See Appendix 1). This approval had to be in place to ensure that the data collected was stored safely. The data had to be collected in a way that is consistent with current ethical guidelines for information-gathering in Norway and used in an ethical and safe manner. The proposal ensures the anonymity of the participants, and that the data will only be stored until the finalization of the project.

Before the interviews were conducted, the participants were presented with a consent form (Appendix 5) containing information about the project, how their data would be treated, how it was stored, and how their data would be used. They had the option to either sign the consent form digitally or on paper. The consent form also informed the participants about who had access to the data, that they had the chance to opt out of the study even after the interviews were completed, and when the data (recordings) would be deleted. All in accordance with the guidelines provided by NSD.

Risk assessment

During this research project, my host institution required us to undertake a risk assessment for the project for confidential data treatment called ROS (Risk and Vulnerability) analysis (Appendix 6). In this analysis I reviewed the potential security threats regarding file and data storage, the potential of loss, and who might gain access to the data. In addition, I reviewed the potential of the participants sharing sensitive information, and possible solutions for this scenario. I would either redact the information from the transcript or implement similar solutions to ensure the anonymity

of the participant, and make sure the ethical guidelines were followed. The analysis was then forwarded to my institution for archive purposes.

4.8 Planning

In the original proposal a mixed method approach was presented, where the focus would be on teacher LAL rather than pre-service teacher LAL. I planned on using the empirical data to create a pupil survey, to see if the pupils had a preferred way of being assessed. That proposal gradually evolved into the current project, to investigate pre-service teachers' readiness in English assessment in Norway.

Recruiting participants for my research from my own institution was cleared beforehand by my project supervisor. This approval was granted due to ease of access, and the timeframe available to me. Since this project had a strict timetable, it was of upmost importance that the data was collected at an early stage. Due to this data being collected from my own institution, Backyard research (Creswell, 2009), it could have an impact on validity. How I worked in order to collect valid data is noted under 4.4 Validity.

A quantitative approach was also considered. To be able to create a generalizable result with multiple universities and participants thorough a questionnaire could have been a strength when trying to identify pre-service teacher readiness for assessment in the professional arena. I opted out of this however, since I have personal bias. I have attended the teacher education in question myself, and there would be a risk that the questionnaire could be influenced by my own experiences of the study. If this bias ended up affecting the questions presented to the participants, I would risk missing out on important information that I could not envision myself. By creating a qualitative interview with open ended questions, where the participants can speak freely, I cover a wider array of topics and problems. In turn, these findings can be used in the process of creating a measurable and generalizable survey that covers a larger number of participants, spanning a wider area both geographically and demographically.

A mixed method approach would also prove beneficial in this project. Starting off with a qualitative investigation and using that information to further investigate quantitatively (Creswell, 2009). Due to the time allotted to this project I had to limit the scope of participants. To be able to gather the information I need and finish the project in time the participants in the interview are

from a single university in Norway. If time allowed it, choosing participants from a variety of universities would increase the validity of the results since students from other universities would have different experiences with other professors and sources of input in their education. My aim in this master thesis is to gauge the current situation in one graduation class as a starting point for further research into pre-service teacher readiness towards the end of their education.

By surveying individuals with experience from teacher education in an open format research design, there was an opportunity to analyze raw data that is not limited by predefined close ended questions in the form of a survey. The goal in this thesis is not to count how many students regard themselves as ready to become a professional English teacher, but rather inquire why or why not (Lakshman et al., 2000).

4.9 Analysis

The interviews were conducted and recorded before they were transcribed. To analyze the transcriptions, I chose to use thematic codes (Creswell, 2009; Miles & Huberman, 1984). By reading through the transcriptions, I found common themes (codes) that I marked/coded in the text. By sorting the codes into themes, I could analyze the interviews considering the literature presented in this thesis. The questions were modeled based on the literature, however, the answers from the interview often spanned over multiple topics. Furthermore, I used the codes to discover new topics and themes that I had not specifically queried about. The findings relevant to this thesis will be presented in the next chapter.

5. Findings

This chapter will present the findings of my research interviews. The interview guide was based on theory presented in this thesis, in addition to my research questions. The research questions worked as a guide while creating questions, so that a structure and a general path was maintained. The goal of the interview was to get an in-depth view of the students LAL, the challenges they faced in assessment, their knowledge of LK20 demands, and their perceived readiness for language assessment and professional life as a teacher in Norway.

5.1 LK20

Throughout this thesis, LK20 has been mentioned. This is because LK20 is an important part of a teacher's workday in Norway. LK20 can be seen as a work manual, and teachers find both guidance, criteria, and requirements in this document.

The curricula states that teachers in Norway are obligated to assess their pupils in different ways. Assessing tests, exams and hand-ins are among the classic assessment situations a teacher needs to handle, but teachers also need to be continuously assessing their pupils. Continuous assessment is defined as all assessment practices happening between the start of a school year and up until the final exam or final review.

Based on LK20's importance, I wanted to know if the teacher students were aware of the demands, and guidance available, in LK20. This document will be the most important tool for their work life and should have been covered at the university and in practice.

When asked if they were familiar with LK20, two out of the four did not know what LK20 expects from teacher assessment at all. One participant had in depth knowledge of LK06, the old curriculum, and was assuming that LK20 couldn't be that different. The last participant expressed in depth knowledge with LK20 and were using it in their work as a substitute teacher.

> *"I'm not familiar with the guidelines in LK20. Not at all." – Student 3*

Two of the participants in this study has part time jobs as substitute teachers. Schools in Norway today should have implemented the use of LK20 by now, and it should be used as a guiding document. This was only reflected in the answer of the one participant stating it was used in their work as a substitute teacher, but the other participant with substitute teacher experience stated that

he/she has no knowledge of the demands in LK20. However, he/she stated that with a five-year education and limited experience from working in schools, it should be possible to perform an educated guess as to what is required or expected from a teacher.

> *"I haven't looked into it. No, I can't say I have. I know guidelines exists, but not what they entail. But I do feel competent enough to, you know, take an educated guess as to what the pupils have a right to have access to." – student 1*

The two participants that stated that they have no knowledge of the guidelines in LK20 also have performed practice in schools after LK20 was implemented. On follow-up questions about LK20 during practice, they could not recall receiving any information about it during their last internship period.

5.2 Teacher education in Norway

During the interview, the students were asked if they were satisfied with the level of education they had received during their time in university, with an emphasis on assessment in English language. They were also asked if there were specific things that they remembered well from English classes or if there were tools or aids they found particularly useful from this course.

> *"... I now have two full years of English education, and am quite satisfied with the English education in general… I would say I'm missing more practical use for the theory we have learned. We have loads of theory, but I feel that there should have been more emphasis on how we should or could use this theory in our teaching." – Student 2*

The students were all quite content with the education that they had received in general, but some felt that it could have been either more thorough or that it could have been densified. What this seemed to suggest was that there was too much spare time during the studies, and that it did not seem like a hard or tough course. Furthermore, it seems like a common trait amongst the participants that they spent much more time on the studies during their first two years. After the first year of the degree, the students had figured out how much effort they had to put in, and the work intensity declined. By doing this, the participants reported that rather than studying in an even pace, they would pull a few "all-nighters" before their exams.

