



SNAP TO READ

PRE-SERVICE TEACHERS' PERCEPTIONS ON ASSESSMENT

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Abstract:

Pre-service teachers as the future educators must be thoroughly prepared to become professional teachers. This study explored the perceptions of 60 pre-service teachers from UIN Sayyid Ali Rahmatullah Tulungagung regarding their knowledge and beliefs about assessment, an essential skill for professional educators. Data were collected via a questionnaire and analyzed using descriptive statistical techniques, specifically calculating percentages to depict response distributions. The findings revealed that over 80% of respondents held positive perceptions of assessment knowledge, while a minority demonstrated negative views, indicating limited understanding in assessment. These results highlight the need for teacher education programs to integrate structured training on assessment literacy to adequately prepare pre-service teachers for their professional roles, ensuring they possess the necessary competence to conduct effective assessments. This also calls for curriculum enhancements to strengthen assessment-focused pedagogy in teacher preparation program.

Keywords:

Assessment; assessment feedback; pre-service teachers; perception; EFL teachers.

INTRODUCTION

Assessment is a fundamental element of instructional design, serving multiple purposes such as identifying student needs, placing students appropriately, monitoring progress, and evaluating programs (O'malley & Valdez Pierce, 1996, p. 3). Traditionally, assessment focused on written tests, but recent shifts emphasize alternative or authentic assessments, which better capture student abilities and support learning beyond what tests can measure. This evolution highlights the growing importance of diverse assessment approaches in education.

The complexity of the assessment process increases when teachers have to contend with educational policies in Indonesia. The current curriculum developments in Indonesia require teachers to enhance not only students' cognitive achievements but also their psychomotor and affective aspects. Consequently, recommended learning activities nowadays involve active student participation. Students must also learn how to solve problems and think critically to acquire knowledge. They need to gain learning experiences that they can apply to real life. Language learners, in particular, must practice language skills to communicate effectively in the target language. These meaningful activities are intended to equip students with valuable knowledge and skills for their lives outside the classroom. Therefore, assessment procedures must reflect these meaningful activities, otherwise, the objectives of assessment will not be adequately achieved.

The complex challenges of assessment demand that teachers possess a good understanding and skills in assessment. Teachers must continuously develop their assessment knowledge and skills to meet all assessment requirements. These same demands for good understanding and skills in assessment also inevitably apply to pre-service teachers who are being prepared to become future teachers. Before conducting actual teaching and assessment practices with students in the classroom, they must be able to understand assessment correctly. When pre-service teachers perceive assessment correctly, they are expected to perform assessments correctly as

well. This will be one of the indicators of their future success in assessment, which is an integral part of teaching (Orrell, 2006; Sahinkarakas, 2012).

The perceptions of pre-service teachers on assessment can be understood from their knowledge about assessment. This aligns with what Strawson, (1992, p.19) stated that "we cannot explain all the features of the concept of perception without referring to the concept of knowledge." Besides knowledge, an individual's perception can also be reflected in their beliefs. Smith (2001) argues that the relationship between perception and belief is more than just contingent. Therefore, the perceptions of pre-service teachers on assessment are accurately identified from their knowledge and beliefs about assessment.

So far, several studies have explored teachers' perceptions of assessment (Aria et al., 2021; Luthfiyyah et al., 2020; Nyundak et al., 2022; Perry, 2013; Xiaole et al., 2012) as well as students' perceptions of assessment (Venezia, Andrea; Bracco, Kathy Reeves; Nodine, 2010).. Studies by Mills (2013) and Volante & Fazio (2007) have examined pre-service teachers' understanding and beliefs about assessment, both conducted in Ontario, Canada. Similarly, Gareis & Grant (2015) investigated teacher candidates' assessment literacy at Shenandoah University, Winchester, Virginia. A systematic review by Van Orman et al. (2024), which encompassing 70 studies, highlighted pre-service teachers' perspectives on assessment for learning but none was situated in the Indonesian educational context. In Indonesia, research on pre-service teachers' perceptions of assessment remains scarce, with only a few studies conducted by Ayuningtryas & Emaliana (2025), Suherman et al., (2025), and Sukarno et al., (2023).

