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Title/ Título: Children's academic assessment in Spain: Implications for family-school partnerships / Panel: International Issues & Perspectives on Families, Schools, and Communities: Asia, Europe, and the U.S.

Evaluación académica de los alumnos en España: Implicaciones para la relación familia-centro docente / Panel: Temáticas y perspectivas internacionales sobre Familias, Centros docentes y Comunidad: Asia, Europa y U.S.A.

Topic: Cultural, technological and multicultural aspects of school, family and community partnerships

Aspectos culturales, tecnológicos y multiculturales de las relaciones que se establecen entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

Presentation time/Día de presentación: Session in English. Thursday 15, 4:00-5:30 p.m.

Conference Room, Ground Floor

Sesión en Inglés. Jueves 15, 4:00-5:30 p.m. Sala de Cámara, Planta Baja

Abstract

The main aim of this chapter is to analyse parents' perceptions of primary school students' assessment. Understanding these perceptions may assist in providing appropriate information to increase parental involvement in their child's education. The sample population consisted of one hundred and eighty eight Spanish parents (N=188) of students in third grade in Asturias, Spain. Both qualitative and quantitative data were collected and analysed to understand 1) parents' knowledge of student assessment, 2) their interpretation and understanding of school reports, and 3) the need for further information and awareness to increase parental involvement. This chapter concludes with implications for parent education and school-family partnerships that assist in developing a foundation for better practices.