"Wow, my impression of the English course? That's a wide question… It has been five long years I feel could have been done in three, if you get what I mean? …" – Student 3

Assessment education

Language assessment literacy was an element the students wished they knew more about. They feel that additional training and practical experience will be necessary when they enter professional careers. We talked about LK20 not having specific demands of assessment methods, but rather a general notion that assessment needs to promote learning and be a positive experience for the pupils. Even if LK20 does not require specific assessment methods, a variation in techniques seemed to be something the respondents wanted to provide for their future and current pupils.

"… We had insane amounts of glossary tests back in my day, so I really want to vary my assessment more for my own pupils …" – Student 4

Based on their own experiences, the students expressed that variation is important for assessment. If variation is obsolete, assessment will get tedious and boring. One of the participants also mentioned that the five-year teacher education had provided them with the tools required to stay up to date on current assessment research.

"…By being interested and knowing where to look, we can stay up to date and try new methods…" – Student 2

Knowing about different methods and techniques alone is not enough. The students mentioned that there was a lack of practical experience with assessment throughout their teacher education at the university. The university provides theory, but students need to test assessment in practice. The problem is that practice schools and Cooperating teachers did not always have an opportunity to provide different assessment experiences for the pre-service teachers. Exams and tests can be rare occurrences, and the pupils in practice-schools could be busy with other projects that were not available to the practice students to test assessment methods.

"Practice should have stricter demands. If the Cooperating teacher had to provide us with an opportunity to assess or create a test situation every time, we could test multiple theories and methods" – Student 1

The students also mentioned that the university could provide samples and case studies of assessment to further prepare them. If one could read actual pupil work, assess, and give feedback on it, then discuss the assignment and feedback with other students in class, it would provide experience needed to be able to assess pupils effectively in the future.

Common framework

A common framework for assessment would be beneficial for teachers and pupils alike (Fjørtoft, 2021). The students were asked if they had any experience receiving guidelines for the work that they did assess in practice or in other situations. Some participants had received hand-ins from pupils and were asked to assess it by their Cooperating teacher, and then discuss their verdict in the student group. The students who had done this, reported that they did not receive any guidelines and had to rely on their common sense and education to assess the work.

> *"We actually got to correct and provide feedback on two occasions in the first practice period … No, we did not receive any form of guide, we just had to correct it and explain why we decided on different grades." – Student 1*

The two participants that had had substitute-teaching experience, used learning objectives and assessment guides in their classes. They expressed that this was normal practice in their workplace, but it had been nonexistent in their practice-experience from the studies.

> *"I believe that it is easier for the pupils to understand if they know what is expected of them. Like if I can point at the blackboard and say: "look, I want you to focus on that". That way the pupil will understand the feedback differently than if I hadn't provided the criteria… I believe transparency is important" – Student 2*

5.3 Assessment methods

To be able to get a better understanding of the pre-service teachers LAL, it was necessary to explore what assessment methods they knew and were able to use. The students were inquired about which methods they knew in order to see what first came to mind. The entire interview process revolved around assessment however, so there were multiple techniques mentioned throughout the interview.

From the four participants, the common answers when being explicitly asked "What methods of assessment are you aware of?" were: Glossary tests, grammar tests, text writing (fictional or fact based), oral presentation (alone or in groups), group discussion or roleplay, self-assessment, peer-assessment, teacher assessment, final grading, presenting the pupils with assessment criteria before a test situation, continuous assessment, and assessing the ability to communicate rather than pronunciation.

These were the elements explicitly stated, and of these the most frequent were classic assessment methods like glossary, grammar, and oral presentation. The answers evolved as the participants were answering the question, without help from me as an interviewer. Summative forms of assessment were the most predominant when it came to "first to mind" techniques for assessment.

During the interview the student also mentioned "Two stars and a wish", different ways of structuring oral assessment, mock exams, formative and summative assessment as terms for assessment, grading, creating tests and test situations, planning assessment, and the importance of continuous assessment alongside other things.

The pre-service teachers were then asked what assessment techniques they were comfortable using. Here the answers came down to what they had the most experience performing or their own personal traits. One of the interviewees felt that he/she was quite strong orally and this was reflected in their answer:

> "I feel that I'm quite strong orally myself, and because of that, I feel that I could be good at giving guidance to others on how to improve and get better orally as well…" – Student 1

Furthermore, classic assessment techniques, such as glossary and grammar tests, were methods they felt comfortable using. However, the students would try to avoid overusing these methods due to bad experiences they have had themselves as pupils.

> "I'm going to try to avoid a lot of glossary tests. Only when there are important words, I think they should know. But I'm not going to lean too much on the two assessment methods I felt I experienced a lot in school, I want to vary more… I'm good at speaking and making arguments… and I had a hard time with glossary since I can be quite easily distracted at times" – Student 4

Oral presentations or oral assessment in the classroom seems to be the preferred way of assessing pupils throughout the semester. In addition, the students mentioned written assignments, and alternative methods of measuring what the pupils have learned during a session. Alternative methods could be that pupils wrote down 3 things they had learned during a session on a post-it note and sticking the note to the classroom door on their way out. This way the teacher could collect the notes and review them to see if the corresponded with the intended learning aims for the session.

Assessment literacy

Summative and formative assessment are two terms that have had an impact on the students. All the participants mentioned these forms of assessment during the interview. They all gave a definition of the terms, and some presented ways in which to use them. When it came to other tools in relation to either formative or summative assessment, the common feeling was that the classes regarding assessment happened early in the education process, and it was hard to recall specific methods for assessment.

Even if the students could not provide answers regarding specific assessment methods when asked, they did provide examples of assessment situations and methods throughout the interview, even if they did not realize it themselves. The interviews were not sent to the participants in advance, so all the answers were in response to hearing the questions for the first time.

Based on the answers provided, the students were aware of many ways of assessing pupils both orally and written. On the other hand, they were more unsure of concrete systems to keep track of pupil development and had little to no experience in creating test or assessment situations that does not occur organically during teachings.

Motivation & Joy of learning

LK20 and other sources of assessment in school states that assessment should cater to the joy of learning. That assessment is something that should benefit the pupils and motivate them to use previous experiences and assessment to have a steady progression throughout their years in school.

Methods like "two stars and a wish" were mentioned multiple times to create motivation and keep the joy of learning alive, by focusing on the parts of an assignment that is well done and one thing to improve for next time. If not using that exact method, one should keep it in mind.

"By having two stars and a wish in mind, one could do something similar where the focus is on what is performed well by the pupil. If there is a task that is riddled with grammatical mistakes and such, instead of focusing on that, focus on the pupils understanding of the task. If the pupil get that he/she has understood the topic and argues well, it will motivate them to work on the language on the side" – Student 4

Showing the pupils that everyone is working their way up the "staircase" and that no one is progressing equally, will put things in perspective and show the pupil their own progress.

"You were here a while ago, but now that's no problem for you, so next we focus on this". – Student 4

Appropriate assessment

To be able to adjust assessment to the situation is an important part of being a teacher. The participants mentioned different experiences customizing the feedback to different situations. One had experiences with pupils preferring oral feedback and the teacher physically showing them what's good and what needs to be worked on. The pupils also had the choice to receive written feedback, but in the participant's experience more and more pupils prefer oral feedback to written.

