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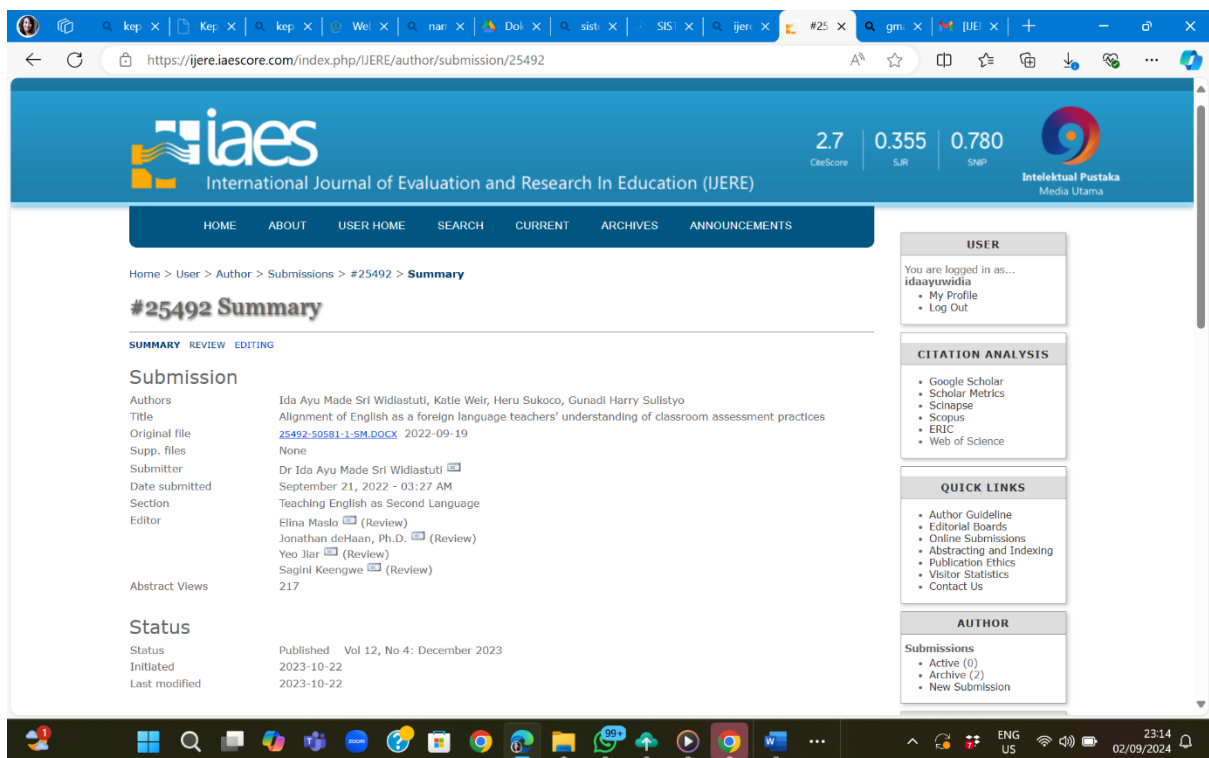
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



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## Alignment of EFL Teachers' Understanding of Classroom Assessment Practices

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### ABSTRACT

A comprehensive understanding of classroom assessment is highly important for the improvement of students' learning and teachers' professionalism. This study was conducted to gain better factual information about teachers' understanding of classroom assessment as compared with their classroom practices. Semi-structured interviews and classroom observations were employed to collect the data. The collected data were then analyzed comprehensively using the constant comparative and argumentative methods. The results were then presented descriptively to establish the findings. The findings showed that some teachers' classroom assessment practices were consistent with their assessment understanding, while some of the teachers' practices were inconsistent with their understanding. The findings suggest that some different contextual factors may influence teachers' classroom practices. Furthermore, EFL teachers need to be re-trained on how to comprehend the influencing contextual factors so that they effectively utilize their understanding of assessment in the classroom.

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## 1. INTRODUCTION

Classroom assessment is an integral part of teaching that enhances, empowers, and celebrates student learning [1]. Conducting appropriate classroom assessments is essential in any instruction to achieve educational objectives. Regarding the objectives of education in Indonesia, conducting classroom assessments is vividly important because all teachers must prepare progress reports for their students' learning conditions. In general, class assessments are carried out through a series of steps consisting of the process of gathering, synthesizing, and interpreting information to assist in decision-making in class. A study by [2] highlighted the need to improve teachers' ability to carry out classroom assessments as it will help teachers develop their competencies in making decisions about class management, instruction, and student learning including making instructional appropriate planning. A similar concern is also revealed in a study by [3].

In conducting classroom assessment, teachers must have the ability to precisely determine the type or format of assessment, establish goals for assessment, set assessment tasks, assess performance and provide feedback, and monitor student learning outcomes. The ability of these teachers is vital so that the assessment objectives can be fully achieved [4]. The achievement of assessment naturally influences the conditions of learning in the classroom. This is in-line with [5] who emphasized that effective classroom assessment allows teachers to make decisions about the quality of teaching, and the students' progress. As a consequence, teachers are required to have a high understanding of classroom assessment implementation in order to fully achieve



the objectives of the assessment [1]. Unfortunately, factually teachers are still confronted with challenges in implementing classroom assessment [3], [6].

The increasing need for understanding how assessment should be carried out in the classroom has attracted educators and researchers to conduct studies on classroom assessments. [1] furthermore describes that classroom assessment refers to assessments of student learning that are carried out in classroom settings to enable teachers to provide a better way of learning and continually monitor students' progress, as opposed to testing external standards. This shows that classroom assessment tends to use teacher-made tests. Another more comprehensive view was put forward by [7] who emphasized that class assessment should be focused on classroom decision making. A teacher needs to understand that formative and summative assessments have different goals even though both can be given in class. Formative assessment aims to see how well student learning while summative is intended to measure student achievement after the learning period. Summative assessment is considered more important for most teachers in Indonesia because of the teacher's need to write reports on student achievement to school stakeholders.

A number of studies have been performed to examine the use of classroom assessment to improve teaching and learning and enhance students achievement of learning. [8] found that classroom assessment helps students and teachers. Students can use classroom assessment information as a tool to improve learning. Teachers, on the other hand, can use information deduced from classroom assessment results to modify their teaching strategies to be more effective. Classroom assessment can also help teachers identify areas of student weakness in learning. Knowing students 'problems in learning helps teachers to plan learning programs that are better suited to students' needs so that students get predetermined competencies. This shows that classroom assessment makes teachers aware of the best teaching practices. Volante (2006) revealed that if classroom assessment is carried out correctly, it allows teachers to provide information about the students' learning achieved and enable teachers to give feedback for students who tend to improve. These findings indicate that classroom assessment increases teacher competence in understanding the gap between the learning process and the desired learning outcomes [10].

The teacher's understanding of classroom assessment certainly determines how the teacher views and practices classroom assessment [1][11]. Their understanding also influences teachers' understanding of carrying out assessments. Therefore teacher understanding is an important component in good assessment practices [12]. Teachers need to build a high understanding of classroom assessment. They must understand the concept of class assessment and how assessment should be done in class. Teachers may have a negative understanding of class assessment because they only have a poor understanding of it. [8] asserts that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers who have strong beliefs in classroom assessment will make more classroom assessments that are appropriate. This can be deduced up to teachers' understanding of class assessment which is really influenced by their understanding of the benefits of classroom assessment. Teachers' understanding gives a considerable influence on the assessment of appropriate practices [10].

Some previous research also revealed that the teachers' understanding of classroom assessment practices is influenced by the assessments conducted by the teacher in conducting classroom assessment (e.g. [1], [9], [13], [14]. The findings reveal that there are significant differences in teacher assessment practices at different school levels. Moreover, [12] revealed that teachers in different locations tend to employ different assessment strategies. These findings indicate that teachers have different views of the classroom based on their understanding and understanding of class assessment [15]. [13] found that teachers have various competencies in conducting classroom assessments. Teachers faced problems in performance assessment, interpretation of standardized test results, and grading procedures.

The previous studies were mainly conducted to see the classroom assessment practices in the general nature of assessment practices at schools. Unlike these studies, this present study is, however, intended to thoroughly study the alignment of teachers' understanding of the assessment of English as a foreign language (EFL) to practices of classroom assessment which is viewed from their different lengths of teaching experiences. This study is very important to be performed because previous preliminary studies conducted at several schools showed that Indonesian teachers make inappropriate language assessments. Therefore, exploring research in classroom assessment practices becomes highly important because it provides educators with empirical evidence to inform them about the right decision in conducting classroom assessments. This present study specifically aims at revealing the alignment of teachers' understanding and practices of classroom assessment.

## 2. RESEARCH METHOD

This study was carried to explore each case of teachers' understanding and their practices in the English language classroom. This study was conducted to investigate selected cases, the cases are compared in-depth

and are used to describe and interpret the situational existence of their cases from the same phenomenon through different perspectives [16]. A qualitative approach was used to reveal the alignment of teachers' understanding to how they practiced their understanding in the classroom. Through employing qualitative research, empirical knowledge of teachers' understanding and classroom assessment practices in EFL classes can then be adequately revealed as the findings of this study.

There were some criteria carried out in selecting the teachers as the participants for this study. These are qualified certified EFL teachers who have at least five years of teaching experience with minimum of bachelor's degree in English Education, and representing intensive different experiences in teaching English. Due to the big numbers of teachers in Bali who were eligible for the present study, computerized open questionnaires were distributed through computer systems. The teachers' profiles then were categorized accordingly, finally 15 English teachers at different high schools were determined to be the participants of the study. However, based on the selection criteria specification and to establish a thorough study, only three teachers selected as the representative teachers. Therefore, these three teachers were chosen as the participants of this study. The selected participants were EFL high school teachers with significant differences in teaching experiences. They were from high, average, and low experiences. The objective of this study was to reveal the alignment of teachers' understanding and practices of classroom assessment.

This study made use of qualitative research design to collect the required data concerning the alignment of teachers' understanding and practices of classroom assessment. There were several techniques used to collect data, such as semi-structured interviews, observation, and document studies. Semi-structured interviews were used in gathering data related to the alignment of teachers' understanding and practices of classroom assessment. There were three interviews conducted in this study. All the interviews were recorded using computer systems and appliances to ensure all data were well-stored and put according to the predetermined category. The first interview was intended to determine the understanding and practical theories about classroom assessment as well as how classroom assessment is conducted in the classroom. The second interview was related to the practice of the participants in the class about the results of the previous interview. This interview was conducted after class classroom observations. The third interview is to confirm the alignment of teachers' understanding and classroom assessment practices. During classroom observations, notes on classroom activities were also taken. All activities were recorded and transcribed to facilitate analysis. All the interviews were recorded using computer systems to ensure that all data were well-recorded and all data could be put into the right categories, therefore all data from all cases can be analyzed correctly.

The collected data were analysed through interpretative analysis processes. First, the data collected from interviews were transcribed. Then the transcripts were checked to make sure all the required data were recorded correctly. Interview data and observation data were then coded and categorized by using the specific way, reflecting their beliefs and understanding, which was then critically analysed and presented descriptively. In analyzing the data, a detailed description of each interview result of teachers' understanding and observation results of classroom practices was made thoroughly. The interview transcripts were supplemented with data obtained from the records at the time of observation. The data from the transcripts were then checked to the participants to validate what they said.

### 3. RESULTS AND DISCUSSION

This study was conducted merely to the alignment of teachers' understanding and practices of classroom assessment. It is considered to be important because assessment is an integral part of language teaching. Moreover, assessment can reflect the learning outcomes well, the teacher should know how to grade quality assessments. What things must be considered by teachers in conducting assessments, and how to assess learning according to the target. Because without the teacher recognizing and improperly using an assessment method, the results will not reflect the true state of the learning outcomes to be assessed. The assessment was the task of measuring student learning outcomes. Assessment is a way to assess students' level of ability by focusing on assessing students' understanding of the material being taught or to find out how well students had learned the lesson [11]. The data presented teachers' understanding are briefly discussed as follows.

"For me, classroom assessment must be done well because it helps me to improve my students' learning achievement and also to improve my teaching strategies to make my students more active in learning. It can be done through formative and summative assessments. It also allows us to see students' achievements, weaknesses, and strengths. Therefore I think we should carry out classroom assessment appropriately and make use of various assessment strategies. I always conduct the formative assessment at the end of the learning unit and summative assessment at the end of the semester". (Teacher A)

“Classroom assessment must be done in every learning activity because it provides information about students' learning progress and achievement, weaknesses, and strengths in learning. The information then can be utilized for the improvement of learning activities. Formative assessment I conducted at the end of the learning unit and summative assessment every end of semester”. (Teacher B)

"I always carry out classroom assessment properly. I always conduct formative assessments and summative assessments at the end of the semester. Both assessments are really important because it makes me know my students' learning progress and I can use the information to modify my teaching strategy to suit my students' learning condition". (Teacher C)

Except for the above showing that Teacher A implements classroom assessment correctly because it helps him to improve his students' learning achievement. He also considers that classroom assessment allows him to see the weaknesses and strengths of his students. Therefore, he can make modifications to teaching based on information from classroom assessment. He also understands that he must always carry out classroom assessment appropriately and utilize various assessment strategies.

The interviews show that teacher B has a considerably good understanding of classroom assessment. His view of classroom assessment is certainly positive, and he urges that every teacher must conduct a classroom assessment in teaching English to find out students' weaknesses and strengths in learning.

The quote shows that Teachers C has a high understanding of classroom assessment in which he can see that classroom assessment can be used to measure students' learning progress, students' learning strains and weaknesses. In addition, he also uses the results of classroom assessments to improve his teaching style to be more successful. It seems that he understands the principle of classroom assessment which is conducted in the form of formative and summative assessment.

### Implementation of Classroom Assessment

The classroom observations indicated that teachers in this study implemented classroom assessments in various forms. A summative assessment is normally conducted at the end of the semester of the learning period as it is usually scheduled by the school principal. Formative assessment on the hands was conducted differently by the teachers.

**Table 1. Summative assessment**

	<b>Test type</b>	<b>Content</b>	<b>Implementation</b>
<b>Teacher A</b>	Multiple choices	general knowledge and minorly related to learning objectives	At the end of the semester and improperly supervised
<b>Teacher B</b>	Multiple choice and completion	Text book based and minorly related to learning objectives	At the end of the semester and moderately supervised
<b>Teacher C</b>	Multiple choices, completion, and essay	Focused on learning objectives	At the end of the semester and strictly supervised

The table above showed that the teachers all teachers implemented summative assessments. The test type and test content were differently utilized. Teacher A focused on the use of the multiple-choice test, meanwhile, teacher B made use of completion tests, and the Teacher used more effective tests such as multiple-choice, completion and essay. The test contents were differently focused on. Teacher A merely measured general knowledge and minorly measured the achievement of learning objectives. Teacher B mostly took the test from the textbook, meanwhile, teacher C really focused on measuring the achievement of the learning objectives. The summative assessment was also not strictly supervised by teacher A, teacher B moderately supervised the assessment administration, whereas teacher C strictly supervised and properly administered the summative assessment.

**Table 1. Formative Assessment**

	<b>Test type</b>	<b>Content</b>	<b>Implementation</b>
<b>Teacher A</b>	Multiple choices and true-false, matching	Topics are merely taken from the exercise book	Occasionally conducted
<b>Teacher B</b>	Multiple choice, completion, matching, essay	Topics are taken from the exercise book and some materials taken from websites	Sometimes conducted at the end of the learning unit
<b>Teacher C</b>	Essay, performance assessment, authentic assessment	Topics are taken from the exercise book and authentic learning materials are also utilized	Always conducted at the end learning unit and remedial is properly planned

All teachers carried out a formative assessment after the learning processes, however, teachers implemented it in a variety of assessment forms. Objective tests were mostly used by teacher A. Teacher B made use of multiple choice-types, completion, matching, and essay formats. Meanwhile, Teacher C made use of essays and authentic assessments. The ways teachers administered the assessment were also in a variety of forms. teacher A only occasionally conducted the formative assessment, teacher C properly conducted formative assessment and more intensively carried out the assessment compared with teacher C. Teacher C made use of essay, authentic assessment, performance-based assessment, whereas teacher A merely used material from the exercise book, meanwhile teacher C used materials from exercise book and websites.

The data above showed that some teachers still have a variety of understanding of classroom assessment practices. During the interviews teachers explained that they hardly had teachers' development program related to classroom assessment practices. Most their knowledge they learnt by themselves from available resources. Meanwhile, teacher C explained that she learnt a lot when he was studying to a teacher in his collage.

## Discussion

Assessment is a process that involves activities that teachers use to help students learn whereby the activities involves educators gather information about prior knowledge before instruction and determine appropriate upcoming learning topics using various techniques to gauge students' progress. Thus students feel helped by the teacher to achieve the expected results. all types of classroom assessments aim to assess the learning outcomes of students in schools, take responsibility for the implementation of education to the community, and to determine the achievement of the quality of education.

The teachers in this study showed that they have a good understanding of classroom assessment. The interviews indicated that they can comprehensively explain the types of classroom assessment activities, when the assessment should be conducted, and how it should be conducted. Although they all have a different level of understanding depending on their educational backgrounds, teachers' professional development programs and teaching experiences, to a broad extent, their understanding of classroom assessment is acceptably sufficient for the purpose of conducting appropriate classroom assessment. However, this study revealed that the teachers carried out classroom assessment is not exactly in-line with their level of understanding. Teaching experiences could not be used as a guarantee of appropriate or better classroom assessment practices.

Teacher A, for example, who has more than fifteen years of teaching experience, was found to conduct poor quality of classroom assessment. Although during the interviews he had indicated he has a good understanding of classroom assessment, however during a classroom observation, he practiced classroom assessment irrelevantly with their understanding. This can be seen from the test types, assessment topics, and the way the assessment being conducted. The test types being used are solely in the forms of objective tests. The tests are mainly taken from a test book and exercise book. Moreover, the way he conducted the assessment was also in a relaxed manner which was poorly supervised which enabled students to compare the answers with other students. Consequently, the assessment results could be used as students' reflection on their ability. Moreover, teachers could use the results for improvement of learning.

Teacher B who has fewer teaching experiences when compared to teacher A showed better classroom assessment practices. During the interview process, he showed quite a similar level of understanding of the types, topics, and how classroom assessment should be implemented. Teacher B utilized more appropriate types such as Multiple choice, completion, matching, essay and the topics were taken from the exercise book and some materials taken from websites. He conducted summative assessment as scheduled by the school

headmaster, however, the formative assessment was not always conducted at the end of learning unit completion. The way how he conducted formative assessment indicated that he carried out classroom assessment irrelevantly with his understanding. Ideally, he implemented classroom assessment in-line with their understanding.

On the contrary to teachers A and B, teacher C has less than five years of teaching experience, so it can be said that he fresh graduate teachers. During the interviews, she explained her understanding of classroom assessment clearly and during the classroom observation, she showed that she carried out the most appropriate classroom assessment compared with other teachers. She utilized essay, performance assessment, and authentic assessment and made use of more authentic materials. The way she administered the classroom assessment both in the summative and formative assessment was set in an ideal assessment atmosphere. Consequently, the assessment results could be used as a source of information for real achievement and can be used as a reference for the learning improvement.

The findings above showed that teachers' discrepancy of classroom assessment practices viewed from their understanding and teaching experiences. Ideally, teachers practice classroom assessment really based on their understanding and more experienced teachers should implement better classroom assessment compared with less experienced teachers. This study found that the existing general theories and public assumptions related to teachers' understanding and teaching experiences are not always in-line with actual practices in a real classroom setting. The discrepancy occurred because many factors were affecting the implementation of the classroom assessment such as classroom conditions, time allotment, the national examination, and teachers' workloads. Among those factors, the need to be successful in the national exam is still one of the main factors which really worry all teachers. Consequently, most teachers focus on practicing students in doing national exams. Teachers' workloads also become prime problems as teachers tried hard to fulfill all their duties, consequently, the implementation of classroom assessment tends to be neglected.

Teachers need to be really clear about the purpose of the assessment to implement assessment properly and appropriately [17]. It should be understood that the objectives of formative and summative assessments are quite different altogether. Formative assessment is mainly conducted to improve learning, while summative is intended to measure the students' achievement. However, for both of the assessment, teachers ideally have to pay attention to three areas, namely knowledge (*cognitive*), attitude (*affective*), and skills (*psychomotor*). These three domains should be assessed proportionally according to the nature of the subject matter. Moreover, classroom assessment should be ideally carried out continuously and periodically. Continuous means that assessment is carried out throughout the learning process, while periodic means assessment is carried out after learning one competency, at the end of the education unit level and the end of each semester.

Considering the importance of accurate implementation of assessment, teachers need to carefully plan the assessment [17], [18] [19]. Teachers therefore in the application of classroom assessment need to have a high understanding of the type and form of assessment and how to use them in class. Additionally, in conducting classroom assessment, the following things need to be considered, such as comprehending assessment as an integral part of learning activities, developing learning strategies that encourage and strengthen the assessment process as a reflection activity (self-reflection and learning experience), carrying out various assessment strategies in the learning program to provide various types of information about student learning outcomes, accommodating student needs, developing a recording system that provides varied ways of observing student learning, and using assessment to gather information to make decisions about the level of student achievement. The discussion above indicated that classroom assessment is very complex activities to do in the classroom, therefore to able to conduct it appropriately, teachers need a very high understanding and passion in doing their duties, particularly in preparing and carrying out the classroom assessment.

## Conclusion

Classroom assessment serves as a material consideration in determining classroom progress, feedback in improving teaching programs, a driving tool in improving the ability of students, and as a tool for students to evaluate their performance and self-reflection so that they can improve themselves. This study revealed that teachers have a variety understanding of classroom assessment and classroom assessments were not always practiced properly in-line with their understanding. This discrepancy due to the facts that several factors influenced their classroom practices. Thus, considering the importance of these finding, further study should be conducted and these findings can be used as a references for other researchers and policymakers to pay more attention to teachers' professional development programs and other forms of teacher enrichment activities.

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## BIOGRAPHIES OF AUTHORS






**Ida Ayu Made Sri Widiastuti**    received her Bachelor degree in English Education from the Mahasaraswati University Denpasar in 2010, two Master degrees in English Education from the Ganesha University of Education and Linguistics from the Udayana University both in 2011, and Doctoral degree in English Education from State University of Malang in 2019. She has been a lecturer in the English Education study program at Mahasaraswati University Denpasar since 2010. Currently, the author is actively conducting research in the fields of Education and Assessment and has many publications that have been published in various accredited national and international journals of reputed. In addition, the author is also active as an evaluator of BKD LLDIKTI and Kemendikbudristek, reviewer of reputable national and international journals, and speaker or resource person in various national and international seminars and conferences.






**Katie Weir**    Katie is a Senior Lecturer in Assessment and Curriculum at School of Education and Professional Studies, Griffith University Australia. She began her career in education as a Secondary Science teacher in North Queensland where she enjoyed thirteen years teaching and heading up school science departments. A move to Sydney opened up an opportunity to return to university to undertake a Masters Degree in Education specializing in Curriculum Studies. This was followed up with a PhD at the University of Queensland that examined the New Basics Curriculum under the supervision of Professor Allan Luke. That was 10 years ago and that research inspired Katie's passion for assessment. Her academic career includes employment as a lecturer in middle years at QUT, teacher professional experience at SCU, and a senior lecturer in assessment at Griffith University. Her research and teaching focus is on quality, the school-based assessment that supports and enriches learning



**Heru Sukoco**    received his B.Sc. degree in Computer Science from the Institut Pertanian Bogor (IPB) in 1999, M.Eng. degree from Electrical Engineering from the Institut Teknologi Bandung (ITB) in 2005, and Dr.Eng. degree in Advanced IT and Informatics from the Kyushu University Japan in 2012, respectively. Currently, he works at the Department of Computer Science, IPB University. His research area focuses on Net-centric computing, Future Internet, IoT, Wireless and Mobile Technology, High Performance Computing, and Agro-Maritime 4.0 to support Modern and Smart Agriculture. He is also a member of APTIKOM, IEEE, and IEICE. Currently, he gets research grants from LPDP, Kemendikbudristek, and BRIN. In addition, he also conduct several researches together with the industry and has published in reputable national and international publications.



**Gunadi Harry Sulistyo**    is a professor in EFL learning assessment and research, the State University of Malang, Indonesia. He has been conducting a number of ELT-related research projects such as continuous professional learning of ELT Teachers, EFL Instructional Materials Development, and community social services on ELT to a number of communities. He has also been an author of books like Reading for Meaning, ELT Assessment at Schools, Classroom-Based Authentic Assessment for Teachers, and others.

### 3. KONFIRMASI BALASAN SUBMISSION PERTAMA (21 SEPTEMBER 2022)

**Dr. Lina Handayani ijere@iaesjournal.com via smtpcorp.com** Wed, Sep 21, 2022,  
11:27 AM

to me

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

---

Dr Ida Ayu Made Sri Widiastuti:

Thank you for submitting the manuscript, "Alignment of EFL Teachers' Understanding of Classroom Assessment Practices" to International Journal of Evaluation and Research in Education (IJERE). With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:

<https://ijere.iaescore.com/index.php/IJERE/author/submission/25492>

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If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

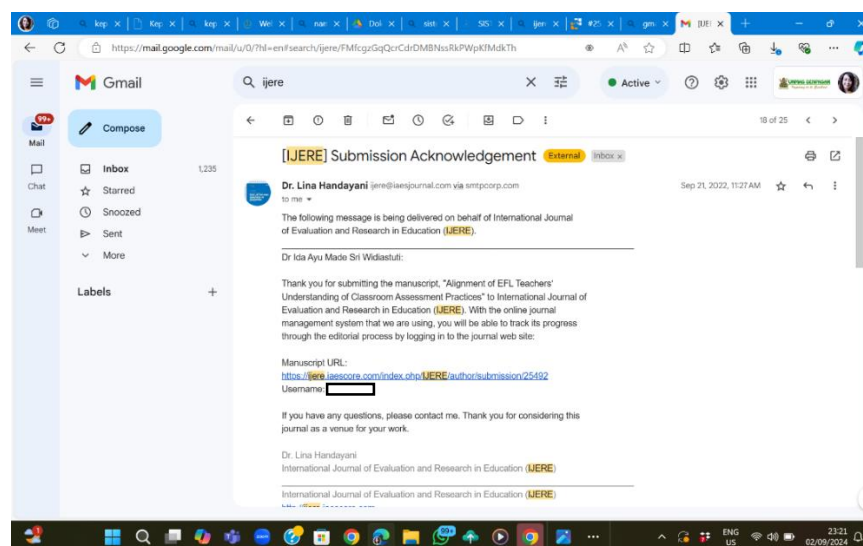
Dr. Lina Handayani

International Journal of Evaluation and Research in Education (IJERE)

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International Journal of Evaluation and Research in Education (IJERE)

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#### 4. BUKTI RESPON AUTHOR SETELAH SUBMISSION PERTAMA (21 SEPTEMBER 2022)

Dear Editor,

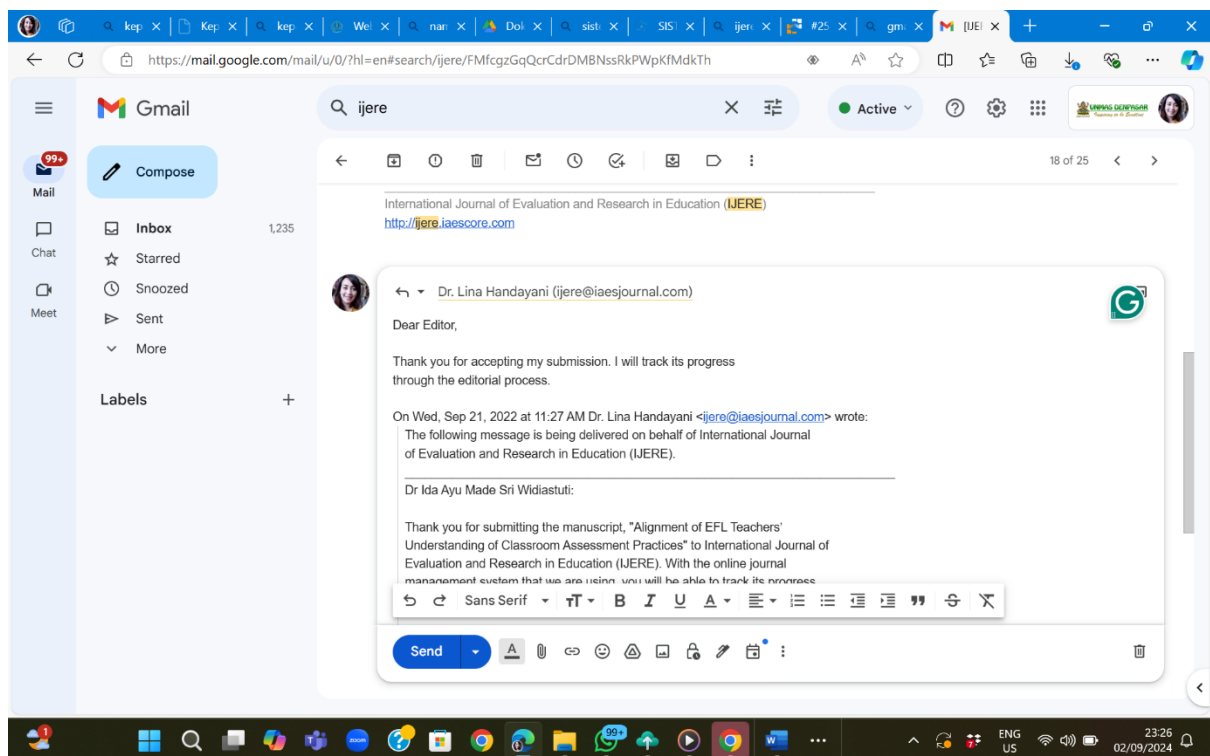
Thank you for accepting my submission. I will track its progress through the editorial process.

