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# Exploring Perceived Classroom Based Assessment Knowledge and Practices

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**Abstract:** *One of the major roles of a teacher is assessing student performance in classrooms. Assessment is an essential aspect of teaching and learning that has led to significant time allocation for assessment activities. In Malaysia, classroom-based assessment (CBA) has been implemented formally since 2016. CBA is a process of assessing students continuously during teaching and learning. CBA is a multifaceted approach to assessment that can be adjusted according to students and learning outcomes. CBA is aimed at supporting and improving student learning. CBA can be directly included in the teaching and learning process; and can also be adapted to various educational objectives and contexts. This paper explores the perceptions of English language teachers towards CBA. This study also explores perceptions of CBA and the relationship with teachers' assessment practices. This study employed a questionnaire to gather data. The study involved 164 secondary English language teachers in one school district in the northern region of Malaysia. The study found that the perceptions towards CBA and assessment practices of teachers are positively related, suggesting that when teachers' attitudes towards assessment changed, so did their practices. This study provides insights into how CBA can be integrated into language classrooms to enhance assessment practices. It is hoped that these findings of this study will provide valuable insights to policymakers and stakeholders to make well-informed decisions. It is hoped that this study can help illuminate the potential of CBA in refining assessment practices in Malaysia.*

**Keywords:** Classroom-Based Assessment, Assessment Practices, Assessment, Malaysia

## 1. Introduction

Assessment is a critical aspect of a teacher's role, serving as a fundamental component of both teaching and learning. Language learning assessments, such as classroom-based assessment (CBA) in Malaysia since 2016, play a crucial role in enhancing the learning experience by providing insights into students' strengths and weaknesses. CBA, a continuous process, focuses on obtaining information about students' development, skills, and mastery of curriculum goals, reflecting a shift towards a more student-centered and skills-based approach to assessment.

The abolishment of the Primary School Assessment Test (*UPSR*) in 2021 in Malaysia refocused attention to CBA as the primary tool to evaluate students' academic performance. This shift to the use of CBA was aimed to offer a more comprehensive assessment approach to evaluate students' academic development. CBA embraces formative assessment practices that can include quizzes, projects, presentations, and continuous observation. CBA serves as a



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mechanism to strengthen the learning process, enabling teachers to gauge the effectiveness of their teaching methods and measure learning outcomes. To better inform stakeholders and policymakers and ultimately improve assessment procedures in Malaysia, the findings attempt to bring teachers' perceptions into line with what they practice in the classroom. The overarching goal of this study is to enhance the quality of education by aligning assessment methods with student requirements and learning outcomes of the syllabus. This can foster continuous improvement in teaching and learning and promote optimal achievement of learning outcomes.

This paper has the following research questions:

i. What is the relationship between perception towards CBA and teachers' assessment practices?
ii. To what extent is the influence of perception towards CBA on teachers' assessment practices.

## 2. Literature Review

This paper explores key concepts related to teachers' perceptions of CBA, and teachers' assessment practices. The theoretical framework underpinning classroom-based assessment, influenced by constructivist learning theories and principles of formative and summative assessment, shapes teachers' views and practices. Teachers' perceptions, defined as their ideas or mental pictures regarding academic work and students, play a crucial role in teachers' classroom practices (Gan et al., 2019; Ibarra & Huertas-Abril, 2022). Gurmesa et al. (2022) contend teachers' perceptions are influenced by their experience and professional development.

### Classroom-based Assessment (CBA)

CBA plays a vital role in educational practices that requires evaluating students' learning progress within the classroom environment (Yusof & Mohamad, 2020). CBA involves various assessment methods, including formative assessments such as tests, informal evaluations such as oral questioning, and various types of alternative assessments (Wiliam, 2011). CBA is often used to improve academic standards and enhance student achievement (Black & Wiliam, 2010). Teachers are pivotal in CBA as teachers need to identify strengths and weaknesses of students, monitor progress, assign grades, and provide feedback (Gan et al., 2019). CBA involves a continuous process and its main aims are to gather information on students' mastery and the effectiveness of teaching strategies (Satar & Yusoff, 2019).