We also talked about grades versus no grades. This has been a hot topic in schools in Norway previously, and schools tend to have different approaches to grades. During the time before exams and the midterm, pupils might not receive grades. This depends on different schools' policies. If a school does not provide grades continuously, pupils can ask their teacher where they stand. If provided with the choice, the participants preferred schools without grades on hand-ins and low stakes tests. The reason for this is that the grade often overshadowed the feedback. Pupils tended to look at the grade, be happy or disappointed, then put the test away without looking at the feedback on how to improve. To counter this, the participants mentioned that they usually wanted to only provide feedback, and pupils could ask for the grade if they wanted to know it.

5.4 Assessment challenges

During the interview, we discussed challenges regarding assessment that the students had encountered during their time at university, or if they had other examples of challenges from other sources. The reason for enquiring about challenges was to see if there are any clear gaps or lack of information that should have been covered in the university lectures, or in practice, and if there are any points of the assessment education that could be improved.

The participants were specifically asked if there are parts of assessment that they felt were missing from their education, or elements that would have made their experiences as pre-service teachers easier. Right away, the participants could not think of any specific problems or elements that were missing. But the question was left to settle a bit, and there were a few topics that surfaced. The first interviewee had an input about the university not covering how to adapt assessment for special needs pupils. That this was a topic you had to choose specific classes to get covered, such as Special Pedagogy. It is a good thing that specific course programs to care for pupils with special needs are available, the problem is that every teacher will probably encounter these pupils in their classrooms, with or without Special Pedagogy training or education.

> *"To facilitate for pupilss with special needs, I feel that you needed to have a special interest in this topic and choose "SpesPed" (Special Pedagogy) to learn about this. Like tailoring for pupils with a diagnosis like ADHD, or Tourette's for example… I have encountered these pupils during practice, but I feel like it hasn't been discussed at the university… I have worked as a substitute teacher, and I feel like I have gotten more experience on the topic there, than with the university teaching" – Student 1*

The third interviewee expressed a lack of practical know how in the education and how to use the theory received from the university. The student referred to one or two professors that had class experience and provided practical tips and tricks to use in the classroom, like warm-up activities etc. and would have liked to have more of this kind of practical experiences at university.

> *"I'm missing practical examples in the university. We had a few teachers or professors that had practical examples for us to try out, but others only provided theory…" - Student 3*

In addition to challenges of missing parts of assessment, we talked about if the assessment education arrived at a too early time of the studies, since it was hard to remember the classes and what had been covered. There was a general agreement amongst the students that it was a good thing that assessment was covered before the first term of practice. This way the students could test out theory in practice if the situation allowed for it. On the other hand, it could have been more evenly spread out. Most of the assessment teaching were covered in the early stages of the teacher education, and it is hard to remember all of it now, a few years later.

> *"Yes, I would agree… was it the second or first semester? I believe it came before my first practice, which is nice in regard to knowing a bit about it… but now we are in the 9th or 10th semester? It has been a long time…"* – Student 4

Furthermore, the interviewees were also asked if they had encountered problems or challenges with assessment in their time as pre-service teachers. Here the students mentioned quite a few problems they had faced in their five years of teacher education. Assessment is supposed to promote learning, but motivating certain pupils seems to be a challenge. Giving grades is normal feedback practice in many Norwegian lower secondary schools. A grade is a useful tool to display a level of achievement on a given task, but some of the participants felt like a grade on a test or assessment overshadows the feedback the teacher provides.

> *"The grade is the most important thing, and some pupils do not even bother to look at the feedback I have provided on the sheet."* – Student 2.

In addition to this, Student 2 also had experience teaching pupils with exemption from evaluation and final grading.

> *"How do you motivate these pupils? They are not receiving a grade, but they still need to be assessed. They are usually performing on a low level, but how do you motivate them to get better when they feel like it doesn't matter anyway, since they won't receive a grade reflecting their work?"* – Student 2.

Providing variation in assessment and in assessment situations were also mentioned. As presented earlier, one participant wanted to avoid glossary and grammar test situations, since they can be perceived as tedious, and they are not particularly useful in a formative way. Another participant fears that the assessment and test situations can be boring due to lack of variation. The participant

feels like he/she does not possess enough methods in assessment to vary or use different approaches often enough.

> *"I fear that my assessment techniques will be monotonous… I might not use glossary test on this level, but write a text or have a presentation, that's it, kind of… I feel I need more input from an experienced teacher" – Student 1*

Furthermore, another interviewee believes it will be troublesome to not have bias in grading and feedback. If you have an underperforming pupil in your class that really wants to do better, but in the struggle ends up standing in place, it will be hard to still have to give that student a low grade. The interviewee also mentions that it will be hard not to compare pupils, and that your grading can be affected by other pupils' performances and achievements.

> *"If a pupil tries really hard, it will be difficult not to give the pupil a better grade, to give them a good feeling… and if you read a really good essay, the next essay can seem worse than it really is" – Student 3*

The students were asked if they had any experience or knowledge on how to maintain an overview over a full class of pupils and the pupils' progress over time. Teachers are responsible for grading and guiding their pupils, in addition to tailor for each pupils' individual needs in the classroom.

In response to this question most of the respondents had a general idea on how they plan on doing this, but they were missing a guide or a system that were tailored for this purpose. In their own reflections they said that writing down a matrix in a book with all the student names and columns for notes for each student would be incredibly time consuming, and they would probably in the end turn to more experienced teachers for guidance.

5.5 Pre-service teacher readiness

The last focal point of the interview encapsuled the pre-service teachers perceived readiness to venture into their professional lives. With the task of assessments in mind, I asked the students how prepared they felt as of right now, in their last semester of studies.

> *"During practice, we have gotten a realistic view on what to expect the day to look like, as a teacher" – Student 4*

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Most of the participants say that the university has provided them with tools and an education that has prepared them to be able to work as a teacher professionally. Classes at the university has provided the theoretical background and practice has allowed for testing out the knowledge the students have gained over the years. In addition, the two participants with work experience as substitute teachers, told me that the additional work experience was invaluable.

> *"Being able to substitute next to my studies has been a great way to test theory alongside the program. I believe that has made me more prepared, and will allow me to become a better teacher sooner than without this work experience"*
> *– Student 2*

Furthermore, all participants mentioned that they would rely on in-service teachers with more experience than themselves to lean on and learn from. This in respect to how to assess in an effective way, how to get an overview, what methods they would recommend, and so forth.

Towards the end of the interview the students were presented with an excerpt from their institute's web page, where it refers to what is expected of a pre-service teacher by the end of their education.

> *"The student has in depth knowledge about the development of basic skills, assessment and test-systems, classroom management, and assessment of learning and what promotes learning in classes" - OsloMet (2017a)*

I asked if they could identify with the elements mentioned in the excerpt. One of the participants could not identify with this at all, but the rest felt quite comfortable with the statement. Test-systems were unfamiliar to all the students I asked. With the classes at university, practice in schools and with some having extra experience as substitute teachers, the pre-service teachers interviewed felt adequately prepared, and three out of the four were acquainted with the elements described in the education goals.

6. Discussion

In this thesis I set out to investigate four research questions relating to language assessment and pre-service teacher readiness by the end of their education in Norway. In this section I will compare relevant theory in relation to my results, in order to find answers to my questions. I will examine what information the results provide, why they matter, their limitations, and recommendations for future research.

