

The First Year Secondary Science Teacher: An Illumination of Assessment Praxes, Issues and Concerns

By

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Abstract

The following article is an illumination of a first year Canadian secondary science teacher who participated in our action research study in order to view her assessment praxes while teaching introductory science courses. Pat volunteered to be part of our Action Research project and was eager to illuminate her assessment knowledge, skills and attitudes. The account, illuminates not only a first year science teacher who had many issues, concerns, problems and dilemmas to deal with in her first teaching assignment, it also underlines the utility of reflective practice in science education.

Keywords: Secondary Science, Beginning Teacher, Assessment Praxes, Action Research