

Assessment Literacy of EFL Teachers and its implementation in Assessing students' language performance

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Introduction

- *Assessment that is conducted during the process of learning is important to gain information about the students' as well as the teachers' performance.*
- *Teachers do assessment as one of the activities in the teaching and learning process.*
- *Assessment literacy is a requirement for teachers in order to get accurate information about the students' progress or achievement during the learning process.*
- *The accurate information about the students' progress in learning will help the teachers to decide what to do in the next step of teaching.*

Aims

To explain the teachers' assessment literacy and the implementation of assessment principles they use in assessing the students.

DEFINING

- Banta, et.al (2015) define assessment as the process that gives credible proof of resources, implementation actions, and outcomes.
- Miller et.al (2009) state that assessment is the answer to a question of how well someone performs.

ASSESSMENT

- To know the progress of learning
- To measure the ability
- To reflect how teachers perform in the teaching and learning process
- Assessment is done to improve the instruction, programs, and services in higher education (Banta, et.al 2015)

Assessment literacy

- It is an understanding of the principles of sound assessment (Popham, 2004).
- The knowledge about how to assess about what the students know and can do, interpret the result of these assessments and apply the result to improve the students learning and program effectiveness (Webb, 2002 in White, 2009).
- Teacher's level of assessment literacy directly affects student learning and course achievement (Eddy White, 3)

Assessment skills of Literate educators

- Defining clear learning goals
- Making use of a variety of assessment methods
- Analyzing achievement data and making good inferences of the data
- Providing appropriate feedback to students
- Making appropriate instructional modification to help students learn
- Involving students in the assessment process (self and peer-assessment)
- Engineering an effective classroom assessment environment

(SERVE center, University of Carolina, 2004)

Similar research

- The teachers in this study appeared to be literate and excellent in understanding the concept and using it in practice (Aria et.al, 2021).
- A study conducted in Thailand revealed that most of the teachers had classroom assessment literacy at the low level (Yamtim & Wongwanich, 2014).
- The data analysis revealed a relatively insufficient assessment literacy of the EFL teachers at University X in China (Ying Liu. 2023).

Method

The respondents:

- 18 teachers in the English education department.

Research Instrument

- Questionnaires and interview guide.

Data analysis

- The data gained from the questionnaires were analyzed quantitatively by calculating the central tendency. While a qualitative analysis was used to analyze the data from interview.
- The data from the questionnaires were used to analyze the teachers' assessment literacy from the knowledge aspect.
- The interview consists questions to know the assessment literacy from the aspect of implementation.

Findings and Discussion

Standard of assessment literacy	Strongly agree (%)	Agree (%)	Somewhat agree (%)	Disagree (%)
1. Defining clear learning goals	88.85	11.15	0	0
2. Making use of a variety of assessment methods	41.7	52.8	5.6	0
3. Analyzing achievement data and making good inferences of the data	41.7	52.8	5.6%	0
4. Providing appropriate feedback to students	63.90	36.10	2.8	0
5. Making appropriate instructional modification to help students learn	16.7	77.8	0	0
6. Involving students in the assessment process (self and peer-assessment)	41.7	55.55	2.8	0
7. Engineering an effective classroom assessment environment	50	44.45	5.55	0
Average Percentage	49.22	47.23	3.1	0

Level of knowledge literacy

	Score	Level
1	52	Very high
2	55	Very high
3	44	High
4	50	Very high
5	48	Very high
6	50	Very high
7	45	High
8	45	High
9	47	Very high
10	51	Very high
11	51	Very high
12	44	High
13	53	Very high
14	50	Very high
15	45	High
16	53	Very high
17	43	High
18	48	Very high

The implementation

Defining clear goals before teaching	4 participant say yes, 1 says No.	Goals are used to design assessment
Making use of a variety of assessment methods	Using a variety of assessment	Sharing opinion, presentation, test, portfolio, performance, essay
Analyzing achievement data and making good inferences of the data	Yes	Paying more attention on the above and below average score to make learning improvement
Providing appropriate feedback to students	Yes	Giving suggestion, oral and written feedback, class

The implementation

Making appropriate instructional modification to help students learn	Yes	Simplifying, reducing level of difficulty, explaining more, based on the class competences
Involving students in the assessment process (self and peer-assessment)	Yes	Asking the to give friends' presentation, learning more about their answer/feedback given, introducing scoring rubric
Engineering an effective classroom assessment environment	Yes	Giving clearer instruction, changing class regulation

DISCUSSION

The finding of the research is similar to the one conducted by Ardi et.al that teachers are very good in assessment literacy. All participants have very high level of literacy assessment knowledge and practices or implementation. It is different from the one conducted by Yamtim & Wongwanich that found the teachers assessment literacy at low level and another research by Ying Liu that shows a relatively insufficient assessment literacy of the EFL teachers in China.

CONCLUSION

- Teachers' assessment literacy can be classified into the level of high and very high.
- Teachers have implemented the knowledge of assessment in assessing the students.
- A conclusion can be drawn that the lecturers have a good assessment literacy from the knowledge and implementation point of views.

References

- Aria, D., Sukyadi, D., & Kurniawan, E. (2021). Teacher assessment literacy: Indonesian EFL secondary teachers' self-perceived on classroom-based assessment practice. *English Review:mJournal of English Education*, 10(1), pp. 15-26. doi: <https://doi.org/10.25134/erjee.v10i1.5349>
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