On Wed, Sep 21, 2022 at 11:27 AM Dr. Lina Handayani <[ijere@iaesjournal.com](mailto:ijere@iaesjournal.com)> wrote:

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

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Dr Ida Ayu Made Sri Widiastuti:



## 5. HASIL REVIEW PERTAMA (2 NOVEMBER 2022)

# Editor/Author Correspondence

Edito [DELETE](#)

r

Subject: [IJERE] Editor Decision

2022-  
11-12  
01:33  
AM

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

---

Dear Prof/Dr/Mr/Mrs: Dr Ida Ayu Made Sri Widiastuti,

We have reached a decision regarding your submission entitled "Alignment of EFL Teachers' Understanding of Classroom Assessment Practices" to International Journal of Evaluation and Research in Education (IJERE), a SCOPUS and ERIC indexed journal (<https://bit.ly/2EI8hDj>).

Our decision is major revisions required.

Please prepare your revised paper (in MS Word or LATEX file format) adheres every detail of the guide of authors (<http://tiny.cc/iaesijere>, or <http://tiny.cc/ijerelatex> for LATEX file format), and check it for spelling/grammatical mistakes.

The goal of your revised paper is to describe novel technical results.

A high-quality paper MUST has:

- (1) a clear statement of the problem the paper is addressing --> explain in "Introduction" section
- (2) the proposed solution(s)/method(s)/approach(es)/framework(s)/ ....
- (3) results achieved. It describes clearly what has been done before on the problem, and what is new.

Please submit your revised paper within 6 weeks.

I look forward for hearing from you

Thank you

Best Regards,  
Dr. Lina Handayani

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IMPORTANT!!

=====

For ORIGINAL/RESEARCH PAPER: the paper should be presented with IMRaD model:

1. Introduction
2. Research Method
3. Results and Discussion
4. Conclusion.

We will usually expect a minimum of 30 references primarily to journal papers. Citations of textbooks should be used very rarely and citations to web pages should be avoided. All cited papers must be referenced within the body text of the manuscript.

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- 1) to organize literature;
- 2) to evaluate literature;
- 3) to identify patterns and trends in the literature;
- 4) to synthesize literature; or
- 5) to identify research gaps and recommend new research areas.

The structure of a review paper includes:

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4. Body – structured by headings and subheadings
5. Conclusion – states the implications of the findings and identifies possible new research fields

Number of minimum references for review paper is 50 references (included minimum 40 recently journal articles).

-----  
In preparing your revised paper, you should pay attention to:

1. Please ensure that: all references have been cited in your text; Each citation should be written in the order of appearance in the text; The citations must be presented in numbering and CITATION ORDER is SEQUENTIAL [1], [2], [3], [4], .....

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2 An Introduction should contain the following three (3) parts:

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- The Problem: If there was no problem, there would be no reason for writing a manuscript, and definitely no reason for reading it. So, please tell readers why they should proceed reading. Experience shows that for this part a few lines are often sufficient.
- The Proposed Solution: Now and only now! - authors may outline the contribution of the manuscript. Here authors have to make sure readers point out what are the novel aspects of authors work. Authors should place the paper in proper context by citing relevant papers. At least, 5 references (recently journal articles) are cited in this section.

3. Results and discussion section: The presentation of results should be simple and straightforward in style. This section report the most important findings, including results of statistical analyses as appropriate. You should present the comparison between performance of your approach and other researches. Results given in figures should not be repeated in tables. It is very important to prove that your manuscript has a significant value and not trivial.

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The following template should be used for responses to reviewers:

I would like to thank the reviewers for their insightful feedback. All comments from Reviewer 1 are highlighted in yellow, those from Reviewer 2 are highlighted in red, and those from Reviewer 3 are highlighted in green.

Reviewer 1

Comment 1: There are some references that are not required.

Response: We thoroughly updated our references; 5 references were eliminated, and two were

replaced by more recent publications.

Comment 2: The presentation of Figures 2 and 3 should be improved.

Response: The necessary adjustments have been made.

Comment 3: Equation (2) seems to be incorrect.

Response: Equation (2) is correct. This can be proven as follows:...

In order to clarify equation 9 in the manuscript, the following remarks have been added... etc.

All changes for reviewer 1 are highlighted in yellow in the main text.

Reviewer 2

Comment 1:

Response:

Comment 2:

Response:

Comment 3:

Response:

All changes for reviewer 2 are highlighted in red in the main text.

Etc.

Such a document clarifies everything and will aid the reviewers in evaluating the work fast.  
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Reviewer F:

The IJERE form to evaluate submitted papers

Content:

Good

Significance:

Good

Originality:

Good

Relevance:

Good

Presentation:

Good

Recommendation:

Good

Comments to the Author

This comment will be visible to the Author

:

## Comments on abstract, title, references

- Is the aim clear? Yes
- Is it clear what the study found and how they did it? Yes
- Are the references:
- Relevant? Yes
- Recent? No
- Referenced correctly? Yes

The aim is clear. The title is informative and relevant. The references are relevant and referenced correctly but they are not recent. The appropriate key is studies included.

#### ## Comments on introduction/background

- Is it clear what is already known about this topic? Yes
  - Is the research question clearly outlined? Yes
  - Is the research question justified given what is already known about the topic? No
- It is clear already known about this topic. The research question is clearly outlined. The research question is not justified given already known about the topic.

#### ## Comments on methodology

- Is the process of subject selection clear? Yes
  - Are the variables defined and measured appropriately? Yes
  - Are the study methods valid and reliable? Yes
  - Is there enough detail in order to replicate the study? No
- The process of subject selection is clear. The variables defined and measured are appropriate. The study methods are valid and reliable. There is not enough detail in order to replicate the study.

#### ## Comments on data and results

- Is the data presented in an appropriate way? Yes
- Tables and figures relevant and clearly presented? Yes
- Titles, columns, and rows labelled correctly and clearly? Yes
- Categories grouped appropriately? Yes
- Does the text in the results add to the data or is it repetitive? The text in the results adds to the data
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- Are the results discussed from multiple angles and placed into context without being overinterpreted? No
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2. The research question is not justified given what is already known about the topic.
3. There enough is not detail in order to replicate the study.
4. The article needs to be a review of grammatical errors.

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Reviewer G:

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Content:

Good

Significance:

Very good

Originality:  
Very good

Relevance:  
Very good

Presentation:  
Very good

Recommendation:  
Very good

#### Comments to the Author

This comment will be visible to the Author  
:

This research is good, but in the introduction it needs to be strengthened by what ideally the teacher does in evaluating learning

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Reviewer H:  
see file

#### Comments to the Author

This comment will be visible to the Author  
:

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- Complete the ORCID ID for each author in Biographies section.
  - Make sure that each paragraph at least contained three sentences
  - Each reference must be completed with DOI and can be traced online
  - Each paragraph in Discussion section must be supported with ref.
- IJERE requires at least 30 ref.
- Re check: there are two Table 1 in this paper

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Please download & study our published papers for your references:
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  - <http://ijeeecs.iaescore.com>(Please use "Search" menu under "JOURNAL CONTENT" menu in right side of the site)

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  - The Problem: If there was no problem, there would be no reason for writing a manuscript, and definitely no reason for reading it. So, please tell readers why they should proceed reading. Experience shows that for this part a few lines are often should proceed reading. Experience shows that for this part a few lines are often

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Reviewer 2

Comment 1:  
Response:

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Reviewer 2

Comment 1:  
Response:

Comment 2:  
Response:

Comment 3:  
Response:

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The IJERE form to evaluate submitted papers

Content:  
Good

Significance:  
Good

Originality:  
Good

Relevance:  
Good

Presentation:  
Good

Recommendation:  
Good

Comments to the Author

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## Comments on abstract, title, references

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- Are the results discussed from multiple angles and placed into context without being

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Reviewer G:

The IJERE form to evaluate submitted papers

Conter  
Good

Significance:  
Very good

Originality:  
Very good

Relevance:  
Very good

Presentation:  
Very good

Recommendation:  
Very good

**Manuscript Hasil Review dari Reviewer 1**

## Alignment of EFL Teachers' Understanding of Classroom Assessment Practices

### Article Info

#### Article history:

Received , 201x

Revised , 201x

Accepted, 201x

#### Keywords:

Classroom assessment  
Classroom practices  
Semi-structured interviews  
EFL Teacher  
Understanding

### ABSTRACT

A comprehensive understanding of classroom assessment is highly important for the improvement of students' learning and teachers' professionalism. This study was conducted to gain better factual information about teachers' understanding of classroom assessment as compared with their classroom practices. Semi-structured interviews and classroom observations were employed to collect the data. The collected data were then analyzed comprehensively using the constant comparative and argumentative methods. The results were then presented descriptively to establish the findings. The findings showed that some teachers' classroom assessment practices were consistent with their assessment understanding, while some of the teachers' practices were inconsistent with their understanding. The findings suggest that some different contextual factors may influence teachers' classroom practices. Furthermore, EFL teachers need to be re-trained on how to comprehend the influencing contextual factors so that they effectively utilize their understanding of assessment in the classroom.

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### Corresponding Author:

Ida Ayu Made Sri Widiastuti,  
English Language Education, Faculty of Teacher Training, Universitas Mahasaraswati Denpasar.  
Jalan Kamboja No 11 A. Denpasar, Bali, Indonesia  
Email: idaayuwidia@unmas.ac.id

## 1. INTRODUCTION

Classroom assessment is an integral part of teaching that enhances, empowers, and celebrates student learning [1]. Conducting appropriate classroom assessments is essential in any instruction to achieve educational objectives. Regarding the objectives of education in Indonesia, conducting classroom assessments is vividly important because all teachers must prepare progress reports for their students' learning conditions. In general, class assessments are carried out through a series of steps consisting of the process of gathering, synthesizing, and interpreting information to assist in decision-making in class. A study by [2] highlighted the need to improve teachers' ability to carry out classroom assessments as it will help teachers develop their competencies in making decisions about class management, instruction, and student learning including making instructional appropriate planning. A similar concern is also revealed in a study by [3].

In conducting classroom assessment, teachers must have the ability to precisely determine the type or format of assessment, establish goals for assessment, set assessment tasks, assess performance and provide feedback, and monitor student learning outcomes. The ability of these teachers is vital so that the assessment objectives can be fully achieved [4]. The achievement of assessment naturally influences the conditions of learning in the classroom. This is in-line with [5] who emphasized that effective classroom assessment allows teachers to make decisions about the quality of teaching, and the students' progress. As a consequence, teachers are required to have a high understanding of classroom assessment implementation in order to fully achieve the objectives of the assessment [1]. Unfortunately, factually teachers are still confronted with challenges in implementing classroom assessment [3], [6].

The increasing need for understanding how assessment should be carried out in the classroom has attracted educators and researchers to conduct studies on classroom assessments. [1] furthermore describes that

**Commented [A1]:** The title is in accordance with the author's guidelines

**Commented [A2]:** The abstract is in accordance with the author's guidelines and the content is adequate.

**Commented [A3]:** The background has been formulated adequately, but there are some parts that are not clear

**Commented [A4]:** This is not clear.

**Commented [A5]:** This is not clear.

classroom assessment refers to assessments of student learning that are carried out in classroom settings to enable teachers to provide a better way of learning and continually monitor students' progress, as opposed to testing external standards. This shows that classroom assessment tends to use teacher-made tests. Another more comprehensive view was put forward by [7] who emphasized that class assessment should be focused on classroom decision making. A teacher needs to understand that formative and summative assessments have different goals even though both can be given in class. Formative assessment aims to see how well student learning while summative is intended to measure student achievement after the learning period. Summative assessment is considered more important for most teachers in Indonesia because of the teacher's need to write reports on student achievement to school stakeholders.

A number of studies have been performed to examine the use of classroom assessment to improve teaching and learning and enhance students achievement of learning. [8] found that classroom assessment helps students and teachers. Students can use classroom assessment information as a tool to improve learning. Teachers, on the other hand, can use information deduced from classroom assessment results to modify their teaching strategies to be more effective. Classroom assessment can also help teachers identify areas of student weakness in learning. Knowing students' problems in learning helps teachers to plan learning programs that are better suited to students' needs so that students get predetermined competencies. This shows that classroom assessment makes teachers aware of the best teaching practices. Volante (2006) revealed that if classroom assessment is carried out correctly, it allows teachers to provide information about the students' learning achieved and enable teachers to give feedback for students who tend to improve. These findings indicate that classroom assessment increases teacher competence in understanding the gap between the learning process and the desired learning outcomes [10].

The teacher's understanding of classroom assessment certainly determines how the teacher views and practices classroom assessment [1][11]. Their understanding also influences teachers' understanding of carrying out assessments. Therefore teacher understanding is an important component in good assessment practices [12]. Teachers need to build a high understanding of classroom assessment. They must understand the concept of class assessment and how assessment should be done in class. Teachers may have a negative understanding of class assessment because they only have a poor understanding of it. [8] asserts that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers who have strong beliefs in classroom assessment will make more classroom assessments that are appropriate. This can be deduced up to teachers' understanding of class assessment which is really influenced by their understanding of the benefits of classroom assessment. Teachers' understanding gives a considerable influence on the assessment of appropriate practices [10].

Some previous research also revealed that the teachers' understanding of classroom assessment practices is influenced by the assessments conducted by the teacher in conducting classroom assessment (e.g. [1], [9], [13], [14]). The findings reveal that there are significant differences in teacher assessment practices at different school levels. Moreover, [12] revealed that teachers in different locations tend to employ different assessment strategies. These findings indicate that teachers have different views of the classroom based on their understanding and understanding of class assessment [15]. [13] found that teachers have various competencies in conducting classroom assessments. Teachers faced problems in performance assessment, interpretation of standardized test results, and grading procedures.

The previous studies were mainly conducted to see the classroom assessment practices in the general nature of assessment practices at schools. Unlike these studies, this present study is, however, intended to thoroughly study the alignment of teachers' understanding of the assessment of English as a foreign language (EFL) to practices of classroom assessment which is viewed from their different lengths of teaching experiences. This study is very important to be performed because previous preliminary studies conducted at several schools showed that Indonesian teachers make inappropriate language assessments. Therefore, exploring research in classroom assessment practices becomes highly important because it provides educators with empirical evidence to inform them about the right decision in conducting classroom assessments. This present study specifically aims at revealing the alignment of teachers' understanding and practices of classroom assessment.

## 2. RESEARCH METHOD

This study was carried to explore each case of teachers' understanding and their practices in the English language classroom. This study was conducted to investigate selected cases, the cases are compared in-depth and are used to describe and interpret the situational existence of their cases from the same phenomenon through different perspectives [16]. A qualitative approach was used to reveal the alignment of teachers' understanding to how they practiced their understanding in the classroom. Through employing qualitative

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research, empirical knowledge of teachers' understanding and classroom assessment practices in EFL classes can then be adequately revealed as the findings of this study.

There were some criteria carried out in selecting the teachers as the participants for this study. These are qualified certified EFL teachers who have at least five years of teaching experience with minimum of bachelor's degree in English Education, and representing intensive different experiences in teaching English. Due to the big numbers of teachers in Bali who were eligible for the present study, computerized open questionnaires were distributed through computer systems. The teachers' profiles then were categorized accordingly, finally 15 English teachers at different high schools were determined to be the participants of the study. However, based on the selection criteria specification and to establish a thorough study, only three teachers selected as the representative teachers. Therefore, these three teachers were chosen as the participants of this study. The selected participants were EFL high school teachers with significant differences in teaching experiences. They were from high, average, and low experiences. The objective of this study was to reveal the alignment of teachers' understanding and practices of classroom assessment.

This study made use of qualitative research design to collect the required data concerning the alignment of teachers' understanding and practices of classroom assessment. There were several techniques used to collect data, such as semi-structured interviews, observation, and document studies. Semi-structured interviews were used in gathering data related to the alignment of teachers' understanding and practices of classroom assessment. There were three interviews conducted in this study. All the interviews were recorded using computer systems and appliances to ensure all data were well-stored and put according to the predetermined category. The first interview was intended to determine the understanding and practical theories about classroom assessment as well as how classroom assessment is conducted in the classroom. The second interview was related to the practice of the participants in the class about the results of the previous interview. This interview was conducted after class classroom observations. The third interview is to confirm the alignment of teachers' understanding and classroom assessment practices. During classroom observations, notes on classroom activities were also taken. All activities were recorded and transcribed to facilitate analysis. All the interviews were recorded using computer systems to ensure that all data were well-recorded and all data could be put into the right categories, therefore all data from all cases can be analyzed correctly.

The collected data were analysed through interpretative analysis processes. First, the data collected from interviews were transcribed. Then the transcripts were checked to make sure all the required data were recorded correctly. Interview data and observation data were then coded and categorized by using the specific way, reflecting their beliefs and understanding, which was then critically analysed and presented descriptively. In analyzing the data, a detailed description of each interview result of teachers' understanding and observation results of classroom practices was made thoroughly. The interview transcripts were supplemented with data obtained from the records at the time of observation. The data from the transcripts were then checked to the participants to validate what they said.

### 3. RESULTS AND DISCUSSION

This study was conducted merely to the alignment of teachers' understanding and practices of classroom assessment. It is considered to be important because assessment is an integral part of language teaching. Moreover, assessment can reflect the learning outcomes well, the teacher should know how to grade quality assessments. What things must be considered by teachers in conducting assessments, and how to assess learning according to the target. Because without the teacher recognizing and improperly using an assessment method, the results will not reflect the true state of the learning outcomes to be assessed. The assessment was the task of measuring student learning outcomes. Assessment is a way to assess students' level of ability by focusing on assessing students' understanding of the material being taught or to find out how well students had learned the lesson [11]. The data presented teachers' understanding are briefly discussed as follows.

"For me, classroom assessment must be done well because it helps me to improve my students' learning achievement and also to improve my teaching strategies to make my students more active in learning. It can be done through formative and summative assessments. It also allows us to see students' achievements, weaknesses, and strengths. Therefore I think we should carry out classroom assessment appropriately and make use of various assessment strategies. I always conduct the formative assessment at the end of the learning unit and summative assessment at the end of the semester". (Teacher A)

"Classroom assessment must be done in every learning activity because it provides information about students' learning progress and achievement, weaknesses, and strengths in learning. The information

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then can be utilized for the improvement of learning activities. Formative assessment I conducted at the end of the learning unit and summative assessment every end of semester". (Teacher B)

"I always carry out classroom assessment properly. I always conduct formative assessments and summative assessments at the end of the semester. Both assessments are really important because it makes me know my students' learning progress and I can use the information to modify my teaching strategy to suit my students' learning condition". (Teacher C)

Except for the above showing that Teacher A implements classroom assessment correctly because it helps him to improve his students' learning achievement. He also considers that classroom assessment allows him to see the weaknesses and strengths of his students. Therefore, he can make modifications to teaching based on information from classroom assessment. He also understands that he must always carry out classroom assessment appropriately and utilize various assessment strategies.

The interviews show that teacher B has a considerably good understanding of classroom assessment. His view of classroom assessment is certainly positive, and he urges that every teacher must conduct a classroom assessment in teaching English to find out students' weaknesses and strengths in learning.

The quote shows that Teachers C has a high understanding of classroom assessment in which he can see that classroom assessment can be used to measure students' learning progress, students' learning strains and weaknesses. In addition, he also uses the results of classroom assessments to improve his teaching style to be more successful. It seems that he understands the principle of classroom assessment which is conducted in the form of formative and summative assessment.

### Implementation of Classroom Assessment

The classroom observations indicated that teachers in this study implemented classroom assessments in various forms. A summative assessment is normally conducted at the end of the semester of the learning period as it is usually scheduled by the school principal. Formative assessment on the hands was conducted differently by the teachers.

**Table 1. Summative assessment**

	<b>Test type</b>	<b>Content</b>	<b>Implementation</b>
<b>Teacher A</b>	Multiple choices	general knowledge and minorly related to learning objectives	At the end of the semester and improperly supervised
<b>Teacher B</b>	Multiple choice and competition	Text book based and minorly related to learning objectives	At the end of the semester and moderately supervised
<b>Teacher C</b>	Multiple choices, completion, and essay	Focused on learning objectives	At the end of the semester and strictly supervised

The table above showed that the teachers all teachers implemented summative assessments. The test type and test content were differently utilized. Teacher A focused on the use of the multiple-choice test, meanwhile, teacher B made use of completion tests, and the Teacher used more effective tests such as multiple-choice, completion and essay. The test contents were differently focused on. Teacher A merely measured general knowledge and minorly measured the achievement of learning objectives. Teacher B mostly took the test from the textbook, meanwhile, teacher C really focused on measuring the achievement of the learning objectives. The summative assessment was also not strictly supervised by teacher A, teacher B moderately supervised the assessment administration, whereas teacher C strictly supervised and properly administered the summative assessment.

**Table 1. Formative Assessment**

	Test type	Content	Implementation
<b>Teacher A</b>	Multiple choices and true-false, matching	Topics are merely taken from the exercise book	Occasionally conducted
<b>Teacher B</b>	Multiple choice, completion, matching, essay	Topics are taken from the exercise book and some materials taken from websites	Sometimes conducted at the end of the learning unit
<b>Teacher C</b>	Essay, performance assessment, authentic assessment	Topics are taken from the exercise book and authentic learning materials are also utilized	Always conducted at the end learning unit and remedial is properly planned

All teachers carried out a formative assessment after the learning processes, however, teachers implemented it in a variety of assessment forms. Objective tests were mostly used by teacher A. Teacher B made use of multiple choice-types, completion, matching, and essay formats. Meanwhile, Teacher C made use of essays and authentic assessments. The ways teachers administered the assessment were also in a variety of forms. teacher A only occasionally conducted the formative assessment, teacher C properly conducted formative assessment and more intensively carried out the assessment compared with teacher C. Teacher C made use of essay, authentic assessment, performance-based assessment, whereas teacher A merely used material from the exercise book, meanwhile teacher C used materials from exercise book and websites.

The data above showed that some teachers still have a variety of understanding of classroom assessment practices. During the interviews teachers explained that they hardly had teachers' development program related to classroom assessment practices. Most their knowledge they learnt by themselves from available resources. Meanwhile, teacher C explained that she learnt a lot when he was studying to a teacher in his collage.

### Discussion

Assessment is a process that involves activities that teachers use to help students learn whereby the activities involves educators gather information about prior knowledge before instruction and determine appropriate upcoming learning topics using various techniques to gauge students' progress. Thus students feel helped by the teacher to achieve the expected results. all types of classroom assessments aim to assess the learning outcomes of students in schools, take responsibility for the implementation of education to the community, and to determine the achievement of the quality of education.

The teachers in this study showed that they have a good understanding of classroom assessment. The interviews indicated that they can comprehensively explain the types of classroom assessment activities, when the assessment should be conducted, and how it should be conducted. Although they all have a different level of understanding depending on their educational backgrounds, teachers' professional development programs and teaching experiences, to a broad extent, their understanding of classroom assessment is acceptably sufficient for the purpose of conducting appropriate classroom assessment. However, this study revealed that the teachers carried out classroom assessment is not exactly in-line with their level of understanding. Teaching experiences could not be used as a guarantee of appropriate or better classroom assessment practices.

Teacher A, for example, who has more than fifteen years of teaching experience, was found to conduct poor quality of classroom assessment. Although during the interviews he had indicated he has a good understanding of classroom assessment, however during a classroom observation, he practiced classroom assessment irrelevantly with their understanding. This can be seen from the test types, assessment topics, and the way the assessment being conducted. The test types being used are solely in the forms of objective tests. The tests are mainly taken from a test book and exercise book. Moreover, the way he conducted the assessment was also in a relaxed manner which was poorly supervised which enabled students to compare the answers with other students. Consequently, the assessment results could be used as students' reflection on their ability. Moreover, teachers could use the results for improvement of learning.

Teacher B who has fewer teaching experiences when compared to teacher A showed better classroom assessment practices. During the interview process, he showed quite a similar level of understanding of the types, topics, and how classroom assessment should be implemented. Teacher B utilized more appropriate types such as Multiple choice, completion, matching, essay and the topics were taken from the exercise book and some materials taken from websites. He conducted summative assessment as scheduled by the school

headmaster, however, the formative assessment was not always conducted at the end of learning unit completion. The way how he conducted formative assessment indicated that he carried out classroom assessment irrelevantly with his understanding. Ideally, he implemented classroom assessment in-line with their understanding.

On the contrary to teachers A and B, teacher C has less than five years of teaching experience, so it can be said that he fresh graduate teachers. During the interviews, she explained her understanding of classroom assessment clearly and during the classroom observation, she showed that she carried out the most appropriate classroom assessment compared with other teachers. She utilized essay, performance assessment, and authentic assessment and made use of more authentic materials. The way she administered the classroom assessment both in the summative and formative assessment was set in an ideal assessment atmosphere. Consequently, the assessment results could be used as a source of information for real achievement and can be used as a reference for the learning improvement.

The findings above showed that teachers' discrepancy of classroom assessment practices viewed from their understanding and teaching experiences. Ideally, teachers practice classroom assessment really based on their understanding and more experienced teachers should implement better classroom assessment compared with less experienced teachers. This study found that the existing general theories and public assumptions related to teachers' understanding and teaching experiences are not always in-line with actual practices in a real classroom setting. The discrepancy occurred because many factors were affecting the implementation of the classroom assessment such as classroom conditions, time allotment, the national examination, and teachers' workloads. Among those factors, the need to be successful in the national exam is still one of the main factors which really worry all teachers. Consequently, most teachers focus on practicing students in doing national exams. Teachers' workloads also become prime problems as teachers tried hard to fulfill all their duties, consequently, the implementation of classroom assessment tends to be neglected.

Teachers need to be really clear about the purpose of the assessment to implement assessment properly and appropriately [17]. It should be understood that the objectives of formative and summative assessments are quite different altogether. Formative assessment is mainly conducted to improve learning, while summative is intended to measure the students' achievement. However, for both of the assessment, teachers ideally have to pay attention to three areas, namely knowledge (*cognitive*), attitude (*affective*), and skills (*psychomotor*). These three domains should be assessed proportionally according to the nature of the subject matter. Moreover, classroom assessment should be ideally carried out continuously and periodically. Continuous means that assessment is carried out throughout the learning process, while periodic means assessment is carried out after learning one competency, at the end of the education unit level and the end of each semester.

