



Teachers' Perceptions of Classroom Assessment Skills and Literacy: An Inquiry to the Teachers of Teachers

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Abstract

Background/Objectives: The need to be skillful in assessing student performance and learning is a must for a teacher. **Methods/Statistical analysis:** The objectives of this study are (1) to explore the classroom assessment skills of the participants as a sequel to an earlier study wherein the findings revealed that graduates of the Teacher Education program has a weak classroom assessment skills and literacy; and (2) to find out if the teachers of the graduates are also generally weak in assessment skills and literacy. The participants of the study were the 68 faculty members of the Bulacan State University College of Education. The study was done quantitatively and qualitatively. **Findings:** Findings revealed that age, educational attainment and teaching experiences have a significant relationship to the teachers' assessment skills and literacy but is not significant with gender. **Improvements/Applications:** The result of the study shed light for some implications and reform in the teacher education curriculum and professional development.

Index Terms

Classroom assessment, Assessment skill, Literacy, Perception, Teacher education

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I. INTRODUCTION

Classroom assessment deals with the measurement of characteristics integral to the educational process (Chatterji, 2003) [1]. Some of these characteristics that are very important for educators to assess are a student's aptitude to learn, motivation, self-concept, achievement level and the environmental factors that affect learning. Thorndike in Chatterji (2003), recognized that evidence of the educational process can be found through a broad array of output from different forms of assessment generated by students, and not simply through written objective tests. In lieu of these, educators, most especially the classroom teachers must be responsible and accountable to demonstrate that schooling is yielding the expected results of learning which is measuring quality of performance and is revealing the real ability of students.

Educators have seen the importance of having sufficient skills and knowledge in classroom assessment specifically among teachers. Green and Johnson (2010) [2] note that if we are to provide equal access to education, teachers need to maximize learning, which dictates that they use sound assessment practices in the classroom to measure student growth. These include not only knowledge of implementation but also a capability of developing and designing different kinds of alternative and non-traditional assessment tools. Research suggests that teachers spend as much as one-third to one-half of their available professional time involved in assessment-related activities. They are continually making decisions about how to interact with their students, and those decisions are based in part on information they have gathered about their students through classroom assessment (Stiggins, 1997) [3]. If classroom assessment is the key to enhancing learning for all students, it follows that teachers should be richly educated in appropriate assessment and grading practices (Gurski, 2008) [4]. Without a question, Stiggins also stressed that teachers are the drivers of the assessment systems that determine the effectiveness of the schooling process.

The need to be skillful in assessing student performance and learning is a must for a teacher and it is also one of the most critical responsibilities of classroom teachers. However, it seems that many teachers do not feel adequately efficient and competent for this task. Teachers often believe that they need remediation or assistance in applying assessment concepts and techniques, as well as making assessment-related decisions (Mertler and Campbell, 2005) [5]. Consequently, classroom teachers are calling for more training due to their perceived lack of preparedness to assess their students, citing weaknesses in their undergraduate preparation programs (Plake, 1993).

Research has documented that teachers' assessment skills are generally weak (Brookhart, 2001; Campbell, Murphy, & Holt, 2002 as cited by Metler, 2009). Stiggins (2001) is in agreement when he states that we are seeing unacceptably low levels of assessment literacy among practicing teachers and administrators in our schools. He added that this assessment ill-literacy has resulted in inaccurate assessment of students, thereby, preventing them from reaching their full potential.

Several foreign studies have been done to investigate the literacy of educators on this aspect as well as to document the need for educational practitioners in order to become more skillful in measurement and assessment. One of these was the study done by Alkharusi (2011) [6] entitled "Teachers' Classroom Assessment Skills: Influence of Gender, Subject Area, Grade Level, Teaching Experience and In-service Assessment Training." The results of this study stressed the value of teachers' training in classroom assessment and the need to match this training with the nature of classroom assessment delineated by subject areas and grade levels.