Acknowledging the need to better understand pre-service teachers' assessment knowledge, this study addresses the lack of research within the Indonesian educational context. While many international studies have explored pre-service teachers' perceptions of assessment, similar research in Indonesia is limited. In light of recent curriculum reforms that highlight the importance of authentic assessment, this study responds to that need by

examining how Indonesian pre-service teachers perceive and understand assessment. Specifically, it aims to explore their knowledge of assessment purposes, their familiarity with various assessment practices, and their beliefs regarding what should be assessed, as well as the role of knowledge, skills, and experience in the assessment process.

METHOD

The study followed a quantitative research design aimed at uncovering pre-service teachers' knowledge and beliefs about assessment.

Respondents

The respondents in this study consisted of 60 pre-service teachers enrolled in the English Education undergraduate program at UIN Sayyid Ali Rahmatullah Tulungagung. These sixth-semester students, currently participating in their internship program, were purposefully selected to represent individuals actively engaged in developing professional teaching competence, specifically regarding their knowledge and beliefs about assessment. Participation was voluntary, and all participants were fully informed about the study's objectives before data collection commenced. The purposive selection method was employed to ensure the inclusion of participants relevant to the study's aims, recognizing that understanding pre-service teachers' perspectives on assessment is critical for enhancing teacher preparation programs.

Instruments

In collecting the data, the pre-service teachers were given a questionnaire to measure their knowledge of assessment. There are 40 items in the questionnaire given to the pre-service teachers, covering knowledge about the purpose of assessment, assessment practices, and beliefs regarding aspects that influence assessment. To ensure the content and construct validity of the questionnaire items, the development began with creating a blueprint. This questionnaire has been validated by experts and tested on 40 students to determine its validity and reliability. From the results of the questionnaire

trial, the reliability of this instrument was found to be 0.821, indicating high reliability.

Table 1. The result of reliability test of the questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.821	41

From the validity test, it was found that 12 questionnaire items were invalid, thus the statements in the questionnaire need to be revised. The questionnaire items that need to be revised are items number 4, 8, 15, 17, 21, 28, 29, 31, 32, 33, 34, and 40. All invalid items were modified by rephrasing the sentences and making them negative. This has a dual purpose: as a tool to measure the knowledge and beliefs of pre-service teachers, and at the same time, these items can be used to check the consistency of the responses of pre-service teachers to the knowledge assessment questionnaire.

The questionnaire used in this study followed a five-point Likert scale, where the response options ranged from 'Strongly Agree' (5 points) to 'Strongly Disagree' (1 point).

Procedures

Prior to administering the questionnaire, participants were informed of the research aims and procedures, and their consent was obtained. The questionnaires were distributed during class sessions to ensure a high rate of return, and the respondents completed them within the allocated time.

Upon completion, the questionnaires were collected and screened to ensure completeness of the data. The responses were then categorized according to the dimensions outlined in the instrument blueprint, which facilitated subsequent analysis of the data.

Data analysis

The data were analyzed using descriptive statistical techniques. For this study, these statistics provided sufficient insight to determine the tendencies in pre-service teachers' assessment knowledge and beliefs since

descriptive statistics such as frequencies, percentages, and composite scores are commonly used to summarize Likert data, but inferential methods or advanced modeling may be necessary to deepen analysis and conclusions (Chen & Liu, 2020).

After the data from questionnaire were collected, each response option on the five-point Likert scale was assigned a numerical value ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Scores for each dimension of assessment knowledge and beliefs were computed by summing the relevant item responses. Percentages were then calculated to illustrate the distribution of responses across the scale.

For interpretation purposes, responses categorized as Slightly Agree, Agree, and Strongly Agree were grouped together to represent a positive tendency toward the construct being measured. Conversely, responses of Disagree and Strongly Disagree were classified as negative tendencies. This categorization allowed for a clearer interpretation of pre-service teachers' overall orientations and provided a descriptive picture of their knowledge and beliefs about assessment.

FINDINGS AND DISCUSSION

Pre-service teachers' knowledge about assessment

In this study, the knowledge of pre-service teachers regarding assessment was obtained from a questionnaire distributed to them. A total of 60 pre-service teachers completed the questionnaire, and their knowledge about assessment was mainly related to their understanding of the purposes and practices of assessment.