Considering the importance of accurate implementation of assessment, teachers need to carefully plan the assessment [17], [18] [19]. Teachers therefore in the application of classroom assessment need to have a high understanding of the type and form of assessment and how to use them in class. Additionally, in conducting classroom assessment, the following things need to be considered, such as comprehending assessment as an integral part of learning activities, developing learning strategies that encourage and strengthen the assessment process as a reflection activity (self-reflection and learning experience), carrying out various assessment strategies in the learning program to provide various types of information about student learning outcomes, accommodating student needs, developing a recording system that provides varied ways of observing student learning, and using assessment to gather information to make decisions about the level of student achievement. The discussion above indicated that classroom assessment is very complex activities to do in the classroom, therefore to able to conduct it appropriately, teachers need a very high understanding and passion in doing their duties, particularly in preparing and carrying out the classroom assessment.

## Conclusion

Classroom assessment serves as a material consideration in determining classroom progress, feedback in improving teaching programs, a driving tool in improving the ability of students, and as a tool for students to evaluate their performance and self-reflection so that they can improve themselves. This study revealed that teachers have a variety understanding of classroom assessment and classroom assessments were not always practiced properly in-line with their understanding. This discrepancy due to the facts that several factors influenced their classroom practices. Thus, considering the importance of these finding, further study should be conducted and these findings can be used as a references for other researchers and policymakers to pay more attention to teachers' professional development programs and other forms of teacher enrichment activities.

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## ACKNOWLEDGEMENTS

The authors would like to gratitude all respondents especially teachers who helped our research by conducting interviews, our online learning, and the assessment system. We would also like to thank the members of the English Language Education Study Program, the Faculty of Teacher Training Education, Universitas Mahasaraswati Denpasar for their valuable help and support.




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


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## Alignment of EFL Teachers' Understanding of Classroom Assessment Practices

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### ABSTRACT

A comprehensive understanding of classroom assessment is highly important for the improvement of students' learning and teachers' professionalism. This study was conducted to gain better factual information about teachers' understanding of classroom assessment as compared with their classroom practices. Semi-structured interviews and classroom observations were employed to collect the data. The collected data were then analyzed comprehensively using the constant comparative and argumentative methods. The results were then presented descriptively to establish the findings. The findings showed that some teachers' classroom assessment practices were consistent with their assessment understanding, while some of the teachers' practices were inconsistent with their understanding. The findings suggest that some different contextual factors may influence teachers' classroom practices. Furthermore, EFL teachers need to be re-trained on how to comprehend the influencing contextual factors so that they effectively utilize their understanding of assessment in the classroom.

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### 1. INTRODUCTION

Classroom assessment is an integral part of teaching that enhances, empowers, and celebrates student learning [1]. Conducting appropriate classroom assessments is essential in any instruction to achieve educational objectives. Regarding the objectives of education in Indonesia, conducting classroom assessments is vividly important because all teachers must prepare progress reports for their students' learning conditions. In general, class assessments are carried out through a series of steps consisting of the process of gathering, synthesizing, and interpreting information to assist in decision-making in class. A study by [2] highlighted the need to improve teachers' ability to carry out classroom assessments as it will help teachers develop their competencies in making decisions about class management, instruction, and student learning including making instructional appropriate planning. A similar concern is also revealed in a study by [3].

In conducting classroom assessment, teachers must have the ability to precisely determine the type or format of assessment, establish goals for assessment, set assessment tasks, assess performance and provide feedback, and monitor student learning outcomes. The ability of these teachers is vital so that the assessment objectives can be fully achieved [4]. The achievement of assessment naturally influences the conditions of learning in the classroom. This is in-line with [5] who emphasized that effective classroom assessment allows teachers to make decisions about the quality of teaching, and the students' progress. As a consequence, teachers are required to have a high understanding of classroom assessment implementation in order to fully achieve the objectives of the assessment [1]. Unfortunately, factually teachers are still confronted with challenges in implementing classroom assessment [3], [6].

The increasing need for understanding how assessment should be carried out in the classroom has attracted educators and researchers to conduct studies on classroom assessments. [1] furthermore describes that

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classroom assessment refers to assessments of student learning that are carried out in classroom settings to enable teachers to provide a better way of learning and continually monitor students' progress, as opposed to testing external standards. This shows that classroom assessment tends to use teacher-made tests. Another more comprehensive view was put forward by [7] who emphasized that class assessment should be focused on classroom decision making. A teacher needs to understand that formative and summative assessments have different goals even though both can be given in class. Formative assessment aims to see how well student learning while summative is intended to measure student achievement after the learning period. Summative assessment is considered more important for most teachers in Indonesia because of the teacher's need to write reports on student achievement to school stakeholders.

A number of studies have been performed to examine the use of classroom assessment to improve teaching and learning and enhance students achievement of learning. [8] found that classroom assessment helps students and teachers. Students can use classroom assessment information as a tool to improve learning. Teachers, on the other hand, can use information deduced from classroom assessment results to modify their teaching strategies to be more effective. Classroom assessment can also help teachers identify areas of student weakness in learning. Knowing students' problems in learning helps teachers to plan learning programs that are better suited to students' needs so that students get predetermined competencies. This shows that classroom assessment makes teachers aware of the best teaching practices. Volante (2006) revealed that if classroom assessment is carried out correctly, it allows teachers to provide information about the students' learning achieved and enable teachers to give feedback for students who tend to improve. These findings indicate that classroom assessment increases teacher competence in understanding the gap between the learning process and the desired learning outcomes [10].

The teacher's understanding of classroom assessment certainly determines how the teacher views and practices classroom assessment [11][11]. Their understanding also influences teachers' understanding of carrying out assessments. Therefore teacher understanding is an important component in good assessment practices [12]. Teachers need to build a high understanding of classroom assessment. They must understand the concept of class assessment and how assessment should be done in class. Teachers may have a negative understanding of class assessment because they only have a poor understanding of it. [8] asserts that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers who have strong beliefs in classroom assessment will make more classroom assessments that are appropriate. This can be deduced up to teachers' understanding of class assessment which is really influenced by their understanding of the benefits of classroom assessment. Teachers' understanding gives a considerable influence on the assessment of appropriate practices [10].

Some previous research also revealed that the teachers' understanding of classroom assessment practices is influenced by the assessments conducted by the teacher in conducting classroom assessment (e.g. [1], [9], [13], [14]). The findings reveal that there are significant differences in teacher assessment practices at different school levels. Moreover, [12] revealed that teachers in different locations tend to employ different assessment strategies. These findings indicate that teachers have different views of the classroom based on their understanding and understanding of class assessment [15]. [13] found that teachers have various competencies in conducting classroom assessments. Teachers faced problems in performance assessment, interpretation of standardized test results, and grading procedures.

The previous studies were mainly conducted to see the classroom assessment practices in the general nature of assessment practices at schools. Unlike these studies, this present study is, however, intended to thoroughly study the alignment of teachers' understanding of the assessment of English as a foreign language (EFL) to practices of classroom assessment which is viewed from their different lengths of teaching experiences. This study is very important to be performed because previous preliminary studies conducted at several schools showed that Indonesian teachers make inappropriate language assessments. Therefore, exploring research in classroom assessment practices becomes highly important because it provides educators with empirical evidence to inform them about the right decision in conducting classroom assessments. This present study specifically aims at revealing the alignment of teachers' understanding and practices of classroom assessment.

## 2. RESEARCH METHOD

This study was carried to explore each case of teachers' understanding and their practices in the English language classroom. This study was conducted to investigate selected cases, the cases are compared in-depth and are used to describe and interpret the situational existence of their cases from the same phenomenon through different perspectives [16]. A qualitative approach was used to reveal the alignment of teachers' understanding to how they practiced their understanding in the classroom. Through employing qualitative

research, empirical knowledge of teachers' understanding and classroom assessment practices in EFL classes can then be adequately revealed as the findings of this study.

There were some criteria carried out in selecting the teachers as the participants for this study. These are qualified certified EFL teachers who have at least five years of teaching experience with minimum of bachelor's degree in English Education, and representing intensive different experiences in teaching English. Due to the big numbers of teachers in Bali who were eligible for the present study, computerized open questionnaires were distributed through computer systems. The teachers' profiles then were categorized accordingly, finally 15 English teachers at different high schools were determined to be the participants of the study. However, based on the selection criteria specification and to establish a thorough study, only three teachers selected as the representative teachers. Therefore, these three teachers were chosen as the participants of this study. The selected participants were EFL high school teachers with significant differences in teaching experiences. They were from high, average, and low experiences. The objective of this study was to reveal the alignment of teachers' understanding and practices of classroom assessment.

This study made use of qualitative research design to collect the required data concerning the alignment of teachers' understanding and practices of classroom assessment. There were several techniques used to collect data, such as semi-structured interviews, observation, and document studies. Semi-structured interviews were used in gathering data related to the alignment of teachers' understanding and practices of classroom assessment. There were three interviews conducted in this study. All the interviews were recorded using computer systems and appliances to ensure all data were well-stored and put according to the predetermined category. The first interview was intended to determine the understanding and practical theories about classroom assessment as well as how classroom assessment is conducted in the classroom. The second interview was related to the practice of the participants in the class about the results of the previous interview. This interview was conducted after class classroom observations. The third interview is to confirm the alignment of teachers' understanding and classroom assessment practices. During classroom observations, notes on classroom activities were also taken. All activities were recorded and transcribed to facilitate analysis. All the interviews were recorded using computer systems to ensure that all data were well-recorded and all data could be put into the right categories, therefore all data from all cases can be analyzed correctly.

The collected data were analysed through interpretative analysis processes. First, the data collected from interviews were transcribed. Then the transcripts were checked to make sure all the required data were recorded correctly. Interview data and observation data were then coded and categorized by using the specific way, reflecting their beliefs and understanding, which was then critically analysed and presented descriptively. In analyzing the data, a detailed description of each interview result of teachers' understanding and observation results of classroom practices was made thoroughly. The interview transcripts were supplemented with data obtained from the records at the time of observation. The data from the transcripts were then checked to the participants to validate what they said.

### 3. RESULTS AND DISCUSSION

This study was conducted merely to the alignment of teachers' understanding and practices of classroom assessment. It is considered to be important because assessment is an integral part of language teaching. Moreover, assessment can reflect the learning outcomes well, the teacher should know how to grade quality assessments. What things must be considered by teachers in conducting assessments, and how to assess learning according to the target. Because without the teacher recognizing and improperly using an assessment method, the results will not reflect the true state of the learning outcomes to be assessed. The assessment was the task of measuring student learning outcomes. Assessment is a way to assess students' level of ability by focusing on assessing students' understanding of the material being taught or to find out how well students had learned the lesson [11]. The data presented teachers' understanding are briefly discussed as follows.

"For me, classroom assessment must be done well because it helps me to improve my students' learning achievement and also to improve my teaching strategies to make my students more active in learning. It can be done through formative and summative assessments. It also allows us to see students' achievements, weaknesses, and strengths. Therefore I think we should carry out classroom assessment appropriately and make use of various assessment strategies. I always conduct the formative assessment at the end of the learning unit and summative assessment at the end of the semester". (Teacher A)

"Classroom assessment must be done in every learning activity because it provides information about students' learning progress and achievement, weaknesses, and strengths in learning. The information

then can be utilized for the improvement of learning activities. Formative assessment I conducted at the end of the learning unit and summative assessment every end of semester". (Teacher B)

"I always carry out classroom assessment properly. I always conduct formative assessments and summative assessments at the end of the semester. Both assessments are really important because it makes me know my students' learning progress and I can use the information to modify my teaching strategy to suit my students' learning condition". (Teacher C)

Except for the above showing that Teacher A implements classroom assessment correctly because it helps him to improve his students' learning achievement. He also considers that classroom assessment allows him to see the weaknesses and strengths of his students. Therefore, he can make modifications to teaching based on information from classroom assessment. He also understands that he must always carry out classroom assessment appropriately and utilize various assessment strategies.

The interviews show that teacher B has a considerably good understanding of classroom assessment. His view of classroom assessment is certainly positive, and he urges that every teacher must conduct a classroom assessment in teaching English to find out students' weaknesses and strengths in learning.

The quote shows that Teachers C has a high understanding of classroom assessment in which he can see that classroom assessment can be used to measure students' learning progress, students' learning strains and weaknesses. In addition, he also uses the results of classroom assessments to improve his teaching style to be more successful. It seems that he understands the principle of classroom assessment which is conducted in the form of formative and summative assessment.

#### Implementation of Classroom Assessment

The classroom observations indicated that teachers in this study implemented classroom assessments in various forms. A summative assessment is normally conducted at the end of the semester of the learning period as it is usually scheduled by the school principal. Formative assessment on the hands was conducted differently by the teachers.

**Table 1. Summative assessment**

	Test type	Content	Implementation
<b>Teacher A</b>	Multiple choices	general knowledge and minorly related to learning objectives	At the end of the semester and improperly supervised
<b>Teacher B</b>	Multiple choice and competition	Text book based and minorly related to learning objectives	At the end of the semester and moderately supervised
<b>Teacher C</b>	Multiple choices, completion, and essay	Focused on learning objectives	At the end of the semester and strictly supervised

The table above showed that the teachers all teachers implemented summative assessments. The test type and test content were differently utilized. Teacher A focused on the use of the multiple-choice test, meanwhile, teacher B made use of completion tests, and the Teacher used more effective tests such as multiple-choice, completion and essay. The test contents were differently focused on. Teacher A merely measured general knowledge and minorly measured the achievement of learning objectives. Teacher B mostly took the test from the textbook, meanwhile, teacher C really focused on measuring the achievement of the learning objectives. The summative assessment was also not strictly supervised by teacher A, teacher B moderately supervised the assessment administration, whereas teacher C strictly supervised and properly administered the summative assessment.

**Table 1. Formative Assessment**

	<b>Test type</b>	<b>Content</b>	<b>Implementation</b>
<b>Teacher A</b>	Multiple choices and true-false, matching	Topics are merely taken from the exercise book	Occasionally conducted
<b>Teacher B</b>	Multiple choice, completion, matching, essay	Topics are taken from the exercise book and some materials taken from websites	Sometimes conducted at the end of the learning unit
<b>Teacher C</b>	Essay, performance assessment, authentic assessment	Topics are taken from the exercise book and authentic learning materials are also utilized	Always conducted at the end learning unit and remedial is properly planned

All teachers carried out a formative assessment after the learning processes, however, teachers implemented it in a variety of assessment forms. Objective tests were mostly used by teacher A. Teacher B made use of multiple choice-types, completion, matching, and essay formats. Meanwhile, Teacher C made use of essays and authentic assessments. The ways teachers administered the assessment were also in a variety of forms. teacher A only occasionally conducted the formative assessment, teacher C properly conducted formative assessment and more intensively carried out the assessment compared with teacher C. Teacher C made use of essay, authentic assessment, performance-based assessment, whereas teacher A merely used material from the exercise book, meanwhile teacher C used materials from exercise book and websites.

The data above showed that some teachers still have a variety of understanding of classroom assessment practices. During the interviews teachers explained that they hardly had teachers' development program related to classroom assessment practices. Most their knowledge they learnt by themselves from available resources. Meanwhile, teacher C explained that she learnt a lot when he was studying to a teacher in his collage.

### Discussion

Assessment is a process that involves activities that teachers use to help students learn whereby the activities involves educators gather information about prior knowledge before instruction and determine appropriate upcoming learning topics using various techniques to gauge students' progress. Thus students feel helped by the teacher to achieve the expected results. all types of classroom assessments aim to assess the learning outcomes of students in schools, take responsibility for the implementation of education to the community, and to determine the achievement of the quality of education.

The teachers in this study showed that they have a good understanding of classroom assessment. The interviews indicated that they can comprehensively explain the types of classroom assessment activities, when the assessment should be conducted, and how it should be conducted. Although they all have a different level of understanding depending on their educational backgrounds, teachers' professional development programs and teaching experiences, to a broad extent, their understanding of classroom assessment is acceptably sufficient for the purpose of conducting appropriate classroom assessment. However, this study revealed that the teachers carried out classroom assessment is not exactly in-line with their level of understanding. Teaching experiences could not be used as a guarantee of appropriate or better classroom assessment practices.

Teacher A, for example, who has more than fifteen years of teaching experience, was found to conduct poor quality of classroom assessment. Although during the interviews he had indicated he has a good understanding of classroom assessment, however during a classroom observation, he practiced classroom assessment irrelevantly with their understanding. This can be seen from the test types, assessment topics, and the way the assessment being conducted. The test types being used are solely in the forms of objective tests. The tests are mainly taken from a test book and exercise book. Moreover, the way he conducted the assessment was also in a relaxed manner which was poorly supervised which enabled students to compare the answers with other students. Consequently, the assessment results could be used as students' reflection on their ability. Moreover, teachers could use the results for improvement of learning.

Teacher B who has fewer teaching experiences when compared to teacher A showed better classroom assessment practices. During the interview process, he showed quite a similar level of understanding of the types, topics, and how classroom assessment should be implemented. Teacher B utilized more appropriate types such as Multiple choice, completion, matching, essay and the topics were taken from the exercise book and some materials taken from websites. He conducted summative assessment as scheduled by the school



headmaster, however, the formative assessment was not always conducted at the end of learning unit completion. The way how he conducted formative assessment indicated that he carried out classroom assessment irrelevantly with his understanding. Ideally, he implemented classroom assessment in-line with their understanding.

On the contrary to teachers A and B, teacher C has less than five years of teaching experience, so it can be said that he fresh graduate teachers. During the interviews, she explained her understanding of classroom assessment clearly and during the classroom observation, she showed that she carried out the most appropriate classroom assessment compared with other teachers. She utilized essay, performance assessment, and authentic assessment and made use of more authentic materials. The way she administered the classroom assessment both in the summative and formative assessment was set in an ideal assessment atmosphere. Consequently, the assessment results could be used as a source of information for real achievement and can be used as a reference for the learning improvement.

The findings above showed that teachers' discrepancy of classroom assessment practices viewed from their understanding and teaching experiences. Ideally, teachers practice classroom assessment really based on their understanding and more experienced teachers should implement better classroom assessment compared with less experienced teachers. This study found that the existing general theories and public assumptions related to teachers' understanding and teaching experiences are not always in-line with actual practices in a real classroom setting. The discrepancy occurred because many factors were affecting the implementation of the classroom assessment such as classroom conditions, time allotment, the national examination, and teachers' workloads. Among those factors, the need to be successful in the national exam is still one of the main factors which really worry all teachers. Consequently, most teachers focus on practicing students in doing national exams. Teachers' workloads also become prime problems as teachers tried hard to fulfill all their duties, consequently, the implementation of classroom assessment tends to be neglected.

Teachers need to be really clear about the purpose of the assessment to implement assessment properly and appropriately [17]. It should be understood that the objectives of formative and summative assessments are quite different altogether. Formative assessment is mainly conducted to improve learning, while summative is intended to measure the students' achievement. However, for both of the assessment, teachers ideally have to pay attention to three areas, namely knowledge (*cognitive*), attitude (*affective*), and skills (*psychomotor*). These three domains should be assessed proportionally according to the nature of the subject matter. Moreover, classroom assessment should be ideally carried out continuously and periodically. Continuous means that assessment is carried out throughout the learning process, while periodic means assessment is carried out after learning one competency, at the end of the education unit level and the end of each semester.

Considering the importance of accurate implementation of assessment, teachers need to carefully plan the assessment [17], [18] [19]. Teachers therefore in the application of classroom assessment need to have a high understanding of the type and form of assessment and how to use them in class. Additionally, in conducting classroom assessment, the following things need to be considered, such as comprehending assessment as an integral part of learning activities, developing learning strategies that encourage and strengthen the assessment process as a reflection activity (self-reflection and learning experience), carrying out various assessment strategies in the learning program to provide various types of information about student learning outcomes, accommodating student needs, developing a recording system that provides varied ways of observing student learning, and using assessment to gather information to make decisions about the level of student achievement. The discussion above indicated that classroom assessment is very complex activities to do in the classroom, therefore to able to conduct it appropriately, teachers need a very high understanding and passion in doing their duties, particularly in preparing and carrying out the classroom assessment.

## Conclusion

Classroom assessment serves as a material consideration in determining classroom progress, feedback in improving teaching programs, a driving tool in improving the ability of students, and as a tool for students to evaluate their performance and self-reflection so that they can improve themselves. This study revealed that teachers have a variety understanding of classroom assessment and classroom assessments were not always practiced properly in-line with their understanding. This discrepancy due to the facts that several factors influenced their classroom practices. Thus, considering the importance of these finding, further study should be conducted and these findings can be used as a references for other researchers and policymakers to pay more attention to teachers' professional development programs and other forms of teacher enrichment activities.

## ACKNOWLEDGEMENTS




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


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## 6. REVISI PERTAMA (15 November 2022)

Dear Editor,

Here I have attached the revised version of our manuscript and it has also been sent to OJS

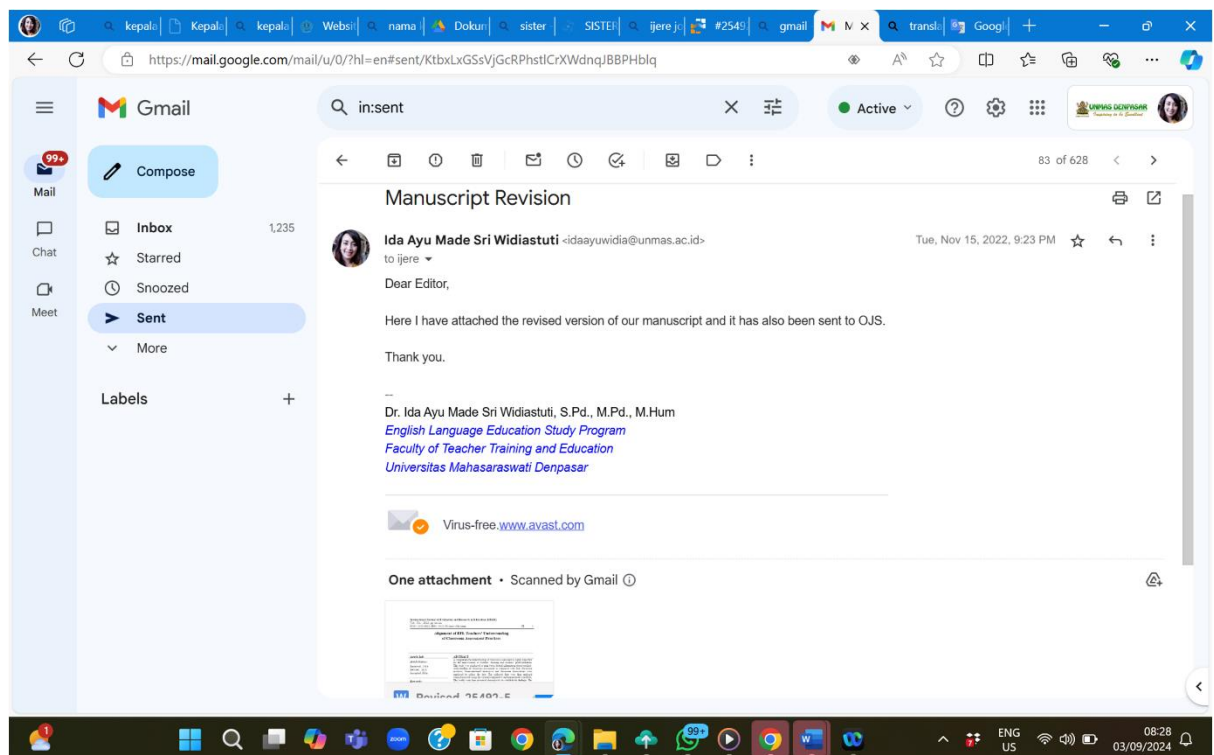
Thank you

On Tue, Nov 15, 2022 at 9:23 PM Dr. Lina Handayani <[ijere@iaesjournal.com](mailto:ijere@iaesjournal.com)> wrote:

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

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Dr Ida Ayu Made Sri Widiastuti:



**Manuscript Hasil Revisi Pertama  
dan Respon Author**

## Alignment of EFL Teachers' Understanding of Classroom Assessment Practices

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### ABSTRACT

A comprehensive understanding of classroom assessment is highly important for the improvement of students' learning and teachers' professionalism. This study was conducted to gain better factual information about teachers' understanding of classroom assessment as compared with their classroom practices. Semi-structured interviews and classroom observations were employed to collect the data. The collected data were then analyzed comprehensively using the constant comparative and argumentative methods. The results were then presented descriptively to establish the findings. The findings showed that some teachers' classroom assessment practices were consistent with their assessment understanding, while some of the teachers' practices were inconsistent with their understanding. The findings suggest that some different contextual factors may influence teachers' classroom practices. Furthermore, EFL teachers need to be re-trained on how to comprehend the influencing contextual factors so that they effectively utilize their understanding of assessment in the classroom.

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## 1. INTRODUCTION

Classroom assessment is an integral part of teaching that enhances, empowers, and celebrates student learning [1]. Conducting appropriate classroom assessments is essential in any instruction to achieve educational objectives. Regarding the objectives of education in Indonesia, conducting classroom assessments is vividly important because all teachers must prepare progress reports for their students' learning conditions. In general, class assessments are carried out through a series of steps consisting of the process of gathering, synthesizing, and interpreting information to assist in decision-making in class. A study conducted by [2] highlighted the need to improve teachers' ability to carry out classroom assessments as it will help teachers develop their competencies in making decisions about class management, instruction, and student learning including making instructional appropriate planning. A similar concern is also revealed in a study by [3].

In conducting classroom assessment, teachers must have the ability to precisely determine the type or format of assessment, establish goals for assessment, set assessment tasks, assess performance and provide feedback, and monitor student learning outcomes. The ability of these teachers is vital so that the assessment objectives can be fully achieved [4]. The achievement of assessment naturally influences the conditions of learning in the classroom. This is in line with a study conducted [5] which emphasized that effective classroom assessment allows teachers to make decisions about the quality of teaching, and the student's progress. As a consequence, teachers are required to have a high understanding of classroom assessment implementation to fully achieve the objectives of the assessment [1]. Unfortunately, factually teachers are still confronted with challenges in implementing classroom assessment [3], [6].

The increasing need for understanding how assessment should be carried out in the classroom has attracted educators and researchers to conduct studies on classroom assessments. [1] furthermore describes that classroom assessment refers to assessments of student learning that are carried out in classroom settings to enable teachers to provide a better way of learning and continually monitor students' progress, as opposed to testing external standards. This shows that classroom assessment tends to use teacher-made tests. Another more comprehensive view was put forward based on a study conducted by [7] who emphasized that class assessment should be focused on classroom decision-making. A teacher needs to understand that formative and summative assessments have different goals even though both can be given in class. Formative assessment aims to see how well students learn while summative is intended to measure student achievement after the learning period. Summative assessment is considered more important for most teachers in Indonesia because of the teacher's need to write reports on student achievement to school stakeholders.

Several studies have been performed to examine the use of classroom assessment to improve teaching and learning and enhance students' achievement of learning. A study carried out by [8] found that classroom assessment helps students and teachers. Students can use classroom assessment information as a tool to improve learning. Teachers, on the other hand, can use information deduced from classroom assessment results to modify their teaching strategies to be more effective. Classroom assessment can also help teachers identify areas of student weakness in learning. Knowing students' problems in learning helps teachers to plan learning programs that are better suited to students' needs so that students get predetermined competencies. This shows that classroom assessment makes teachers aware of the best teaching practices. Moreover, a study conducted by [9] revealed that if classroom assessment is carried out correctly, it allows teachers to provide information about the students' learning achieved and enables teachers to give feedback to students who tend to improve. These findings indicate that classroom assessment increases teacher competence in understanding the gap between the learning process and the desired learning outcomes [10].

