

Understanding and Skills of English Teachers in The Implementation of Classroom Based Assessment in Primary Schools: A Concept Paper

Ily Bebieshaheera Haiqa Razman, Khairul Azhar Jamaludin

Faculty of Education, The National University of Malaysia (UKM)

Email: p126575@siswa.ukm.edu.my, khairuljamaludin@ukm.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i3/21879>

DOI:10.6007/IJARPED/v13-i3/21879

Published Online: 04 July 2024

Abstract

This concept paper examines primary school English teachers' understanding and skills in applying classroom assessment during teaching and learning. Classroom assessment is an important approach for assessing students' overall progress. Although the majority of instructors understand the goal of Classroom Assessment, there are other components, such as ideas and objectives, that require further improvement in terms of teacher knowledge. Furthermore, teachers are skilled at developing formative and self-assessment tools, but less so at structuring instructional content based on Classroom Assessment and selecting acceptable student characteristics. As a result, instructors must receive adequate skill training and exposure in order to increase their understanding and skills in classroom application.

Keywords: Classroom Assessment, Understanding, Skills, Teaching, Learning, English, Primary School.

Introduction

Transformation in education necessitates modifications in the teaching and learning features of schools and educational institutions that are appropriate for the age of industrial revolution education (Hrastinski, 2019). Student evaluation is critical in the Teaching and Learning Strategies (PdPc) process for meeting student accomplishment standards throughout the implementation of classroom assessment (PBD) and ensuring that student learning objectives are met. (Anikweze, 2013). Teachers' activities in implementing classroom assessments can assist increase PdP for student achievement (Black & William, 2018). In this setting, after the teacher has identified the learning topic and classroom evaluation, it will be easy for the teacher to obtain information about the student. This information allows teachers to track student evaluation progress (Amakiri & Inko-Tariah, 2021).

PBD is a continuous procedure throughout the PdPc session. Self-assessment or "assessment as learning" is an important subset of assessment that has been used in primary school education in Singapore. It focuses on student assessment as a process to develop and support student metacognition that is not entirely dependent on the teacher in the PBD process (Tan K, 2017). In Malaysia, the Ministry of Education uses PBD to collect data on students' development, progress, and mastery throughout the year in accordance with curriculum goals

(Kementerian Pendidikan Malaysia, 2019). PBD is a benchmark designed to assist students improve their overall mastery of the lesson (Halimah & Rozita, 2019).

PBD enables students, teachers, parents, and the school to understand the quality of student learning, allowing subject teachers to plan and change teaching techniques based on student mastery (KPM, 2018). Teachers play a crucial role in implementing PBD. According to Zamri et al (2010), PBD is integrated into the school's learning and teaching process (PdPc). As a result, PBD monitors student growth holistically and assists teachers in identifying student learning strengths and shortcomings (KPM, 2019).

To effectively implement PBD, teachers must be prepared in terms of knowledge and assessment skills. Professional judgment by teachers is critical; teachers must make ethical decisions based on their level of knowledge, pedagogy, and experience, as well as student development data collected throughout the PdP and the ability to implement various forms of assessment (Lim et al., 2014). Teachers must always strive to enhance these skills so that the implementation of PBD can function smoothly and efficiently. As a result, implementing PBD can boost student learning and assist teachers in identifying whether or not PBD is effective. The understanding and skills of teachers are critical for the successful implementation of PBD in schools.

Problem Statement

Administrators and instructors are the primary drivers behind the introduction of PBD. School officials, particularly English teachers, discuss and coordinate the procedures and tools that will be used to objectively assess pupils, both weak and excellent (KPM, 2018). This is because the teacher is the primary source of effort for students who are deficient in English topics to reach a high degree of mastery, as well as student learning, training, knowledge, and evaluation skills (Rohaya, 2009).

The PBD system is regarded a transition to student evaluation research that is through, holistic, and fair (Abdul Khalil & Awang, 2016). The ability of instructors to execute PBD is a big concern (Suzana & Ahmad, 2022). Teachers are still lack of principles skilled of PBD, causing them to confront barriers and challenges when adopting PBD (Singh et.al., 2017). Throughout the teaching and learning process, teachers confront obstacles in selecting and developing effective assessment devices. Furthermore, teachers are struggling with a lack of computer facilities, limited broadband access, and a lack of skills in recording Proficiency Level (TP) information online on the IDentity Management System (idMe) website, which is becoming a major constraint and issue for teachers (Norlida et al., 2022). Furthermore, teachers require significant time to adjust to technological changes in order for the PBD implementation process to run well (Hasin et al., 2022). Teachers are often reported to be unclear about many parts of evaluation. Among these are the objectives of implementing PBD, the proper PBD implementation processes and techniques, how to collect and record data, and finally how to assess (Arsaythamby et al., 2015). A series of challenges and problems have been described above. This concept paper tries to discuss:

- i. The level of understanding and skills of primary school English teachers in implementing PBD during teaching and learning.
- ii. Provide suggestions for improvement in implementing PBD among English teachers.