6.1 Assessment Literacy

The first research question revolves around pre-service teacher Language Assessment Literacy and what techniques the pre-service teachers are comfortable using. It is clear that the participants know an array of various assessment techniques and methods. Mentioning both formative and summative assessment methods and providing a definition on the difference between them. This is in accordance with Mäkipää and Ouakrim-Soivio (2020), saying that formative and summative assessment should coexist and complement each other. Knowing the difference between the methods and how to use them is a strong starting point for pre-service teachers. Using appropriate assessment for various assessment situations in school are of utmost importance and a valuable skill.

The various methods the students mentioned were first and foremost methods they either had personal experience using or had been exposed to themselves growing up. This became apparent due to the amount of classic and summative formats of assessment they mentioned. Using old assessment methods in modern time is not a new phenomenon as Tsagari (2021) explores in her research article. Newly educated teachers often use their more experienced colleagues as mentors in assessment situations. Mentoring of new colleagues is common practice, and in Norway new teachers are assigned mentors the first year of working (The Ministry of Education, 2018). Having a mentor could be a strength as one can discuss challenges and experiences, but it can also result in reuse of old methods, rather than implementing newer ones. There is no guarantee that the mentor or future colleagues are up to date on assessment methods or that they have sufficient literacy in assessment. From my findings this could be a risk for the students in this thesis as well. All of them explained that they would look for help amongst future colleagues with more experience, in addition to an assigned mentor. A reason for the need for support from future colleagues could be found in the students practice experiences.

The students explained that practice at schools was a valuable experience, but that it felt short in relation to the amount of theory they had acquired and wanted to test. The students were provided with language assessment education early in their teacher education. To be able to convert theory into practice, the students are sent out to schools in Norway to gain experience and test theory. The practice periods are relatively short, 2-4 weeks at a time, and this presents an issue. Having to test as many assessment theories and methods as possible during that time can prove difficult, if not impossible. Appropriate assessment is important, and there are no guarantees that the students face situations where they can test all the assessment methods they know. Another challenge is that the practice period follows the schedule of the Cooperating teacher at each school, which means that practice is not the same for all students. Some students might get to experience various assessment situations while others might not experience them at all. As some of the students suggested:

"If we could gather some of the practice periods and put them together, it would be easier to connect with the pupils and see them evolve over time, while also building rapport" - Student 1

By having longer practice periods, it would also be easier for practice schools to implement various assessment situations. There are requirements for what the practice schools need to cover, but these are the same for all periods, so if there are elements that have not been covered at one school, it is up to the next school to make sure to cover these elements. If there were stricter guidelines in place as to what should happen when, the practice experience could be more similar for all students.

Another reason to prolong the practice periods can be found with Taylor (2013). She has created a model where the most important assessment literacy elements are graded for various stakeholders. For teachers, the most important ones are language pedagogy, personal attitudes, local practices, sociocultural values, and technical skills. To develop personal attitudes, sociocultural values, and experience local values before being employed as a teacher, the practice periods are crucial. A teacher's work is as much practical as it is theoretical. It is important that teachers can adapt their assessment to different situations and assess pupils in accordance with local guidelines and in cooperation with colleagues. To be able to do this, a teacher needs theoretical knowledge of assessment, assessment literacy, and enough experience in a workplace to be able to implement this knowledge.

6.2 Challenges in assessment

To be able to improve assessment practices in the teacher education and further prepare future teacher students, it is important to know what challenges they face. From previous international research, we know that teachers across Europe experience a lack of assessment literacy, and many are codependent on colleagues for assessment guidance (Hasselgreen et al., 2004; Tsagari, 2021; Tsagari & Vogt, 2017; Vogt & Tsagari, 2014). My findings confirm a codependency amongst the interviewed subjects. Even if they are aware of multiple assessment methods and have a recent education, they too report that they will have to collaborate with more experienced teachers. This is not due to a lack of theoretical knowledge, but due to insufficient practical experience. This relates back to the practice periods being scattered over the duration of the education, and the periods being relatively short.

Furthermore, the students experienced a deficiency in education for assessment of pupils with special needs. The Norwegian Education Act and LK20 states that all pupils have the right to an education and should have the same opportunities for success. This means catering for all pupils and their individual needs. There are courses that coves Special Pedagogy at the teacher education, but these classes are not a mandatory part of the education. As previously mentioned, all teachers can have pupils with special needs in their classroom. This means that all teachers in theory should know how to assess these pupils and cater for their needs.

Pupils with special needs can in many cases also have individual subject criteria related to their education (The Ministry of Education, 1998b). Some of these pupils might also have exemption from grading. Students in this survey expressed that it was problematic to motivate the pupils with exemption from being graded. Since they do not receive grades or assessment in a standard way, many of the pupils do not see a point in trying to perform well in school. From my findings, the university have not provided any tools or guidance on how to accommodate for these pupils. Even if they are exempted from assessment or grading, they still have the right to feel mastery and experience the joy of learning.

Another challenge that was predominant in the interviews was that the educators at the university had limited classroom experience. Most of the educators were researchers and professors. Even if

they could provide theories and in-depth knowledge on topics within assessment, they could not provide examples of execution in a classroom setting. Most of the interviewed students mentioned that they were missing practical examples to consider and discuss in relation to educational topics in lectures. Even without classroom experience, this problem could be solved by professors by providing either fictional or real texts from pupils in lower secondary school to the students for discussion and processing.

The students had experienced assessment of pupils' work during their education. While in practice, a few of the students had been tasked to assess, grade, and provide feedback on different pupils' work or tests. Here the students were faced with another challenge. No guidance or framework for assessment was provided. A common framework for assessment would provide transparency and predictability for the pupils. These are important elements described in LK20 and discussed in various research (Butt, 2010; Finch & Willis, 2021; Thomas & Sondergeld, 2015; Tsagari, 2021). By providing pupils with learning aims and criteria for evaluation, teachers will be able to create a safe space for learning and provide an environment for autonomous pupils. Furthermore, a common framework for assessment would also aid teachers when assessing. Cooperation between teachers would become easier, and pupils would receive similar grades even if they have different teachers.

The pre-service teachers mentioned that it could be a challenge to leave out personal bias. Pupils in class could be struggling with English, even if they put down tremendous amounts of work. Not giving these pupils a reward for their effort could be a tough decision. Scaffolding is an important aspect of providing pupils with the opportunity to evolve (Butt, 2010; Thomas & Sondergeld, 2015), and assessment should promote learning as stated in LK20. By scaffolding and providing the pupil with the right assessment techniques, teachers will be able to reward struggling pupils. Even if the road to improvement can be tough for both parties.

6.3 LK20

LK20 is probably the most important tool for a teacher in Norway. LK20 is the main guidance and work document for a teacher in Norwegian lower secondary school. It states pupils' rights, and the

obligations one has as a teacher. This document is central in Norwegian education and a vital part of a teachers work. Therefore, it is important to know if the pre-service teachers are familiar with the contents of LK20, and the assessment requirements within.

The results from my findings are not uplifting. Only one of the participants stated that he/she was familiar with the guidelines and demands in LK20. The others knew they could look up information if they needed it, but they could not elaborate on the content of LK20 assessment. Due to the importance of LK20, it was surprising to find these results. Both practice schools and the university are obligated to make sure pre-service teachers were aware of the contents and how to work with LK20.