The teacher's understanding of classroom assessment certainly determines how the teacher views and practices classroom assessment [1][11]. Their understanding also influences teachers' understanding of carrying out assessments. Therefore teacher understanding is an important component of good assessment practices [12]. Teachers need to build a high understanding of classroom assessment. They must understand the concept of class assessment and how assessment should be done in class. Teachers may have a negative understanding of class assessment because they only have a poor understanding of it. A study conducted by [8] found that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers who have strong beliefs in classroom assessment will make more classroom assessments that are appropriate. This can be deduced from teachers' understanding of class assessment which is really influenced by their understanding of the benefits of classroom assessment. Teachers' understanding gives a considerable influence on the assessment of appropriate practices [10].

Some previous research also revealed that the teachers' understanding of classroom assessment practices is influenced by the assessments conducted by the teachers in the classroom assessment (e.g. [1], [9], [13], [14]. The findings reveal that there are significant differences in teacher assessment practices at different school levels. Moreover, another study conducted by [12] revealed that teachers in different locations tend to employ different assessment strategies. These findings indicate that teachers have different views of the classroom based on their understanding and understanding of class assessment [15]. This is also confirmed by a study conducted by [13] found that teachers have various competencies in conducting classroom assessments. Teachers faced problems in performance assessment, interpretation of standardized test results, and grading procedures.

Ideally in assessing students, teachers are required to be professional in conducting assessments based on the assessment policy or standard. The policy should be used as a reference in preparing and conducting the assessment to attain the real purpose of conducting the assessment in the classroom. Therefore, considering the previous studies which were mainly conducted to see the classroom assessment practices in the general nature of assessment practices at schools. Unlike these studies, this present study is, however, intended to thoroughly study the alignment of teachers' understanding of the assessment of English as a foreign language (EFL) to practices of classroom assessment which is viewed from their different lengths of teaching experiences. This study is very important to be performed because previous preliminary studies conducted at several schools showed that Indonesian teachers make inappropriate language assessments. Therefore, exploring research in classroom assessment practices becomes highly important because it provides educators with empirical evidence to inform them about the right decision in conducting classroom assessments. This present study specifically aims at revealing the alignment of teachers' understanding and practices of classroom assessment.

## 2. RESEARCH METHOD

This study was carried to explore each case of teachers' understanding and their practices in the English language classroom. This study was conducted to investigate selected cases, the cases are compared in-depth and are used to describe and interpret the situational existence of their cases from the same phenomenon through different perspectives [16]. A qualitative approach was used to reveal the alignment of teachers' understanding to how they practised their understanding in the classroom. Through employing qualitative research, empirical knowledge of teachers' understanding and classroom assessment practices in EFL classes can then be adequately revealed as the findings of this study.

There were some criteria carried out in selecting the teachers as the participants for this study. These are qualified certified EFL teachers who have at least five years of teaching experience with a minimum of a bachelor's degree in English Education and represent intensive different experiences in teaching English. Due to the big number of teachers in Bali who were eligible for the present study, computerized open questionnaires were distributed through computer systems. The teachers' profiles then were categorized accordingly, finally, 15 English teachers at different high schools were determined to be the participants of the study. However, based on the selection criteria specification and to establish a thorough study, only three teachers were selected as the representative teachers. Therefore, these three teachers were chosen as the participants of this study. The selected participants were EFL high school teachers with significant differences in teaching experiences. They were from high, average, and low experiences. The objective of this study was to reveal the alignment of teachers' understanding and practices of classroom assessment.

This study made use of qualitative research design to collect the required data concerning the alignment of teachers' understanding and practices of classroom assessment. There were several techniques used to collect data, such as semi-structured interviews, observation, and document studies. Semi-structured interviews were used in gathering data related to the alignment of teachers' understanding and practices of classroom assessment. There were three interviews conducted in this study. All the interviews were recorded using computer systems and appliances to ensure all data were well-stored and put according to the predetermined category. The first interview was intended to determine the understanding and practical theories about classroom assessment as well as how classroom assessment is conducted in the classroom. The second interview was related to the practice of the participants in the class regarding the results of the previous interview. This interview was conducted after class classroom observations. The third interview is to confirm the alignment of teachers' understanding and classroom assessment practices. During classroom observations, notes on classroom activities were also taken. All activities were recorded and transcribed to facilitate analysis.

All the interviews were recorded using computer systems to ensure that all data were well-recorded and all data could be put into the right categories, therefore all data from all cases can be analyzed correctly.

The collected data were analysed through interpretative analysis processes. First, the data collected from interviews were transcribed. Then the transcripts were checked to make sure all the required data were recorded correctly. Interview data and observation data were then coded and categorized by using a specific way, reflecting their beliefs and understanding, which was then critically analysed and presented descriptively. In analyzing the data, a detailed description of each interview result of teachers' understanding and observation results of classroom practices was made thoroughly. The interview transcripts were supplemented with data obtained from the records at the time of observation. The data from the transcripts were then checked to the participants to validate what they said.

### 3. RESULTS AND DISCUSSION

#### Results

This study was conducted merely to the alignment of teachers' understanding and practices of classroom assessment. It is considered to be important because assessment is an integral part of language teaching. Moreover, assessment can reflect the learning outcomes well, the teacher should know how to grade quality assessments. What things must be considered by teachers in conducting assessments, and how to assess learning according to the plan and target. Because without the teacher recognizing and improperly using an assessment method, the results will not reflect the true state of the learning outcomes to be assessed. The assessment was the task of measuring student learning outcomes. Assessment is a way to assess students' level of ability by focusing on assessing students' understanding of the material being taught or finding out how well students had learned the lesson [11]. The data presented teachers' understanding are briefly discussed as follows.



"For me, classroom assessment must be done well because it helps me to improve my students' learning achievement and also to improve my teaching strategies to make my students more active in learning. It can be done through formative and summative assessments. It also allows us to see students' achievements, weaknesses, and strengths. Therefore I think we should carry out classroom assessments appropriately and make use of various assessment strategies. I always conduct the formative assessment at the end of the learning unit and summative assessment at the end of the semester". (Teacher A)

"Classroom assessment must be done in every learning activity because it provides information about students' learning progress and achievement, weaknesses, and strengths in learning. The information then can be utilized for the improvement of learning activities. Formative assessment I conducted at the end of the learning unit and summative assessment every end of the semester". (Teacher B)

"I always carry out classroom assessments properly. I always conduct formative assessments and summative assessments at the end of the semester. Both assessments are really important because it makes me know my students learning progress and I can use the information to modify my teaching strategy to suit my students learning condition". (Teacher C)

Excerpts of the interview above showed that Teacher A implements classroom assessment correctly because it helps him to improve his students' learning achievement. He also considers that classroom assessment allows him to see the weaknesses and strengths of his students. Therefore, he can make modifications to teaching based on information from classroom assessments. He also understands that he must always carry out classroom assessments appropriately and utilize various assessment strategies.

The interviews show that teacher B has a considerably good understanding of classroom assessment. His view of classroom assessment is certainly positive, and he urges that every teacher must conduct a classroom assessment in teaching English to find out students' weaknesses and strengths in learning.

The quote shows that Teachers C has a high understanding of classroom assessment in which he can see that classroom assessment can be used to measure students learning progress, students' learning strains and weaknesses. In addition, he also uses the results of classroom assessments to improve his teaching style to be more successful. It seems that he understands the principle of classroom assessment which is conducted in the form of formative and summative assessment.

### Implementation of Classroom Assessment

The classroom observations indicated that teachers in this study implemented classroom assessments in various forms. A summative assessment is normally conducted at the end of the semester of the learning period as it is usually scheduled by the school principal. Formative assessment on the hands was conducted differently by the teachers.

**Table 1. Summative assessment**

	<b>Test type</b>	<b>Content</b>	<b>Implementation</b>
<b>Teacher A</b>	Multiple choices	general knowledge and minorly related to learning objectives	At the end of the semester and improperly supervised
<b>Teacher B</b>	Multiple choice and competition	Textbook based and minorly related to learning objectives	At the end of the semester and moderately supervised
<b>Teacher C</b>	Multiple choices, completion, and essay	Focused on learning objectives	At the end of the semester and strictly supervised

The table above showed that the teachers all teachers implemented summative assessments. The test type and test content were differently utilized. Teacher A focused on the use of the multiple-choice test, meanwhile, teacher B made use of completion tests, and the Teacher used more effective tests such as multiple-choice, completion and essay. The test contents were differently focused on. Teacher A merely measured general knowledge and minorly measured the achievement of learning objectives. Teacher B mostly took the test from the textbook, meanwhile, teacher C really focused on measuring the achievement of the learning objectives. The summative assessment was also not strictly supervised by teacher A, teacher B

moderately supervised the assessment administration, whereas teacher C strictly supervised and properly administered the summative assessment.

**Table 1. Formative Assessment**

	<b>Test type</b>	<b>Content</b>	<b>Implementation</b>
<b>Teacher A</b>	Multiple choices and true-false, matching	Topics are merely taken from the exercise book	Occasionally conducted
<b>Teacher B</b>	Multiple choice, completion, matching, essay	Topics are taken from the exercise book and some materials are taken from websites	Sometimes conducted at the end of the learning unit
<b>Teacher C</b>	Essay, performance assessment, authentic assessment	Topics are taken from the exercise book and authentic learning materials are also utilized	Always conducted at the end learning unit and remedial is properly planned

All teachers carried out a formative assessment after the learning processes, however, teachers implemented it in a variety of assessment forms. Objective tests were mostly used by teacher A. Teacher B made use of multiple choice types, completion, matching, and essay formats. Meanwhile, Teacher C made use of essays and authentic assessments. The ways teachers administered the assessment were also in a variety of forms. teacher A only occasionally conducted the formative assessment, teacher C properly conducted the formative assessment and more intensively carried out the assessment compared with teacher C. Teacher C made use of an essay, authentic assessment, and performance-based assessment, whereas teacher A merely used material from the exercise book, meanwhile teacher C used materials from exercise book and websites.

The data above showed that some teachers still have a variety of understanding of classroom assessment practices. During the interviews, teachers explained that they hardly had a teachers' development program related to classroom assessment practices. Most of the knowledge they learnt by themselves from available resources. Meanwhile, teacher C explained that she learnt a lot when he was studying with a teacher in his college.

## Discussion

Assessment is a process that involves activities that teachers use to help students learn whereby the activities involve educators gathering information about prior knowledge before instruction and determining appropriate upcoming learning topics using various techniques to gauge students' progress (1). Thus, students feel helped by the teacher to achieve the expected results. all types of classroom assessments aim to assess the learning outcomes of students in schools, take responsibility for the implementation of education to the community, and determine the achievement of the quality of education (2).

The teachers in this study showed that they have a good understanding of classroom assessment. The interviews indicated that they can comprehensively explain the types of classroom assessment activities, when the assessment should be conducted, and how it should be conducted. Although they all have a different level of understanding depending on their educational backgrounds, teachers' professional development programs and teaching experiences, to a broad extent, their understanding of classroom assessment is acceptably sufficient for conducting appropriate classroom assessment. This is in line with the findings revealed by (3), (4). However, this study revealed that the teachers who carried out classroom assessments is not exactly in-line with their level of understanding. Teaching experiences could not be used as a guarantee of appropriate or better classroom assessment practices.

Teacher A, for example, who has more than fifteen years of teaching experience, was found to conduct poor-quality classroom assessments. Although during the interviews he had indicated he has a good understanding of classroom assessment, however during a classroom observation, he practised classroom assessment irrelevantly with their understanding. This can be seen from the test types, assessment topics, and the way the assessment is being conducted. The test types being used are solely in the form of objective tests. The tests are mainly taken from a test book and exercise book. Moreover, the way he conducted the assessment was also in a relaxed manner which was poorly supervised which enabled students to compare the answers with other students. Consequently, the assessment results could be used as students' reflection on their ability (5). Moreover, teachers could use the results for the improvement of learning activities to attain a

better learning objectives (6), (7). Therefore, ideally assessment should be always completed with feedback provision to enrich the student's ability (8), (9).

Teacher B who has fewer teaching experiences when compared to teacher A showed better classroom assessment practices. During the interview process, he showed quite a similar level of understanding of the types, topics, and how classroom assessment should be implemented. Teacher B utilized more appropriate types such as Multiple choice, completion, matching, and essay and the topics were taken from the exercise book and some materials taken from websites. He conducted summative assessments as scheduled by the school headmaster, however, the formative assessment was not always conducted at the end of the learning unit completion. The way how he conducted formative assessment indicated that he carried out classroom assessment irrelevantly with his understanding. Ideally, he implemented classroom assessments in-line with their understanding (10), (11), (12).

Contrary to teachers A and B, teacher C has less than five years of teaching experience, so it can be said that he is a fresh graduate teacher. During the interviews, she explained her understanding of classroom assessment clearly and during the classroom observation, she showed that she carried out the most appropriate classroom assessment compared with other teachers. She utilized essays, performance assessments, and authentic assessments and made use of more authentic materials. The way she administered the classroom assessment both in the summative and formative assessment was set in an ideal assessment atmosphere. Consequently, the assessment results could be used as a source of information for real achievement and can be used as a reference for learning improvement (13), (14), (15).

The findings above showed that teachers' discrepancies in classroom assessment practices were viewed from their understanding and teaching experiences. Ideally, teachers practice classroom assessment really based on their understanding (16) and more experienced teachers should implement better classroom assessment compared with less experienced teachers (17). This study found that the existing general theories and public assumptions related to teachers' understanding and teaching experiences are not always in-line with actual practices in a real classroom setting. The discrepancy occurred because many factors were affecting the implementation of the classroom assessment such as classroom conditions, time allotment, the national examination, and teachers' workloads. Among those factors, the need to be successful in the national exam is still one of the main factors which really worry all teachers (20), (21). Consequently, most teachers focus on practising students in doing national exams. Teachers' workloads also become prime problems as teachers tried hard to fulfil all their duties, consequently, the implementation of classroom assessment tends to be neglected (22). Ideally, teachers should allocate sufficient time for carrying out all types of assessments to gather appropriate information about students' learning achievement (18), (19).

Teachers need to be really clear about the purpose of the assessment to implement assessment properly and appropriately [17]. It should be understood that the objectives of formative and summative assessments are quite different altogether. Formative assessment is mainly conducted to improve learning, while summative is intended to measure the student's achievement. However, for both of the assessments, teachers ideally have to pay attention to three areas, namely knowledge (*cognitive*), attitude (*affective*), and skills (*psychomotor*). These three domains should be assessed proportionally according to the nature of the subject matter. Moreover, classroom assessment should be ideally carried out continuously and periodically. Continuous means that assessment is carried out throughout the learning process, while periodic means assessment is carried out after learning one competency, at the end of the education unit level and the end of each semester.

Considering the importance of accurate implementation of assessment, teachers need to carefully plan the assessment [17], [18] [19]. Teachers therefore in the application of classroom assessment need to have a high understanding of the type and form of assessment and how to use them in class. Additionally, in conducting classroom assessment, the following things need to be considered, such as comprehending assessment as an integral part of learning activities, developing learning strategies that encourage and strengthen the assessment process as a reflection activity (self-reflection and learning experience), carrying out various assessment strategies in the learning program to provide various types of information about student learning outcomes, accommodating student needs, developing a recording system that provides varied ways of observing student learning, and using assessment to gather information to make decisions about the level of student achievement. The discussion above indicated that classroom assessment is a very complex activity to do in the classroom, therefore to be able to conduct it appropriately, teachers need a very high understanding and passion in doing their duties, particularly in preparing and carrying out the classroom assessment.

## Conclusion

Classroom assessment serves as a material consideration in determining classroom progress, feedback in improving teaching programs, a driving tool in improving the ability of students, and a tool for students to evaluate their performance and self-reflection so that they can improve themselves. This study revealed that teachers have a variety of understanding of classroom assessment and classroom assessments were not always practiced properly in-line with their understanding. This discrepancy due to the facts that several factors influenced their classroom practices. Thus, considering the importance of these findings, further study should be conducted and these findings can be used as a reference for other researchers and policymakers to pay more attention to teachers' professional development programs and other forms of teacher enrichment activities.

## ACKNOWLEDGEMENTS

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**Katie Weir**    Katie is a Senior Lecturer in Assessment and Curriculum at School of Education and Professional Studies, Griffith University Australia. She began her career in education as a Secondary Science teacher in North Queensland where she enjoyed thirteen years teaching and heading up school science departments. A move to Sydney opened up an opportunity to return to university to undertake a Masters Degree in Education specializing in Curriculum Studies. This was followed up with a PhD at the University of Queensland that examined the New Basics Curriculum under the supervision of Professor Allan Luke. That was 10 years ago and that research inspired Katie's passion for assessment. Her academic career includes employment as a lecturer in middle years at QUT, teacher professional experience at SCU, and a senior lecturer in assessment at Griffith University. Her research and teaching focus is on quality, the school-based assessment that

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## AUTHOR'S RESPONSES

### Revisions on the reviewer's comment (Reviewer 1):

Article Title: Alignment of EFL Teachers' Understanding of Classroom Assessment Practices

	Reviewers' comment	Revisions
1	The title is in accordance with the author's guidelines	Thank you
2	The abstract is in accordance with the author's guidelines and the content is adequate.	Thank you
	This is not clear. "This shows that classroom assessment tends to use teacher-made tests. Another more comprehensive view was put forward by [7] who emphasized that class assessment should be focused on classroom decision making"	It has been changed into: Conducting appropriate classroom assessments is essential in any instruction to achieve educational objectives. Regarding education objectives in Indonesia, conducting classroom assessments is vividly important because all teachers must report for their students' learning conditions. Class assessments are generally carried out through a series of steps consisting of gathering, synthesizing, and interpreting information to assist in decision-making in class.
3	This is not clear. " [8] found that classroom assessment helps students and teachers. Students can use classroom assessment information as a tool to improve learning. Teachers, on the other hand, can use information deduced from classroom assessment results to modify their teaching strategies to be more effective"	It has been changed into: Research by Box, Skoog, and Dabbs [2] highlighted the need to improve teachers' ability to carry out classroom assessments. It will help teachers develop their competencies in making decisions about class management, instruction, and student learning, including doing appropriate instructional planning.
4	This is not accordance with author's guideline. "Volante (2006) revealed that if classroom assessment is carried out correctly, it allows teachers to provide information about the students' learning achieved and enable teachers to give feedback for students who tend to improve"	It has been revised according to the guideline. "Moreover, research by Volante [10] revealed that if classroom assessment is carried out correctly, it allows teachers to provide information about the students' learning and gives feedback to students who tend to improve"
5	This is not clear. "A study by [2] highlighted the need to improve teachers' ability to carry out classroom	It has been made clear by changing into: Research by Box, Skoog, and Dabbs [2] highlighted the need to improve teachers' ability to carry out classroom assessments. It will help teachers develop their



	assessments as it will help teachers develop their competencies in making decisions about class management, instruction, and student learning including making instructional appropriate planning. A similar concern is also revealed in a study by [3]”	competencies in making decisions about class management, instruction, and student learning, including doing appropriate instructional planning.
6	This is not clear “[8] asserts that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers who have strong beliefs in classroom assessment will make more classroom assessments that are appropriate. This can be deduced up to teachers' understanding of class assessment which is really influenced by their understanding of the benefits of classroom assessment. Teachers' understanding gives a considerable influence on the assessment of appropriate practices [10]”	It has been changed into: The teacher's understanding of classroom assessment determines how the teacher views and practices classroom assessment [1], [9]. Their understanding also influences teachers' understanding of carrying out assessments. Therefore teacher understanding is an essential component of good assessment practices [12]. Teachers need to build a high understanding of classroom assessment. They must understand the concept of class assessment and how assessment should be done in class. Teachers may have a negative understanding of class assessment because they only have a poor understanding of it.
7	This is not clear. “This is in-line with [5] who emphasized that effective classroom assessment allows teachers to make decisions about the quality of teaching, and the students' progress”	It has been changed into: Research by Karimi and Shafiee [7] found that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers with strong beliefs in classroom assessment will make more appropriate classroom assessments. This can be deduced from teachers' understanding of class assessment which is influenced by their understanding of the benefits of classroom assessment. Teachers' understanding considerably influences the assessment of appropriate practices [5].
8	This is not clear. Moreover, [12] revealed that teachers in different locations tend to employ different assessment strategies. These findings indicate that teachers have	It has been changed into: Several researches also revealed that the teachers’ understanding of classroom assessment practices is influenced by the assessments conducted by the teachers in the classroom assessment [1], [5], [10], [13]. The findings reveal significant differences in teacher



	different views of the classroom based on their understanding and understanding of class assessment [15]. [13] found that teachers have various competencies in conducting classroom assessments. Teachers faced problems in performance assessment, interpretation of standardized test results, and grading procedures.	assessment practices at different school levels. Moreover, research by Yahiji, Otaya, and Anwar [12] showed that teachers in other locations tend to employ different assessment strategies. These findings indicate that teachers have different views of the classroom based on their understanding and understanding of class assessment. This is also confirmed by a study conducted by Zhang and Burry-Stock [13] found that teachers have various competencies in conducting classroom assessments. Teachers faced problems in performance assessment, interpretation of standardized test results, and grading procedures
9	The research method is insufficient	The research method has been rewritten in more detail and comprehensively.
	The results and discussion section has been well formulated, but the subtitles (results) have not been written. In addition, the results of the research taken with the documentation technique have not been presented.	The subtitles (results) have been revised and written correctly according to the guidelines
10	The discussion section is poor in theoretical study	More theocratical study have been utilized in the discussion section. There are 20 articles were cited to strengthen the discussion of the findings
11	Conclusion is sufficient.	Conclusion has been rewritten more completely according to the findings. "Classroom assessment serves as a material consideration in determining classroom progress, feedback in improving teaching programs, a driving tool in enhancing students' ability, and a tool for students to evaluate their performance and self-reflection to improve themselves. This study revealed that teachers have a variety of understanding of classroom assessment and classroom assessments were not always practiced properly in line with their understanding. This discrepancy due to the fact that several factors influenced their classroom practices. Thus, considering the importance of these findings, further study should be conducted, and these findings can be used as a reference for other researchers and policymakers to pay more attention to teachers' professional development programs and other forms of teacher enrichment activities"
12	References are sufficient	17 more references were added to the manuscript

**Revisions on the reviewer's comment (Reviewer 2):**

Article Title: Alignment of EFL Teachers' Understanding of Classroom Assessment Practices

	Reviewer's comment	Revisions
1	This research is good, but in the introduction, it needs to be strengthened by what ideally the teacher does in evaluating learning	<p>Thank you. The introduction has been rewritten and strengthened by what ideally the teacher does in evaluating learning.</p> <p>..... Ideally, in assessing students, teachers are required to be a professional in ducting assessments based on the assessment policy or standard. The policy should be used as a reference in preparing and conducting the assessment to attain the real purpose of conducting the assessment in the classroom. Therefore, considering the previous studies, which were mainly conducted to see the classroom assessment practices in the general nature of assessment practices at schools. Unlike these studies, this present study is, however, intended to thoroughly study the alignment of teachers' understanding of the assessment of English as a foreign language (EFL) to practices of classroom assessment which is viewed from their different lengths of teaching experiences. This study is significant to be performed because previous preliminary studies conducted at several schools showed that Indonesian teachers make inappropriate language assessments. Therefore, exploring research in classroom assessment practices becomes highly important because it provides educators with empirical evidence to inform them about the right decision in conducting classroom assessments. This present study specifically aims at revealing the alignment of teachers' understanding and practices of classroom assessment.</p>

## 7. HASIL REVIEW KEDUA DARI EDITOR JURNAL (25 NOVEMBER 2022)

Editor [DELETE](#)

2022-11-25 02:42 AM Subject: [IJERE] Editor Decision

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

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Dear Prof/Dr/Mr/Mrs: Dr Ida Ayu Made Sri Widiastuti,

- Ref. from Journal article must be completed with vol., issue, pages, DOI

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International Journal of Evaluation and Research in Education (IJERE)  
<http://ijere.iaescore.com>

### Bukti Screenshoot Balasan dari Editor Jurnal

Editor/Author Correspondence - Dayu Widia - Microsoft Edge  
<https://ijere.iaescore.com/index.php/IJERE/author/viewEditorDecisionComments/25492#17397>

Comments to the Author  
This comment will be visible to the Author  
:  
This research is good, but in the introduction it needs to be strengthened by what ideally the teacher does in evaluating learning  
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Reviewer H:  
see file

Comments to the Author  
This comment will be visible to the Author  
:  
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- Complete the ORCID ID for each author in Biographies section.  
- Make sure that each paragraph at least contained three sentences  
- Each reference must be completed with DOI and can be traced online  
- Each paragraph in Discussion section must be supported with ref.  
IJERE requires at least 30 ref.  
- Re check: there are two Table 1 in this paper

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## 8. PENGIRIMAN HASIL REVISI KEDUA (30 November 2022)

**Ida Ayu Made Sri Widiastuti <idaayuwidia@unmas.ac.id>** Wed, Nov 30, 2022,  
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Dear Editor,

Thank you for the review. We have revised it based on the feedback. We have attached the revised manuscript and it has also been sent to OJS.

Thank you

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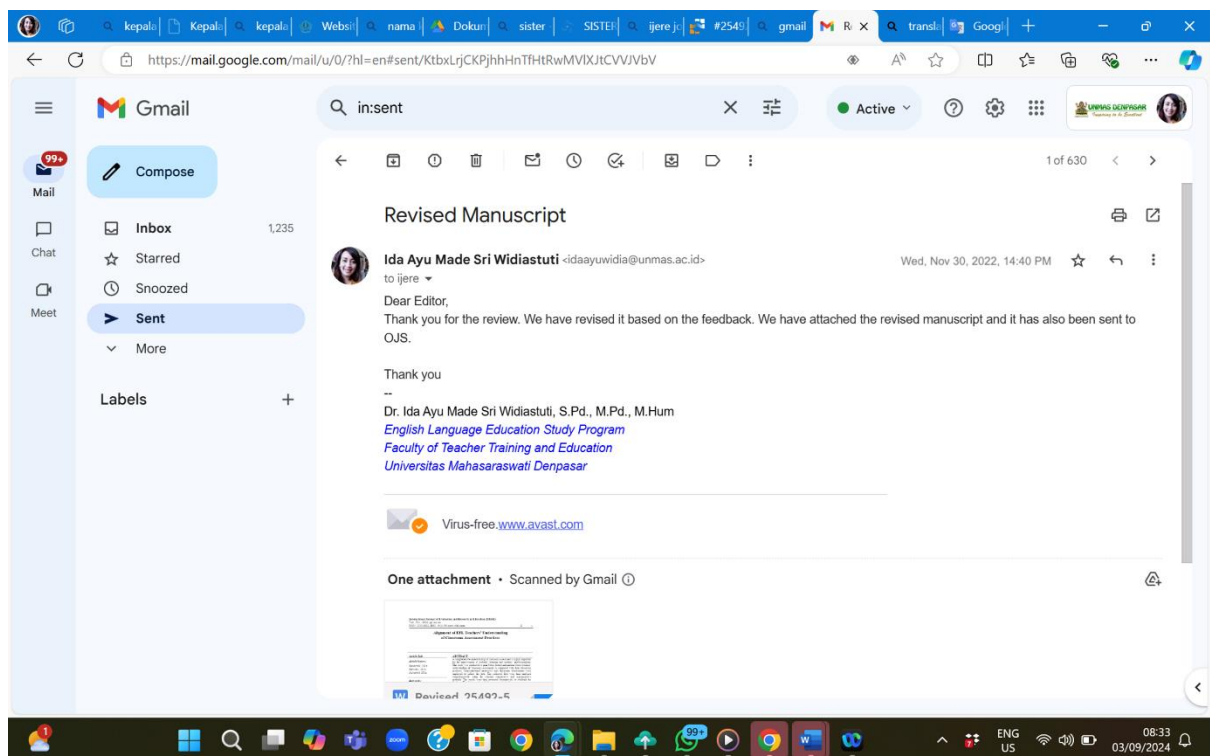
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# **Manuscript Hasil Revisi Kedua**

## Alignment of EFL Teachers' Understanding of Classroom Assessment Practices

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### ABSTRACT

A comprehensive understanding of classroom assessment is highly important for the improvement of students' learning and teachers' professionalism. This study was conducted to gain better factual information about teachers' understanding of classroom assessment as compared with their classroom practices. Semi-structured interviews and classroom observations were employed to collect the data. The collected data were then analyzed comprehensively using the constant comparative and argumentative methods. The results were then presented descriptively to establish the findings. The findings showed that some teachers' classroom assessment practices were consistent with their assessment understanding, while some of the teachers' practices were inconsistent with their understanding. The findings suggest that some different contextual factors may influence teachers' classroom practices. Furthermore, EFL teachers need to be re-trained on how to comprehend the influencing contextual factors so that they effectively utilize their understanding of assessment in the classroom.