Pre-service teachers' knowledge about the purpose of assessment

To gauge how well students understand the purposes of assessment, they were asked to respond to 8 (eight) statements in the questionnaire. Four (4) statements related to students' knowledge of formative assessment purposes reveal how students understand the purpose of assessment in providing feedback on learning and information about students' strengths and

weaknesses in learning, as well as the purpose of assessment in providing information to teachers about their teaching.

By classifying the responses into two main groupings of positive and negative tendency, the findings reveal that the vast majority of pre-service teachers (93.4 %) recognize assessment's role in providing feedback on learning progress, indicating strong awareness of this formative purpose. However, a notable portion (35.5%) shows less agreement about assessment's role in informing students of their specific strengths and weaknesses, suggesting a gap in understanding some formative assessment functions. See Table 2 item number 1 and 4 for more detailed numbers.

The findings also show that pre-service teachers (more than 85%) generally possess a clear understanding of the formative purposes of assessment. Most recognize assessment as a means to provide feedback on student learning and inform teachers about the effectiveness of their instruction. See Table 2 item number 3 and 6.

Regarding the summative goals of assessment, there are 4 statements in the questionnaire that identify pre-service teachers' knowledge that the goal of assessment is to grade students and serve as graduation criteria. There are 2 (two) statements related to the goal of assessment in grading student learning, and both statements were responded positively by pre-service teachers with a percentage of more than 80%. This indicates that the majority of pre-service teachers understand that assessment indeed aims to provide grades for student learning. See Table 2 item number 2, 7 and 5.

However, their awareness of assessment as a criterion for student graduation appears less developed (only 34.6%), suggesting that while they grasp the instructional and evaluative roles of assessment, their understanding of its administrative or decision-making functions remains limited. See Table 2 item number 8.

Table 2. Pre-service teachers' knowledge of assessment objectives

Item Number	Statement of Questionnaire	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
1	I will assess my students to provide them with feedback on their progress toward learning objectives.	1 (1.6%)	0 (0%)	3 (5%)	31 (51.7%)	25 (41.7%)
4	The results of my assessment of the students provide limited information about their strengths and weaknesses in learning.	5 (8.3%)	6 (10%)	26 (43.3%)	15 (25%)	8 (13.3%)
3	I hope to gain information about my teaching methods when I assess my students.	0 (0%)	1 (1.7%)	2 (3.3%)	33 (55%)	24 (40%)
6	Assessment is very important to me as a teacher because it helps me determine whether my teaching is effective or not.	1 (1.7%)	0 (0%)	7 (11.7%)	21 (35%)	31 (51.7%)
2	I will assess primarily to assign final grades to my students.	1 (1.7%)	1 (1.7%)	9 (15%)	31 (51.7%)	18 (30%)
7	I conduct assessments because I need to assign grades to students based on what they have learned.	1 (1.7%)	0 (0%)	10 (16.7%)	24 (40%)	2 (41.7%)
5	From the assessment, I will be able to decide whether the student passes the course/ subject or not.	1 (1.7%)	6 (10%)	14 (23.3%)	25 (41.7%)	14 (23.3%)

8	The assessment results cannot be used as a criterion for student passing.	5 (8.3%)	9 (15%)	26 (43.3%)	10 (16.7%)	10 (16.7%)
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Overall, the results indicate that pre-service teachers demonstrate a solid understanding of both formative and summative functions of assessment. They generally acknowledge assessment as a tool for giving feedback to students, guiding teachers in evaluating their instructional effectiveness, and assigning grades. Nevertheless, their comprehension of assessment as a basis for determining student graduation is relatively limited. This suggests that while foundational assessment goals are well recognized, the use of assessment for final certification needs greater emphasis in teacher preparation.

Pre-service teachers' knowledge about assessment practices

Pre-service teachers were also asked to respond to statements in the questionnaire about the assessment practices they understand. There were 22 statements in the questionnaire about assessment practices, which were further divided into two types of assessment practices: formative assessment practices with 11 statements and summative assessment practices with 11 statements.