In the study of Susuwele-Banda (2005) [7] on the Classroom Assessment Skills of Teachers in Malawi, one of the findings that he revealed is about the outcome of assessment specifically with repetition. According to him, repetition could be understood either as weakness in assessment practices, as a failure of the teachers to effectively teach the students, inadequate teaching and learning resources or factors related to home environment. This study stressed out the negative effects brought about by the inefficiency of teachers on classroom assessment practices.

Another study was done by Alkharusi (2012) [8] together with his contemporaries with the Muscat teachers in the Sultanate of Oman. Results revealed that although teachers held a favorable attitude towards assessment and perceived themselves as being competent in educational assessment, they demonstrated a low level of knowledge in educational assessment.

One of the most recent was the work of Adedoyin (2012) [9] of the University of Botswana on the Teachers' Self-Perceived Professional Development Needs Regarding Classroom Assessment Skills. His findings revealed that most of the classroom teachers in Botswana are not competent, efficient and knowledgeable in classroom assessment procedures in order to make correct decisions about students' learning outcomes or achievements and also to improve on teaching processes in the classroom.

In Malaysia, Zubairi et al (2009) [10] investigated the teachers' lack of assessment skills that are pertinent to the International Islamic

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University Malaysia (IIUM). Another one is Azis (2015) [11] who utilized both quantitative and qualitative data to examine how Indonesian junior high school teachers understand assessment and how their conceptions of assessment relate to their assessment practices. His findings revealed teachers' confusion of assessment conceptions which he thought requires serious consideration from policy makers. Meanwhile, Ndlichako (2015) [12], revealed that despite the fact that Tanzanian teachers reported favorable perceptions of assessment, they seem to be facing a conflict in implementing effective assessment in their classrooms.

There was an analysis done by Popham (2009) [13], where it appears that teachers who want to be optimally effective ought to be learning about the essentials of classroom assessment for a long time. Popham strongly reiterated that assessment literacy is a commodity needed by teachers for their own long-term well-being, and for the educational well-being of their students. He even stressed that assessment literacy is seen as a *sine qua non* for today's competent educator and must serve as a pivotal content area for current and future staff development endeavors. He concluded in saying that, "until pre-service teacher education programs begin producing assessment literate teachers, professional developers must continue to rectify this omission in educators' professional capabilities.

What is the condition of teachers nowadays regarding classroom assessment? On the competencies needed to be able to transfer learning and assess learning as well? These and other related issues are the concerns of this study. The aforementioned studies in other countries have seen the need of conducting such studies of making inquiries on the competencies of teachers on classroom assessment practices. Here in the Philippines, many studies had been done regarding curricular goals and instruction, about teaching methods and approaches but it seems that none was done about teachers' assessment skills and its implication to the teaching-learning process. Assessing the outcomes of instruction is a critical aspect that needs competency and efficiency in order to make correct decisions about students learning and achievements and also improve instruction. Teachers need to be competent and efficient in the classroom. They must have a deep knowledge of the subject they are teaching, be aware of the use of appropriate teaching methods and strategies, and also be knowledgeable and efficient in applying and using

various classroom assessment methods for effective teaching and achieving learning outcomes. This only proves that it is not only teaching skills that are very important but also the idea that classroom assessment is an integral part of the teaching-learning process which would ensure quality education.

It is also evident based on classroom assessment literatures that there seems to be some weaknesses on teachers' practices of classroom assessment. Therefore, teachers' assessment skills need a considerable inquiry and scrutiny since assessment reformers are emphasizing the need for a closer substantive connection between assessment and meaningful instruction (Sheppard, 2000).