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## 1. INTRODUCTION

Classroom assessment is an integral part of teaching that enhances, empowers, and celebrates student learning [1]. Conducting appropriate classroom assessments is essential in any instruction to achieve educational objectives. Regarding education objectives in Indonesia, conducting classroom assessments is vividly important because all teachers must prepare progress reports for their students' learning conditions. In general, class assessments are carried out through a series of steps consisting of the process of gathering, synthesizing, and interpreting information to assist in decision-making in class. A study by [2] highlighted the need to improve teachers' ability to carry out classroom assessments as it will help teachers develop their competencies in making decisions about class management, instruction, and student learning, including making appropriate instructional planning. A similar concern is also revealed in a study by [3].

In conducting classroom assessment, teachers must have the ability to precisely determine the type or format of assessment, establish goals for assessment, set assessment tasks, assess performance and provide feedback, and monitor student learning outcomes. The ability of these teachers is vital so that the assessment objectives can be fully achieved [4]. The achievement of assessment naturally influences the conditions of learning in the classroom. This is in line with a study conducted [5] which emphasized that effective classroom assessment allows teachers to make decisions about the quality of teaching, and the student's progress. Consequently, teachers are required to have a high understanding of classroom assessment implementation to fully achieve the objectives of the assessment [1]. Unfortunately, factually teachers are still confronted with challenges in implementing classroom assessment [3], [6].

The increasing need for understanding how assessment should be carried out in the classroom has attracted educators and researchers to conduct studies on classroom assessments. [1] Furthermore, classroom assessment refers to assessments of student learning carried out in classroom settings to enable teachers to provide a better way of learning and continually monitor students' progress, as opposed to testing external standards. This shows that classroom assessment tends to use teacher-made tests. Another more comprehensive view was put forward based on a study by [7], which emphasized that class assessment should focus on classroom decision-making. A teacher must understand that formative and summative assessments have different goals even though both can be given in class. Formative assessment aims to see how well students learn while summative measures student achievement after the learning period. Summative assessment is considered more important for most teachers in Indonesia because of the teacher's need to write reports on student achievement to school stakeholders.

Several studies have examined the use of classroom assessment to improve teaching and learning and enhance students' learning achievement. A study carried out by [8] found that classroom assessment helps students and teachers. Students can use classroom assessment information as a tool to improve learning. Conversely, teachers can use information deduced from classroom assessment results to modify their teaching strategies to be more effective. Classroom assessment can also help teachers identify areas of student weakness in learning. Knowing students' learning problems helps teachers plan to learn programs that are better suited to students' needs so that students get predetermined competencies. This shows that classroom assessment makes teachers aware of the best teaching practices. Moreover, a study by [9] revealed that if classroom assessment is carried out correctly, it allows teachers to provide information about the students' learning and gives feedback to students who tend to improve. These findings indicate that classroom assessment increases teacher competence in understanding the gap between the learning process and the desired learning outcomes [10].

The teacher's understanding of classroom assessment certainly determines how the teacher views and practices classroom assessment [1],[11]. Their understanding also influences teachers' understanding of carrying out assessments. Therefore teacher understanding is an important component of good assessment practices [12]. Teachers need to build a high understanding of classroom assessment. They must understand the concept of class assessment and how assessment should be done in class. Teachers may have a negative understanding of class assessment because they only have a poor understanding of it. A study by [8] found that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers with strong beliefs in classroom assessment will make more appropriate classroom assessments. This can be deduced from teachers' understanding of class assessment which is really influenced by their understanding of the benefits of classroom assessment. Teachers' understanding considerably influences the assessment of appropriate practices [10].

Some previous research also revealed that the teachers' understanding of classroom assessment practices is influenced by the assessments conducted by the teachers in the classroom assessment (e.g. [1], [9], [13], [14]). The findings reveal that there are significant differences in teacher assessment practices at different school levels. Moreover, another study conducted by [12] revealed that teachers in different locations tend to employ different assessment strategies. These findings indicate that teachers have different views of the classroom based on their understanding and understanding of class assessment [15]. This is also confirmed by a study conducted by [13] found that teachers have various competencies in conducting classroom assessments. Teachers faced problems in performance assessment, interpretation of standardized test results, and grading procedures.

Ideally in assessing students, teachers are required to be professional in conducting assessments based on the assessment policy or standard. The policy should be used as a reference in preparing and conducting the assessment to attain the real purpose of conducting the assessment in the classroom. Therefore, considering the previous studies which were mainly conducted to see the classroom assessment practices in the general nature of assessment practices at schools. Unlike these studies, this present study is, however, intended to thoroughly study the alignment of teachers' understanding of the assessment of English as a foreign language (EFL) to practices of classroom assessment which is viewed from their different lengths of teaching experiences. This study is very important to be performed because previous preliminary studies conducted at several schools showed that Indonesian teachers make inappropriate language assessments. Therefore, exploring research in classroom assessment practices becomes highly important because it provides educators with empirical evidence to inform them about the right decision in conducting classroom assessments. This present study specifically aims at revealing the alignment of teachers' understanding and practices of classroom assessment.

## 2. RESEARCH METHOD

This study was carried out to explore each case of teachers' understanding and their practices in the English language classroom. This study was conducted to investigate selected cases, the cases are compared in-depth and are used to describe and interpret the situational existence of their cases from the same phenomenon through different perspectives [16]. A qualitative approach was used to reveal the alignment of teachers' understanding to how they practiced their understanding in the classroom. Through qualitative research, empirical knowledge of teachers' understanding and classroom assessment practices in EFL classes can then be adequately revealed as the findings of this study.

Some criteria were carried out in selecting the teachers as the participants for this study. These qualified certified EFL teachers with at least five years of teaching experience with a minimum of a bachelor's degree in English Education represent intensive different experiences in teaching English. Due to many teachers in Bali being eligible for the present study, computerized open questionnaires were distributed through computer systems. The teachers' profiles were then categorized accordingly, finally, 15 English teachers at different high schools were determined to be the study participants. However, based on the selection criteria specification and to establish a thorough study, only three teachers were selected as the representative teachers. Therefore, these three teachers were chosen as the participants of this study. The selected participants were EFL high school teachers with significant differences in teaching experiences. They were from high, average, and low experiences. The objective of this study was to reveal the alignment of teachers' understanding and practices of classroom assessment.

This study used qualitative research design to collect the required data concerning the alignment of teachers' understanding and practices of classroom assessment. Several techniques were used to collect data, including semi-structured interviews, observation, and document studies. Semi-structured interviews were used in gathering data related to the alignment of teachers' understanding and practices of classroom assessment. There were three interviews conducted in this study. All the interviews were recorded using computer systems and appliances to ensure all data were well-stored and put according to the predetermined category. The first interview was intended to determine the understanding and practical theories about classroom assessment as well as how classroom assessment is conducted in the classroom. The second interview was related to the practice of the participants in the class regarding the results of the previous interview. This interview was conducted after class classroom observations. The third interview is to confirm the alignment of teachers' understanding and classroom assessment practices. During classroom observations, notes on classroom activities were also taken. All activities were recorded and transcribed to facilitate analysis. All the interviews were recorded using computer systems to ensure that all data were well-recorded and all data could be put into the right categories, therefore, all data from all cases can be analyzed correctly.

The collected data were analyzed through interpretative analysis processes. First, the data collected from interviews were transcribed. Then the transcripts were checked to ensure all the required data were recorded correctly. Interview data and observation data were then coded and categorized using a specific way, reflecting their beliefs and understanding, which was then critically analyzed and presented descriptively. In analyzing the data, a detailed description of each interview result of teachers' understanding and observation results of classroom practices was made thoroughly. The interview transcripts were supplemented with data from the records at the observation time. The participants then checked the data from the transcripts to validate what they said.

## 3. RESULTS AND DISCUSSION

### Results

This study was conducted merely to the alignment of teachers' understanding and practices of classroom assessment. It is important because assessment is an integral part of language teaching. Moreover, assessment can reflect the learning outcomes well, the teacher should know how to grade quality assessments. What things must be considered by teachers in conducting assessments, and how to assess learning according to the plan and target. Because without the teacher recognizing and improperly using an assessment method, the results will not reflect the true state of the learning outcomes to be assessed. The assessment was the task of measuring student learning outcomes. Assessment is a way to assess students' level of ability by focusing on assessing students' understanding of the material being taught or finding out how well students had learned the lesson [11]. The data presented teachers' understanding are briefly discussed as follows.



"For me, classroom assessment must be done well because it helps me to improve my students' learning achievement and also to improve my teaching strategies to make my students more active in learning. It can be done through formative and summative assessments. It also allows us to see students' achievements, weaknesses, and strengths. Therefore I think we should carry out classroom assessments appropriately and make use of various assessment strategies. I always conduct the formative assessment at the end of the learning unit and summative assessment at the end of the semester". (Teacher A)

"Classroom assessment must be done in every learning activity because it provides information about students' learning progress and achievement, weaknesses, and strengths in learning. The information then can be utilized for the improvement of learning activities. Formative assessment I conducted at the end of the learning unit and summative assessment every end of the semester". (Teacher B)

"I always carry out classroom assessments properly. I always conduct formative assessments and summative assessments at the end of the semester. Both assessments are really important because it makes me know my students learning progress and I can use the information to modify my teaching strategy to suit my students learning condition". (Teacher C)

Excerpts of the interview above showed that Teacher A implements classroom assessment correctly because it helps him to improve his students' learning achievement. He also considers that classroom assessment allows him to see the weaknesses and strengths of his students. Therefore, he can modify teaching based on information from classroom assessments. He also understands that he must always carry out classroom assessments appropriately and utilize various assessment strategies.

The interviews show that teacher B has a considerably good understanding of classroom assessment. His view of classroom assessment is certainly positive, and he urges every teacher to conduct a classroom assessment in teaching English to find students' weaknesses and strengths in learning.

The quote shows that Teachers C has a high understanding of classroom assessment in which he can see that classroom assessment can be used to measure students learning progress, students' learning strains and weaknesses. In addition, he also uses the results of classroom assessments to improve his teaching style to be more successful. It seems that he understands the principle of classroom assessment which is conducted in the form of formative and summative assessment.

### Implementation of Classroom Assessment

The classroom observations indicated that teachers in this study implemented classroom assessments in various forms. A summative assessment is normally conducted at the end of the semester of the learning period as the school principal usually schedules it. Formative assessment on the hands was conducted differently by the teachers.

**Table 1. Summative assessment**

	Test type	Content	Implementation
<b>Teacher A</b>	Multiple choices	general knowledge and minorly related to learning objectives	At the end of the semester and improperly supervised
<b>Teacher B</b>	Multiple choice and competition	Textbook based and minorly related to learning objectives	At the end of the semester and moderately supervised
<b>Teacher C</b>	Multiple choices, completion, and essay	Focused on learning objectives	At the end of the semester and strictly supervised

The table above shows that the teachers all teachers implemented summative assessments. The test type and test content were differently utilized. Teacher A focused on the use of the multiple-choice test, meanwhile, teacher B used completion tests, and the Teacher used more effective tests such as multiple-choice, completion, and essay. The test contents were differently focused on. Teacher A merely measured general knowledge and minorly measured the achievement of learning objectives. Teacher B mostly took the test from the textbook, meanwhile, teacher C really focused on measuring the achievement of the learning objectives. The summative assessment was also not strictly supervised by teacher A, teacher B moderately supervised the assessment administration, whereas teacher C strictly supervised and properly administered the summative assessment.

**Table 1. Formative Assessment**

	<b>Test type</b>	<b>Content</b>	<b>Implementation</b>
<b>Teacher A</b>	Multiple choices and true-false, matching	Topics are merely taken from the exercise book	Occasionally conducted
<b>Teacher B</b>	Multiple choice, completion, matching, essay	Topics are taken from the exercise book and some materials are taken from websites	Sometimes conducted at the end of the learning unit
<b>Teacher C</b>	Essay, performance assessment, authentic assessment	Topics are taken from the exercise book and authentic learning materials are also utilized	Always conducted at the end learning unit and remedial is properly planned

All teachers carried out a formative assessment after the learning processes, however, teachers implemented it in a variety of assessment forms. Objective tests were mostly used by teacher A. Teacher B made use of multiple choice types, completion, matching, and essay formats. Meanwhile, Teacher C made use of essays and authentic assessments. The ways teachers administered the assessment were also in a variety of forms. teacher A only occasionally conducted the formative assessment, teacher C properly conducted the formative assessment and more intensively carried out the assessment compared with teacher C. Teacher C made use of an essay, authentic assessment, and performance-based assessment, whereas teacher A merely used material from the exercise book, meanwhile teacher C used materials from exercise book and websites.

The data above showed that some teachers still have a variety of understanding of classroom assessment practices. During the interviews, teachers explained that they hardly had a teachers' development program related to classroom assessment practices. Most of the knowledge they learned by themselves from available resources. Meanwhile, teacher C explained that she learned a lot when he was studying with a teacher in his college.

## Discussion

Assessment is a process that involves activities that teachers use to help students learn, whereby the activities involve educators gathering information about prior knowledge before instruction and determining appropriate upcoming learning topics using various techniques to gauge students' progress [17]. Thus, students feel helped by the teacher to achieve the expected results. all types of classroom assessments aim to assess students' learning outcomes in schools, take responsibility for implementing education in the community and determine the achievement of the quality of education [18].

The teachers in this study showed that they have a good understanding of classroom assessment. The interviews indicated that they could comprehensively explain the types of classroom assessment activities, when the assessment should be conducted, and how it should be conducted. Although they all have a different level of understanding depending on their educational backgrounds, teachers' professional development programs and teaching experiences, to a broad extent, their understanding of classroom assessment is acceptably sufficient for conducting appropriate classroom assessment. This is in line with the findings of [19], [20]. However, this study revealed that the teachers who carried out classroom assessments were outside their level of understanding. Teaching experiences could not be used as a guarantee of appropriate or better classroom assessment practices.

Teacher A, for example, who has more than fifteen years of teaching experience, was found to conduct poor-quality classroom assessments. Although during the interviews he had indicated he has a good understanding of classroom assessment, however during a classroom observation, he practiced classroom assessment irrelevantly with their understanding. This can be seen from the test types, assessment topics, and the way the assessment is being conducted. The test types being used are solely in the form of objective tests. The tests are mainly taken from a test book and exercise book. Moreover, the way he conducted the assessment was also in a relaxed manner which was poorly supervised which enabled students to compare the answers with other students. Consequently, the assessment results could be used as student's reflection on their ability [21]. Moreover, teachers could use the results to improve learning activities to attain better learning objectives [22], [23]. Therefore, ideally, assessment should be always completed with feedback provision to enrich the student's ability [24], [25].

Teacher B who has fewer teaching experiences when compared to teacher A showed better classroom assessment practices. During the interview process, he showed quite a similar level of understanding of the

types, topics, and how classroom assessment should be implemented. Teacher B utilized more appropriate types such as Multiple choice, completion, matching, and essay and the topics were taken from the exercise book and some materials taken from websites. He conducted summative assessments as scheduled by the school headmaster, however, the formative assessment was only sometimes conducted at the end of the learning unit completion. How he conducted formative assessment indicated that he carried out classroom assessment irrelevantly with his understanding. Ideally, he implemented classroom assessments in-line with their understanding [26]–[28].

Contrary to teachers A and B, teacher C has less than five years of teaching experience, so it can be said that he is a fresh graduate teacher. During the interviews, she explained her understanding of classroom assessment clearly and during the classroom observation, she showed that she carried out the most appropriate classroom assessment compared with other teachers. She utilized essays, performance assessments, and authentic assessments and used more authentic materials. The way she administered the classroom assessment both in the summative and formative assessment was set in an ideal assessment atmosphere. Consequently, the assessment results could be used as a source of information for real achievement and can be used as a reference for learning improvement [11], [29], [30].

The findings above showed that teachers' discrepancies in classroom assessment practices were viewed from their understanding and teaching experiences. Ideally, teachers practice classroom assessment really based on their understanding [31] and more experienced teachers should implement better classroom assessment compared with less experienced teachers [32]. This study found that the existing general theories and public assumptions related to teachers' understanding and teaching experiences are not always in-line with actual practices in a real classroom setting. The discrepancy occurred because many factors were affecting the implementation of the classroom assessment such as classroom conditions, time allotment, the national examination, and teachers' workloads. Among those factors, the need to be successful in the national exam is still one of the main factors which really worry all teachers [33], [34]. Consequently, most teachers focus on practising students in doing national exams. Teachers' workloads also become prime problems as teachers tried hard to fulfil all their duties, consequently, the implementation of classroom assessment tends to be neglected [35]. Ideally, teachers should allocate sufficient time for carrying out all types of assessments to gather appropriate information about students' learning achievement [25], [36].

Teachers need to be really clear about the purpose of the assessment to implement assessment properly and appropriately [37]. It should be understood that the objectives of formative and summative assessments are quite different altogether. Formative assessment is mainly conducted to improve learning, while summative is intended to measure the student's achievement. However, for both of the assessments, teachers ideally have to pay attention to three areas, namely knowledge (*cognitive*), attitude (*affective*), and skills (*psychomotor*). These three domains should be assessed proportionally according to the nature of the subject matter. Moreover, classroom assessment should be ideally carried out continuously and periodically. Continuous means that assessment is carried out throughout the learning process, while periodic means assessment is carried out after learning one competency, at the end of the education unit level and the end of each semester.

Considering the importance of accurate implementation of assessment, teachers need to carefully plan the assessment [37]–[39]. Teachers therefore in the application of classroom assessment need to have a high understanding of the type and form of assessment and how to use them in class. Additionally, in conducting classroom assessment, the following things need to be considered, such as comprehending assessment as an integral part of learning activities, developing learning strategies that encourage and strengthen the assessment process as a reflection activity (self-reflection and learning experience), carrying out various assessment strategies in the learning program to provide various types of information about student learning outcomes, accommodating student needs, developing a recording system that provides varied ways of observing student learning, and using assessment to gather information to make decisions about the level of student achievement. The discussion above indicated that classroom assessment is a very complex activity to do in the classroom, therefore to be able to conduct it appropriately, teachers need a very high understanding and passion in doing their duties, particularly in preparing and carrying out the classroom assessment.

## Conclusion

Classroom assessment serves as a material consideration in determining classroom progress, feedback in improving teaching programs, a driving tool in improving the ability of students, and a tool for students to evaluate their performance and self-reflection so that they can improve themselves. This study revealed that teachers have a variety of understanding of classroom assessment and classroom assessments were not always practiced properly in-line with their understanding. This discrepancy due to the facts that several factors influenced their classroom practices. Thus, considering the importance of these findings, further

study should be conducted and these findings can be used as a reference for other researchers and policymakers to pay more attention to teachers' professional development programs and other forms of teacher enrichment activities.

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## BIOGRAPHIES OF AUTHORS






**Ida Ayu Made Sri Widiastuti**    received her Bachelor degree in English Education from the Mahasaraswati University Denpasar in 2010, two Master degrees in English Education from the Ganesha University of Education and Linguistics from the Udayana University both in 2011, and Doctoral degree in English Education from State University of Malang in 2019. She has been a lecturer in the English Education study program at Mahasaraswati University Denpasar since 2010. Currently, the author is actively conducting research in the fields of Education and Assessment and has many publications that have been published in various accredited national and international journals of reputed. In addition, the author is also active as an evaluator of BKD LLDIKTI and Kemendikbudristek, reviewer of reputable national and international journals, and speaker or resource person in various national and international seminars and conferences.






**Katie Weir**    Katie is a Senior Lecturer in Assessment and Curriculum at School of Education and Professional Studies, Griffith University Australia. She began her career in education as a Secondary Science teacher in North Queensland where she enjoyed thirteen years teaching and heading up school science departments. A move to Sydney opened up an opportunity to return to university to undertake a Masters Degree in Education specializing in Curriculum Studies. This was followed up with a PhD at the University of Queensland that examined the New Basics Curriculum under the supervision of Professor Allan Luke. That was 10 years ago and that research inspired Katie's passion for assessment. Her academic career includes employment as a lecturer in middle years at QUT, teacher professional experience at SCU, and a senior lecturer in assessment at Griffith University. Her research and teaching focus is on quality, the school-based assessment that supports and enriches learning



**Heru Sukoco**    received his B.Sc. degree in Computer Science from the Institut Pertanian Bogor (IPB) in 1999, M.Eng. degree from Electrical Engineering from the Institut Teknologi Bandung (ITB) in 2005, and Dr.Eng. degree in Advanced IT and Informatics from the Kyushu University Japan in 2012, respectively. Currently, he works at the Department of Computer Science, IPB University. His research area focuses on Net-centric computing, Future Internet, IoT, Wireless and Mobile Technology, High Performance Computing, and Agro-Maritime 4.0 to support Modern and Smart Agriculture. He is also a member of APTIKOM, IEEE, and IEICE. Currently, he gets research grants from LPDP, Kemendikbudristek, and BRIN. In addition, he also conduct several researches together with the industry and has published in reputable national and international publications.



**Gunadi Harry Sulistyo**    is a professor in EFL learning assessment and research, the State University of Malang, Indonesia. He has been conducting a number of ELT-related research projects such as continuous professional learning of ELT Teachers, EFL Instructional Materials Development, and community social services on ELT to a number of communities. He has also been an author of books like Reading for Meaning, ELT Assessment at Schools, Classroom-Based Authentic Assessment for Teachers, and others.



## 9. REVIEW KETIGA DARI EDITOR JURNAL (5 Desember 2022)

Editor [DELETE](#)

2022-12-05 06:05 AM Subject: [IJERE] Editor Decision

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

---

Dear Prof/Dr/Mr/Mrs: Dr Ida Ayu Made Sri Widiastuti,

- some references missed the DOI
- Mention Table 1 before it appears

---

International Journal of Evaluation and Research in Education (IJERE)  
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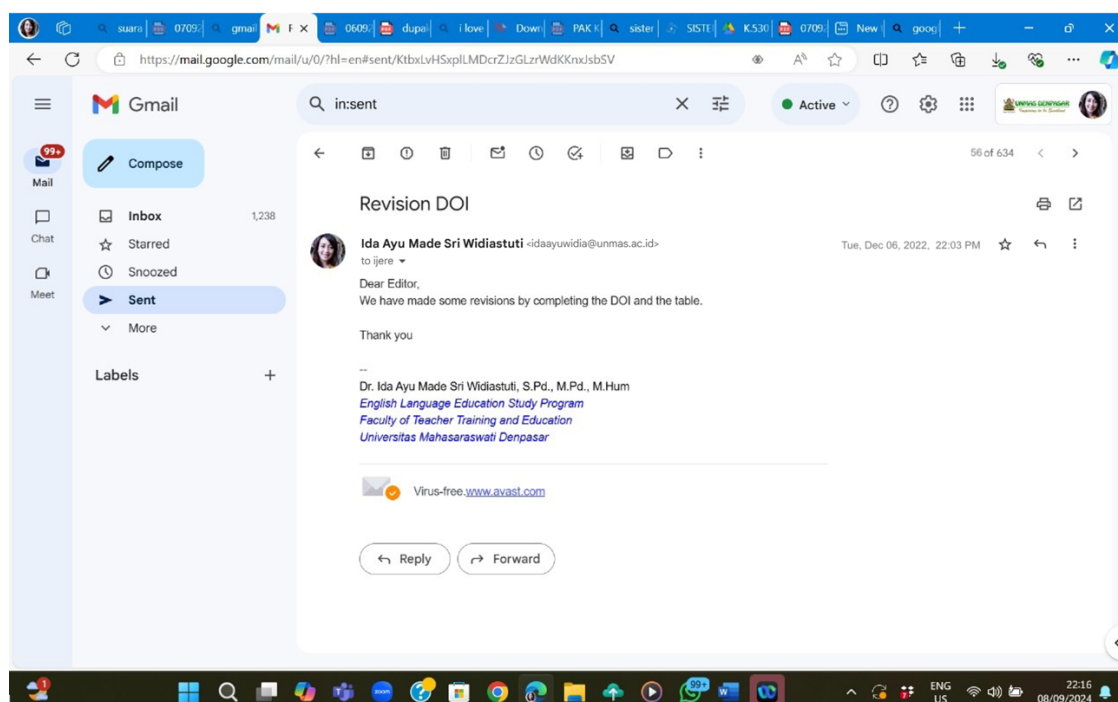
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Dear Editor,  
We have made some revisions by completing the DOI and the table.

Thank you

--

Dr. Ida Ayu Made Sri Widiastuti, S.Pd., M.Pd., M.Hum  
*English Language Education Study Program*  
*Faculty of Teacher Training and Education*  
*Universitas Mahasaraswati Denpasar*





## 10. KONFIRMASI ACCEPTED MANUSCRIPT (10 DESEMBER 2022)

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Dear Prof/Dr/Mr/Mrs: Dr Ida Ayu Made Sri Widiastuti,

It is my great pleasure to inform you that your paper entitled "Alignment of EFL Teachers' Understanding of Classroom Assessment Practices" is conditionally ACCEPTED and will be published on the International Journal of Evaluation and Research in Education (IJERE), a SCOPUS (<https://www.scopus.com/sourceid/21100934092>, SJR: 0.236 (SJR Q3), CiteScore: 1.3 and SNIP: 0.582) and ERIC (<https://bit.ly/2EI8hDj>) indexed journal. Congratulations!

Please prepare your final camera-ready paper (in MS Word or LATEX file format) adheres to every detail of the guide of authors (MS Word: <http://iaescore.com/gfa/ijere.docx>, or <http://iaescore.com/gfa/ijere.rar> for LATEX file format), and check it for spelling/grammatical mistakes. Then you should upload your final paper to our online system (as "author version" under our decision, NOT as new submission).

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**11. KONFIRMASI PENULIS "ACCEPTED MANUSCRIPT"  
(30 DESEMBER 2022)**

**Ida Ayu Made Sri Widiastuti <idaayuwidia@unmas.ac.id>**

Fri, Dec 30, 2022,  
10:22 AM

to ijere

Dear Editor,

Good Morning. Here I attach the camera-ready paper, the proof of publication payment, and the results of checking the manuscript by using Turnitin. All contents of the manuscript have been adjusted to the rules of the journal. The payment was made in the amount of 5.7 million because the number of manuscripts is 9 pages. The result of checking the manuscript using Turnitin was 14%. We really hope that our article can be published as soon as possible. We look forward to hearing some good news from you. Thank you for your kind help.

Sincerel Yours

--

Dr. Ida Ayu Made Sri Widiastuti, S.Pd., M.Pd., M.Hum

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Sincerely Yours

Dr. Ida Ayu Made Sri Widiastuti, S.Pd., M.Pd., M.Hum  
English Language Education Study Program  
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## Alignment of EFL Teachers' Understanding of Classroom Assessment Practices

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### ABSTRACT

A comprehensive understanding of classroom assessment is essential for improving students' learning and teachers' professionalism. This study was conducted to gain better information about teachers' understanding of classroom assessment compared to their classroom practices. Semi-structured interviews and classroom observations were employed to collect the data. The collected data were then analyzed comprehensively using comparative and argumentative methods. The results were then presented descriptively to establish the findings. The findings showed that some teachers' classroom assessment practices were consistent with their assessment understanding, while others were inconsistent. The findings suggest that different contextual factors may influence teachers' classroom practices. Furthermore, EFL teachers need to be re-trained on comprehending the influencing contextual factors to utilize their understanding of assessment in the classroom effectively.