Conceptual Framework of the Study

The conceptual framework is vital in creating a full picture and connecting the variables identified to conduct a study. The conceptual framework of this study gives a defined

workflow and direction, facilitating the researcher's understanding of the study's execution. In Noriati et al (2015), Lev Vygotsky discusses the relationship between constructivism theory and cognitive development theory. Vygotsky classified constructivism into five phases. The first phase of PBD implementation is related to this theory because it entails preparing assignments and instructional materials prior to the session in order to pique students' attention. The second step involves the development of ideas by mixing new and current knowledge. The third phase is the teacher's restructuring of ideas. The next phase is the implementation phase, in which the teacher observes and evaluates students as they apply new ideas and solve problems in order to determine the level of student mastery throughout the learning session.

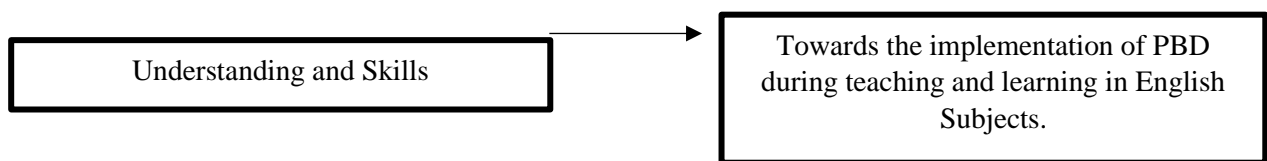


Figure 1: Conceptual Framework of the Study

Significance of the Study

When evaluating student performance during teaching and learning sessions, classroom assessment takes on the primary role of measurement and evaluation. Effective assessments can convey information about students' levels of knowledge and understanding to all parties concerned, including instructors, administrators, parents, and students themselves. When teachers complete Classroom Assessment (PBD) flawlessly, the school and parents will obtain qualitative and quantitative feedback on student improvement (Ahmad and Mohamod, 2016). This allows all parties to better monitor and evaluate student achievement. As a result, the purpose of this study is to investigate and assess English instructors' levels of comprehension and skills when applying PBD. This study also allows teachers to vary their teaching approaches and resources in order to keep students interested in learning sessions. The study's findings can help English teachers comprehend and identify realistic measures for implementing PBD more effectively and easily.

Literature Review

Classroom Assessment

PBD is a procedure that allows pupils to be assessed throughout the school year rather than through exams or monthly examinations. PBD is implemented using a variety of evaluation modalities, including observation, writing, and oral. Teachers are urged to create interactive and enjoyable learning experiences for students. This notion allows students to be assessed through group or individual project work, quizzes, and presentations (Arumugham, 2020). Planning the implementation of PBD at the school level requires teachers to coordinate or benchmark several important aspects, including the technique for assessing students, the frequency with which assessments are conducted, and activities that are interesting and appropriate for both weak and strong students. Yıldızlı (2020) explains that PBD is an open assessment procedure that allows students to develop their grasp of each subject by knowing how, when, and what is being tested. Assessment and evaluation by instructors can help the school improve student achievement (Alonzo et al., 2021).

The teacher's responsibilities in the implementation of PBD include designing and building assessment instruments, implementing the assessment process, recording assessment results, analyzing assessment information, and taking follow-up activities based on the analysis. (Gurganious, 2017). Therefore, the competence and expertise of instructors is particularly crucial in the implementation of the PBD. Although schools and the Ministry of Education and Culture give rules for teachers to follow. Teachers require knowledge to plan appropriate activities for assessing student development. Teachers require a high level of skill to establish a positive learning environment (Siti Hauzimah, 2019). PBD data from instructors assist schools and parents in making assessments and provide a more accurate picture of student performance and learning development (Ahmad & Mahamod, 2016). The school develops relevant interventions or programs to assist students and improve their grasp of PdP. This also assists teachers in adapting teaching tactics to the demands and level of student accomplishment (Hawe & Dixon, 2017). Using proper methodologies and instruments in assessment is a crucial aspect of student assessment procedures (Beswick et al., 2022).