As it can be seen in Table 3, the first aspect of formative assessment practices is related to the format of formative assessment with 4 statements. These four statements each relate to assignments to students, project assessments, portfolio assessments, and peer/self-assessments. All these statements were responded to positively by more than 70% of pre-service teachers. This indicates that the majority of pre-service teachers know that assignments, projects, portfolios, and self/peer assessments can be used to assess students' abilities.

Table 3. Pre-service teachers' knowledge of formative assessment formats

Item Number	Statement of Questionnaire	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
9	I need to assess my students' abilities in English by giving them individual/ group tasks during their learning.	0 (0%)	3 (5%)	9 (15%)	33 (55%)	15 (25%)
10	I will ask students to complete a project as one way to assess their learning.	1 (1.7%)	1 (1.7%)	4 (6.7%)	35 (58.3%)	19 (31.7%)
11	I hope to assess students' learning progress by having a portfolio.	1 (1.7%)	2 (3.3%)	10 (16.7%)	33 (55%)	14 (23%)
14	I will involve my students in self-assessment and peer assessment.	1 (1.7%)	0 (0%)	14 (23.3%)	30 (50%)	15 (25%)

The next aspect of formative assessment is related to the procedures for developing formative assessments. As shown in Table 4, the first statement about the importance of planning assessments before teaching was agreed upon by 83.7% of pre-service teachers, while the second statement about the importance of informing students about the assessment methods was agreed upon by 80% of students. This indicates that they have a good understanding of formative assessment procedures. Furthermore, the principle of formative assessment concerning the importance of ensuring the relevance of assessment material to the learning material was responded positively by

87.3% of pre-service teachers. Moreover, 92.7% of students agreed that they would conduct fair and objective assessments.

Table 4. Pre-service teachers' knowledge of assessment procedures and principles

Item Number	Statement of Questionnaire	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
12	I will plan my assessments before the instruction.	2 (3.3%)	1 (1.7%)	6 (10%)	29 (48.3%)	22 (36.7%)
13	I will inform students about how they will be assessed.	1 (1.7%)	2 (3.3%)	8 (13.3%)	26 (43.3%)	23 (38.3%)
16	I will ensure that my assessments are relevant to the students' learning material.	1 (1.7%)	0 (0%)	6 (10%)	29 (48.3%)	24 (40%)
17	I will have assessments that are objective and fair for all my students.	1 (1.7%)	0 (0%)	3 (5%)	20 (33.3%)	36 (60%)

Regarding the knowledge of pre-service teachers about the importance of setting assessment criteria and informing students about them before the assessment, it turns out that not many pre-service teachers are aware of this. Only 43.6% agreed, while the remaining 56.4% less or did not agree. Furthermore, in terms of reporting assessment results, 87.3% of pre-service teachers plan to inform students about their strengths and weaknesses in learning English. Moreover, 74.5% of them know the importance of reporting assessment results to students' parents. See Table 5 for the results of students' responses on assessment criteria and reporting of assessment results.

Table 5. Pre-service teachers' knowledge of assessment criteria and reporting of assessment results

Item Number	Statement of Questionnaire	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
15	In my opinion, it is not important to prepare assessment criteria and inform students about them before assessing them.	11 (18.3%)	15 (25%)	17 (28.3%)	11 (18.3%)	6 (10%)
18	I will inform students about their strengths and weaknesses in their English learning.	1 (1.7%)	0 (0%)	6 (10%)	27 (45%)	26 (43.3%)
19	In my opinion, it is very important to report to parents about their child's learning as clearly as possible.	2 (3.3%)	1 (1.7%)	12 (20%)	26 (43.3%)	19 (31.7%)

In addition to formative assessment practices, pre-service teachers were also asked to demonstrate their knowledge of summative assessment practices by responding to 22 questionnaire statements.

As can be seen in Table 6, there were 2 statements asking students to identify the use of tests as a summative assessment tool. From the student responses, 43.7% agreed with using tests as the determinant of students' final grades, and in the following statement, 35% of students stated that tests are the only tool to measure students' English proficiency. From the students' responses to these two statements, it was found that not all pre-service teachers know that tests can be used as a determinant of final grades but are not the only assessment tool.