II. RESEARCH MODEL

The present study is patterned on the work of Volante and Fazio (2007) [14] but was done on a different manner based on McMillan's conceptual framework (1997) [15] that classroom assessment is the collection, interpretation, and use of information to help teachers make better decisions. According to him, assessment is an umbrella concept that encompasses different techniques, strategies, and uses. In this aspect, it is clear that assessment of students not only documents what students know and can do for assessment itself influences learning. This principle enhances the important role that assessment plays in instruction and learning. The results of classroom assessments are not supposed to be simply used to come up with the grades of the students that are based only on the commonly constructed objective written tests. As extreme as it may be, written tests could be well designed as well as poorly designed, appropriately used, unintentionally misused and intentionally abused (Borich and Kubiszyn, 2000) [16]. It is very important that educators, specifically teachers to realize this concept especially on the issue of the decline on the quality of education.

Additionally, this study is based on the premise that assessment in a constructivist and sociocultural view of learning is reflected in a contextual-qualitative paradigm (Birenbaum in Segers et al [eds] 2003) [18]. This approach contributes to an assessment culture that embeds assessment in the teaching and learning process and "focuses on the assessment of the process of learning in addition to that of its products" (Birenbaum, in Segers et al [eds] 2003, p22). In this assessment culture, educators become aware of assessment processes that are

congruent to learning and apply a range of measures within the context of current learning theory.

Also embedded in the study is the premise that age, gender, educational attainment and teaching experience has a connection with the perception of teachers regarding their self-efficacy on classroom assessment. It is also assumed that the study could produce recommendations for curricular reform and professional development.

It is anticipated that the study would contribute to the area of classroom assessment, particularly, in the Philippine context; where there is limited literature that exists about the practice and implementation of classroom assessment. The researcher used a comparative analysis of the quantitative data on the teachers' profile, their level of utilization of the different assessment methods, and the self-perceived level of assessment skill proficiency and the qualitative data on their answers regarding the different concept and purposes of assessment.

A. Hypothesis of the Study

There is no significant relationship between the age, gender, educational level and years of experience and the teachers' perceived level of assessment skills.

B. Statement of the Problem

The main objectives of this study are: (1.) to explore and make an inquiry on the classroom assessment skills of the faculty of the Bulacan State University College of Education as a sequel to the result of the past research on classroom assessment skills of the graduates; (2) find out based on the previous result if the teachers of the graduates are also generally weak in their assessment skills and literacy. Specifically, the study sought answers to the following questions:

What are the perspectives of the teachers on the concept of assessment?

What is the teachers' self-perceived level of utilization of the different assessment methods?

How do the teachers rate their needs for further training in classroom assessment based on their knowledge of the different assessment approaches?

What is the level of assessment skills of the teacher respondents as perceived by them?

Is there a significant relationship between the teachers' age, gender, educational level and years of experience with their perceived level of assessment skills?

C. Methodology

This study is a sequel to a previous study done by the researcher on the graduates of the Teacher Education program of the Bulacan State University

College of Education who are teaching in the different public and private schools in Bulacan. Findings revealed that these teachers are literate enough when it concerns the concept of assessment as implied by their given definitions of assessment. However, there seems to be some contradictions regarding their perceptions of the purposes, utilization of assessment methods, and are honest enough on saying that they still need further training and are still relying on some traditional assessment practices. These and other factors strengthened the need to come up with an inquiry on the ones that provided instruction and assessment to them.

D. Participants

A total of 68 participants were included in the study who are full time and part time faculty of the Bulacan State University College of Education. These teachers are teaching different subjects and are handling different levels of students.

E. Data Collection

The 68 respondents were asked to answer the survey instrument that is consisted of two open-ended and six closed-ended questions in areas about their personal profile, their perspectives on the concept of assessments, their self-perceived level of utilization of the different assessment methods in the classrooms, their need for further training on the utilization of the different assessment methods and the perceived level of assessment skill and literacy. On the basis of the open-ended questions, a personal interview on the teacher respondents was also done to make a clarification and a clear analysis on their written answers.

F. Instrumentation

A self-report questionnaire of eight parts was utilized for the study that are composed of two open-ended questions and six closed-ended questions. Questions were taken from different literatures and the researcher asked the help of some experts and authorities in the university for comments and suggestions for a further improvement and enhancement of the questionnaire.