Teacher's understanding and skills in implementing PBD during teaching and learning

Teacher's understanding

The quality of the teacher's teaching in carrying out assessments is heavily influenced by the teacher's level of expertise and knowledge. This is because the teacher is responsible for selecting the most up-to-date technique to ensure that pupils obtain relevant and useful knowledge. Teachers with a high degree of understanding are thought to be better equipped to lead pupils as they continue to progress in their education. To identify existing student difficulties, teachers must first grasp the classroom evaluation process. After recognizing the problem, interventions can be performed based on advice or referrals from various sources (Gurganious, 2017). In Singapore, for example, a study was conducted on instructors' comprehension and teaching practices when employing various teaching strategies with pupils. This research is based on the teacher's evaluations of students during the classroom assessment procedure. This strategy can ensure equity for students with varying levels of mastery during the assessment (Heng & Song, 2020).

The teachers' existing grasp of PBD is a crucial factor. Teachers with extensive knowledge of PBD implementation can better advise pupils and make necessary modifications (Mengistie, 2020). The level of teacher expertise influences the efficiency of PBD implementation in the classroom. Masfarizan et al (2021) found that high school instructors understand the implementation of PBD. However, this finding contradicts the findings of (Filzah, 2016). Nur Filzah emphasized that teachers still lack a high level of awareness or competence in the implementation of PBD. Teachers must be more proactive in empowering teaching techniques and strategies in the student learning process by actively participating in courses, seminars, workshops, or the implementation of PLC (Professional Learning Community) programs on a consistent basis in order to improve their level of understanding. They will be more confident in implementing PBD now that they have a better understanding of it.

Teacher Skills

Teacher skills in terms of PBD implementation still need to be developed because they are an important part in the PBD implementation process (Chew & Muhammad, 2017). Teachers require a variety of abilities to create a more suitable, effective, and engaging teaching and learning environment (Hauzimah, 2019). Teachers develop PdP exercises and are proficient at assessing students' comprehension of each subject. When using PBD, teachers must be

able to select appropriate assessment objectives based on the curriculum and students' present mastery level (Zahari et al., 2020). Furthermore, teachers must be adept at developing assessment instruments that fulfill standards, properly scoring, collecting and analyzing assessment results, and preparing appropriate follow-up measures. These abilities are required to ensure that the implementation of PBD goes smoothly and successfully in measuring students' actual achievement. Teachers that are trained and prepared in PBD can employ a variety of PdP strategies, resulting in a successful learning environment for pupils (Abdul Rahman et al., 2018).

PBD Implementation Model of the Ministry of Education

To determine learning objectives and identify relevant assessment methods for students based on Curriculum Standards and Learning Standards (SK & SP), teachers must first understand the content in the Curriculum Standards and Performance Standards Document (DSKP). The second phase requires teachers to assess whether pupils require follow-up actions and plan actions based on their achievements. As a result, teachers must report and document the level of pupil mastery. According to the study (Abdul Rashid & Syamsiah, 2017), follow-up actions help teachers plan and improve learning tactics. This PBD method stresses the teacher's responsibility in continuously planning, implementing, documenting, assessing, and reporting on student mastery levels to ensure that learning objectives are met and student weaknesses are overcome. Figure 2 depicts the PBD implementation method, which can be used in PdP sessions and student assessments.

