

EXPLORING PRE-SERVICE TEACHERS' ASSESSMENT LITERACY: IMPLICATIONS FOR THE IMPLEMENTATION OF SCHOOL-BASED ASSESSMENT

Ong Siow Kim, Lim Zek Chew, Lew Moi Mooi, PhD & Shaari Osman
Teacher Education Institute Ilmu Khas Campus, Kuala Lumpur

ABSTRACT

This study examines the assessment literacy of pre-service teachers who have undergone four years of the Bachelor in Education programme in a teacher education institute. This study also examines their readiness in implementing school-based assessment (SBA) in schools. A mixed method research design was used to collect the data. The participants of this study were 120 Sports and Physical Education and Special Education pre-service teachers. Data were collected from document analysis, assessment knowledge test, questionnaire and interview. Analysis of the assessment pro-forma provides information pertaining to the existing assessment knowledge of the pre-service teachers. The results of the assessment knowledge test show that majority of the pre-service teachers have little knowledge on assessment with regards to assessment terminologies, types of assessment, developing items based on test specifications table (TST), basic statistics and administration of test. The responses to the open-ended questionnaire and data from the interview suggest similar inadequacies among most of the pre-service teachers besides their limited confidence in setting examination papers to assess pupil learning. Overall, the findings of the study reveal that the assessment literacy of pre-service teachers needs to be reinforced in order to facilitate confident implementation of SBA and sound assessment of pupil learning. These in turn will boost the quality of teacher education in the nation.

Keywords: assessment literacy; pre-service teachers, school-based assessment, initial teacher education