There could be multiple reasons for these answers. LK20 was implemented while the students were being educated, so LK06 was the current curricula at the start of their teacher education in 2017. As one participant stated, he/she had full control of the contents of LK06 and did not believe LK20 to be too different from its predecessor. This could potentially be the case for multiple students, since the first three years of their study and practice had LK06 as curricula. Furthermore, practice schools implemented LK20 at different pace. Some schools started the implementation early, so that they would be ready when LK20 became the main and mandatory guidance document for Norwegian schools, and some waited longer. Due to the difference in implementation, some students might have received more input of LK20 based on the schools they had their practice in. The last two practice periods for the students in this thesis was in 2020 and 2021, however. This means that LK20 should have been in full effect while they were there.

However, the Corona virus hit with full effect in Norway and restrictions were put in place March 12th 2020 (Tjernshaugen et al., 2022). These restrictions had a heavy impact on many students practice periods over the following two years. Based on location, many schools in Oslo had to shut down during Corona and use digital solutions to educate their pupils. This was a new situation for the schools and the teachers working there, which could have impacted the information on LK20 the pre-service teachers should have had.

6.4 Pre-service teacher readiness

The students in this survey are planning to apply for teaching jobs after the end of their study. With Language assessment literacy and LK20 in mind, how prepared are they to become English teachers in lower secondary school in Norway?

The student themselves seem conflicted when evaluating their own perceived readiness to become language teachers. The findings show that practical experience plays an important role in perceived readiness. All the students have had the same amount of practice periods hosted by their institution, but two out of the four have additional experience as substitute teachers. This additional experience next to the studies have had a positive effect on their perceived readiness. The experiences as a substitute teacher have served as an arena where the students could test out assessment theory to a greater extent than what was possible when only performing the mandatory practice. This results in two of the students having a better foundation when they enter work life. In turn, this is an argument for prolonging the practice periods available to the students.

Knowledge of test-systems is mentioned in the university learning aims. From the interviews, the students were quite satisfied with their comprehension of the learning aims, except with test-systems. In LK20, tests are not mentioned as something teachers need to be able to produce, but teachers need to prepare their pupils for their final examinations. Standardized tests occur at certain ages in Norway, and pupils need to attend them. In the interview I asked if the students had any experience with these test or other high-stakes tests, in relation to the excerpt from OsloMet. Only one had experienced these forms of testing, and it was during his/her time as a substitute teacher. This means that none of the four students could recall learning about it at university or experienced it during practice. Since test-systems are included into the learning aims of OsloMet, it should have been covered at some point during the five-year education.

Furthermore, the pre-service teacher's self-efficacy (Bandura, 1989) is fluctuating amongst the interviewed students. The students have the same base education as foundation for being successful English teachers, and they all have attended the mandatory practice. Even when this is the case, some of the students are second-guessing if they can perform a satisfactory job as a teacher. During the interviews, the pre-service teachers seemed confident in a variety of

assessment methods, in addition to having the knowledge of where to look for new research in assessment. So, in the end it seems to come down to self-doubt, and that becoming a professional teacher is a new situation and a new chapter in the participants life.

Looking into pre-service teacher readiness, my findings suggest that experience is the most important factor. The students with the most experience and time in a classroom, are the most confident that they will perform well. Even if they express that they can use a mentor from time to time. Theory needs to be put into context and practice to have a value, so even if the students have the necessary practical knowledge, they could use more practical experience in a classroom or working with real scenarios at university.

6.5 Redefining Taylor's Model

Based on the results and theoretical data from this thesis, I have altered the model presented by Taylor (2013). Based on Taylor (2013), Bøhn and Tsagari (2021), and my empirical data, I will discuss the elements from the LAL profiles as I interpret them, and also present the changes I have made.

Language pedagogy revolves around assessing for learning and teaching in a way that promotes learning. Teaching in a way that promotes learning is a key factor in LK20, this is also emphasized by various authors such as Dowley and Rice (2022); Levi and Inbar-Lourie (2020); Mäkipää and Ouakrim-Soivio (2020) amongst others. This underlines the importance of language pedagogy to cater for learning in classrooms and assessment for learning. In addition, teachers need to assess pupils in a way that promotes learning. Assessment is a part of language pedagogy and using appropriate assessment techniques in various situations is vital for optimal performance. The findings underline that the students have the necessary pedagogy in place, they just need more experience in the field to adapt their assessment literacy to further benefit their pupils when they start working as teachers.

Scores and decision making revolves around providing feedback, assessment, and using the right assessment methods. Working towards a common framework of assessment is important here. The students explained that they had encountered pupil assessment during practice and was supposed to provide feedback and a grade. The challenge was that they were not provided any criteria or guide for assessment, and had to use untested theory and "common sense" to assess the hand-ins. If there had been a common framework for assessment in place, it would have been an easier task to provide grades and feedback that was similar regardless of who was grading. A common framework like this would also provide transparency and predictability for the pupils. This framework can be developed on different levels, but it should at least be the same for all teachers of a subject at the same school.

The contents of *Sociocultural values* are not explained by Taylor, but I understand them as how a teacher understands values in society. Based on this interpretation I will include this element together with *personal beliefs and attitudes* since sociocultural values can affect personal values and therefore might be discussed as one.

Personal beliefs and attitudes will have an impact on the use of assessment, and what methods to use when. From my empirical data, it is clear that personal experiences, personal skills and preferences, and personal beliefs are important in a person's decision making in assessment. Some of the participants will opt out of certain assessment methods, due to negative experiences in the past. These experiences could also be a cause for variation in assessment policies. To avoid repetitive and tedious assessment patterns they experienced themselves, the students have a motivation to become assessment literate enough to provide a healthy assessment variation and environment for their pupils. Sociocultural values will also affect LAL depending on region or the social environment in the school. Different regions in Norway could have various ways of looking at assessment policies, based on results of standardized national tests.

Personal skills will have an impact as well. As the findings underline, some participants are stronger orally than they are in written form and feel they can provide more sound assessment and guidance by having a stronger focus on oral assessment. This could in turn cause a skewed divide between oral and written assessment. An uneven divide like this would be undesirable, since lower

middle school pupils have two grades in English, one oral and one written. An unbalanced distribution could potentially cause problems over time if teachers do not have the necessary foundation to provide pupils with feedback either orally or written.

Assessment for learning is a new element I have added to the model. With LK20's focus on assessment for learning and that assessment should promote joy of learning, it should be an element that is well known for teachers. The findings shows that the pre-service teachers are unsecure on how to motivate certain pupils with special needs or problems. Pupils with exemption from grading needs motivation to evolve, and pupils with individual subject criteria need assessment methods tailored for them. It is important that these pupils also feel mastery and progress.

Local practices entail everything within the sphere of a school. This could be laws, regulations, curricula, or local assessment practices. Based on theory and my empirical data from this thesis, local practices can have a large impact on teacher's AL and LAL. Grades, assessment, local knowledge of LAL, support for new teachers, are all elements that could vary from school to school and municipality to municipality. This in turn will have an impact in a pre-service teacher's ability to develop their literacy in language assessment and assessment in general.

Knowledge of theory is important to be able to develop LAL and AL when teachers enter their profession. It is also important to be able to acquire new knowledge and theory to further evolve one's skill and stay up to date with important research, which was also mentioned by the students. Having the tools required to ensure personal growth in assessment is key to raise the level of AL in Norway.