Furthermore, students were asked to respond to various objective test formats as summative assessments, and 55% of them agreed, while the rest were less or did not agree. Regarding the use of subjective test formats, 58.3% of pre-service teachers liked them, while the rest were less or did not like them. This indicates a similar tendency among students in using both types of test formats in student assessment. Table 6 shows the distribution of students' knowledge in the use of tests and various test formats in summative assessment.

Table 6. Pre-service teachers' knowledge of the use of tests and various test formats in summative assessment

Item Number	Statement of Questionnaire	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
20	In assessing students, I will give them important tests to determine their final grades.	2 (3.3%)	1 (1.7%)	13 (21.7%)	26 (43.3%)	18 (30%)
21	Tests will be used as the primary tool to measure students' English abilities.	7 (11.7%)	14 (23.3%)	18 (30%)	11 (18.3%)	10 (16.7%)
22	I will use multiple-choice, matching, or true/false formats to evaluate their language skills.	1 (1.7%)	8 (13.3%)	18 (30%)	20 (33.3%)	13 (21.7%)
23	I will assess students by asking them to answer subjective questions, either orally or in writing.	0 (0%)	3 (5%)	10 (16.7%)	30 (50%)	17 (28.3%)

Concerning pre-service teachers' understanding of summative assessment principles, not all students are well-informed. Specifically, 12% of students have little to no awareness of the importance of aligning exam content with the learning material. Additionally, 20% and 11.7% of students, respectively, disagreed with the proper administration of tests and the need to adjust exam formats based on the language skills being assessed. Refer to Table 7 for more information.

Table 7. Pre-service teachers' knowledge of the principles of summative assessment

Item Number	Statement of Questionnaire	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
24	I need to align the content of the exam with my learning objectives.	1 (1.7%)	8 (13.3%)	28 (46.7%)	23 (38.3%)	1 (1.7%)
25	I will administer the test as effectively as possible to accurately measure my students' abilities.	2 (3.3%)	10 (16.7%)	27 (45%)	21 (35%)	2 (3.3%)
26	I will ensure that the exam format matches the language skills I intend to assess.	1 (1.7%)	6 (10%)	28 (46.7%)	25 (41.7%)	1 (1.7%)

The following items of questionnaire includes statements regarding the procedures for analysing, interpreting, and reporting assessment results. Responses from pre-service teachers reveal that not all are well-versed in these procedures. 13.4% consider that analysing test items is unnecessary or of little importance, while 20% believe that the difficulty level of test items does not need to be taken into account. Additionally, 25% feel that interpreting assessment results is unnecessary, and 16.7% view reporting student exam

results as less important or not needed. Table 8 provides a detailed breakdown of pre-service teachers' knowledge of assessment procedures.

Table 8. Pre-service teachers' knowledge of procedures for analyzing, interpreting, and reporting assessment results

Item Number	Statement of Questionnaire	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
27	Analyzing test items is necessary to create good test questions.	0 (0%)	1 (1.7%)	7 (11.7%)	27 (45%)	25 (41%)
28	The difficulty level of the questions does not need to be considered when preparing the questions.	18 (30%)	19 (31.7%)	11 (18.3%)	7 (11.7%)	5 (8.3%)
29	To determine students' grades, I do not need to interpret the results of their exams.	11 (18.3%)	13 (21.7%)	21 (35%)	10 (16.7%)	5 (8.3%)
30	I will inform students about their scores on a test	0 (0%)	3 (5%)	7 (11.7%)	31 (51.7%)	19 (31.7%)

From the overall responses of pre-service teachers to the questionnaire statements about their knowledge of assessment, it can be concluded that their knowledge is quite varied. Although there is a positive trend in their understanding of most aspects of assessment, some students still lack a good understanding of certain assessment aspects.

Pre-service teachers' beliefs about assessment

The beliefs of pre-service teachers about assessment are identified in the second part of the questionnaire with 10 statements. The first 5 statements relate to factors that teachers should consider in assessment, while the last

5 statements relate to the role of teachers' knowledge, skills, and experience in conducting effective assessments.