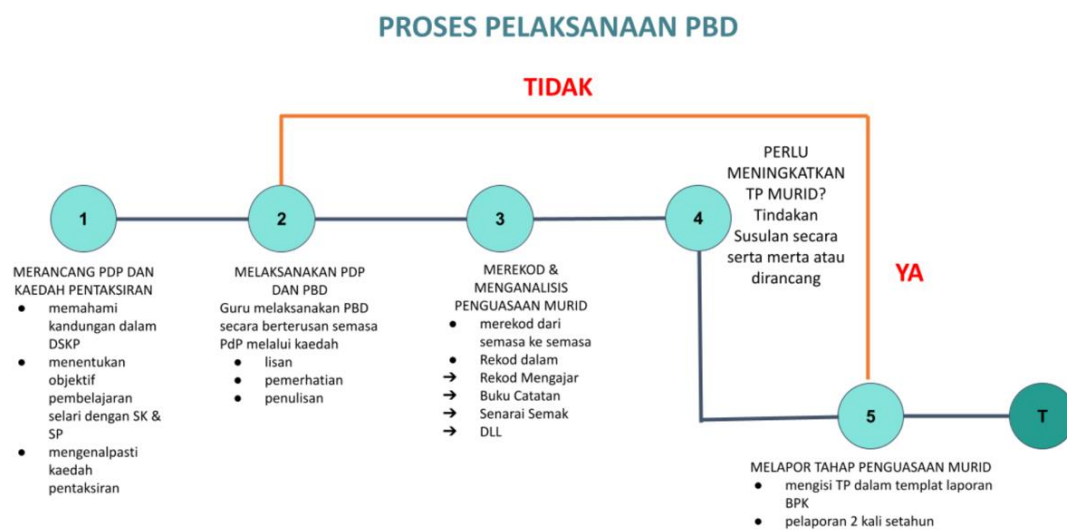


Figure 2: Classroom Assessment Implementation Process

Source: Ministry of Education Malaysia (2022)

Suggestions for Improving the Implementation of PBD among English teachers

PBD is an integral part of the effective teaching and learning process. Teachers track students' progress, assess their strengths and shortcomings, and modify teaching tactics to match their needs. However, the effectiveness of PBD is heavily dependent on the teacher's knowledge and skills in assessment preparation, implementation, and interpretation. As a result, specific parties can provide additional suggestions for improving the implementation of PBD.

The State Education Department (JPN) and the District Education Office (PPD)

To increase the effectiveness of Classroom Assessment (PBD), the State Education Department (JPN) and District Education Office (PPD) can apply a number of proposals. First, instructors must get continuous training and professional growth. This involves frequent training sessions aimed at increasing teachers' skills in the application of PBD. This training should include both the practical and theoretical parts of PBD, with a hands-on approach to ensure that teachers fully understand and are adept. In addition, conferences and seminars should be held on a regular basis to allow teachers to share their experiences and best practices in implementing PBD. Teachers can also use this platform to receive comments and suggestions for improvement from colleagues and subject matter experts. In addition to training, the supply of comprehensive teaching resources and materials is critical. JPN and PPD must provide comprehensive teaching resources and guides that are freely accessible to teachers. This comprises learning modules, evaluation guidelines, and classroom-appropriate PBD instruments. A digital platform must be developed to allow for easy access and sharing of materials. The portal will enable teachers to download instructional materials, share resources, and contact with other teachers and education officials for assistance and support.

School Authorities

Schools and teachers can improve the efficiency of Classroom Assessment (PBD) implementation by strengthening internal training and teacher professionalism. Schools must undertake frequent internal training sessions to ensure that all teachers are up to date on the most recent strategies and approaches for implementing PBD. This training should consist of workshops, experience sharing sessions, and hands-on training. Furthermore, instructors should be encouraged to participate in professional development programs sponsored by other parties, such as short courses, seminars, and PBD-related conferences. Next, in order to make efficient use of resources and instructional aids, teachers must collaborate in developing and sharing PBD-related teaching resources. This involves the provision of modules, instructional aids, and assessment tools that can be utilized in conjunction. PBD implementation requires the use of digital technology as well. Assessment programs and software, online learning platforms, and visual aids are all examples of tools that can help with learning and assessment. Schools must also conduct regular monitoring to evaluate the efficiency of PBD implementation. This monitoring can be accomplished by observation, data analysis, and input from students and parents. Teachers must do self-evaluation and reflection on a regular basis in order to identify strengths and flaws in their application of PBD and take appropriate improvement strategies. Innovative approaches to teaching and learning must also be implemented. To improve the effectiveness of PBD, teachers must continually seek out and use unique and creative teaching approaches. Examples include project-based and collaborative learning, as well as the use of visual and interactive aids. It is also vital to assess student achievement using methods other than written assessments. These include project-based assessments, portfolios, presentations, and oral exams. Implementing these ideas can help schools and teachers increase the efficacy of PBD implementation, ensuring that educational objectives are met and student progress is improved overall.

Conclusion

According to the findings of this study, primary school English instructors have a medium to high level of awareness and proficiency in conducting Classroom Assessment (PBD) during

instruction and learning. Although the majority of instructors comprehend the goals of PBD implementation, other areas, such as concepts, objectives, and characteristics, require further improvement in terms of comprehension. In terms of skills, teachers are more proficient at developing formative and self-assessment, but less skilled at structuring instructional content based on PBD and determining the qualities of PBD that are appropriate for students.