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## 1. INTRODUCTION

Classroom assessment is an integral part of teaching that enhances, empowers, and celebrates student learning [1]. Conducting appropriate classroom assessments is essential in any instruction to achieve educational objectives. Regarding education objectives in Indonesia, conducting classroom assessments are vividly important because all teachers must prepare progress reports for their students' learning conditions. Class assessments are generally carried out through a series of steps consisting of gathering, synthesizing, and interpreting information to assist in decision-making in class. A study by [2] highlighted the need to improve teachers' ability to carry out classroom assessments. It will help teachers develop their competencies in making decisions about class management, instruction, and student learning, including doing appropriate instructional planning. A similar concern is also revealed in a study by [3].

In conducting classroom assessment, teachers must be able to determine the type or format of assessment precisely, establish goals for assessment, set assessment tasks, assess performance and provide feedback, and monitor student learning outcomes. The ability of these teachers is vital so that the assessment objectives can be fully achieved [4]. The achievement of assessment naturally influences the conditions of learning in the classroom. This is in line with a study conducted [5] which emphasized that effective classroom assessment allows teachers to make decisions about the quality of teaching and the student's progress.

Consequently, teachers must have a high understanding of classroom assessment implementation to achieve the assessment object. Unfortunately, teachers are still confronted with challenges in implementing classroom assessment [3], [6].

The increasing need for understanding how assessment should be carried out in the classroom has attracted educators and researchers to conduct studies on classroom assessments. [1] Furthermore, classroom assessment refers to assessments of student learning carried out in classroom settings to enable teachers to provide a better way of learning and continually monitor students' progress, as opposed to testing external standards. This shows that classroom assessment tends to use teacher-made tests. Another more comprehensive view was put forward based on a study by [7], which emphasized that class assessment should focus on classroom decision-making. A teacher must understand that formative and summative assessments have different goals, even though both can be given in class. Formative assessment aims to see how well students learn, while summative measures student achievement after the learning period. Summative assessment is considered more important for most teachers in Indonesia because of the teacher's need to write reports on student achievement to school stakeholders.

Several studies have examined the use of classroom assessment to improve teaching and learning and enhance students' learning achievement. A study by [8] found that classroom assessment helps students and teachers. Students can use classroom assessment information as a tool to improve learning. Conversely, teachers can use information from classroom assessment results to modify their teaching strategies to be more effective [9], [10]. Classroom assessment can also help teachers identify areas of student weakness in learning. Knowing students' learning problems helps teachers plan to learn programs that are better suited to students' needs so that students get predetermined competencies. This shows that classroom assessment makes teachers aware of the best teaching practices. Moreover, a study by [11] revealed that if classroom assessment is carried out correctly, it allows teachers to provide information about the students' learning and gives feedback to students who tend to improve. These findings indicate that classroom assessment increases teacher competence in understanding the gap between the learning process and the desired learning outcomes [12].

The teacher's understanding of classroom assessment determines how the teacher views and practices classroom assessment [1],[13]. Their understanding also influences teachers' understanding of carrying out assessments. Therefore teacher understanding is an essential component of good assessment practices [14]. Teachers need to build a high understanding of classroom assessment. They must understand the concept of class assessment and how assessment should be done in class. Teachers may have a negative understanding of class assessment because they only have a poor understanding of it. A study by [8] found that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers with strong beliefs in classroom assessment will make more appropriate classroom assessments. This can be deduced from teachers' understanding of class assessment which is influenced by their understanding of the benefits of classroom assessment. Teachers' understanding considerably influences the assessment of appropriate practices [12].

Some previous research also revealed that the teachers' understanding of classroom assessment practices is influenced by the assessments conducted by the teachers in the classroom assessment (e.g., [1], [11], [15], [16]). The findings reveal significant differences in teacher assessment practices at different school levels. Moreover, another study by [14] showed that teachers in other locations tend to employ different assessment strategies. These findings indicate that teachers have different views of the classroom based on their understanding and understanding of class assessment [17]. This is also confirmed by a study conducted by [15] found that teachers have various competencies in conducting classroom assessments. Teachers faced problems in performance assessment, interpretation of standardized test results, and grading procedures.

Ideally, in assessing students, teachers are required to be a professional in conducting assessments based on the assessment policy or standard. The policy should be used as a reference in preparing and conducting the assessment to attain the real purpose of conducting the assessment in the classroom. Therefore, considering the previous studies, which were mainly conducted to see the classroom assessment practices in the general nature of assessment practices at schools. Unlike these studies, this present study is, however, intended to thoroughly study the alignment of teachers' understanding of the assessment of English as a foreign language (EFL) to practices of classroom assessment which is viewed from their different lengths of teaching experiences. This study is significant to be performed because previous preliminary studies conducted at several schools showed that Indonesian teachers make inappropriate language assessments. Therefore, exploring research in classroom assessment practices becomes highly important because it provides educators with empirical evidence to inform them about the right decision in conducting classroom assessments. This present study specifically aims at revealing the alignment of teachers' understanding and practices of classroom assessment.

## 2. METHOD

This study was carried out to explore each case of teachers' understanding and their practices in the English language classroom. This study was conducted to investigate selected cases. The cases are compared in-depth and are used to describe and interpret the situational existence of their cases from the same phenomenon through different perspectives [18]. A qualitative approach was used to reveal the alignment of teachers' understanding to how they practiced their understanding in the classroom. Through qualitative research, empirical knowledge of teachers' understanding and classroom assessment practices in EFL classes can then be adequately revealed as the findings of this study.

Some criteria were carried out in selecting the teachers as the participants for this study. These qualified certified EFL teachers with at least five years of teaching experience with a minimum of a bachelor's degree in English Education represent different intensive experiences in teaching English. Due to many teachers in Bali being eligible for the present study, computerized open questionnaires were distributed through computer systems. The teachers' profiles were then categorized accordingly. Finally, 15 English teachers at different high schools were determined to be the study participants. However, based on the selection criteria specification and to establish a thorough study, only three teachers were selected as the representative teachers. Therefore, these three teachers were chosen as the participants of this study. The selected participants were EFL high school teachers with significant differences in teaching experiences. They were from high, average, and low experiences. The objective of this study was to reveal the alignment of teachers' understanding and practices of classroom assessment.

This study used qualitative research design to collect the required data concerning the alignment of teachers' understanding and practices of classroom assessment. Several techniques were used to collect data, including semi-structured interviews, observation, and document studies. Semi-structured interviews were used in gathering data related to the alignment of teachers' understanding and practices of classroom assessment. There were three interviews conducted in this study. All the interviews were recorded using computer systems and appliances to ensure all data were well-stored and put according to the predetermined category. The first interview was intended to determine the understanding and practical theories about classroom assessment as well as how classroom assessment is conducted in the classroom. The second interview was related to the practice of the participants in the class regarding the results of the previous interview. This interview was conducted after class classroom observations. The third interview is to confirm the alignment of teachers' understanding and classroom assessment practices. During classroom observations, notes on classroom activities were also taken. All activities were recorded and transcribed to facilitate analysis. All the interviews were recorded using computer systems to ensure that all data were well-recorded and all data could be put into the right categories. Therefore, all data from all cases can be analyzed correctly.

The collected data were analyzed through interpretative analysis processes. First, the data collected from interviews were transcribed. Then the transcripts were checked to ensure all the required data were recorded correctly. Interview data and observation data were then coded and categorized using a specific way, reflecting their beliefs and understanding, which was then critically analyzed and presented descriptively. In analyzing the data, a detailed description of each interview result of teachers' understanding and observation results of classroom practices was made thoroughly. The interview transcripts were supplemented with data from the records at the observation time. The participants then checked the data from the transcripts to validate what they said.

## 3. RESULTS AND DISCUSSION

### 3.1. Results

This study was conducted merely to align teachers' understanding and practices of classroom assessment. It is important because assessment is an integral part of language teaching. Moreover, assessment can reflect the learning outcomes well, and the teacher should know how to grade quality assessments. What things must be considered by teachers in conducting assessments, and how to assess learning according to the plan and target. Without the teacher recognizing and improperly using an assessment method, the results will not reflect the true state of the learning outcomes to be assessed. The assessment was the task of measuring student learning outcomes. Assessment is a way to assess students' level of ability by focusing on assessing students' understanding of the material being taught or finding out how well students had learned the lesson [13]. The data presented teachers' understanding are briefly discussed as follows.

*"For me, classroom assessment must be done well because it helps me to improve my students' learning achievement and also to improve my teaching strategies to make my students more active in learning. It can be done through formative and summative assessments. It also allows us to see students' achievements, weaknesses, and strengths. Therefore I think we should carry out classroom assessments*



*appropriately and make use of various assessment strategies. I always conduct the formative assessment at the end of the learning unit and summative assessment at the end of the semester". (Teacher A)*

*"Classroom assessment must be done in every learning activity because it provides information about students' learning progress and achievement, weaknesses, and strengths in learning. The information then can be utilized for the improvement of learning activities. Formative assessment I conducted at the end of the learning unit and summative assessment every end of the semester". (Teacher B)*

*"I always carry out classroom assessments properly. I always conduct formative assessments and summative assessments at the end of the semester. Both assessments are really important because it makes me know my students learning progress and I can use the information to modify my teaching strategy to suit my students learning condition". (Teacher C)*

Excerpts of the interview above showed that Teacher A implements classroom assessment correctly because it helps him to improve his students' learning achievement. He also considers that classroom assessment allows him to see the weaknesses and strengths of his students. Therefore, he can modify teaching based on information from classroom assessments. He also understands that he must always carry out classroom assessments appropriately and utilize various assessment strategies.

The interviews show that teacher B has a considerably good understanding of classroom assessment. His view of classroom assessment is undoubtedly positive, and he urges every teacher to conduct a classroom assessment in teaching English to find students' weaknesses and strengths in learning. The quote shows that Teachers C has a high understanding of classroom assessment in which he can see that classroom assessment can be used to measure students learning progress, students' learning strains and weaknesses. In addition, he also uses the results of classroom assessments to improve his teaching style to be more successful. It seems that he understands the principle of classroom assessment which is conducted in the form of formative and summative assessment.

### Implementation of Classroom Assessment

The classroom observations indicated that teachers in this study implemented classroom assessments in various forms. A summative assessment is typically conducted at the end of the semester of the learning period, as the school principal usually schedules it. Formative assessment on the hands was conducted differently by the teachers.

Table 1 shows that all teachers implemented summative assessments. The test type and test content were utilized differently. Teacher A focused on the multiple-choice test, meanwhile, teacher B used completion tests, and the teacher C used more effective tests such as multiple-choice, completion, and essay. The test contents were differently focused on. Teacher A merely measured general knowledge and minorly measured the achievement of learning objectives. Teacher B mostly took the test from the textbook, meanwhile, teacher C focused on measuring the achievement of the learning objectives. The summative assessment was also not strictly supervised by teacher A, teacher B moderately supervised the assessment administration, whereas teacher C strictly supervised and properly administered the summative assessment.

Table 1. Summative assessment

	Test type	Content	Implementation
Teacher A	Multiple choices	general knowledge and minorly related to learning objectives	At the end of the semester and improperly supervised
Teacher B	Multiple choice and completion	Textbook based and minorly related to learning objectives	At the end of the semester and moderately supervised
Teacher C	Multiple choices, completion, and essay	Focused on learning objectives	At the end of the semester and strictly supervised

As shown in Table 2, all teachers carried out formative assessments after the learning processes, however, teachers implemented it in a variety of assessment forms. Objective tests were mostly used by teacher A. Teacher B made use of multiple choice types, completion, matching, and essay formats. Meanwhile, Teacher C made use of essays and authentic assessments. The ways teachers administered the assessment were also in a variety of forms. Teacher A only occasionally conducted the formative assessment, teacher C properly conducted the formative assessment and more intensively carried out the assessment compared with teacher B. Teacher C made use of an essay, authentic assessment, and performance-based assessment, whereas teacher A merely used material from the exercise book, meanwhile teacher B used materials from exercise book and websites.

Table 2. Formative Assessment

	Test type	Content	Implementation
Teacher A	Multiple choices and true-false, matching	Topics are merely taken from the exercise book	Occasionally conducted
Teacher B	Multiple choice, completion, matching, essay	Topics are taken from the exercise book and some materials are taken from websites	Sometimes conducted at the end of the learning unit
Teacher C	Essay, performance assessment, authentic assessment	Topics are taken from the exercise book and authentic learning materials are also utilized	Always conducted at the end learning unit and remedial is properly planned

The data in the Table 2 showed that some teachers still have a variety of understanding of classroom assessment practices. During the interviews, teachers explained that they hardly had a teachers' development program related to classroom assessment practices. Most of the knowledge they learned by themselves from available resources. Meanwhile, teacher C explained that she learned a lot when he was studying with a teacher in his college.

### 3.2. Discussion

Assessment is a process that involves activities that teachers use to help students learn, whereby the activities involve educators gathering information about prior knowledge before instruction and determining appropriate upcoming learning topics using various techniques to gauge students' progress [19]. Thus, students feel helped by the teacher to achieve the expected results. all types of classroom assessments aim to assess students' learning outcomes in schools, take responsibility for implementing education in the community and determine the achievement of the quality of education [20].

The teachers in this study showed that they have a good understanding of classroom assessment. The interviews indicated that they could comprehensively explain the types of classroom assessment activities, when the assessment should be conducted, and how it should be conducted. Although they all have a different level of understanding depending on their educational backgrounds, teachers' professional development programs and teaching experiences, to a broad extent, their understanding of classroom assessment is acceptably sufficient for conducting appropriate classroom assessment. This is in line with the findings of [21], [22]. However, this study revealed that the teachers who carried out classroom assessments were outside their level of understanding. Teaching experiences could not be used as a guarantee of appropriate or better classroom assessment practices.

Teacher A, for example, who has more than fifteen years of teaching experience, was found to conduct poor-quality classroom assessments. Although during the interviews he had indicated he has a good understanding of classroom assessment, however during a classroom observation, he practiced classroom assessment irrelevantly with their understanding. This can be seen from the test types, assessment topics, and the way the assessment is being conducted. The test types being used are solely in the form of objective tests. The tests are mainly taken from a test book and exercise book. Moreover, the way he conducted the assessment was also in a relaxed manner which was poorly supervised which enabled students to compare the answers with other students. Consequently, the assessment results could be used as student's reflection on their ability [23]. Moreover, teachers could use the results to improve learning activities to attain better learning objectives [24], [25]. Therefore, ideally, assessment should be always completed with feedback provision to enrich the student's ability [26], [27].

Teacher B who has fewer teaching experiences when compared to teacher A showed better classroom assessment practices. During the interview process, he showed quite a similar level of understanding of the types, topics, and how classroom assessment should be implemented. Teacher B utilized more appropriate types such as Multiple choice, completion, matching, and essay and the topics were taken from the exercise book and some materials taken from websites. He conducted summative assessments as scheduled by the school headmaster, however, the formative assessment was only sometimes conducted at the end of the learning unit completion. How he conducted formative assessment indicated that he carried out classroom assessment irrelevantly with his understanding. Ideally, he implemented classroom assessments in-line with their understanding [28]–[30].

Contrary to teachers A and B, teacher C has less than five years of teaching experience, so it can be said that he is a fresh graduate teacher. During the interviews, she explained her understanding of classroom assessment clearly and during the classroom observation, she showed that she carried out the most appropriate classroom assessment compared with other teachers. She utilized essays, performance assessments, and authentic assessments and used more authentic materials. The way she administered the classroom assessment both in the summative and formative assessment was set in an ideal assessment atmosphere. Consequently, the

assessment results could be used as a source of information for real achievement and can be used as a reference for learning improvement [13], [31], [32].

The findings above showed that teachers' discrepancies in classroom assessment practices were viewed from their understanding and teaching experiences. Ideally, teachers practice classroom assessment really based on their understanding [33] and more experienced teachers should implement better classroom assessment compared with less experienced teachers [34]. This study found that the existing general theories and public assumptions related to teachers' understanding and teaching experiences are not always in-line with actual practices in a real classroom setting. The discrepancy occurred because many factors were affecting the implementation of the classroom assessment such as classroom conditions, time allotment, the national examination, and teachers' workloads. Among those factors, the need to be successful in the national exam is still one of the main factors which really worry all teachers [35], [36]. Consequently, most teachers focus on practising students in doing national exams. Teachers' workloads also become prime problems as teachers tried hard to fulfil all their duties, consequently, the implementation of classroom assessment tends to be neglected [37]. Ideally, teachers should allocate sufficient time for carrying out all types of assessments to gather appropriate information about students' learning achievement [27], [38].

Teachers need to be clear about the purpose of the assessment to implement assessment properly and appropriately [39]. It should be understood that the objectives of formative and summative assessments are quite different altogether. Formative assessment is mainly conducted to improve learning, while summative assessment is intended to measure student achievement. However, for both of the assessments, teachers ideally have to pay attention to three areas, namely knowledge (*cognitive*), attitude (*affective*), and skills (*psychomotor*). These three domains should be assessed proportionally according to the nature of the subject matter. Moreover, classroom assessment should be ideally carried out continuously and periodically. Continuous means that assessment is carried out throughout the learning process, while periodic means assessment is carried out after learning one competency, at the end of the education unit level and the end of each semester.

Considering the importance of accurate implementation of assessment, teachers need to carefully plan the assessment [39]–[41]. Teachers therefore in the application of classroom assessment need to have a high understanding of the type and form of assessment and how to use them in class. Additionally, in conducting classroom assessment, the following things need to be considered, such as comprehending assessment as an integral part of learning activities, developing learning strategies that encourage and strengthen the assessment process as a reflection activity (self-reflection and learning experience), carrying out various assessment strategies in the learning program to provide multiple types of information about student learning outcomes, accommodating student needs, developing a recording system that provides varied ways of observing student learning, and using assessment to gather information to make decisions about the level of student achievement. The discussion above indicated that classroom assessment is a very complex activity to do in the classroom; therefore, to conduct it appropriately, teachers need a very high understanding and passion in doing their duties, particularly in preparing and carrying out the classroom assessment.

#### 4. CONCLUSION

Classroom assessment serves as a material consideration in determining classroom progress, feedback in improving teaching programs, a driving tool in enhancing students' ability, and a tool for students to evaluate their performance and self-reflection to improve themselves. This study revealed that teachers have a variety of understanding of classroom assessment and classroom assessments were not always practiced properly in line with their understanding. This discrepancy due to the fact that several factors influenced their classroom practices. Thus, considering the importance of these findings, further study should be conducted, and these findings can be used as a reference for other researchers and policymakers to pay more attention to teachers' professional development programs and other forms of teacher enrichment activities.

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**Heru Sukoco**    received his B.Sc. degree in Computer Science from the Institut Pertanian Bogor (IPB) in 1999, M.Eng. degree in Electrical Engineering from the Institut Teknologi Bandung (ITB) in 2005, and Dr.Eng. degree in Advanced IT and Informatics from the Kyushu University Japan in 2012, respectively. Currently, he works at the Department of Computer Science at IPB University. His research focuses on Net-centric computing, Future Internet, IoT, Wireless and Mobile Technology, High-Performance Computing, and Agro-Maritime 4.0 to support Modern and Smart Agriculture. He is also a member of APTIKOM, IEEE, and IEICE. Currently, he gets research grants from LPDP, Kemendikbudristek, and BRIN. In addition, he also conducts several research in the industry and has published in reputable national and international publications.



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## 12. REVIEW MANUSCRIPT SEBELUM PUBLIKASI (12 APRIL 2023)

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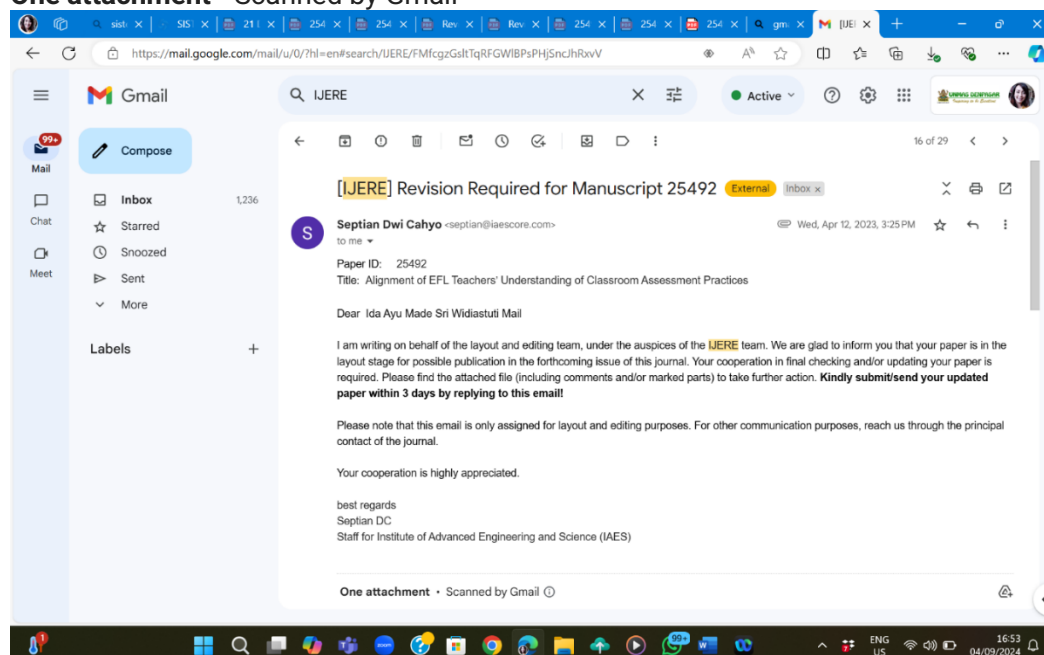
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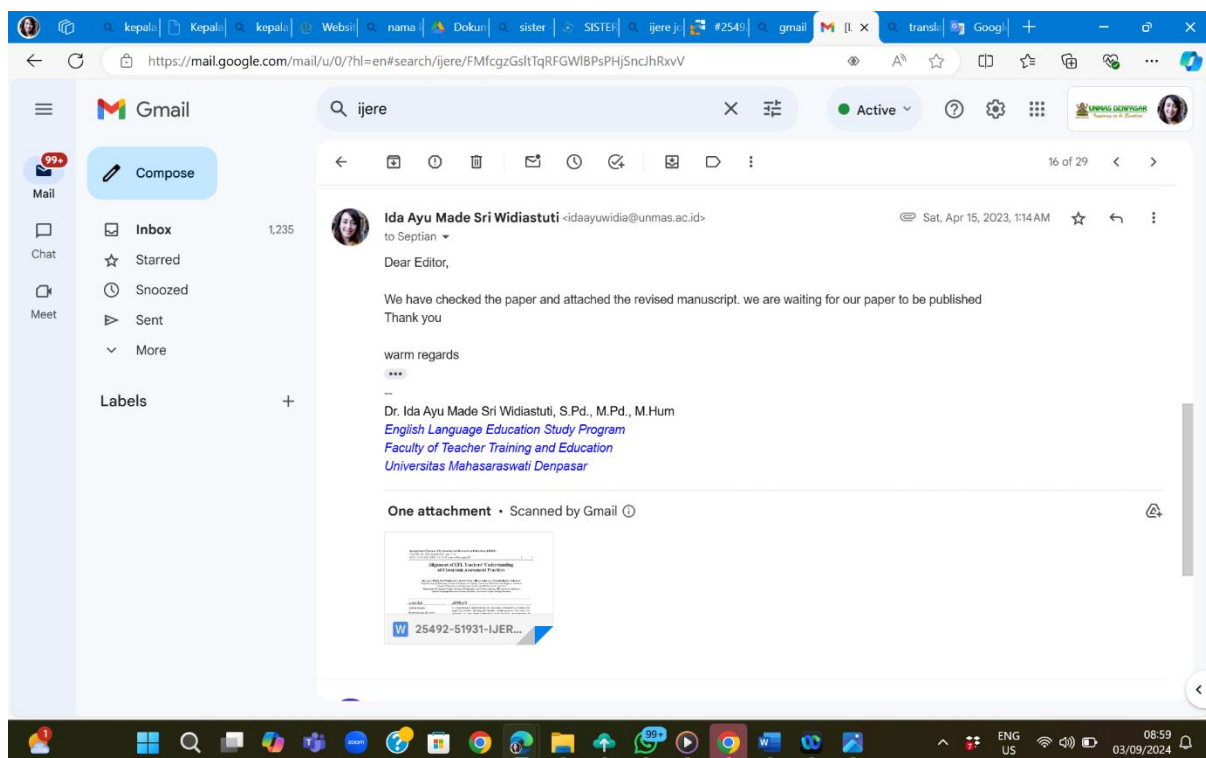
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## Alignment of EFL Teachers' Understanding of Classroom Assessment Practices

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### ABSTRACT

A comprehensive understanding of classroom assessment is essential for improving students' learning and teachers' professionalism. This study was conducted to gain better information about teachers' understanding of classroom assessment compared to their classroom practices. Semi-structured interviews and classroom observations were employed to collect the data. The collected data were then analyzed comprehensively using comparative and argumentative methods. The results were then presented descriptively to establish the findings. The findings showed that some teachers' classroom assessment practices were consistent with their assessment understanding, while others were inconsistent. The findings suggest that different contextual factors may influence teachers' classroom practices. Furthermore, EFL teachers need to be re-trained on comprehending the influencing contextual factors to utilize their understanding of assessment in the classroom effectively.

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## 1. INTRODUCTION

Classroom assessment is an integral part of teaching that enhances, empowers, and celebrates student learning [1]. Conducting appropriate classroom assessments is essential in any instruction to achieve educational objectives. Regarding education objectives in Indonesia, conducting classroom assessments are vividly important because all teachers must prepare progress reports for their students' learning conditions. Class assessments are generally carried out through a series of steps consisting of gathering, synthesizing, and interpreting information to assist in decision-making in class. A study by [2] highlighted the need to improve teachers' ability to carry out classroom assessments. It will help teachers develop their competencies in making decisions about class management, instruction, and student learning, including doing appropriate instructional planning.

In conducting classroom assessment, teachers must be able to determine the type or format of assessment precisely, establish goals for assessment, set assessment tasks, assess performance and provide feedback, and monitor student learning outcomes. The ability of these teachers is vital so that the assessment objectives can be fully achieved [3]. The achievement of assessment naturally influences the conditions of learning in the classroom. This is in line with a study conducted [4] which emphasized that effective classroom assessment allows teachers to make decisions about the quality of teaching and the student's progress.

Consequently, teachers must have a high understanding of classroom assessment implementation to achieve the assessment object. So, the teachers have to conduct the assessment according to their understanding [13].

The increasing need for understanding how assessment should be carried out in the classroom has attracted educators and researchers to conduct studies on classroom assessments. [1] Furthermore, classroom assessment refers to assessments of student learning carried out in classroom settings to enable teachers to provide a better way of learning and continually monitor students' progress, as opposed to testing external standards. This shows that classroom assessment tends to use teacher-made tests. Another more comprehensive view was put forward based on a study by [5], which emphasized that class assessment should focus on classroom decision-making. A teacher must understand that formative and summative assessments have different goals, even though both can be given in class. Formative assessment aims to see how well students learn, while summative measures student achievement after the learning period. Summative assessment is considered more important for most teachers in Indonesia because of the teacher's need to write reports on student achievement to school stakeholders.