G. Data Analysis

The study was done quantitatively and qualitatively. Quantitative data were treated using percentages, frequency, means and standard deviations for each closed-ended questions. Since the samples belong to a single group, Pearson product-moment correlation was utilized in correlating age, gender, educational attainment, and years in service with the teachers' level of

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assessment skill proficiency.

The open-ended questions were treated qualitatively with the use of constant comparison that is based on the grounded theory. Grounded theory was developed by Glaser and Strauss who believed that theory could emerge through qualitative data analysis (Kolb, 2012) [19]. In grounded theory, the researcher used the multiple stages of collecting, refining and categorizing the data through constant comparison to size up the answers given by the respondents to some thematic trends and be able to come up with a generalization. It was done through a series of analyzing the coded answers and bringing together those that came up to a common theme.

III. RESEARCH RESULTS

Findings revolved around five areas; the profile of the teachers, their perspectives on the concept of assessment, the teachers' level of utilization of the different assessment methods as assessed by them, the teachers' rating for their need for further training on the utilization of different assessment tools and the teachers' level of self-efficacy in assessment.

Table 1. TEACHERS' PROFILE

Variable	Frequency	Percentage	Mean	SD
Gender			1.46	.502
Male	31	45.6		
Female	37	54.4		
Age			39.71	14.058
20-29	20	29.41		
30-39	16	23.53		
40-49	15	22.06		
50-59	8	11.76		
60-69	9	13.24		
Educational Attainment			2.25	1.098
Bachelor's degree	18	26.5		
Masteral	31	45.6		
Specialist	3	4.4		
Doctorate	16	23.5		
Years of Teaching Experience			3.26	2.120
1-5	23	33.8		
6-10	5	7.4		
11-15	9	13.2		
16-20	15	22.1		
21-25	4	5.9		
26-30	2	2.9		

more than
30 10 14.7

A. Concept of Assessment

For the participants, the meaning of assessment is more on the process of collecting information for use in measuring and evaluation. This was revealed based on their answers as follows: Assessment means:

"...an evaluation of students' performance/learning..."

"...collection, interpretation and evaluation of data ..."

"...measuring students' learning, knowledge, skills and attitudes..."

"...to measure the teachers' performance in meeting the objectives..."

These suggest that teachers are having a right perspective on the real meaning of assessment. Moreover, second in rank is the right definition as conceptualized in this study. The point is that teachers have to realize that assessment is not only an add-on activity that occurs after instruction is completed. Rather, assessment is integrally related to all aspects of teacher decision making and instruction (Mcmillan, 1997).

B. Purposes of Assessment

Each of the respondents was asked to give three purposes of assessment. Data confirmed that just like the findings of Volante and Fazio (2007), majority is more on being traditional because for them assessment purposes is more for summative assessment as proven by their answers such as the following:

"to measure/monitor/gauge the students' learning/progress/performance."

"for testing and grading."

"to improve instruction and the effectiveness of the teaching-learning process."

"to diagnose students' strengths and weaknesses."

These types of purposes are in parallel with what Popham (2005) enumerated as the "four fairly traditional answers to the questions why teachers should assess students (p. 11). These are: (1) to assign grades to students; (2) to determine instructional effectiveness; (3) to monitor students' progress; and (4) to diagnose students' strengths and weaknesses. According to this author, although these four reasons are still in use and are important to be known by teachers, in today's perspective, there are additional new purposes that must be added in

order to be inclined with the present assessment knowledge a teacher must possess. Over-reliance on summative impedes attention to meeting student learning needs (Stiggins 2001).

In addition to these, there are a number of participants who had given a very different purposes that are far from what classroom teachers should have such as:

- “...an idea or opinion about something.”
- “... for teachers’ self-management.”
- “...for additional information.”