CBA is an approach to focuses on the relationship between assessment, teaching, and learning, and emphasizes the importance of teachers' knowledge and abilities in conducting and managing assessments effectively (Tajeddin et al., 2022). CBA can be seen as a tool to create conducive classroom assessment climate that encourages student learning, motivation, and self-regulation (Kula Kartal, 2022). Gu and Yu (2020) proposed that it is essential to explore how CBA can be utilized for formative purposes, highlighting its role in enhancing learning outcomes. It is necessary to understand teachers' beliefs and practices regarding CBA to improve students' comprehension and academic performance (Apsari & Haryudin, 2017). CBA serves as a vital tool for check and balance of what happens in the classroom, as CBA enables teachers and educators to assess student progress, and tailor instruction to individual needs. CBA promotes continuous improvement in teaching and learning practices within the classroom setting. CBA is a complex process that requires careful planning, implementation, and interpretation to effectively support student development and a vibrant classroom ecosystem.



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## CBA in Language Teaching and Learning

CBA plays an important role in the language classroom as it allows teachers to gather and use information about students' language performance to inform their teaching process (Chen, 2020). This form of assessment is essential for monitoring and evaluating student progress in language learning and it allows formative feedback in order to enhance acquisition (Davison & Leung, 2009). Furthermore, the implementation of CBA has been shown to enhance language teaching and learning, leading to changes in teachers' attitudes, knowledge acquisition, and skills in student assessment (Satar & Yusoff, 2019). It is essential for students to receive continuous feedback from teachers as well as peers in order for them to acquire language. CBA allows for teachers and peers to give continuous feedback and input and this encourages language acquisition.

The role of teachers in CBA for language classrooms is crucial, as they are responsible for planning and implementing appropriate assessment procedures (Davison & Leung, 2009). However, Wach (2022) argues that teacher led assessment or CBA of English as a second/foreign language has been largely neglected. There seems to be lack of research and thus highlighting the need for more attention to this area (Wach, 2012). Furthermore, acknowledging teachers as agents of assessment is essential, as teachers' perceptions and practices of assessment may significantly impact language learning (Rea-Dickins, 2004). Teachers play a significant role in designing and implementing assessments that can encourage or inhibit language acquisition. CBA offers opportunities for teachers to include task-based assessments that can encourage active use of language in the classroom.

There are various types of CBA that can be carried out in language classrooms. For instance, the use of inquiry-based teaching which provides opportunities for active student participation and the development of critical thinking and problem-solving skills (Pokhrel, 2021). Additionally, the implementation of portfolio assessment in language classrooms also promotes collaboration with peers, transfer responsibility to the learners, and foster learner autonomy (Czura, 2013).

In conclusion, classroom-based assessment in language teaching is a multifaceted process that involves the use of motivational strategies, task-based language teaching, and the crucial role of teachers in planning and implementing assessment procedures. It is essential for promoting student motivation, monitoring progress, and fostering learner autonomy. CBA in English language classrooms serve as valuable tools for evaluating students' language proficiency, guiding their learning progress, and enhances the quality of English language instruction.

## Role of Teachers in CBA

Teachers play important and complex roles in CBA for effective language teaching. Teachers are expected to maintain classroom-based teaching responsibilities that include planning and implementing teaching and learning activities that include assessments (Wenner & Campbell) (2016). The role of a teacher has become increasingly complex as they need to understand the changing needs of language testing and assessment and design new pedagogical materials and assessments (Fulcher, 2012). Understanding and examining teachers' practices in CBA are essential in order to comprehend how teachers are able to fully utilise CBA to enhance language development (Hill & McNamara, 2011).

Teachers need to implement and monitor CBA effectively in order to ensure effective assessment practices and optimum learning experiences. Teachers' self-efficacy in instruction and classroom management plays an essential role in the quality of teaching and student



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performance (Bellibaş & Liu, 2017). Erzoah et al. (2022) state that teachers should develop classroom assessments that align with recommended practices by experts in educational assessment. The participation of teachers in classroom-based language assessment is crucial for integrating assessment and instruction, promoting student autonomy, and fostering language development (Veen et al., 2016). Thus, teachers need to keep abreast of developments on CBA as well as consistently implement CBA in their own classrooms.

In conclusion, teachers play a central role in classroom-based assessment, and their leadership, assessment literacy, self-efficacy, and practices significantly impact the quality of teaching and student learning. It is essential to support teachers in developing their knowledge and skills of CBA, as CBA can ensure effective classroom-based assessment practices and promote language development. Teachers play a pivotal role in the implementation and monitoring of CBA and its is essential to examine teachers' beliefs and practices about CBA.