Technical skills for teachers would be test analysis and how to best prepare pupils for upcoming test situations. While important, this skill falls under *assessment for learning and language assessment* in my version of the model. Technical skills are reserved for test creators and based on LK20. Lower middle school teachers in Norway are not obligated to create tests, but rather assessment situations.

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Principles and concepts entails test fairness and ethical issues (Bøhn & Tsagari, 2021), and I have no empirical data that discusses either of these elements. Since tests creation is not covered by teachers in LK20, the element is not investigated in this thesis.

Revised model

Based on the discussion of elements in Taylor's (2013) model, I have revised the model for teachers in Norwegian lower middle school.
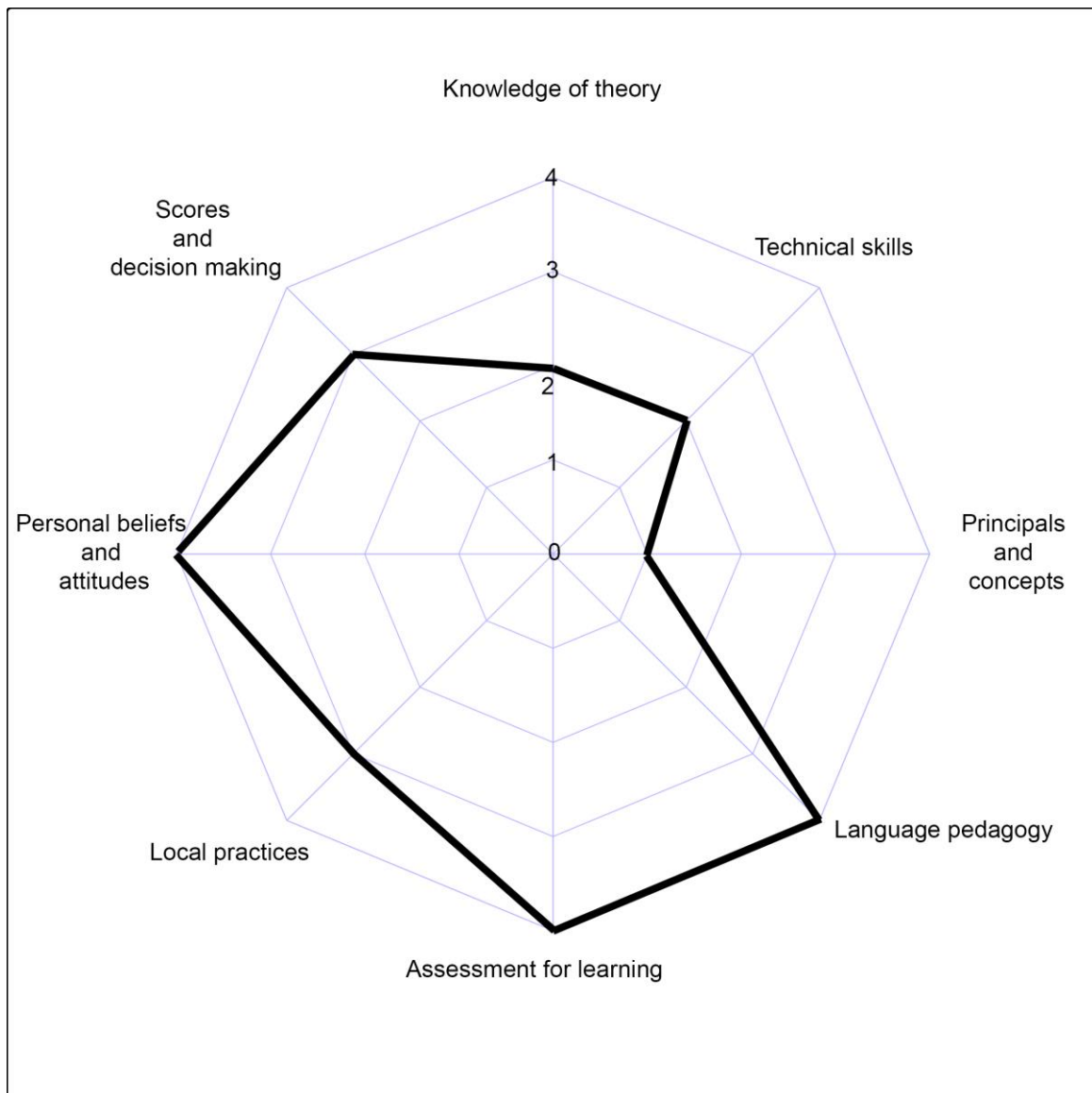
(Taylor's (2013) LAL profile for teachers revised)

The changes are made based on theory and empirical findings.

6.6 Limitations

The empirical data in this thesis is limited by the number of participants. It is difficult to say if the results are representative for all pre-service teachers in the class or in Norway in general, but they do indicate the opinions of four graduate students from the class of 2017. They have attended and passed all the mandatory classes at their university, and they have attended the mandatory practice periods. Based on this, even with a limited number of participants, important views on the teacher education and perceived readiness for professional life with LAL in mind has been investigated.

The reliability of the data is impacted by the research method used. Qualitative interviews explore data on a deeper level than quantitative surveys. An interview is undertaken between two people, and the transcription cannot convey the full experience of an oral conversation.

Since the data sample in this thesis is narrow, it is potentially hard to replicate the same results for another researcher. The data could also be impacted by the relation I have to the interview objects. Their responses could be different if the interviewing party has no relation to the interviewees. Classes from later years might also have different experiences and the course at the university could already have addressed challenges explored in this thesis.

Regardless of the limitations in the data, the research questions have enough valid data to be answered. The empirical data seeks to answer the questions asked. With more time and resources, more generalizable and reliable data could be gathered. By expanding the data pool one can further confirm or contradict the results of this thesis and create further generalizability and reliability.

7. Concluding remarks and recommendations

This thesis aimed to identify whether pre-service teachers in Norway are ready to become teachers after a five-year education with emphasis on their language assessment literacy. By using qualitative interviews to gather data from four graduate students from OsloMet, class of 2017, I have analyzed their degree of Language Assessment Literacy and readiness. In addition to determine their perceived readiness, I have revised Taylor's (2013) model of LAL amongst teachers as a stakeholder group in assessment. I have adapted the model to fit the Norwegian context, based on my empirical data.

My empirical data describes students with an in-depth knowledge of assessment techniques and assessment theory. By using both formative and summative assessment methods they have an array of assessment methods to use in different situations. Their focus seems to be on assessment for learning and they also convey a desire to offer varied assessment for their future pupils to provide an environment that promotes learning and keeps the pupils engaged. This is in line with the current curricula for Norwegian schools, LK20.

From my analysis, it seems that the students have the necessary competence to become successful teachers, but some of the participants struggle with their self-efficacy. Regardless of having performed well throughout their studies, some of the participants have doubts regarding their own ability to perform well.

My findings do not support the most recent research amongst teachers, and their view on their own LAL. The coming generation of teachers seem to be better equipped to handle the progression within the field, due to their research competence. Nevertheless, it looks to be an issue with self-efficacy amongst the students with the least field experience in particular. This means that they do not feel ready or sufficiently prepared, even if they potentially are.