As a result, ongoing initiatives such as giving proper training and exposure to instructors are critical. This is necessary to improve their understanding and skills in several critical parts of PBD implementation so that it may be used more successfully in the teaching and learning of English in primary schools. Furthermore, administrators and field experts should provide ongoing monitoring and coaching. This seeks to guarantee that instructors always receive appropriate assistance and chances to rectify deficiencies discovered throughout the implementation of PBD.

Special skills training should be prioritized, particularly in structuring instructional content based on PBD and establishing the qualities of PBD that are appropriate for students. This attempts to improve instructors' competency in these areas. This study aids the school because it identifies instructors' challenges and shortcomings in applying PBD. It also encourages teachers to follow specified protocols when implementing PBD. The findings of this study can be used as a foundation and guidance for authorities to create a more effective teacher professionalism development program, particularly in the implementation of PBD. With thorough efforts, the degree of PBD adoption among teachers would undoubtedly rise, having a good impact on student learning.

This study makes significant theoretical and contextual contributions to the field of education, particularly in the area of Classroom Assessment (PBD) implementation in primary school English instruction. Theoretically, it extends our understanding of the relationship between teacher awareness, proficiency, and effective PBD implementation. It highlights specific areas where the connection between theory and practice can be strengthened. The findings provide a nuanced view of teachers' strengths and weaknesses in PBD implementation, contributing to the broader body of knowledge on formative assessment practices in language education. From a contextual perspective, this research addresses a critical gap in the literature by focusing specifically on primary school English instructors, offering insights that are directly applicable to similar educational settings. The study's emphasis on the need for targeted professional development and ongoing support systems contributes to the discourse on teacher education and professional growth. By identifying specific areas for improvement, such as structuring instructional content based on PBD and determining appropriate PBD qualities for students, this research provides a roadmap for educational policymakers and administrators. This roadmap can be used to enhance the effectiveness of PBD implementation. Ultimately, this study helps bridge the gap between assessment theory and classroom practice, offering valuable insights that can inform policy decisions, shape teacher training programs, and improve the quality of English language instruction at the primary school level.

References

- Abdul Rahman, K., Mohid, S. Z., & Ramli, R. (2018). *Kesediaan Guru Menggunakan Teknologi Multimedia dalam Pengajaran dan Pembelajaran di Sekolah Rendah Agama di Selangor* [Kertas Pembentangan]. IC-ITS 2018: 4th International Conference on Information Technology & Society, Selangor Malaysia (ms. 1-9). e-ISBN:978-967-2122-64-7
- Abdul Rashid, & Syamsiah. (2017). Tindakan susulan mengambil peranan penting untuk guru dalam merancang dan meningkatkan strategi pembelajaran. *Jurnal Pendidikan*, 32(2), 125-137.
- Ahmad, A., & Mahamod, Z. (2016). Tahap kemahiran guru Bahasa Melayu sekolah menengah dalam melaksanakan pentaksiran berasaskan sekolah berdasarkan jantina, opsyen dan tempat mengajar. *Jurnal Pendidikan Bahasa Melayu*, 5(1), 18-29.
- Alonzo, D., Labad, V., Bejano, J., & Guerra, F. (2021). The policy-driven dimensions of teacher beliefs about assessment. *Australian Journal of Teacher Education*, 46, 36–52. <https://doi.org/10.14221/ajte.2021v46n3.3>
- Amakiri, H. A. E., & Inko-Tariah, D. C. (2021). *An investigation of secondary school teachers' assessment literacy in Rivers-East senatorial district, Nigeria: Implication for classroom assessment*. *Saudi Journal of Humanities Social Science*, 6(7), 212–219. <https://doi.org/10.36348/sjhss.2021.v06i07.002>
- Anikweze, C. M. (2013). *Measurement and evaluation for teacher education* (3rd ed.). Ibadan: Malijoe Soft Print.
- Arsaythamby, V., Hariharan, N. K., & Md-Ali, R. (2015). Teachers' knowledge and readiness towards implementation of school-based assessment in secondary schools. *International Education Studies*, 8(11).
- Arumugham, K. S. (2020). *Kurikulum, Pengajaran dan Pentaksiran Dari Perspektif Pelaksanaan Pentaksiran Bilik Darjah*. *Asian People Journal (APJ)*, 3(1), 152–161.
- Beswick, K., and Alonzo, D. (2022). "Teaching mathematics out-of-field: what knowledge matters?" in *Out-of-Field Teaching Across Teaching Disciplines and Contexts*. eds. L. Hobbs and R. Porsch (Singapore: Springer Nature), 353–366.
- Black, P. J., & William, D. (2018). *Classroom assessment and pedagogy*. *Assessment in Education*, 25 (3). Advance online publication.
- Chew, F. P., & Muhamad, N. (2017). *Readiness of Implementation of School-Based Assessment among the Malay Language Teachers in National Schools*. *Advanced Science Letters*, 23, 2169-2173. <https://doi.org/10.1166/asl.2017.8589>
- Gurganious, N. J. (2017). *The relationship between teacher autonomy and middle school students' achievement in science*. [Doctoral dissertation], Walden University
- Halimah Jamil & Rozita Radhiah Said. (2019). *Pelaksanaan Penskoran Pentaksiran Lisan Bahasa Melayu Dalam Pentaksiran Bilik Darjah*. *Jurnal Pendidikan Bahasa Melayu* 9(2), 25-36.
- Hasin, I., Othman, R., Abdullah, N. S., Yusoff, K. M., & Ab Rahman, M. R. (2022). *Issue and challenge on the national transformation of digital learning in post-Covid-19: Isu dan Cabaran Pembelajaran Digital dalam Transformasi Pendidikan Negara Pasca Covid-19*. *Jurnal Pendidikan Bitara UPSI*, 15(2), 23-32.
- Hawe, E., & Dixon, H. (2017). *Assessment for learning: A catalyst for student self-regulation*. *Assessment & Evaluation in Higher Education*, 42(8), 1181–1192. <https://doi.org/10.1080/02602938.2016.1236360>