This finding is somehow contradicting to their concept on the real meaning of assessment. Majority of their answers on the meaning of assessment were leading to the concept of the study that assessment is the collection, interpretation and use of information to help teachers make better decisions, and that the results of classroom assessment are not supposed to be simply used to come up with the grades of the students. Although there is a very minimal number of teachers who gave some purposes that are aligned with this concept; such include as:

- “To motivate students to learn better.”
- “To analyze effective teaching strategies.”
- “To know if goals were achieved.”
- “For remediation and classification.”

These findings are the same with the earlier study that the graduates of the Teacher Education program of the Bulacan State University College of Education have a clear notion of the concepts of assessment and a weak understanding of the different purposes. The only difference is that the previous was totally lacking with the understanding of the real purposes of assessment practices.

C. Utilization of the Different Assessment Methods

The participants were asked to rate their utilization of the different assessment methods on a scale of 1 to 10 with the following interpretation:

- 9-10 Always
- 7-8 Very Often
- 5-6 Sometimes
- 3-4 Rarely
- 1-2 Not at all

Table 2. UTILIZATION OF THE DIFFERENT ASSESSMENT METHODS

Assessment Methods	Frequency	Mean	SD
Selected response (Objective types)	68	7.96	1.309
Constructed response (Subjective)	68	7.07	1.713
Performance assessment	68	8.69	1.528
Portfolio assessment	68	6.78	2.665
Personal communication	68	8.21	1.531
Observation techniques	68	8.37	1.434
		7.85	

The table shows that the respondents rated themselves on the scale of 7 to 8 which means they are using different assessment methods “very often.” Classroom assessment researchers noted that the “assessments best suited to guide improvements in student learning are the ... assessments that teachers administer in their classrooms” (Guskey, 2003, p. 6 on Frey and Schmitt, 2010) [20]. Gleaning on these data, the respondents seems to have the right notion in using the recommended assessment approaches which is also similar on the earlier study.

D. Further Training on the Utilization of Different Assessment Methods

The teachers were also asked to rate their need for further training on the different assessment methods and approaches on a scale of 1 to 10 with the following interpretation:

- 9-10 Very high
- 7-8 High
- 5-6 Moderate
- 3-4 Low
- 1-2 Very low

Table 3. THE NEED FOR FURTHER TRAINING ON THE UTILIZATION OF DIFFERENT ASSESSMENT METHODS

Assessment Methods	Frequency	Mean	SD
Selected response (Objective types)	68	5.78	2.430
Constructed response (Subjective)	68	6.01	2.410
Performance assessment	68	6.18	2.775
Portfolio assessment	68	5.84	2.477
Personal communication	68	6.24	2.808
Observation techniques	68	6.34	2.595
		6.065	

The table reveals that the teachers’ need for further training is on the scale of 6.065 which is interpreted as “moderately needed.” This finding is likewise contrasting with the utilization rating since this is relatively lower compared to it. Results revealed that they are using different assessment methods for “very often” but are still in need of further training on their utilization which is projecting an instance of incongruences.

According to Linn (2000) [21], assessment is a general term that includes the “full range” of procedures used to gain information about student learning (observations, ratings of performances or projects, paper-and-pencil tests) and the formation of value judgments concerning learning progress. It seems that the teachers are still not on the “full range” of the needed assessment skill that is why they want to acquire further training on the utilization of the different assessment methods in order to lead them to the “formation of value judgments.”

메모 포함[W사1]: 논문의 Table 에 대해 본문에 as shown in <Table 1>등의 문장으로 설명되어야 합니다. 현재 모든 테이블이 The table shows 로 표기되어있어 어떤 테이블을 의미하는지 확인되지 않습니다.

예) Table 1 shows

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E. Level of Assessment Skill

On the level of the teachers' assessment skill, the respondents were also asked to rate their overall level of assessment skill and literacy with 1 equal to very low and 10 equal to very high. The answers got a mean of 7.74 with an interpretation of "high." They perceived that they are skillful in classroom assessments and yet revealed that they need further training.

