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## Teachers of North Kinta Schools' Level of Implementation Policy of Classroom Assessment

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### Abstract

The aim for this research is to identifying practice assessment among teachers in one of the schools in Kinta Utara. This research is a quantitative research with survey method by using a questionnaire. Hundreds of teachers from the school were picked randomly to participate in this research. All of them are teachers who have attended a full-time course by the Ministry and have been certificated as teachers. The min score value of each level for element value is analyzed by using the software Statistical Packages for The Social Sciences 23 (SPSS 23). The result of the research show that all element assessment is at a high level.

**Keywords:** Assessment, Classroom, Teaching, Learning, Attitude, Teacher.

### Introduction

Assessment is one of the important aspects in evaluating student achievement. Thus, teachers have to take the initiative towards excelling country's education. Aim of good and perfect being with and able to appreciate qualities such as trust and obedient to God, knowledgeable, virtuous, responsible towards oneself, society, religion and country, to serve and contribute towards society and country and last but not least importantly having stable and concerted character.

Malaysian Education Development Plan (2013-2015) enables us to foresee various aspects. Eleven displacements produced which in all aimed at global level education. First displacement caters to us equal access towards international level quality education.

Research scope only focuses on teacher assessment policy in classroom for school where researcher conducts research. This research also sees policies conducted by teacher in executing assessment on students consisting alignment, trust in assessment, assessment types and form, management of assessment and how far the teachers in the school where the research conducted have creativity and innovation. Research yield and decision are limited to population samples involved and cannot be generalized to other population.

### Research Objectives

1. Identify teacher's level of alignment score before carrying out assessment.
2. Identify Trust in Assessment level of score practiced by teacher.
3. Identify Type and Form of Assessment Score built by teacher.
4. Identify Assessment Management level of score conducted by teacher in assessment.
5. Identify teacher's Creativity and Innovation level of score in preparing and implementing assessment.

### Literature Review

Research by Ali and Jamaluddin (2007), indicates a fraction of teachers were less knowledgeable and skilled in developing assessment items. As a result, teachers were not able to formulate questions on their own (Lembaga Peperiksaan Malaysia, 2014) and formulate according to stated test specification table and required level of quality in planning assessment items. This phenomena causes teachers to fail to observe learning development, hence forth could not produce fair decision, weakens teaching plans and could not elicit real students' potentials.

According to Cheung et al (2001), most teachers felt that education system changes increased their workload. Teachers are aware of this assessment, making their schedules more compact. Not only teaching but also administering and curriculum work. Teachers need to assess and teach at the same time (Gan, 2012).

Teacher's level of readiness in carrying out school based assessment (SBOA), research by Abdul Khalil and Awang (2016) indicates teachers still lack training and basic skills and other material sources to use as references to carry out assessment. So, they could not make accurate assessment mainly in attaining assessment according to test specification table.

As a conclusion from the scenario, reports given to parents were inaccurate. Jaafar dan Rahman, (2008) stated such implication generate distrust and in surety among various counterparts towards quality assessment due to failure in attaining full accountable assessment (Talib & Abd. Ghafar, 2009).

As teachers with visions to make international level education in 2020, surely can accept changes introduced by Ministry of Education. Teachers must change and do not ponder in the old notch. 21<sup>st</sup> century learning indicates various learning kits or tools to teachers which can be applied in classrooms to head towards excellent achievement in assessment.

### Methodology

This study was conducted at one of the schools in North Kinta district, Ipoh. The school was selected because it is a cluster of Excellence Clusters and has 106 teachers. Looking at the large number of teachers and having special remedial classes attracted researchers to know the level of implementation of classroom assessment practices in the school. A total of 100 teachers from 106 teachers were involved in this survey.

Research conducted was quantitative research to identify assessment policy among teachers. Exploratory method was carried out to receive feedback from respondents. After all the data received by the researcher, the data was analyzed using the help of 'Statistical Package for the Social Science' (SPSS) Version 23.

This questionnaire consists of two main parts. The first part is the demography of the teacher whereby the researcher will discuss the gender, race, highest academic qualification, professional qualification, teaching experience and subjects or main areas of teaching for the period 2012 to 2017.

The second part of the research consist of five main sub parts based on teachers' alignment, trust in assessment, type and form of assessment, management of assessment and creativity and innovation. All the question items were answered as 5scores Likert scale (from 1=does not agree at all, 2=does not agree, 3= less agree, 4= agree and till 5=really agree).

## Finding and Result

### Background of Respondent

Research subject consist of 100 teachers from a school located in the district of North Kinta, Ipoh, Perak. Subject composition consist of 23 (23%) male teachers and 77 (77%) female teachers. Data shows female teacher populate teaching duty of this school.