## 3. Methodology

In order to investigate teachers' perceptions and practices on CBA, this study adopted a quantitative approach that involved using a questionnaire to gather data.

### Population and Sample

The population of the study consisted of English language teachers in secondary schools within one particular district in northern region of Malaysia. One particular district was chosen as the site of the research. This site was identified based on the data from the State Education Office (*JPN*). The population in this district was 669 English language teachers in all the secondary schools within this district. A purposive sampling technique was employed the sample size of 243 English language teachers were determined. Questionnaires were sent out to all these 243 respondents. However, only 164 respondents returned completed questionnaires. Therefore, the final number of respondents for this study were 164.

### Instrument: Questionnaire

The questionnaire used is adapted from Shim's (2009) study on Korean EFL teachers' perceptions towards CBA in primary schools. The questionnaire in this study consists of three sections. The first section has two items pertaining to the demographics of the respondents. The second section has 42 items that measure respondents' working principles of CBA. The third section has 42 items as well that measure respondents' practices of CBA. The reliability of the questionnaire was $\alpha = 0.91$, indicating the items are valid and reliable. A Likert-scale (as the original questionnaire) of 1 to 5 is used for the questionnaire as it allows teachers to express to what extent they agree or disagree with the statements presented as well as how often they used the principles.

### Data Collection Procedure and Analysis

Data collection was carried out using Google Forms where the questionnaire was uploaded and links sent to all the 243 respondents that were initially identified. Only respondents working in secondary schools within the identified district were sent the questionnaires. The online platform offered advantages in terms of accessibility, ease of distribution, and efficient data organization. Google Forms facilitated the collection of responses in digital format, enabling streamlined data analysis.

Data analysis was performed using the Statistical Package for Social Sciences (SPSS) version 27. The analysis included frequency distribution, percentage, mean, standard deviation,



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independent sample t-tests, and multiple regression tests, were applied to address the research questions.

## 4. Findings and Discussions

The analysis of this study was conducted using SPSS 27.0. The respondents were 164 English language teachers from secondary schools in a district in northern Malaysia. There were 21 males (13%) and 143 females (87%) involved in the study. The findings of the research questions are discussed in the sections below.

### Relationship between Perception of CBA and Teachers' Assessment Practices

In order to examine the relationship between respondents' perception of CBA and their assessment practices a Pearson correlation analysis was conducted. The results revealed a strong and significant positive correlation ($r = 0.739$, $p < 0.01$) between teachers' perception of CBA and their assessment practices. These results suggest that as teachers' perception of CBA improved, their perception of assessment practices also increased. The results are shown in Table 1

**Table 1: Relationship Between Perception of CBA and Teachers' Assessment Practices**

| | | Perception | Practice |
|---|---|---|---|
| Perception | Pearson Correlation | 1 | .739** |
| | Sig. (2-tailed) | | .000 |
| | N | 164 | 164 |
| Practice | Pearson Correlation | .739** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 164 | 164 |

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

The analysis in Table 1 shows that the relationship between respondents' perception of CBA and their practices is strong and significantly positive ($r = 0.739$, $p < 0.01$, 2-tailed, $n = 164$). According to Ivanova's (2020), the relationship between the two variables of teachers' perception of CBA and their practice is high. Based on the data there is a statistically significant and strong positive correlation between the two variables. As teachers' perception of CBA increases, their perception of classroom practices tends to become better as well. According to Gurmesa et al. (2022), teachers' perception about CBA are influenced by their experience and professional development, therefore more experienced teachers showed stronger knowledge and skills in assessment-related topics. Erzoah et al. (2022) highlighted that teachers can develop CBA that align with recommended practices by educational experts and training should be provided. The participation of teachers in classroom-based language assessment is important to integrate assessment and instruction, promote student autonomy, and foster language development (Veen et al., 2016). However, caution must be taken in interpreting the results as there can be discrepancies between teachers' perceptions of CBA and their actual assessment practices (Kim et al., 2020). Kim et al., (2020) contend that teachers' responses to CBA can vary depending on their assessment knowledge and contextual constraints.



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## Influence of CBA

Hussin (2021) stated that independent sample T-test can be used to show if two variables have significant influence over each other. In this study, the independent T-test was used to measure to what extent was the influence of perception of CBA on teachers' practices.

