

# **Svenja Strauß “Teaching as an Assessment Regime. An Address Analysis of Non-Graded Assessment Practices in Lower Secondary Education“**

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## **Summary “Teaching as an Assessment Regime: An Address Analysis of Non-Graded Assessment Practices in Lower Secondary Education“**

The dissertation examines performance assessment practices without grades in the school context. Based on the criticism of an understanding that only considers assessment practices in terms of their effectiveness in improving performance, the focus is placed on the power and self-relationships as well as the unintended effects of these practices. The author argues that focussing exclusively on efficiency and effectiveness narrows the pedagogical discourse.

The work begins with a theoretical categorisation and locates itself within the practice-ethnographic spectrum of subjectivation-theoretical teaching research. It shows how performance assessment practices can be regarded as power practices that influence subjectivation processes. Addressing analysis is introduced as a central method for analysing the norms and power relations in assessment practices.

The state of research on assessment practices with and without grades is discussed, with a focus on the subjectivising significance of these practices. The dissertation presents a practice ethnographic study of four different assessment practices in lower secondary classrooms, analysing norms, power and self-relations.

The results show how these assessment practices function as a common assessment regime and have a prefiguring effect on the practices of students and teachers. This assessment regime represents a soft leadership to self-leadership in which responsibility for performance is shifted. The assessment practices relate to each other to form a normative order and support power and self-relations. By authorising and delegating assessment, students are actively involved in the assessment regime and addressed as experts, but managed.

Teachers take on less of a facilitator role, instead structuring and enabling students' self-direction through friendly affirmation and self-assessment opportunities. The assessment regime promotes ‘disciplining without disciplining’ by familiarising students with normative requirements without provoking resistance. Students are encouraged to follow the assessment regime on an ongoing basis.

Overall, the dissertation offers a critical view of performance assessment practices without grades in the classroom by focussing on their power aspects and unintended effects, thus contributing to the broader discussion on pedagogical performance assessment practices and their effects.