**Table 1. Distribution of Respondents According to Gender**

Gender	Frequency	Percentage
Male	23	23.0
Female	77	77.0
Total	100	100.0

According to Table 2, distribution of academic qualification aspect shows a total 60 people (60%) as degree holders, 20 people (20%) as diploma holders, 17 people (17%) as SPM certificate holders, 2 people (2%) as STPM certificate holders and 1 person (1%) as master's holder. But none of the respondents are doctorate holders. Teachers with degrees dominate the academic qualification to adhere the government's intent to have all the primary and secondary school teachers to have at least a degree qualification. By providing degree programs for all teachers in 2006, it was a move to uplift the teachers' standards by the government.

**Table 2. Distribution of Respondents According to Academic Qualification**

Academic Qualification	Frequency	Percentage
SPM	17	17.0
STPM	2	2.0
Diploma	20	20.0
Degree	60	60.0
Masters	1	1.0
Total	100	100.0

According to Table 3, teaching experience aspect shows teachers who teach between 11 to 20 years dominate the school consisting of 56 persons (56%). Teachers who teach between 21 to 30 years consist of 25 persons (25%) and 6 persons (6%) teach less than 10 years. This shows many of them are able in classroom assessment.

**Table 3. Distribution of Respondents According to Teaching Experience**

Teaching Experience	Frequency	Percentage
5-10 Years	16	16.0
11-20 Years	56	56.0
21-30 Years	25	25.0
31 Years and Above	3	3.0
Total	100	100.0

### Finding and Result

There are five construct in questionnaire with a total of 41 sub item questions in section. Construct one for alignment, construct two for reliability in assessment, construct three for types and form of assessment, construct four for management of assessment and construct five for creativity and innovation. Each section of construct is analyzed using frequency scale table. Then, discussion is conducted according to table to answer research questionnaires stated.

To interpret research data using min score for each value of construct, researcher uses table 4 adaptations from view point of Wiersman (2000) and Rahimah (2006) which become the indicator for each average min score value.

**Table 4. Categorization of Min Score according to research (Weirisma, 2000) and (Rahimah, 2006)**

Categorization of Min Score	Evaluation Level
0.00-2.49	Low
2.50-3.49	Medium
3.50-5.00	High

### What is Alignment Level Score?

Result from research conducted on 100 teachers in one of the schools in North Kinta District involving Classroom Assessment Policy regarding alignment section item which can be seen on Table 5 Frequency and percentage are as follow:

**Table 5. Min Score Value for Items in Construct for Alignment Dimension**

Item	Statement of Item	Min	Standard Deviation	Interpretation
1	I plan assessment duty according to learning outcomes	4.03	0.66	High
2	I use feedback to make improvement in teaching	3.93	0.67	High
3	I develop assessment duty according to Duty Specification Table	3.89	0.63	High
4	I develop test item according to Test Specification Table	3.76	0.75	High
5	I believe alignment can increase confirmation of assessment content	3.84	0.73	High
Overall		3.89	0.69	High

Findings indicates min score for Alignment Construct are at high level with min=3.89 and standard deviation=0.69. Thorough analysis indicates high min score in item 1 (I plan assessment duty according to learning outcomes) with min=4.03 and standard deviation=0.66. While lowest min score indicated at item 4 (I develop test item according to Test Specification Table) with min=3.76 and standard deviation=0.75.

### What is Score level for Reliability in Assessment?

Result from research conducted on 100 teachers involving Classroom Assessment Policy section reliability in assessment can be seen in Table 6. Frequency and percentage are stated as follow:

**Table 6. Min Score Value for Items in Construct Reliability in Assessment**

Item	Statement of Item	Min	Standard Deviation	Interpretation
KDP1	I believe assessment process can increase pupils' learning process	3.99	0.56	High
KDP2	I believe assessment process must be transparent	4.00	0.75	High
KDP3	I believe pupils must be given the freedom to decide assessment duties	3.51	0.73	High
KDP4	I believe pupils must be given the freedom to choose assessment duties	3.75	0.75	High
KDP5	I explain rubric markings to pupils	3.58	0.73	High
KDP6	I develop rubric markings with my pupils	3.29	0.84	High
KDP7	I believe form of assessment must be according to suitable learning theory	3.85	0.59	High
KDP8	I believe assessment must be able to measure different dimension of 21 <sup>st</sup> century learning.	3.87	0.96	High
Overall		3.73	0.74	High

Result of min score for construct reliability in assessment is at high level with min=3.73 and standard deviation=0.74. Thorough analysis indicates high min score shown on item 2 (I believe assessment process must be transparent) with min=4.00 and standard deviation =0.75. While lowest min score shown on item 6 (I develop rubric markings with my pupils) with min=3.29 and standard deviation =0.84.