Several studies have examined the use of classroom assessment to improve teaching and learning and enhance students' learning achievement. A study by [6] found that classroom assessment helps students and teachers. Students can use classroom assessment information as a tool to improve learning. Conversely, teachers can use information from classroom assessment results to modify their teaching strategies to be more effective [7], [8]. Classroom assessment can also help teachers identify areas of student weakness in learning. Knowing students' learning problems helps teachers plan to learn programs that are better suited to students' needs so that students get predetermined competencies. This shows that classroom assessment makes teachers aware of the best teaching practices. Moreover, a study by [9] revealed that if classroom assessment is carried out correctly, it allows teachers to provide information about the students' learning and gives feedback to students who tend to improve. Through assessment the teacher can determine the objectives, learning processes and learning outcomes achieved [10].

The teacher's understanding of classroom assessment determines how the teacher views and practices classroom assessment [1],[8]. Their understanding also influences teachers' understanding of carrying out assessments. Therefore teacher understanding is an essential component of good assessment practices [11]. Teachers need to build a high understanding of classroom assessment. They must understand the concept of class assessment and how assessment should be done in class. Teachers may have a negative understanding of class assessment because they only have a poor understanding of it. A study by [6] found that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers with strong beliefs in classroom assessment will make more appropriate classroom assessments. This can be deduced from teachers' understanding of class assessment which is influenced by their understanding of the benefits of classroom assessment. Teachers' understanding considerably influences the assessment of appropriate practices [13].

Some previous research also revealed that the teachers' understanding of classroom assessment practices is influenced by the assessments conducted by the teachers in the classroom assessment (e.g., [1], [9], [12], [13]). The findings reveal significant differences in teacher assessment practices at different school levels. Moreover, another study by [11] showed that teachers in other locations tend to employ different assessment strategies. These findings indicate that teachers have different views of the classroom based on their understanding and understanding of class assessment. This is also confirmed by a study conducted by [12] found that teachers have various competencies in conducting classroom assessments. Teachers faced problems in performance assessment, interpretation of standardized test results, and grading procedures.

Ideally, in assessing students, teachers are required to be a professional in conducting assessments based on the assessment policy or standard. The policy should be used as a reference in preparing and conducting the assessment to attain the real purpose of conducting the assessment in the classroom. Therefore, considering the previous studies, which were mainly conducted to see the classroom assessment practices in the general nature of assessment practices at schools. Unlike these studies, this present study is, however, intended to thoroughly study the alignment of teachers' understanding of the assessment of English as a foreign language (EFL) to practices of classroom assessment which is viewed from their different lengths of teaching experiences. This study is significant to be performed because previous preliminary studies conducted at several schools showed that Indonesian teachers make inappropriate language assessments. Therefore, exploring research in classroom assessment practices becomes highly important because it provides educators with empirical evidence to inform them about the right decision in conducting classroom assessments. This present study specifically aims at revealing the alignment of teachers' understanding and practices of classroom assessment.

## 2. METHOD

This study was carried out to explore each case of teachers' understanding and their practices in the English language classroom. This study was conducted to investigate selected cases. The cases are compared in-depth and are used to describe and interpret the situational existence of their cases from the same phenomenon through different perspectives [14]. A qualitative approach was used to reveal the alignment of teachers' understanding to how they practiced their understanding in the classroom. Through qualitative research, empirical knowledge of teachers' understanding and classroom assessment practices in EFL classes can then be adequately revealed as the findings of this study.

Some criteria were carried out in selecting the teachers as the participants for this study. These qualified certified EFL teachers with at least five years of teaching experience with a minimum of a bachelor's degree in English Education represent different intensive experiences in teaching English. Due to many teachers in Bali being eligible for the present study, computerized open questionnaires were distributed through computer systems. The teachers' profiles were then categorized accordingly. Finally, 15 English teachers at different high schools were determined to be the study participants. However, based on the selection criteria specification and to establish a thorough study, only three teachers were selected as the representative teachers. Therefore, these three teachers were chosen as the participants of this study. The selected participants were EFL high school teachers with significant differences in teaching experiences. They were from high, average, and low experiences. The objective of this study was to reveal the alignment of teachers' understanding and practices of classroom assessment.

This study used qualitative research design to collect the required data concerning the alignment of teachers' understanding and practices of classroom assessment. Several techniques were used to collect data, including semi-structured interviews, observation, and document studies. Semi-structured interviews were used in gathering data related to the alignment of teachers' understanding and practices of classroom assessment. There were three interviews conducted in this study. All the interviews were recorded using computer systems and appliances to ensure all data were well-stored and put according to the predetermined category. The first interview was intended to determine the understanding and practical theories about classroom assessment as well as how classroom assessment is conducted in the classroom. The second interview was related to the practice of the participants in the class regarding the results of the previous interview. This interview was conducted after class classroom observations. The third interview is to confirm the alignment of teachers' understanding and classroom assessment practices. During classroom observations, notes on classroom activities were also taken. All activities were recorded and transcribed to facilitate analysis. All the interviews were recorded using computer systems to ensure that all data were well-recorded and all data could be put into the right categories. Therefore, all data from all cases can be analyzed correctly.

The collected data were analyzed through interpretative analysis processes. First, the data collected from interviews were transcribed. Then the transcripts were checked to ensure all the required data were recorded correctly. Interview data and observation data were then coded and categorized using a specific way, reflecting their beliefs and understanding, which was then critically analyzed and presented descriptively. In analyzing the data, a detailed description of each interview result of teachers' understanding and observation results of classroom practices was made thoroughly. The interview transcripts were supplemented with data from the records at the observation time. The participants then checked the data from the transcripts to validate what they said.

## 3. RESULTS AND DISCUSSION

### 3.1. Results

This study was conducted merely to align teachers' understanding and practices of classroom assessment. It is important because assessment is an integral part of language teaching. Moreover, assessment can reflect the learning outcomes well, and the teacher should know how to grade quality assessments. What things must be considered by teachers in conducting assessments, and how to assess learning according to the plan and target. Without the teacher recognizing and improperly using an assessment method, the results will not reflect the true state of the learning outcomes to be assessed. The assessment was the task of measuring student learning outcomes. Assessment is a way to assess students' level of ability by focusing on assessing students' understanding of the material being taught or finding out how well students had learned the lesson [8]. The data presented teachers' understanding are briefly discussed as follows.

*"For me, classroom assessment must be done well because it helps me to improve my students' learning achievement and also to improve my teaching strategies to make my students more active in learning. It can be done through formative and summative assessments. It also allows us to see students' achievements, weaknesses, and strengths. Therefore I think we should carry out classroom assessments*

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*Paper's should be the fewest possible that accurately describe ... (First Author)*

*appropriately and make use of various assessment strategies. I always conduct the formative assessment at the end of the learning unit and summative assessment at the end of the semester". (Teacher A)*

*"Classroom assessment must be done in every learning activity because it provides information about students' learning progress and achievement, weaknesses, and strengths in learning. The information then can be utilized for the improvement of learning activities. Formative assessment I conducted at the end of the learning unit and summative assessment every end of the semester". (Teacher B)*

*"I always carry out classroom assessments properly. I always conduct formative assessments and summative assessments at the end of the semester. Both assessments are really important because it makes me know my students learning progress and I can use the information to modify my teaching strategy to suit my students learning condition". (Teacher C)*

Excerpts of the interview above showed that Teacher A implements classroom assessment correctly because it helps him to improve his students' learning achievement. He also considers that classroom assessment allows him to see the weaknesses and strengths of his students. Therefore, he can modify teaching based on information from classroom assessments. He also understands that he must always carry out classroom assessments appropriately and utilize various assessment strategies.

The interviews show that teacher B has a considerably good understanding of classroom assessment. His view of classroom assessment is undoubtedly positive, and he urges every teacher to conduct a classroom assessment in teaching English to find students' weaknesses and strengths in learning. The quote shows that Teachers C has a high understanding of classroom assessment in which he can see that classroom assessment can be used to measure students learning progress, students' learning strains and weaknesses. In addition, he also uses the results of classroom assessments to improve his teaching style to be more successful. It seems that he understands the principle of classroom assessment which is conducted in the form of formative and summative assessment.

### Implementation of Classroom Assessment

The classroom observations indicated that teachers in this study implemented classroom assessments in various forms. A summative assessment is typically conducted at the end of the semester of the learning period, as the school principal usually schedules it. Formative assessment on the hands was conducted differently by the teachers.

Table 1 shows that all teachers implemented summative assessments. The test type and test content were utilized differently. Teacher A focused on the multiple-choice test, meanwhile, teacher B used completion tests, and the teacher C used more effective tests such as multiple-choice, completion, and essay. The test contents were differently focused on. Teacher A merely measured general knowledge and minorly measured the achievement of learning objectives. Teacher B mostly took the test from the textbook, meanwhile, teacher C focused on measuring the achievement of the learning objectives. The summative assessment was also not strictly supervised by teacher A, teacher B moderately supervised the assessment administration, whereas teacher C strictly supervised and properly administered the summative assessment.

Table 1. Summative assessment

	Test type	Content	Implementation
<b>Teacher A</b>	Multiple choices	general knowledge and minorly related to learning objectives	At the end of the semester and improperly supervised
<b>Teacher B</b>	Multiple choice and completion	Textbook based and minorly related to learning objectives	At the end of the semester and moderately supervised
<b>Teacher C</b>	Multiple choices, completion, and essay	Focused on learning objectives	At the end of the semester and strictly supervised

As shown in Table 2, all teachers carried out formative assessments after the learning processes, however, teachers implemented it in a variety of assessment forms. Objective tests were mostly used by teacher A. Teacher B made use of multiple choice types, completion, matching, and essay formats. Meanwhile, Teacher C made use of essays and authentic assessments. The ways teachers administered the assessment were also in a variety of forms. Teacher A only occasionally conducted the formative assessment, teacher C properly conducted the formative assessment and more intensively carried out the assessment compared with teacher B. Teacher C made use of an essay, authentic assessment, and performance-based assessment, whereas teacher A merely used material from the exercise book, meanwhile teacher B used materials from exercise book and websites.

Table 2. Formative Assessment

	Test type	Content	Implementation
Teacher A	Multiple choices and true-false, matching	Topics are merely taken from the exercise book	Occasionally conducted
Teacher B	Multiple choice, completion, matching, essay	Topics are taken from the exercise book and some materials are taken from websites	Sometimes conducted at the end of the learning unit
Teacher C	Essay, performance assessment, authentic assessment	Topics are taken from the exercise book and authentic learning materials are also utilized	Always conducted at the end learning unit and remedial is properly planned

The data in the Table 2 showed that some teachers still have a variety of understanding of classroom assessment practices. During the interviews, teachers explained that they hardly had a teachers' development program related to classroom assessment practices. Most of the knowledge they learned by themselves from available resources. Meanwhile, teacher C explained that she learned a lot when he was studying with a teacher in his college.

### 3.2. Discussion

Assessment is a process that involves activities that teachers use to help students learn, whereby the activities involve educators gathering information about prior knowledge before instruction and determining appropriate upcoming learning topics using various techniques to gauge students' progress [15]. Thus, students feel helped by the teacher to achieve the expected results. All types of classroom assessments aim to assess students' learning outcomes in schools, take responsibility for implementing education in the community and determine the achievement of the quality of education [16].

The teachers in this study showed that they have a good understanding of classroom assessment. The interviews indicated that they could comprehensively explain the types of classroom assessment activities, when the assessment should be conducted, and how it should be conducted. Although they all have a different level of understanding depending on their educational backgrounds, teachers' professional development programs and teaching experiences, to a broad extent, their understanding of classroom assessment is acceptably sufficient for conducting appropriate classroom assessment. This is in line with the findings of [17], [18]. However, this study revealed that the teachers who carried out classroom assessments were outside their level of understanding. Teaching experiences could not be used as a guarantee of appropriate or better classroom assessment practices.

Teacher A, for example, who has more than fifteen years of teaching experience, was found to conduct poor-quality classroom assessments. Although during the interviews he had indicated he has a good understanding of classroom assessment, however during a classroom observation, he practiced classroom assessment irrelevantly with their understanding. This can be seen from the test types, assessment topics, and the way the assessment is being conducted. The test types being used are solely in the form of objective tests. The tests are mainly taken from a test book and exercise book. Moreover, the way he conducted the assessment was also in a relaxed manner which was poorly supervised which enabled students to compare the answers with other students. Consequently, the assessment results could be used as student's reflection on their ability [19]. Moreover, teachers could use the results to improve learning activities to attain better learning objectives [20], [21]. Therefore, ideally, assessment should be always completed with feedback provision to enrich the student's ability [22], [23].

Teacher B who has fewer teaching experiences when compared to teacher A showed better classroom assessment practices. During the interview process, he showed quite a similar level of understanding of the types, topics, and how classroom assessment should be implemented. Teacher B utilized more appropriate types such as Multiple choice, completion, matching, and essay and the topics were taken from the exercise book and some materials taken from websites. He conducted summative assessments as scheduled by the school headmaster, however, the formative assessment was only sometimes conducted at the end of the learning unit completion. How he conducted formative assessment indicated that he carried out classroom assessment irrelevantly with his understanding. Ideally, he implemented classroom assessments in-line with their understanding [24]–[26].

Contrary to teachers A and B, teacher C has less than five years of teaching experience, so it can be said that he is a fresh graduate teacher. During the interviews, she explained her understanding of classroom assessment clearly and during the classroom observation, she showed that she carried out the most appropriate classroom assessment compared with other teachers. She utilized essays, performance assessments, and authentic assessments and used more authentic materials. The way she administered the classroom assessment both in the summative and formative assessment was set in an ideal assessment atmosphere. Consequently, the

assessment results could be used as a source of information for real achievement and can be used as a reference for learning improvement [8], [27], [28].

The findings above showed that teachers' discrepancies in classroom assessment practices were viewed from their understanding and teaching experiences. Implementation of classroom assessment is strongly influenced by the teacher's understanding of assessment. Teachers who understand assessment well can certainly carry out class assessments better [[29], [30]. This study found that the existing general theories and public assumptions related to teachers' understanding and teaching experiences are not always in-line with actual practices in a real classroom setting. The discrepancy occurred because many factors were affecting the implementation of the classroom assessment such as classroom conditions, time allotment, the national examination, and teachers' workloads. Among those factors, the need to be successful in the national exam is still one of the main factors which really worry all teachers [31], [32]. Consequently, most teachers focus on practising students in doing national exams. Teachers' workloads also become prime problems as teachers tried hard to fulfil all their duties, consequently, the implementation of classroom assessment tends to be neglected [33]. Ideally, teachers should allocate sufficient time for carrying out all types of assessments to gather appropriate information about students' learning achievement [34].

Teachers need to be clear about the purpose of the assessment to implement assessment properly and appropriately [35]. It should be understood that the objectives of formative and summative assessments are quite different altogether. Formative assessment is mainly conducted to improve learning, while summative assessment is intended to measure student achievement. However, for both of the assessments, teachers ideally have to pay attention to three areas, namely knowledge (*cognitive*), attitude (*affective*), and skills (*psychomotor*). These three domains should be assessed proportionally according to the nature of the subject matter. Moreover, classroom assessment should be ideally carried out continuously and periodically. Continuous means that assessment is carried out throughout the learning process, while periodic means assessment is carried out after learning one competency, at the end of the education unit level and the end of each semester.

Considering the importance of accurate implementation of assessment, teachers need to carefully plan the assessment. Planning classroom assessments is a very important thing in learning to determine the success of learning [35]–[37]. Teachers therefore in the application of classroom assessment need to have a high understanding of the type and form of assessment and how to use them in class. Additionally, in conducting classroom assessment, the following things need to be considered, such as comprehending assessment as an integral part of learning activities, developing learning strategies that encourage and strengthen the assessment process as a reflection activity (self-reflection and learning experience), carrying out various assessment strategies in the learning program to provide multiple types of information about student learning outcomes, accommodating student needs, developing a recording system that provides varied ways of observing student learning, and using assessment to gather information to make decisions about the level of student achievement. The discussion above indicated that classroom assessment is a very complex activity to do in the classroom; therefore, to conduct it appropriately, teachers need a very high understanding and passion in doing their duties, particularly in preparing and carrying out the classroom assessment.

#### 4. CONCLUSION

Classroom assessment serves as a material consideration in determining classroom progress, feedback in improving teaching programs, a driving tool in enhancing students' ability, and a tool for students to evaluate their performance and self-reflection to improve themselves. This study revealed that teachers have a variety of understanding of classroom assessment and classroom assessments were not always practiced properly in line with their understanding. This discrepancy due to the fact that several factors influenced their classroom practices. Thus, considering the importance of these findings, further study should be conducted, and these findings can be used as a reference for other researchers and policymakers to pay more attention to teachers' professional development programs and other forms of teacher enrichment activities.

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**Heru Sukoco**    received his B.Sc. degree in Computer Science from the Institut Pertanian Bogor (IPB) in 1999, M.Eng. degree in Electrical Engineering from the Institut Teknologi Bandung (ITB) in 2005, and Dr.Eng. degree in Advanced IT and Informatics from the Kyushu University Japan in 2012, respectively. Currently, he works at the Department of Computer Science at IPB University. His research focuses on Net-centric computing, Future Internet, IoT, Wireless and Mobile Technology, High-Performance Computing, and Agro-Maritime 4.0 to support Modern and Smart Agriculture. He is also a member of APTIKOM, IEEE, and IEICE. Currently, he gets research grants from LPDP, Kemendikbudristek, and BRIN. In addition, he also conducts several research in the industry and has published in reputable national and international publications. Email: hsrkom@apps.ipb.ac.id.

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#### 14. BALASAN EDITOR (16 APRIL 2023)

**Septian Dwi Cahyo <septian@iaescore.com>**

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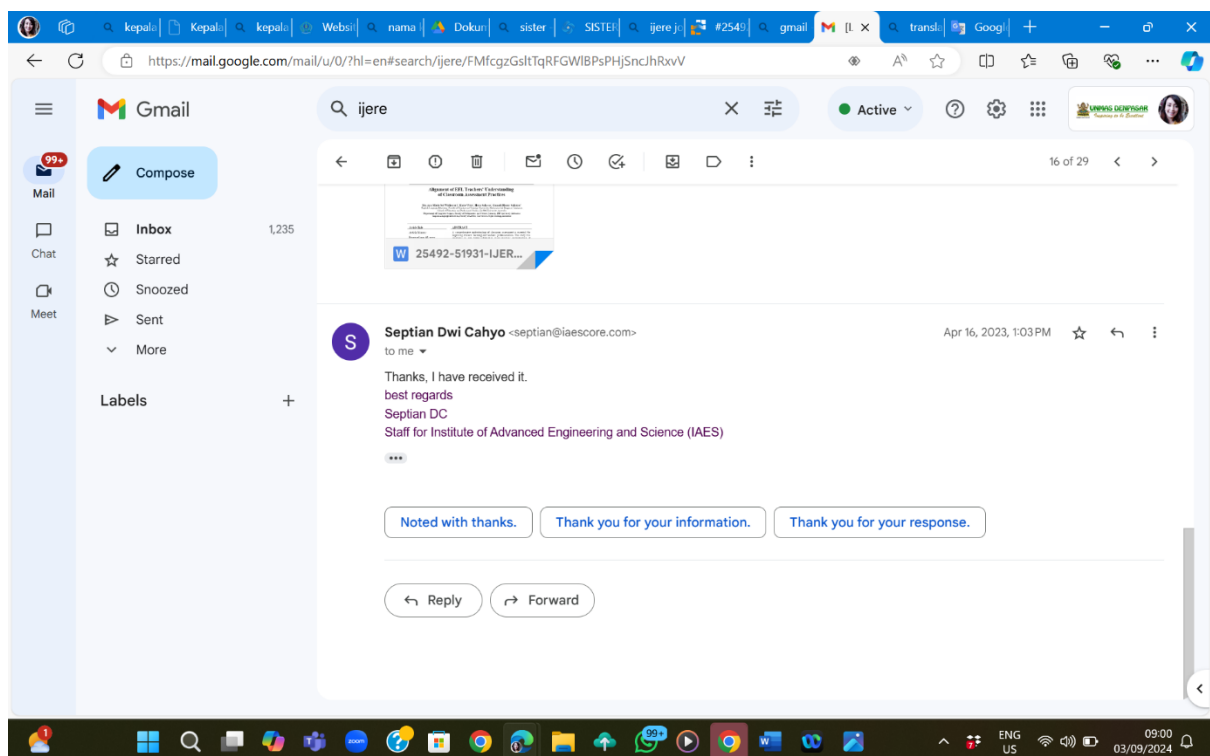
to me

Thanks, I have received it.

best regards

Septian DC

Staff for Institute of Advanced Engineering and Science (IAES)



## 15. KORESPONDENSI CERTIFICATE OF ACCEPTANCE (9 OKTOBER 2023)

### [IJERE] Certificate of Acceptance-25492

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Dear author,

My name is Niko, IJERE assistant editor.

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The manuscript ID 25492 is in the editing process for December 2023 issue publication.

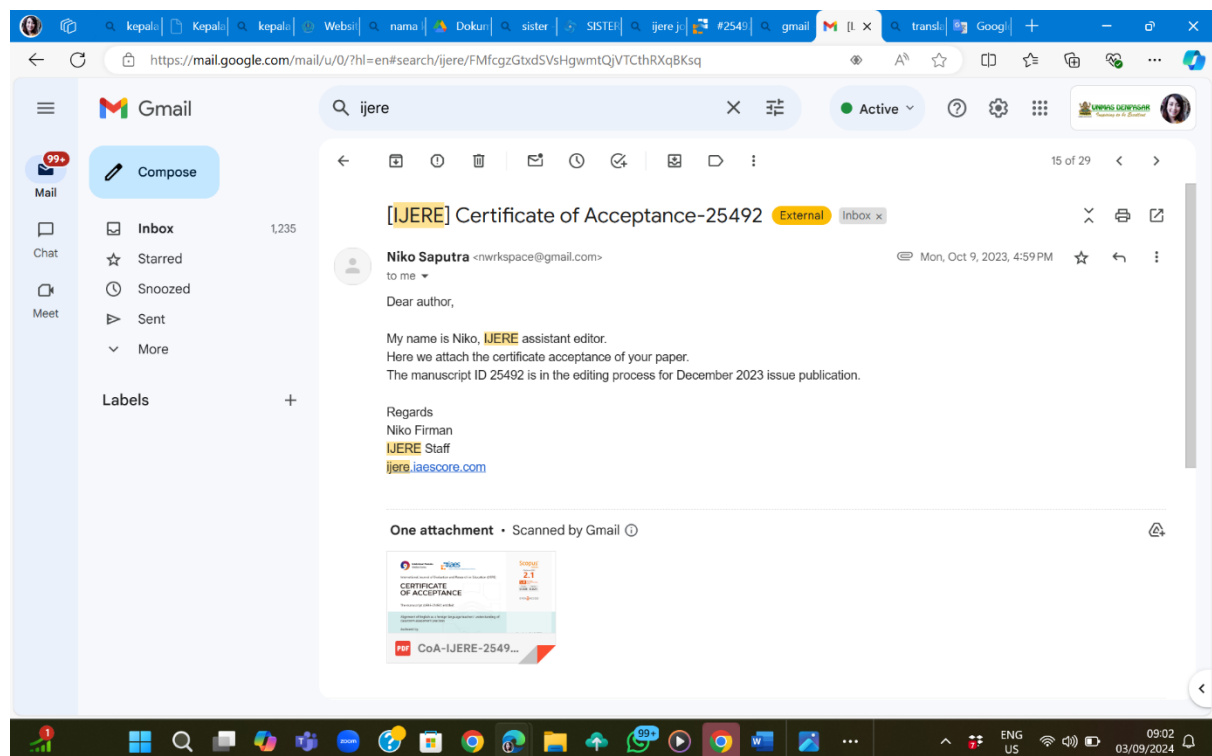
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**16. BALASAN ACCEPTANCE CERTIFICATE  
(14 OKTOBER 2023)**

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**Ida Ayu Made Sri Widiastuti <idaayuwidia@unmas.ac.id>**  
to Niko

Dear Mr/Mrs Niko

Thank you for sending us the Certificate of Acceptance. We are waiting for the article to be published in December 2023.