Pre-service teachers' beliefs about key factors in assessment

Regarding the factors that teachers should consider in assessment, 53.4% of pre-service teachers believe that academic factors are the primary consideration in assessment. This belief is confirmed by students' responses to the next statement about other factors besides academic factors that need to be considered in assessment, with 71.7% of students agreeing. In the next statement, 85% of students also consider motivation as a factor that should be considered in assessment. In contrast, the effort students put into learning is considered an important factor in assessment by only 55% of pre-service teachers. The percentage of student responses regarding key factors in assessment can be seen in Table 9.

Table 9. Pre-service teachers' beliefs about key factors in assessment

Item Number	Statement of Questionnaire	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
31	I believe that students' academic factors are the primary consideration in assessing their English language abilities.	3 (5%)	4 (6.7%)	21 (35%)	25 (41.7%)	7 (11.7%)
32	I also think that other aspects besides academic factors should not be considered in evaluating students' English proficiency.	13 (21.7%)	15 (25%)	15 (25%)	13 (21.7%)	4 (6.7%)

33	I am confident that students' motivation needs to be considered in their learning assessment.	0 (0%)	0 (0%)	9 (15%)	24 (40%)	27 (45%)
34	In my view, students' effort and hard work do not need to be considered in assessing their abilities.	15 (25%)	18 (30%)	12 (20%)	10 (16.7%)	5 (8.3%)
35	I believe that good student behavior will lead to better learning outcomes, so I will take it into account in student assessments.	0 (0%)	1 (1.7%)	15 (25%)	30 (50%)	14 (23.3%)

Based on the students' responses about factors in assessment, it can be inferred that pre-service teachers do not consider academic factors as the only factor in assessment. Other factors such as motivation and students' effort in learning also need to be considered, although academic factors carry more weight compared to other factors

Pre-service teachers' beliefs about the role of knowledge, skills, and experience in assessment

Table 10 shows that 78.4% of pre-service teachers acknowledge the significance of understanding assessment theory. Additionally, 81.7% believe that strong knowledge is closely linked to the effectiveness of assessments conducted by teachers. Moreover, 93.4% of pre-service teachers are confident in the need for continuous improvement in their assessment knowledge.

To enhance their assessment skills, 73.3% of pre-service teachers believe that their skills will improve by attending workshops or training on assessment. In the final statement, 76.7% of them believe that their teaching experience affects their ability to assess students. The distribution of student responses about the important role of teachers' knowledge, skills, and experience in assessment can be seen in Table 10.

Table 10. Pre-service teachers' beliefs about the role of teachers' knowledge, skills, and experience in assessment

Item Number	Statement of Questionnaire	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
36	I am confident that my understanding of assessment theory greatly influences my ability to evaluate students.	0 (0%)	1 (1.7%)	12 (20%)	34 (56.7%)	13 (21.7%)
37	I believe I can assess well when I have a good knowledge of assessment.	0 (0%)	1 (1.7%)	10 (16.7%)	31 (51.7%)	18 (30%)
38	I need to continuously improve my knowledge of assessment.	0 (0%)	1 (1.7%)	3 (5%)	25 (41.7%)	31 (51.7%)
39	By participating in workshops or training related to assessment, my assessment skills will improve.	0 (0%)	1 (1.7%)	9 (15%)	29 (48.3%)	21 (35%)
40	I believe that my teaching experience does not impact my assessment abilities.	13 (21.7%)	18 (30%)	15 (25%)	8 (13.3%)	6 (10%)

Based on the overall study findings on pre-service teachers' beliefs about assessment, it can be concluded that they prioritize academic factors in assessment while still considering other aspects. Additionally, they recognize the importance of possessing assessment knowledge and skills and emphasize the need for continuous improvement in their abilities and experience in this field.

DISCUSSION

The research findings on pre-service teachers' assessment reveal that their knowledge of assessment is quite varied. Although there is a positive trend indicating that they are familiar with most aspects of assessment, some students still lack a good understanding of certain assessment aspects. Such varied understanding of assessment among pre-service teachers aligns with research emphasizing the complexity and importance of assessment literacy in teacher education. Mastery of concepts and skills in assessment is a requirement due to the evolving trends in education. Vogt & Tsagari (2014) have stated that developments in educational trends and policies demand that teachers be more competent in assessing student learning. Hence, having competent knowledge and skills in assessment (Singh et al., 2022) and being assessment literate (Prasetyo, 2018) are essential for teachers. Good assessment skills will have implications for students' academic achievement in the learning process (Nurdiana, 2020).

