

## Teachers' Reactions, Learning, Organizational Support, and Use of Lesson Study for Transformative Assessment

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**Abstract :** This study aimed at exploring mathematics teachers' reactions, learning, school leaders' support, and use of the Lesson Study for Transformative Assessment (LSforTA) program ideas in practice. The LSforTA program was new, and therefore, a local and grounded approach was needed to examine teachers' knowledge and skills acquired using LSforTA. So, a design-based research approach was selected to evaluate and refine the LSforTA approach. The results showed that LSforTA increased teachers' knowledge and use of different levels of mathematics assessment tasks. The program positively affected teachers' practices of transformative assessment and enhanced their knowledge and skills in assessing students in a transformative way. The paper concludes how the LSforTA procedures were adapted in response to this evaluation and provides suggestions for future development and research.

**Keywords :** classroom assessment, feedback practices, lesson study, mathematics, design-based research

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