### What is Type and Form of Assessment Score Level?

Result from research conducted on 100 teachers involving Classroom Assessment Policy that is form of assessment can be seen in table 7. Frequency and percentage are as stated below:

**Table 7. Min Score Value for items in Type and Form of Assessment**

Item	Statement of Item	Min	Standard Deviation	Interpretation
JDBP1	I use different forms of assessment	4.00	0.66	High
JDBP2	I use authentic form of assessment	3.62	0.74	High
JDBP3	I conduct formative assessment	3.82	0.60	High
JDBP4	I conduct summative assessment	3.78	0.59	High
JDBP5	I conduct online assessment	3.30	0.85	High
JDBP6	I assess as criterion reference test	3.52	0.91	High
JDBP7	I assess as criteria reference test	3.60	0.88	High
Overall		3.66	0.74	High

Result indicates min score for types and form of assessment construct is at high level with min=3.6 and standard deviation=0.74. Through analysis indicates high min score shown on item 3 (I conduct formative assessment) min value=3.82 and standard deviation=0.60. While lowest min score shown on item 5 (I conduct online assessment) min value=3.33 and standard deviation=0.85.

#### **What is Assessment Management Level of Score?**

Result from research conduct on 100 teachers in a school in North Kinta district, Ipoh involving Classroom Assessment Policy for Assessment Management can be seen in Table 8. Frequency and percentage are stated below:



**Table 8. Min score value for items in construct Assessment Management**

Item	Statement of Item	Min	Standard Deviation	Interpretation
PP1	The weight of assessment depends on requirement and importance of topic taught	3.88	0.62	High
PP2	Formative assessment is more suitable to measure outcome of learning for subjects taught by me	3.98	0.55	High
PP3	Summative assessment is more suitable to measure outcome of learning for subjects taught by me	3.66	0.62	High
PP4	I recheck to weight age of assessment during mid year	3.79	0.72	High
PP5	I change again weight age of assessment according to learning needs of pupils	3.63	0.74	High
PP6	I use analytical score method	3.55	0.57	High
PP7	I use holistic score method	3.59	0.72	High
PP8	Assessment report is done from time to time	3.89	0.61	High
PP9	Assessment report is done at the end of semester	3.69	0.72	High
PP10	Assessment report is done online	3.47	0.88	High
PP11	Assessment report is done in written form	3.9	0.65	High
PP12	Feedback on assessment findings are given to pupils in written form	3.85	0.71	High
PP13	Feedback on assessment findings are given to pupils in person	3.71	0.82	High
PP14	Feedback on course work assessment is given to pupils before examination	3.47	0.83	High
PP15	Questions screening procedure can retain the quality of the question developed	3.68	0.83	High
Overall		3.71	0.70	High

Result indicate min score for Assessment Management Construct is at a high level with min=3.71 and standard deviation =0.70. Thorough analysis indicates high min score indication on item 2 (Formative assessment is more suitable to measure outcome of learning for subjects taught by me) with min=3.98 and standard deviation=0.55. While lowest min score indicated on item 14 (Feedback on course work assessment is given to pupils before examination) with min=3.47 and standard deviation=0.83.

### What is Creativity and Innovation Level of Score?

Result from research conducted on 100 teachers in a school in Perak state involving Classroom Assessment Policy on creativity and innovation can be seen on Table 9. Frequency and percentage are stated as follow:



**Table 9. Min score value for items in Creativity and Innovation Construct**

Item	Statement of Item	Min	Standard Deviation	Interpretation
KD11	I instill Higher Order Thinking Skills (HOTS) element in assigned question development	3.82	0.67	High
KD12	I instill Higher Order Thinking Skills (HOTS) element in test items development	3.85	0.6	High
KD13	I stimulate pupils creativity through assessment assignment given	3.82	0.62	High
KD14	I encourage pupils to be innovative through assessment assignment given	3.71	0.83	High
KD15	I use suitable applications such as Kahoot, Flickers, and others to carry out assessment of pupils	3.3	0.9	High
Overall		3.7	0.72	High

Result indicates min score for Creativity and Innovation construct is at the high level with min=3.70 and standard deviation=0.72. Thorough analysis indicates high min score on item 2 (I instill Higher Order Thinking Skills (HOTS) element in test items development) with min=3.85 and standard deviation=0.60. While lowest level min score shown on item 5 (I use suitable applications such as Kahoot, Flickers, and others to carry out assessment of pupils) with min=3.30 and standard deviation =0.90.

### Conclusion

As a conclusion, it can be formulated that classroom assessment policy is an important tool to measure pupils' achievement especially to indicate whether an objective has been achieved or not. May the teachers become effective teachers who understand and use different assessment strategy to pupils and make sure the suitability before evaluation conducted. Teachers are told to find out education achievement of pupils from physical, mental and social with school community and the neighborhood.

As teachers use different assessment strategy and specialization of within you to increase level of knowledge and pupils' achievement from time to time but continuously.

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