Thank you

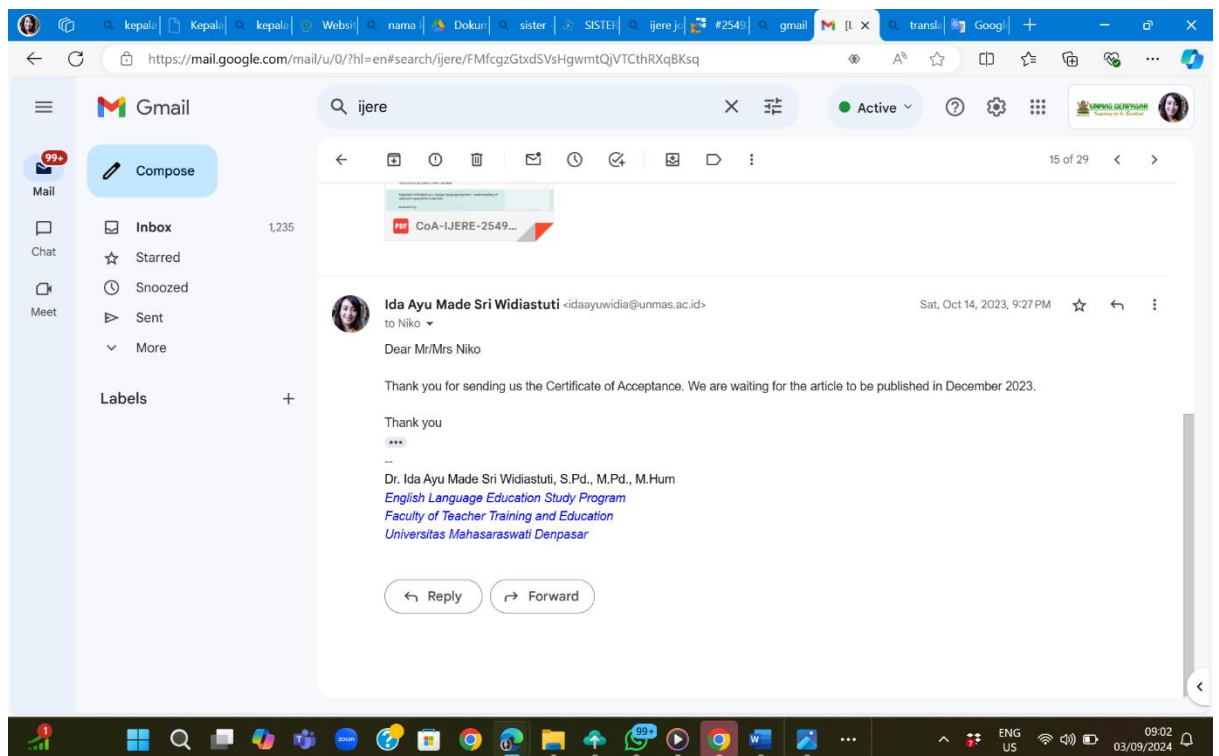
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Dr. Ida Ayu Made Sri Widiastuti, S.Pd., M.Pd., M.Hum

*English Language Education Study Program*

*Faculty of Teacher Training and Education*

*Universitas Mahasaraswati Denpasar*



17. PUBLIKASI ARTICLE  
(16 OKTOBER 2023)

**[IJERE] Proofreading for Vol.12 No.4 December 2023 Publication**

External

**Niko Firman <nikofirmans@gmail.com>**

Mon, Oct 16, 2023,  
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to me, k.weir, hsrkom, gunadi.hs

Paper ID: 25492

Title: Alignment of English as a foreign language teachers' understanding of classroom assessment practices

Dear author(s),

I am Niko Firman writing on behalf of the layout and editing team, under the auspices of the IJERE team. We are glad to inform you that your paper is in the final stage before publication in the forthcoming issue of this journal. Your cooperation in proofreading your paper is required. Please find the attached final camera ready paper in PDF file format. **If you would like to do any update, please mark and put your comments in the attached file below.**

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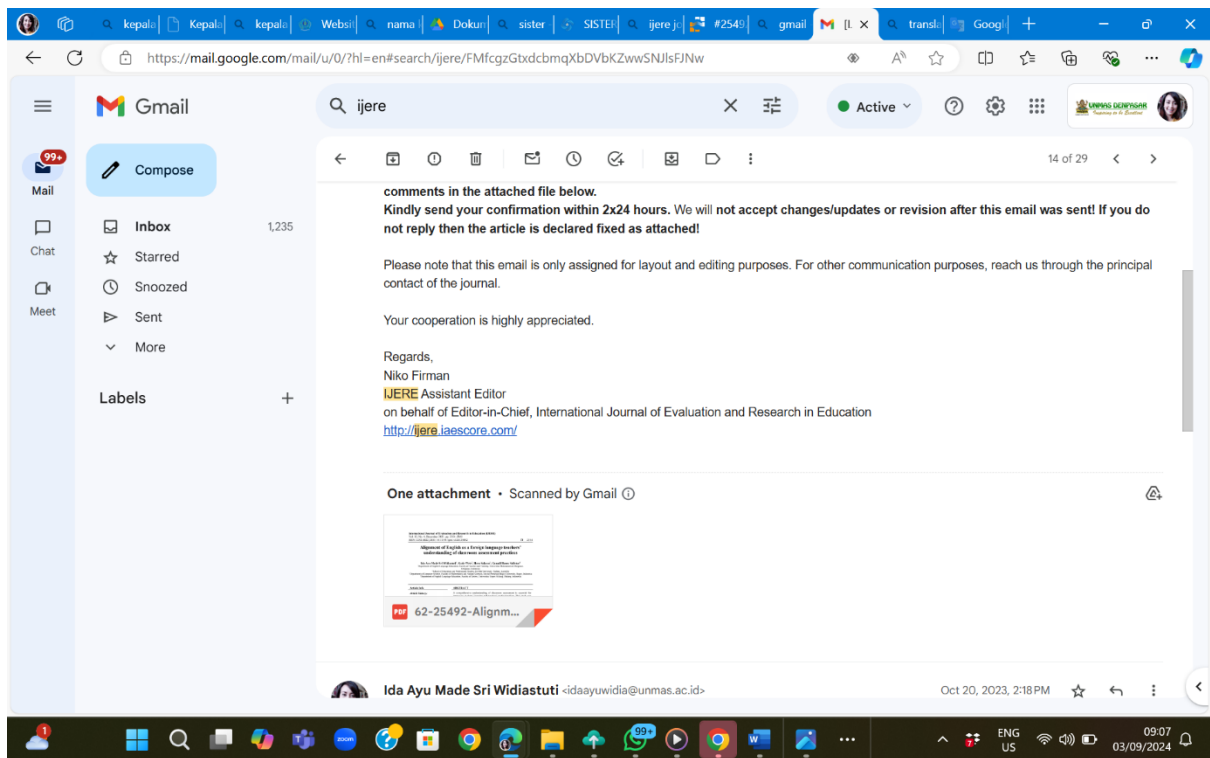
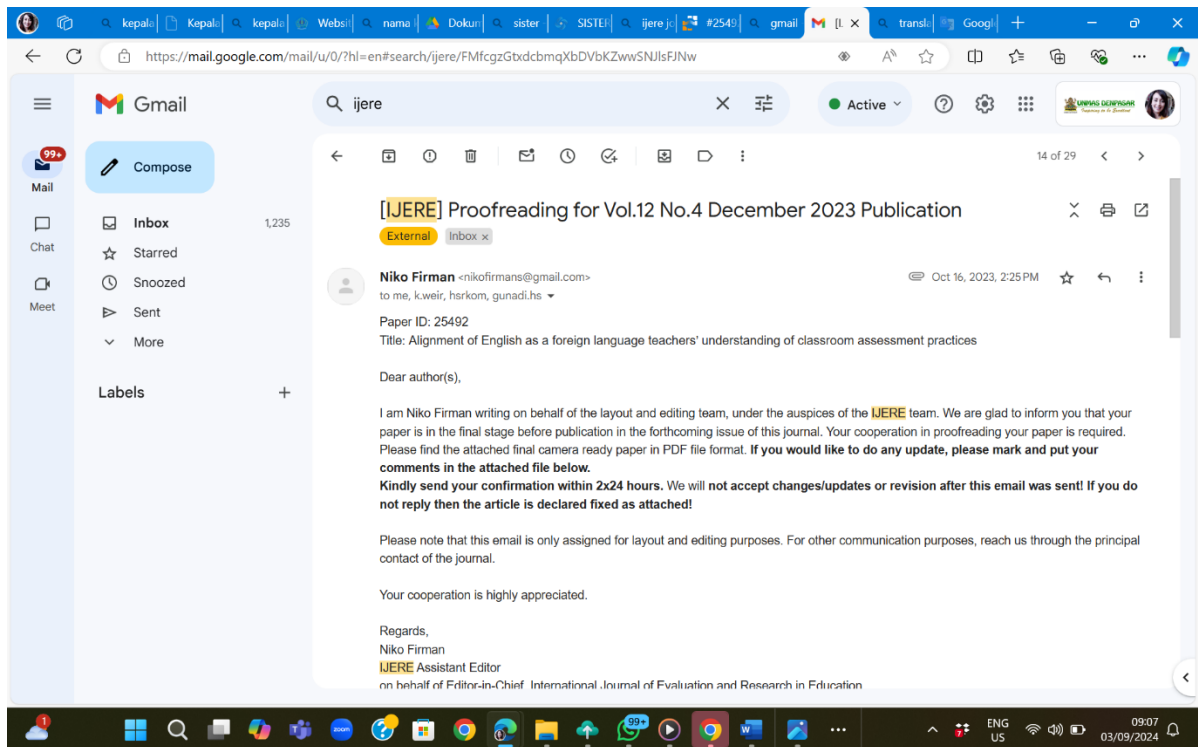
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**18. BALASAN AUTHOR MENGENAI PUBLIKASI ARTIKEL  
(20 OKTOBER 2023)**

**Ida Ayu Made Sri Widiastuti <idaayuwidia@unmas.ac.id>**

Oct 20, 2023,  
2:18 PM

to Niko

Thank you for the valuable news. There are no more changes in the manuscript that we sent. We are looking forward to the publication of our article.

Thank you.

--

Dr. Ida Ayu Made Sri Widiastuti, S.Pd., M.Pd., M.Hum

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*Faculty of Teacher Training and Education*

*Universitas Mahasaraswati Denpasar*

## 19. BUKTI KORESPONDENSI PUBLIKASI ARTIKEL (23 OKTOBER 2023)

**Niko Firman** <nikofirmans@gmail.com>

Oct 23, 2023,  
9:55 AM

to k.weir, hsrkom, gunadi.hs, me

Dear author(s),

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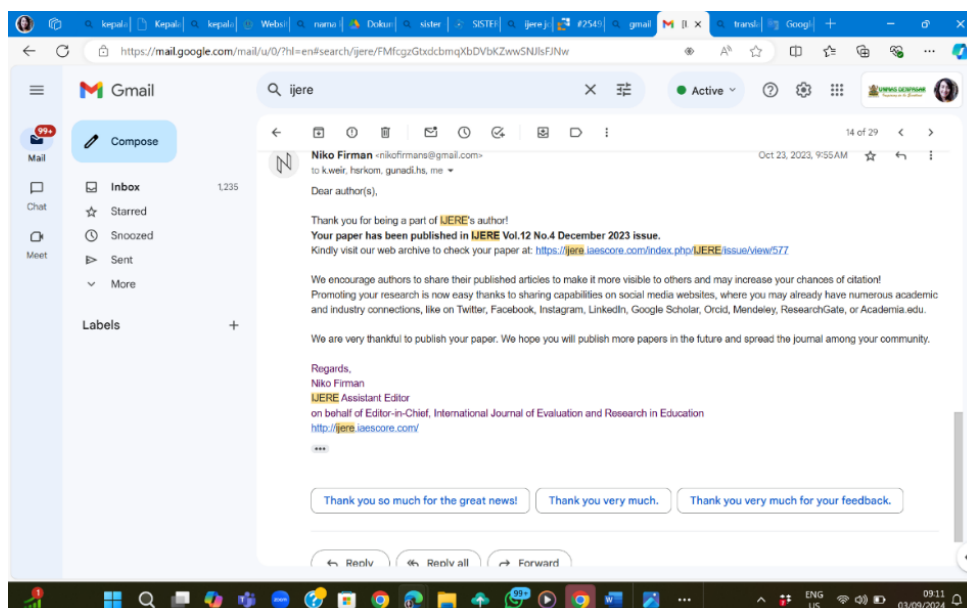
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## **20. Publikasi Artikel di Desember 2023**

## Alignment of English as a foreign language teachers' understanding of classroom assessment practices

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### ABSTRACT

A comprehensive understanding of classroom assessment is essential for improving students' learning and teachers' professionalism. This study was conducted to gain better information about teachers' understanding of classroom assessment compared to their classroom practices. Semi-structured interviews and classroom observations were employed to collect the data. The collected data were then analyzed comprehensively using comparative and argumentative methods. The results were then presented descriptively to establish the findings. The findings showed that some teachers' classroom assessment practices were consistent with their assessment understanding, while others were inconsistent. The findings suggest that different contextual factors may influence teachers' classroom practices. Furthermore, English as a foreign language (EFL) teachers need to be re-trained on comprehending the influencing contextual factors to utilize their understanding of assessment in the classroom effectively.

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## 1. INTRODUCTION

Classroom assessment is an integral part of teaching that enhances, empowers, and celebrates student learning [1]. Conducting appropriate classroom assessments is essential in any instruction to achieve educational objectives. Regarding education objectives in Indonesia, conducting classroom assessments is vividly important because all teachers must report for their students' learning conditions. Class assessments are generally carried out through a series of steps consisting of gathering, synthesizing, and interpreting information to assist in decision-making in class. Research by Box, Skoog, and Dabbs [2] highlighted the need to improve teachers' ability to carry out classroom assessments. It will help teachers develop their competencies in making decisions about class management, instruction, and student learning, including doing appropriate instructional planning.

In conducting classroom assessment, teachers must be able to determine the type or format of assessment precisely, establish goals for assessment, set assessment tasks, assess performance and provide feedback, and monitor student learning outcomes. The ability of these teachers is vital so that the assessment objectives can be fully achieved [3]. The achievement of assessment naturally influences the conditions of learning in the classroom. This is in line with a study conducted by Alkharusi [4] which emphasized that

effective classroom assessment allows teachers to make decisions about the quality of teaching and the student's progress. Consequently, teachers must have a high understanding of classroom assessment implementation to achieve the assessment object. So, the teachers have to conduct the assessment according to their understanding [5].

The increasing need for understanding how assessment should be carried out in the classroom has attracted educators and researchers to conduct studies on classroom assessments. Research by Hill [1] classroom assessment refers to assessments of student learning carried out in classroom settings to enable teachers to provide a better way of learning and continually monitor students' progress, as opposed to testing external standards. This shows that classroom assessment tends to use teacher-made tests. Another more comprehensive view was put forward based on other study [6], which emphasized that class assessment should focus on classroom decision-making. A teacher must understand that formative and summative assessments have different goals, even though both can be given in class. Formative assessment aims to see how well students learn, while summative measures student achievement after the learning period. Summative assessment is considered more important for most teachers in Indonesia because of the teacher's need to write reports on student achievement to school stakeholders.

Several studies have examined the use of classroom assessment to improve teaching and learning and enhance students' learning achievement. Research by Karimi and Shafiee [7] found that classroom assessment helps students and teachers. Students can use classroom assessment information as a tool to improve learning. Conversely, teachers can use information from classroom assessment results to modify their teaching strategies to be more effective [8], [9]. Classroom assessment can also help teachers identify areas of student weakness in learning. Knowing students' learning problems helps teachers plan to learn programs that are better suited to students' needs so that students get predetermined competencies. This shows that classroom assessment makes teachers aware of the best teaching practices. Moreover, research by Volante [10] revealed that if classroom assessment is carried out correctly, it allows teachers to provide information about the students' learning and gives feedback to students who tend to improve. Through assessment the teacher can determine the objectives, learning processes and learning outcomes achieved [11].

The teacher's understanding of classroom assessment determines how the teacher views and practices classroom assessment [1], [9]. Their understanding also influences teachers' understanding of carrying out assessments. Therefore teacher understanding is an essential component of good assessment practices [12]. Teachers need to build a high understanding of classroom assessment. They must understand the concept of class assessment and how assessment should be done in class. Teachers may have a negative understanding of class assessment because they only have a poor understanding of it. Research by Karimi and Shafiee [7] found that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers with strong beliefs in classroom assessment will make more appropriate classroom assessments. This can be deduced from teachers' understanding of class assessment which is influenced by their understanding of the benefits of classroom assessment. Teachers' understanding considerably influences the assessment of appropriate practices [5].

Several researches also revealed that the teachers' understanding of classroom assessment practices is influenced by the assessments conducted by the teachers in the classroom assessment [1], [5], [10], [13]. The findings reveal significant differences in teacher assessment practices at different school levels. Moreover, research by Yahiji, Otaya, and Anwar [12] showed that teachers in other locations tend to employ different assessment strategies. These findings indicate that teachers have different views of the classroom based on their understanding and understanding of class assessment. This is also confirmed by a study conducted by Zhang and Burry-Stock [13] found that teachers have various competencies in conducting classroom assessments. Teachers faced problems in performance assessment, interpretation of standardized test results, and grading procedures.

Ideally, in assessing students, teachers are required to be a professional in conducting assessments based on the assessment policy or standard. The policy should be used as a reference in preparing and conducting the assessment to attain the real purpose of conducting the assessment in the classroom. Therefore, considering the previous studies, which were mainly conducted to see the classroom assessment practices in the general nature of assessment practices at schools. Unlike these studies, this present study is, however, intended to thoroughly study the alignment of teachers' understanding of the assessment of English as a foreign language (EFL) to practices of classroom assessment which is viewed from their different lengths of teaching experiences. This study is significant to be performed because previous preliminary studies conducted at several schools showed that Indonesian teachers make inappropriate language assessments. Therefore, exploring research in classroom assessment practices becomes highly important because it provides educators with empirical evidence to inform them about the right decision in conducting classroom assessments. This present study specifically aims at revealing the alignment of teachers' understanding and practices of classroom assessment.

## 2. RESEARCH METHOD

This study was carried out to explore each case of teachers' understanding and their practices in the English language classroom. This study was conducted to investigate selected cases. The cases are compared in-depth and are used to describe and interpret the situational existence of their cases from the same phenomenon through different perspectives [14]. A qualitative approach was used to reveal the alignment of teachers' understanding to how they practiced their understanding in the classroom. Through qualitative research, empirical knowledge of teachers' understanding and classroom assessment practices in EFL classes can then be adequately revealed as the findings of this study.

Some criteria were carried out in selecting the teachers as the participants for this study. These qualified certified EFL teachers with at least five years of teaching experience with a minimum of a bachelor's degree in English Education represent different intensive experiences in teaching English. Due to many teachers in Bali being eligible for the present study, computerized open questionnaires were distributed through computer systems. The teachers' profiles were then categorized accordingly. Finally, 15 English teachers at different high schools were determined to be the study participants. However, based on the selection criteria specification and to establish a thorough study, only three teachers were selected as the representative teachers. Therefore, these three teachers were chosen as the participants of this study. The selected participants were EFL high school teachers with significant differences in teaching experiences. They were from high, average, and low experiences. The objective of this study was to reveal the alignment of teachers' understanding and practices of classroom assessment.

This study used qualitative research design to collect the required data concerning the alignment of teachers' understanding and practices of classroom assessment. Several techniques were used to collect data, including semi-structured interviews, observation, and document studies. Semi-structured interviews were used in gathering data related to the alignment of teachers' understanding and practices of classroom assessment. There were three interviews conducted in this study. All the interviews were recorded using computer systems and appliances to ensure all data were well-stored and put according to the predetermined category. The first interview was intended to determine the understanding and practical theories about classroom assessment as well as how classroom assessment is conducted in the classroom. The second interview was related to the practice of the participants in the class regarding the results of the previous interview. This interview was conducted after class classroom observations. The third interview is to confirm the alignment of teachers' understanding and classroom assessment practices. During classroom observations, notes on classroom activities were also taken. All activities were recorded and transcribed to facilitate analysis. All the interviews were recorded using computer systems to ensure that all data were well-recorded and all data could be put into the right categories. Therefore, all data from all cases can be analyzed correctly.

The collected data were analyzed through interpretative analysis processes. First, the data collected from interviews were transcribed. Then the transcripts were checked to ensure all the required data were recorded correctly. Interview data and observation data were then coded and categorized using a specific way, reflecting their beliefs and understanding, which was then critically analyzed and presented descriptively. In analyzing the data, a detailed description of each interview result of teachers' understanding and observation results of classroom practices was made thoroughly. The interview transcripts were supplemented with data from the records at the observation time. The participants then checked the data from the transcripts to validate what they said.

## 3. RESULTS AND DISCUSSION

### 3.1. Results

This study was conducted merely to align teachers' understanding and practices of classroom assessment. It is important because assessment is an integral part of language teaching. Moreover, assessment can reflect the learning outcomes well, and the teacher should know how to grade quality assessments. What things must be considered by teachers in conducting assessments, and how to assess learning according to the plan and target. Without the teacher recognizing and improperly using an assessment method, the results will not reflect the true state of the learning outcomes to be assessed. The assessment was the task of measuring student learning outcomes. Assessment is a way to assess students' level of ability by focusing on assessing students' understanding of the material being taught or finding out how well students had learned the lesson [9]. The data presented teachers' understanding are briefly discussed as:

*“For me, classroom assessment must be done well because it helps me to improve my students' learning achievement and also to improve my teaching strategies to make my students more active in learning. It can be done through formative and summative assessments. It also allows us to see students' achievements, weaknesses, and strengths. Therefore, I think we should carry out*

*classroom assessments appropriately and make use of various assessment strategies. I always conduct the formative assessment at the end of the learning unit and summative assessment at the end of the semester.” (Teacher A)*

*“Classroom assessment must be done in every learning activity because it provides information about students' learning progress and achievement, weaknesses, and strengths in learning. The information then can be utilized for the improvement of learning activities. Formative assessment I conducted at the end of the learning unit and summative assessment every end of the semester.” (Teacher B)*

*“I always carry out classroom assessments properly. I always conduct formative assessments and summative assessments at the end of the semester. Both assessments are really important because it makes me know my students learning progress and I can use the information to modify my teaching strategy to suit my students learning condition.” (Teacher C)*

Excerpts of the interview showed that Teacher A implements classroom assessment correctly because it helps him to improve his students' learning achievement. Teacher A also considers that classroom assessment allows him to see the weaknesses and strengths of his students. Therefore, he can modify teaching based on information from classroom assessments. Teacher A also understands that he must always carry out classroom assessments appropriately and utilize various assessment strategies.

The interviews show that Teacher B has a considerably good understanding of classroom assessment. His view of classroom assessment is undoubtedly positive, and he urges every teacher to conduct a classroom assessment in teaching English to find students' weaknesses and strengths in learning. The quote shows that Teacher C has a high understanding of classroom assessment in which he can see that classroom assessment can be used to measure students learning progress, students' learning strains and weaknesses. In addition, he also uses the results of classroom assessments to improve his teaching style to be more successful. It seems that he understands the principle of classroom assessment which is conducted in the form of formative and summative assessment.

### 3.1.1. Implementation of classroom assessment

The classroom observations indicated that teachers in this study implemented classroom assessments in various forms. A summative assessment is typically conducted at the end of the semester of the learning period, as the school principal usually schedules it. Formative assessment on the hands was conducted differently by the teachers.

Table 1 shows that all teachers implemented summative assessments. The test type and test content were utilized differently. Teacher A focused on the multiple-choice test, meanwhile, Teacher B used completion tests, and the Teacher C used more effective tests such as multiple-choice, completion, and essay. The test contents were differently focused on. Teacher A merely measured general knowledge and minorly measured the achievement of learning objectives. Teacher B mostly took the test from the textbook, meanwhile, Teacher C focused on measuring the achievement of the learning objectives. The summative assessment was also not strictly supervised by Teacher A, Teacher B moderately supervised the assessment administration, whereas Teacher C strictly supervised and properly administered the summative assessment.

Table 1. Summative assessment

	Test type	Content	Implementation
Teacher A	Multiple choices	General knowledge and minorly related to learning objectives	At the end of the semester and improperly supervised
Teacher B	Multiple choice and completion	Textbook based and minorly related to learning objectives	At the end of the semester and moderately supervised
Teacher C	Multiple choices, completion, and essay	Focused on learning objectives	At the end of the semester and strictly supervised

As shown in Table 2, all teachers carried out formative assessments after the learning processes, however, teachers implemented it in a variety of assessment forms. Objective tests were mostly used by Teacher A. Teacher B made use of multiple-choice types, completion, matching, and essay formats. Meanwhile, Teacher C made use of essays and authentic assessments. The ways teachers administered the assessment were also in a variety of forms. Teacher A only occasionally conducted the formative assessment, Teacher C properly conducted the formative assessment and more intensively carried out the assessment compared with Teacher B. Teacher C made use of an essay, authentic assessment, and performance-based assessment, whereas Teacher A merely used material from the exercise book, meanwhile Teacher B used materials from exercise book and websites.

The data in the Table 2 showed that some teachers still have a variety of understanding of classroom assessment practices. During the interviews, teachers explained that they hardly had a teachers' development program related to classroom assessment practices. Most of the knowledge they learned by themselves from available resources. Meanwhile, Teacher C explained that she learned a lot when he was studying with a teacher in his college.

Table 2. Formative assessment

	Test type	Content	Implementation
Teacher A	Multiple choices and true-false, matching	Topics are merely taken from the exercise book	Occasionally conducted
Teacher B	Multiple choice, completion, matching, essay	Topics are taken from the exercise book and some materials are taken from websites	Sometimes conducted at the end of the learning unit
Teacher C	Essay, performance assessment, authentic assessment	Topics are taken from the exercise book and authentic learning materials are also utilized	Always conducted at the end learning unit and remedial is properly planned

### 3.2. Discussion

Assessment is a process that involves activities that teachers use to help students learn, whereby the activities involve educators gathering information about prior knowledge before instruction and determining appropriate upcoming learning topics using various techniques to gauge students' progress [15]. Thus, students feel helped by the teacher to achieve the expected results. All types of classroom assessments aim to assess students' learning outcomes in schools, take responsibility for implementing education in the community and determine the achievement of the quality of education [16].

The teachers in this study showed that they have a good understanding of classroom assessment. The interviews indicated that they could comprehensively explain the types of classroom assessment activities, when the assessment should be conducted, and how it should be conducted. Although they all have a different level of understanding depending on their educational backgrounds, teachers' professional development programs and teaching experiences, to a broad extent, their understanding of classroom assessment is acceptably sufficient for conducting appropriate classroom assessment. This is in line with the findings of previous studies [17], [18]. However, this study revealed that the teachers who carried out classroom assessments were outside their level of understanding. Teaching experiences could not be used as a guarantee of appropriate or better classroom assessment practices.

Teacher A, for example, who has more than 15 years of teaching experience, was found to conduct poor-quality classroom assessments. Although during the interviews he had indicated he has a good understanding of classroom assessment, however during a classroom observation, he practiced classroom assessment irrelevantly with their understanding. This can be seen from the test types, assessment topics, and the way the assessment is being conducted. The test types being used are solely in the form of objective tests. The tests are mainly taken from a test book and exercise book. Moreover, the way he conducted the assessment was also in a relaxed manner which was poorly supervised which enabled students to compare the answers with other students. Consequently, the assessment results could be used as student's reflection on their ability [19]. Moreover, teachers could use the results to improve learning activities to attain better learning objectives [20], [21]. Therefore, ideally, assessment should be always completed with feedback provision to enrich the student's ability [22], [23].

Teacher B who has fewer teaching experiences when compared to Teacher A showed better classroom assessment practices. During the interview process, he showed quite a similar level of understanding of the types, topics, and how classroom assessment should be implemented. Teacher B utilized more appropriate types such as multiple choice, completion, matching, and essay and the topics were taken from the exercise book and some materials taken from websites. He conducted summative assessments as scheduled by the school headmaster; however, the formative assessment was only sometimes conducted at the end of the learning unit completion. How he conducted formative assessment indicated that he carried out classroom assessment irrelevantly with his understanding. Ideally, he implemented classroom assessments in-line with their understanding [24]–[26].

Contrary to Teachers A and B, Teacher C has less than five years of teaching experience, so it can be said that he is a fresh graduate teacher. During the interviews, she explained her understanding of classroom assessment clearly and during the classroom observation, she showed that she carried out the most appropriate classroom assessment compared with other teachers. She utilized essays, performance assessments, and authentic assessments and used more authentic materials. The way she administered the classroom assessment both in the summative and formative assessment was set in an ideal assessment

atmosphere. Consequently, the assessment results could be used as a source of information for real achievement and can be used as a reference for learning improvement [9], [27], [28].

The findings showed that teachers' discrepancies in classroom assessment practices were viewed from their understanding and teaching experiences. Implementation of classroom assessment is strongly influenced by the teacher's understanding of assessment. Teachers who understand assessment well can certainly carry out class assessments better [29], [30]. This study found that the existing general theories and public assumptions related to teachers' understanding and teaching experiences are not always in-line with actual practices in a real classroom setting. The discrepancy occurred because many factors were affecting the implementation of the classroom assessment such as classroom conditions, time allotment, the national examination, and teachers' workloads. Among those factors, the need to be successful in the national exam is still one of the main factors which really worry all teachers [31], [32]. Consequently, most teachers focus on practicing students in doing national exams. Teachers' workloads also become prime problems as teachers tried hard to fulfil all their duties, consequently, the implementation of classroom assessment tends to be neglected [33]. Ideally, teachers should allocate sufficient time for carrying out all types of assessments to gather appropriate information about students' learning achievement [34].

Teachers need to be clear about the purpose of the assessment to implement assessment properly and appropriately [35]. It should be understood that the objectives of formative and summative assessments are quite different altogether. Formative assessment is mainly conducted to improve learning, while summative assessment is intended to measure student achievement. However, for both of the assessments, teachers ideally have to pay attention to three areas, namely knowledge (cognitive), attitude (affective), and skills (psychomotor). These three domains should be assessed proportionally according to the nature of the subject matter. Moreover, classroom assessment should be ideally carried out continuously and periodically. Continuous means that assessment is carried out throughout the learning process, while periodic means assessment is carried out after learning one competency, at the end of the education unit level and the end of each semester.

Considering the importance of accurate implementation of assessment, teachers need to carefully plan the assessment. Planning classroom assessments is a very important thing in learning to determine the success of learning [35]–[37]. Teachers therefore in the application of classroom assessment need to have a high understanding of the type and form of assessment and how to use them in class. Additionally, in conducting classroom assessment, the following things need to be considered, such as comprehending assessment as an integral part of learning activities, developing learning strategies that encourage and strengthen the assessment process as a reflection activity (self-reflection and learning experience), carrying out various assessment strategies in the learning program to provide multiple types of information about student learning outcomes, accommodating student needs, developing a recording system that provides varied ways of observing student learning, and using assessment to gather information to make decisions about the level of student achievement. The discussion indicated that classroom assessment is a very complex activity to do in the classroom; therefore, to conduct it appropriately, teachers need a very high understanding and passion in doing their duties, particularly in preparing and carrying out the classroom assessment.

#### 4. CONCLUSION

Classroom assessment serves as a material consideration in determining classroom progress, feedback in improving teaching programs, a driving tool in enhancing students' ability, and a tool for students to evaluate their performance and self-reflection to improve themselves. This study revealed that teachers have a variety of understanding of classroom assessment and classroom assessments were not always practiced properly in line with their understanding. This discrepancy due to the fact that several factors influenced their classroom practices. Thus, considering the importance of these findings, further study should be conducted, and these findings can be used as a reference for other researchers and policymakers to pay more attention to teachers' professional development programs and other forms of teacher enrichment activities.

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