Regardless of whether the pre-service teachers in this study actually read the statements in the questionnaire before answering, the issue of varied pre-service teachers' understanding of assessment needs to be addressed by educators in teacher education programs, particularly in English education, to improve pre-service teachers' knowledge and skills in assessment. This is crucial because these pre-service teachers will soon become teachers and are already engaging in teaching practice at schools. This aligns with Volante & Fazio's (2007) statement that teacher education programs are responsible for introducing assessment concepts to future teachers. Therefore, the knowledge of pre-service teachers about assessment is considered important for informing the scope of material that needs to be taught in teacher education and guiding the current development of teacher professionalism.

The study's findings also suggest that pre-service teachers have a positive perception of using assessment to provide feedback on student learning. This is beneficial, as feedback plays a crucial role in both student assessment and learning (Carless, 2006; Cramp, 2011; Handley & Williams,

2011; Hattie & Timperley, 2007; Lipnevich & Smith, 2009; Sadler, 2010). To enhance pre-service teachers' assessment skills, teacher education programs should prioritize equipping them with the necessary skills to deliver effective feedback.

Dealing with the pre-service teachers' belief in assessment, the study found that pre-service teachers believe that academic factors are a priority in assessment while still considering other factors such as motivation, effort, and student behavior. This finding aligns with research by Isnawati & Saukah (2017) in teachers' grading practices, which involve non-academic factors such as student behavior, effort, school policies, curriculum policies, and other government policies. This actually contradicts the ideal assessment recommendation by Yesbeck (2011), which states that assessment should only involve student performance. However, several studies report assessment practices that involve non-academic factors (Bowers, 2007; Cheng & Sun, 2015; Cheng & Wang, 2007; Duncan & Noonan, 2007; Liu & Yan, 2015). Additionally, students' moral aspects can also be considered in assessment as this factor significantly influences students' learning methods and, in turn, can affect their grades (Zoeckler, 2005).

The limited assessment literacy among pre-service teachers found in this study is closely linked to their limited practical teaching and assessment experience. Research consistently highlights that practical experience during teacher education, such as microteaching or supervised teaching, plays a crucial role in developing assessment literacy. Xu & He (2019) found that pre-service teachers' conceptions of assessment evolve significantly through practicum experiences, moving from superficial understandings to more comprehensive and reflective assessment practices influenced by real classroom contexts. Furthermore, Oo et al., (2023) emphasizes that pre-service teachers generally show relatively low assessment-for-learning literacy due to insufficient initial teacher preparation and limited hands-on opportunities. Professional development programs tailored to needs have been shown to improve this literacy, suggesting experiential practice is

vital. Similarly, systematic reviews indicate the deficiency in assessment understanding and skills among pre-service teachers often stems from limited integration of theory and practice during training (Konadu, 2025).

CONCLUSION

Based on the study's findings on pre-service teachers' perceptions of assessment, several conclusions can be made. First, the study reveals that pre-service teachers generally possess a sound understanding of assessment purposes and demonstrate awareness of both formative and summative assessment practices. Nonetheless, some still show gaps in applying assessment effectively to enhance student learning, highlighting the need for more focused training in assessment literacy within teacher education programs. Secondly, their belief in the importance of academic factors, coupled with a recognition of the need to continuously develop assessment-related knowledge and skills, reflects an overall positive perception of assessment.

Given the vital role of assessment in supporting student learning, strengthening pre-service teachers' assessment competence should remain a central focus in teacher preparation. More specifically, it is recommended that teacher education programs should focus on bridging theory and practice by providing meaningful, real-world assessment experiences to build pre-service teachers' confidence and competence. This strategic focus is essential for preparing teachers who can design, implement, and interpret assessments effectively, benefiting students' academic progress and overall learning quality.

Finally, considering that this study was limited to a single research site and employed a descriptive analytical approach, the findings may be subject to potential bias. Hence, future research is encouraged to undertake more extensive and in-depth examinations of assessment literacy among both pre-service and in-service English teachers to provide a clearer picture of how their assessment knowledge and skills are shaped and utilized in practice.

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