**Table 2: Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .739[a] | .546 | .543 | .281 |

In Table 2, the independent variable (perception of CBA) can explain 54.60% of the variation in the dependent variable which is assessment practice.

**Table 3: ANOVA**

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 15.416 | 1 | 15.416 | 194.607 | .000[b] |
| | Residual | 12.833 | 162 | .079 | | |
| | Total | 28.248 | 163 | | | |

*a. Dependent Variable: practice*

*b. Predictors: (Constant), Perception*

In Table 3, the ANOVA shows that the regression model is significant (p=0.000). The value of F=194.607 shows a high level of significance.

**Table 4: Multiple Regression**

*M*

**Coefficients[a]**

| Model | | Unstandardised Coefficients | | Standardised Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Sig. |
| 1 | Constant | 1.408 | .209 | | 6.744 | .000 |
| | Perception | .687 | .049 | .739 | 13.950 | .000 |

*a. Dependent Variable = Practice*

Multiple regression analysis was used to test whether the independent variable, which is respondents' perception of CBA, can significantly predict the dependent variable, which is classroom-based assessment practice. The results of the regression analysis show that the independent variable can explain significantly as much as 54.60% of the variance in the dependent variable (R2=.546, F (2,50) =54.60, p<.01). The perception of CBA shows a significant influence (B=.687, p=.000) on classroom-based assessment practices. Given that the p-value ($p < 0.01$) was less than the significance level (commonly set at 0.05), the null hypothesis was rejected. This means that there was sufficient evidence to conclude that respondents' perception of CBA did have a significant influence on their classroom-based assessment practices.

In summary, based on the findings, the null hypothesis, which suggests no significant influence of teachers' perception on their assessment practices, was rejected. The results indicate that there was indeed a significant and positive relationship between teachers' perception of CBA and their actual assessment practices. Thus, it is necessary to foster and educate teachers about the advantages of using CBA in language classrooms as this may improve the classroom



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practices in terms of assessments. As stated by Davison and Leung (2009), the role of teachers in language classrooms is important in terms of CBA as they are the ones responsible for planning and implementing appropriate assessment procedures. Teachers who have more exposure to the different types of CBA that can be implemented in language classrooms may have more relevant and effective assessment practices. This is in the long run may improve the rate and route of language acquisition.

## 5. Conclusion

The study looked at how English language teachers' assessment practices and their perceptions of CBA are related to each other. The study found a significant positive relationship between the perceptions of CBA and assessment practices of teachers, suggesting that when teachers' attitudes towards evaluation changed, so did their practices. Teachers play an important role in planning, designing and implementing CBA, and thus it is important to expose teachers to the various types of CBA that they can implement in their language classrooms. CBA can be utilized to create and foster teaching and learning environments that encourage student learning, motivation, and self-regulation (Kartal, 2022). It would also be beneficial for teachers and students if more research is done on how CBA can be utilized for formative assessments in order to enhance learning outcomes (Gu & Yu, 2020).

The findings also indicate that teachers' perceptions of CBA had a considerable impact on their assessment activities. The study underlined the value of professional development initiatives to increase teachers' understanding of CBA and the possibility that favorable perceptions could result in better student evaluation methods. It is necessary for teachers to effectively implement and monitor CBA to ensure effective assessment practices and maximize learning experiences. Experience and professional development can influence teachers' perception of CBA, thus more experienced teachers showed stronger knowledge and skills in assessment-related topics (Gurmesa et al., 2022). It is essential to provide continuous professional development to teachers that include the latest developments in CBA and utilizing CBA in classrooms. This is echoed by Erzoah et al. (2022) where their study highlighted that teachers can develop CBA that align with recommended practices by experts and training should be provided to develop skills in CBA.

In conclusion, CBA in language teaching particularly is a complex process that includes many areas and approaches such as the use of motivational strategies, task-based language teaching, and teachers play and important role in planning and implementing the assessment procedures. CBA is essential to increase learners' motivation, monitor learning and acquisition progress, and foster learner autonomy. In English language classrooms, CBA can serve as a valuable tool to evaluate language proficiency, guide and promote language learning, and enhance the quality of English language instruction. It is essential to do more research on CBA and its role in the language classroom, particularly on how teachers can design and implement CBA for their own classes.

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