With limited data, it is difficult to say if the five-year teacher education will solve the language assessment literacy deficiency teachers around Europe describes. But from my data I can say that the students I have had the pleasure of interviewing both seem adequately prepared overall. Self-

esteem can come from experience, something that will likely solve the self-efficacy problem some of the students are facing.

My recommendations moving forward are to create quantitative surveys to distribute amongst language teacher students in Norwegian universities to provide a wider array of data. Using data from this survey together with existing data from Europe, one can map out positive and negative aspects in assessment education and improve these points for future teacher students.

I know, from attending the teacher education, that OsloMet are gathering evaluation from students each year to improve teachings. If the university would create a survey to gauge the general notion of assessment education amongst students, it could provide valuable feedback. This feedback could be used to further evolve the language courses at the university.

Furthermore, the university should investigate the possibility of prolonging the practice periods, by combining some of them or adding more. The teacher profession is dependent on theoretical knowledge, but it is also a practical profession. Taylor's model and my revised version, points to a few of the elements only being possible to obtain by working in classrooms with pupils.

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Appendix 1 – NSD Approval

Melding

23.12.2021 10:38

Behandlingen av personopplysninger er vurdert av NSD. Vurderingen er:

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 23.12.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

DEL PROSJEKTET MED PROSJEKTANSVARLIG

For studenter er det obligatorisk å dele prosjektet med prosjektansvarlig (veileder). Del ved å trykke på knappen «Del prosjekt» i menylinjen øverst i meldeskjemaet. Prosjektansvarlig bes akseptere invitasjonen innen en uke. Om invitasjonen utløper, må han/hun inviteres på nytt.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 15.05.2022.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

· lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
· formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
· dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
· lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), og dataportabilitet (art. 20).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.
Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).
For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:
nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema
Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.
Lykke til med prosjektet!

Appendix 2 – Characteristics of Formative and Summative Assessments

Characteristics of Formative and Summative Assessments

Characteristic	*Formative Assessment*	*Summative Assessment*
Purpose	To improve teaching and learning	Evaluation of learning outcomes
	To diagnose student difficulties	Placement, promotion decisions
Formality	Usually informal	Usually formal
Timing of administration	Ongoing, before and during instruction	Cumulative, after instruction
Developers	Classroom teachers to test publishers	Classroom teachers to test publishers
Level of stakes	Low-stakes	High-stakes
Psychometric rigor	Low to high	Moderate to High
Types of questions asked	What is working	Does student understand the material
	What needs to be improved	Is the student prepared for next level of activity
	How can it be improved	
Examples	Observations	Projects
	Homework	Performance assessments
	Question and answer sessions	Porfolios
	Self-evaluations	Papers
	Reflections on performance	In-class examinations
	Curriculum-based measures	State and national tests

(Dixson & Worrell, 2016)

Appendix 3 – Assessment guide (Translated)

Low performance (grade 2)	Good performance (grade 4)	Outstanding performance (grade 6)
The student understands and recite parts of the content from simple oral and written texts in a simple way.	The student understands and convey content from different oral and written texts in a mostly relevant way.	The student understands and convey content from different sources in a reflected and situational appropriate way
The student expresses him/herself easily and adapts to some extent language and structure to purpose, recipient, and situation in oral and written texts.	The student expresses him/herself with clear language and context and mostly adapts the language and structure to the purpose, recipient, and situation in different types of oral and written texts.	The student expresses him/herself with a clear and varied language, flow and context and adapts the language and structure to the purpose, recipient, and situation in different types of oral and written texts.
With guidance, the student finds information from an English-language source, uses it to some extent in their own oral and written text production and states the source.	The student finds relevant information from several English-language sources, uses it in their own oral and written text production and states the sources.	The student finds relevant information from various English-language sources, uses it in an informed and appropriate manner in his or her own oral and written text production adapted to the sender and recipient in an independent manner and states the sources.
The student makes, with guidance, some changes in their own oral and written texts after specific feedback.	The student processes parts of their own oral and written texts according to specific feedback.	The student processes their own oral and written texts in an independent way based on feedback and based on knowledge of language.
The student shows some intercultural competence in oral and / or written texts by reproducing some knowledge about and reflecting in a simple way on lifestyles, ways of thinking and traditions, linguistic and cultural diversity in the English-speaking world.	The student shows intercultural competence in oral and / or written texts by explaining and reflecting on lifestyles, ways of thinking and traditions, linguistic and cultural diversity in the English-speaking world.	The student shows broad intercultural competence in oral and / or written texts by explaining and reflecting independently on lifestyles, ways of thinking and traditions, linguistic and cultural diversity in the English-speaking world.

Appendix 4 – Interview Guide

Intervjuguide per 11.02.22

Du har nå gått litt over fire år ved universitetet.

Hva er din opplevelse av studiet?

- Er du forberedt til arbeidslivet?
- Er det kompetanse du føler at du mangler?
- Hvor mye tid bruker du/ har du brukt på studiene?

Denne forskningsoppgaven omhandler vurdering av elever i engelsk i 8-10 klasse (ungdomsskolen).

Gjeldende læreplan, LK20, stadfester at man som underviser eller lærer er pliktig til å underveisvurdere elevene gjennom skoleåret/skoletiden, opp mot avsluttende karakter. Her er det også krav om halvårsvurdering med og uten karakter.

Hvor godt kjent er du med retningslinjene for underveisvurdering i LK20?

Når du selv nå skal ut i arbeid, hvor godt forberedt vil du selv si at du er til å vurdere dine fremtidige elever i Engelskfaget?

- Hvilke metoder for vurdering kjenner du til?
- Hvilke metoder ser du for deg å bruke?
- Er det metoder du skulle ønske du visste mer om?
- Er det metoder du kjenner at du mestrer?
- Vil du si at videre kompetanseutvikling i vurdering er nødvendig når du går ut i arbeid?
- Hvordan har du tilegnet deg kunnskapen om vurdering i språkfag?

Gjennom årene ved universitetet har det vært undervisningstimer om vurdering (assessment).

- Hva husker du fra disse timene?
- Er det verktøy du har fått igjennom disse timene du kan bruke i jobb?
- Hvordan opplevde du kvaliteten på disse timene?
- Føler du at det var noe som manglet i denne undervisningen?

For å måle elevenes progresjon, vil det være nødvendig å lage vurderingssituasjoner som ikke kommer opp naturlig i undervisningen.

- Har du noen erfaring med å planlegge og gjennomføre vurdering på denne måten?
- Har du en plan på hvordan du skal ha oversikt over elevenes progresjon gjennom året?
- Mangler du undervisning / info om hvordan man skal ha oversikt

Gjennom undervisningspraksis og utplassering i skoler er målet å få erfaring i lærerrollen.

Praksis er ein arena der det blir lagt til rette for læring gjennom øvingssituasjonar og rettleiing. Første året skal studenten i samarbeid med medstudentar planlegge, gjennomføre og vurdere undervisning med rettleiing frå praksislæraren og faglærarane. Vidare i studiet vil studenten få eit meir sjølvstendig ansvar for å planlegge, gjennomføre og vurdere undervisning

- Har du gjennom denne praksisen tilegnet deg noen form for vurderingserfaring?
- Hvilke erfaringer har du fått gjennom praksis?
- Er det noe som kunne vært gjort annerledes for å videre forberede deg for vurdering i klasserommet og ellers gjennom praksis?