This result is consistent with the findings in other researches. Teachers reported to have difficulties using specific skills in assessment and exhibited misunderstanding and confusion in these matters. Ironically, despite the results, many teachers perceived that they have adequate knowledge in classroom assessment (Hall & Kleine, 1992; Hills, 1991; Grisworld, 1993; Gullickson, 1984 on Zubairi, Sarudin and Nordin, (2008).

In order to evaluate learners appropriately, it is necessary for teachers to have an adequate level of assessment literacy (Popham, 2005). Therefore, teachers need to possess an understanding of the types of assessment—tools—as well as reasons to use assessment in the classroom—purposes (Siegel and Wissehr, 2011 on Khadijeh & Amir, 2015) [22].

F. Relationship between the Teachers' Profile and their Assessment Skills

Table 4. CORRELATION BETWEEN TEACHERS' PROFILE AND SELF-PERCEIVED ASSESSMENT SKILLS

Variable	Assessment Skills
Age	.317**
Sig. (2-tailed)	.008
Gender	.216
Sig. (2-tailed)	.076
Educ'l. Attainment	.403**
Sig. (2-tailed)	.001
Years of Teaching	.299**
Sig. (2-tailed)	.013

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

A Pearson product-moment correlation was computed to analyze the relationship between the teachers' profile and their perceived level of assessment skill. The table shows that age, educational attainment and years of teaching are positively correlated with the teachers' assessment skills. Data revealed that there was a positive correlation between age and the teachers' assessment skills, $r = .317$, $n = 68$, $p = .008$, while educational attainment is also positively correlated with assessment skills with $r = .403$ and $p = .001$ and years of teaching experience, $r = .299$ and $p = .013$. On this aspect, this finding negates the hypothesis

that was set that there is no significant relationship between age, educational attainment and teaching experiences and their self-perceived assessment skill which was the result of the earlier study.

These findings suggest that the older the teacher, the higher the educational attainment and the longer the teaching experiences, the greater is their belief that they have enough level of assessment skills and literacy. These results go with the findings of Alkharusi (2011) that, on average, teachers with 6 to 10 years of teaching experience reported a higher level of self-perceived assessment skills in communicating assessment results than with teachers with 1 to 5 years of teaching experience. In this study, Alkharusi highlighted the importance of teaching experience in that, assessment skills might best be mastered through practice and classroom experience. Perceptions that teachers have on assessment are likely to influence their assessment practices (Ndalichako, 2015).

However, gender and assessment skills having $r = .216$ and $p = .076$ are non-significant which means there is no relationship among these two variables. This suggests that both male and female teachers can be skillful and literate in classroom assessment and that it is not the gender of a teacher that could dictate their competency in assessment practices. This finding negates the findings of Alkharusi (2012) in his other study that revealed gender differences in educational assessment competence, knowledge and practices. In this study, female teachers were found to have on average a higher level of knowledge and self-perceived competence in educational assessment than male teachers although he emphasized that it was not clear why it became the results and therefore he recommended that future research might shed light on gender differences.

As can be gleaned from the results, despite the limited scope of the study, the findings still provided sufficient implications. It could be said that the faculty of the Bulacan State University College of Education are literate enough when it concerns the concept of assessment as implied by their given definitions of assessment. However, they are a bit weak regarding their perceptions of the purposes, but are skillful enough in the utilization of assessment methods, and are honest enough on saying that moderately they still need further training on assessment practices. All of these were given light as implied by their conflicting ideas and perceptions on these matters. Just like the other areas of teaching and learning, such as instructional design or teaching

strategies, these teachers have realized the need for improvement and where assessment plays an integral role in teaching. If assessment is to be used in classrooms, our second premise have to be implemented in a constructivist and sociocultural view of learning where the approach is stressing to the educators the need to become aware of assessment processes that are congruent to learning and the need to apply a range of measures.