- Heng, T. T., & Song, L. (2020). A proposed framework for understanding educational change and transfer: Insights from Singapore teachers' perceptions of differentiated instruction. *Journal of Educational Change*, 21(4), 595–622.
<https://doi.org/10.1007/s10833-020-09377-0>
- Hrastinski, S. (2019). *What Do We Mean by Blended Learning?* TechTrends, 63, 564-569.
<https://doi.org/10.1007/s11528-019-00375-5> *Journal of Consumer Research* 29(3), 319-334.
- Kementerian Pendidikan Malaysia. (2018). *Panduan Pelaksanaan Pentaksiran Bilik Darjah*. Putrajaya: Bahagian Pembangunan Kurikulum.
- Kementerian Pendidikan Malaysia. (2019). *Panduan Pelaksanaan Pentaksiran Bilik Darjah (Edisi Ke-2)*. Bahagian Pembangunan Kurikulum
- Lim, H. L., Wun, T. Y., & Chew, C. M. (2014). Enhancing Malaysian Teachers' Assessment Literacy. *International Education Studies*, 7(10), 74-81.
- Mengistie, S. M. (2020). *Primary school teachers' knowledge, attitude and practice of differentiated instruction: the case of in-service teacher-trainee of Debra Markos College of Teacher Education, West Gojjam Zone, Amhara Region, Ethiopia*. *International Journal of Curriculum and Instruction*, 12(1), 98–114.
<https://ijci.globets.org/index.php/IJCI/article/view/25800>
- Ministry of Education Malaysia. (2022). *Panduan Pelaksanaan Pentaksiran Bilik Darjah (Edisi Ke-3)*. Bahagian Pembangunan Kurikulum.
- Nur Filzah, Z. (2016). TPACK Development in Teacher Education Programs: Malaysian Context. *International Journal of Academic Research in Business and Social Sciences*, 6(12), 237–244. <https://doi.org/10.6007/IJARBS/v6-i12/2490>
- Talib, R. (2009). Pembinaan Ujian Literasi Pentaksiran. Universiti Teknologi Malaysia. Tesis Ijazah Doktor Falsafah.
- Singh, P., Supramaniam, K., & Teoh, S. H. (2017). *Re-assess or risk the slow death of school-based assessment*. *Pertanika Journal of Social Science and Humanities*, 25(S), 71-80
- Tan, K. (2017). *Asking questions of (what) assessment (should do) for learning: the case of bite-sized assessment for learning in Singapore*. *Educational Research for Policy and Practice*, 16, 189–202 doi:10.1007/s10671-016-9196-5
- Yıldızlı, H. (2020). *Classroom Assessment Practices and Student Goal Orientations in Mathematics Classes*. *Journal of Qualitative Research in Education*, 8(1), 294- 323
- Mahamod, Z., Embi, M. A., & Yusoff, N. M. R. N. (2010). Strategi pembelajaran Bahasa Melayu dan Inggeris pelajar cemerlang. Bangi: Penerbitan Fakulti Pendidikan, Universiti Kebangsaan Malaysia.