Vurdering i fagene skal konstrueres på en måte som vil gi elevene økt lærelyst

- Hvordan ser du for deg at dette kan gjøres på en god måte?

Har du støtt på noen utfordringer eller problemer når det kommer til vurdering i løpet av studiene?

Kan du se for deg noen problemer?

OsloMet skriver under læringsutbytte at studenten har inngående kunnskap om videreutvikling av grunnleggjande ferdigheter, vurderings- og prøvesystem, klasseleiing og vurdering av læring og kva som fremmer læring i faga.

Kan du identifisere deg selv med denne påstanden nå etter 5 år ved studiet? Hvorfor/hvorfor ikke?

Appendix 5 – Consent form

Vil du delta i forskningsprosjektet

” Pre-service teacher readiness in English Language Assessment in Norway”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke nivået av forberedthet når det kommer til kontinuerlig vurdering av elever når man er i arbeid etter endt studie. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

I dette masterprosjektet skal jeg gå nærmere inn på language assessment literacy (LAL) og undersøke hvor godt forberedt lærerstudenter er for å vurdere elevene i skolen når man trer ut i arbeid.

Jeg ønsker å undersøke hvilke metoder for vurdering studentene føler seg trygge på, og eventuelt hva de selv føler de mangler eller ønsker å lære mer om.

Forskningsprosjektet vil undersøke disse problemstillingene i tråd med LK20.

Hvem er ansvarlig for forskningsprosjektet?

Atle Philip Gulliksen er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Som medstudent med 60poeng eller mer i faget engelsk, får du spørsmål om du er villig til å delta. Utvalget vil bestå av 4-6 medstudenter.

Hva innebærer det for deg å delta?

Deltakelse vil innebære å stille til et en til et intervju. Enten i person eller via nett, ut ifra foretrukkenhet og restriksjoner ifm. COVID ved aktuelt tidspunkt.

Jeg ønsker å ta lydopptak av intervjuet. Intervjuet vil bli transkribert, og lydopptaket vil slettes når dette er fullført.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- *Det er kun jeg, Atle, som vil ha tilgang til lydopptakene.*
- *Dataene vil kun lagres lokalt på min datamaskin, og vil permanent slettes etter endt transkribering.*

Dataene vil være 100% anonyme, og jeg vil eventuelt kun bruke noen få sitater i endelig oppgave, om dette er nødvendig for å understreke et poeng eller styrke argumentasjon.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er *15. mai 2022. Deretter vil alle lydopptak bli slettet, permanent.*

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra *OsloMet* har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
- *OsloMet* ved *Atle Philip Gulliksen, 47273860 s325134@oslomet.no eller Dina Tsagari dintsa@oslomet.no*
- Vårt personvernombud: Ingrid S. Jacobsen **personvernombud@oslomet.no**.

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:
- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig

<div align="right">*Eventuelt student*</div>

Dina Tsagari

Atle Philip Gulliksen

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet **Norwegian pre-service teacher readiness in English language assessment**,og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i *intervju*

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

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(Signert av prosjektdeltaker, dato)

Appendix 6 – ROS analysis

Risikovurdering av personopplysninger	
Virksomhet: OsloMet	**Avdeling: GLU, lærerstudie**
Tjeneste-/systemeier (risikoeier):	**Telefon/epost:**
Hva er risikovurdert: Datamateriale i forskningsoppgave «Norwegian pre-service teacher readiness in English language assessment»	**Hva er lagret hvor (personopplysninger):** Personlig stasjonær PC, oslomet onedrive
Vurdert av: **Dato:**	**Avdeling:**	**Telefon/epost:**

	Forhold (uønsket hendelse) som er vurdert Legg til de forhold som er vurdert. Hendelse 1 til 6 er eksempler som kan endres.	**Betydning for** Sett kryss	**Risikonivå (L,M,H)** Sannsynlighet (horisontalt) Konsekvens (vertikalt) Sett ett kryss.	**Nødvendig med tiltak (Ja/Nei)**
1	Uvedkommende kan kjenne igjen opplysninger i filen, da den ikke er tilstrekkelig avidentifisert	_x_Konfidensialitet __Integritet __Tilgjengelighet	x i nederste venstre celle	nei
2	Koblingsnøkkel er ikke forsvarlig sikret	_x_Konfidensialitet __Integritet _x_Tilgjengelighet	x i nederste venstre celle	nei
3	Uønsket utlevering av personopplysninger	__Konfidensialitet __Integritet __Tilgjengelighet	x i nederste venstre celle	nei
4	Intervjuobjekter kan komme med informasjon fra studie eller praksis som kan være identifiserbare	_x_Konfidensialitet __Integritet __Tilgjengelighet	x i midtre venstre celle	kanskje

5	Data er utilgjengelig for saksbehandler over en lengre periode	__Konfidensialitet __Integritet _x_Tilgjengelighet	[risikomatrise, x nederst venstre (grønn)]	nei
6	Uønsket endring som ikke er sporbar	__Konfidensialitet __Integritet __Tilgjengelighet	[risikomatrise, x nederst venstre (grønn)]	nei

Beskrivelse av tiltak *(I prioritert rekkefølge. Føy til flere linjer ved behov)*	Ref. linjenummer over	Betydning/Kommentar
1 Fjerne ev opplysninger som er gjenkjennbare fra transkript	3	
2		
3		
4		
5		

Veiledning for enkel risikovurdering av personopplysninger

Før personopplysninger behandles skal du foreta en risikovurdering.

På grunnlag av risikovurderingen skal du iverksette sikringstiltak som sørger for at opplysningene er godt nok beskyttet.

Risikovurderinger av informasjonssikkerheten handler om to ting:

- å identifisere hendelser som kan føre til at personopplysninger blir utsatt for brudd på:
  - **Konfidensialitet:** uvedkommende får tilgang til personopplysninger
  - **Integritet:** uønsket endring, sletting eller manipulering av personopplysninger og
  - **Tilgjengelighet:** sikre brukere tilgang til personopplysninger når de har behov for det.
- å vurdere sannsynlighet og konsekvens ved at hendelsen inntreffer som:
  - lav
  - moderat
  - høy

I kolonnen for risikonivå setters ett kryss ruten som angir hendelsens konsekvens og sannsynlighet:

Man kommer da frem til risikonivået for hendelsen: Lav (grønn), Moderat (gul) og Høy (rød).

Hvis risikonivået er høyt må man alltid sette inn tiltak. Dette kan vurderes hvis nivået er moderat.

Både tilsiktede (hacking, virus etc.) og utilsiktete hendelser (teknisk og menneskelige feil) må tas med i vurderingen.

Dette er eksempler på faktorer med betydning for risikovurderingen:

- type opplysning (f.eks. om det er sensitive personopplysninger)
- grad av personidentifisering (direkte eller indirekte personopplysninger)
- antall registrerte
- oppbevaringstid
- den tekniske sikkerheten til systemet eller tjenesten som brukes
- kvaliteten på driften av den digitale tjenesten med underliggende systemer, for eksempel:
  - sikkerhet hos driftsleverandør og eventuelle underleverandører
  - datalokasjon

Etter at risikovurderinger er gjennomført skal det iverksettes sikringstiltak som forebygger hendelser med uakseptabel høy risiko. Tiltakene kan være tekniske, organisatoriske eller menneskelige.