Since the main purpose of the study is to find out if the teachers of the graduates that are now practicing teachers contributed to the results of the earlier study of being generally weak in assessment skills and literacy, an answer is become clearer. The reason behind this condition is not totally on the teachers and based on this, several implications can be drawn.

Since it was found out that teachers are not totally confident with their purposes in conducting assessment and with the utilization of different assessment tools, Teacher Education programs in different higher education institutions (HEIs), more specifically the Bulacan State University, need to strengthen their approaches on classroom assessment courses especially on theories that must be constantly related to practice. Another one is to provide more sufficient and specific authentic tasks that are grounded in real classroom contexts and constraints which is also a suggestion of Alkharusi, et. al. (2011), is the addition of a field-based experience component to the assessment courses allowing pre-service teachers opportunities to immediately apply the content gained in the course to actual classroom situations with students.

Likewise, these institutions need to constantly check on the emerging trends and paradigm shifts in the field of education to be more updated on their instruction since what we need to produce are educators with assessment literacy that know what they assess, why they assess, how to assess, what the possible problems with assessment are, and how to prevent them from occurring. They also are familiar with the possible negative consequences of poor, inaccurate assessment (Stiggins, 1995 on Khadijeh & Amir, 2015).

A more significant implication is that teacher education programs that are providing courses on classroom assessment must not necessarily assume their teacher candidates are graduating with an acceptable level of assessment skill and literacy to assess students effectively since it was revealed by the findings that age and years of teaching experiences produce a significant relationship on assessment skills and literacy. Besides, as stressed by Plake (1993), many teachers reported that they are not well prepared to assess student learning outcomes and these teachers often claim that the lack of adequate preparation was largely due to

inadequate pre-service training in the area of educational assessment. This is an instance which needs attention in the present educational system of the country.

Therefore, it is highly recommended that professional development programs such as Inset-Training programs be provided more specifically for new graduates and newly hired teachers. This is almost the same with Thomas (2012) [23] when he made a study for teachers in Pakistan in terms of their beliefs about classroom assessment. The study saw the need for more professional development activities inside schools and to expose teachers to contemporary approaches of assessment.

More importantly, there are always new trends and changes in the field of education such as the growing recognition that students have diverse learning as described through popular theories such as Multiple Intelligences Theory by Gardner (1999) [24] that must be accompanied by the concomitant use of broad array of assessment approaches and methods.

IV. CONCLUSION

In recent years, classroom assessments have undergone a paradigm shift as many have first suggested a shift in educational methods, practices, and strategies. However, these changes remain more in the realm of theory than of practice (Dwyer, 1998) [25]. One area of practice which many hope to see affected for the better by new kinds of assessment is that of assessment for classroom learning. It is the main purpose of this study to make an inquiry on the teachers of the graduates if they were also generally weak with their assessment skills and literacy just like the findings in an earlier study and if these have affected them in one way or another.

The results of the study lead us to the following conclusions: (a) the teachers have a clear notion and perspectives on the concept of assessment; but (2) have a shallow understanding of the appropriate purposes of classroom assessment practices; (3) the teachers are utilizing different assessment tools "very often," (4) they moderately needed further training on the utilization of different assessment tools and approaches, and (5) they rate themselves highly on the level of their assessment skills and literacy. Also, the findings highlighted that age, educational attainment and years of teaching experiences have significant relationship with the teachers perceived level of assessment skills and literacy but not their gender. More evidently, it was proven that the teachers are not totally and generally weak in assessment skills and literacy as compared with the graduates who are now practicing teachers also as revealed by the earlier study. It must be noted also that the study lead us to the importance of being

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skillful and literate in classroom assessment that brought important implications.

Lastly, the researcher is recommending a further study on the nature and quality of tests and other assessment tools that teachers are utilizing and its significance and appropriateness to the real purpose of classroom assessment and objectives of the courses. In addition, further study for graduating Teacher Education students has to be done also to ensure their confidence and efficiency in practicing classroom assessment.

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