

## ASSESSMENT LITERACY IN PPG BATCH 2020

*Bartholomeus Budiyo (budiyo@ukwms.ac.id)<sup>1</sup>*

### ABSTRACT

*One of the four competencies for professional teachers is the pedagogical competency that includes the ability to assess learning outcomes. This requirement should apply to teachers enrolled in teacher certification program (PPG). PPG Batch 20, however, did not provide teachers with any module for assessment literacy. This study administered a test to explore these teachers' assessment literacy. The finding indicates that they belonged to the unacceptable-to-inadequate levels. An updated assessment literacy module is recommended to meet the purpose of assessment-literate teachers.*

**Key words:** *assessment literacy, PPG Batch 20*

### INTRODUCTION

Human resource development is a major target of national development through formal, informal and informal educational institutions. This applies to quality education, which depends, among others, on the teaching personnel in the implementation of learning in every educational institution. For this purpose, teachers are expected to have the four kinds of competence, four kinds of competence, i.e., (1) pedagogical, (2) professional, (3) social, and (4) personal competencies (Kemendiknas, 2005).

In the national education system, the existence of teachers is very important because they account for a position or profession that requires special expertise. Kemendiknas (2005) stipulates that “teachers are educator professionals with the main task of educating, teaching, guiding, directing, train, assess, and evaluate students in early childhood education in the path of formal education, basic education and secondary education” (Article 1 paragraph 1). A profession refers to a job, becomes a source of income for life that requires expertise, or skills, that meet certain quality standards or norms, and requires professional education (Article 1 paragraph 2). To be a professional educator, a teacher is required to have special educational qualifications so that teachers have the ability to carry out his profession.

Professional teachers are believed to be able to motivate students to optimize the potential within the framework of achieving educational standards. Teacher competency development efforts have been sustainably carried out via a number of teacher development programs. One of these programs is PPG (Program Profesi Guru, professional development program for certification of in-service teachers). One of the PPG-2019 curricular contents is assessment literacy assessment literacy elaborated in Module 6 as part of the pedagogical aspect of teacher competency development (Kemendikbud, 2019). This is in line with the competence standards as stipulated in the Government Regulation Number 16 of 2007 about the standards of of academic qualification and competence for teachers (Kemendiknas, 2007).

Our institution, Universitas Katolik Widya Mandala Surabaya Universitas Katolik Widya Mandala Surabaya was appointed to be one of the institutions to carry out the PPG consecutively in 2019, 2020, and 2021. Although teachers are required to be able to assess their students, there is no module that specifically

---

<sup>1</sup> Lecturer of Widya Mandala Surabaya Catholic University

addresses assessment literacy in 2020 (Kemendikbud, 2020). A question arises as to whether they were supposed to be literate in assessment. The focus of this study is to explore their assessment literacy as limited to knowledge about assessment in general by administration of a multiple-choice assessment literacy test.

## LITERATURE REVIEW

A multiple-choice question (MCQ) consists of a stem and a number of plausible alternatives, i.e., one correct or best option (or the key) and distractors (Burton, et al. 1991). Distractors may also be classified as syntagmatic, paradigmatic, or neither syntagmatic nor paradigmatic (Hoshino, 2013); as functioning or non-functioning (Tarrant, 2009). This MCQ is effective and efficient in assessing learning outcomes with some potential advantages such as versatility, reliability, and validity in a wide range of academic subjects (Brame, 2013). A comprehensive review of guidelines is available for the construction of MCQs (Haladyna et al. 2002).

Assessment is one of school reforms that require teachers to develop their assessment competence and to account for their profession in classroom-based decision making (Pastore, 2018). Berry et al. (2019) contends that “Effective assessment can support and promote learning, and therefore a teacher’s ability to engage with a range of teaching, learning, and assessment practices is essential” Assessment refers to the full range of concepts (such as validity and reliability) procedures refer to the techniques or methods commonly used to build or evaluate tests—for instance, the techniques employed to identify test items that are biased against certain subgroups of test-takers (Popham, 2018).

Assessment literacy (AL) refers to the knowledge of assessment. It is “an understanding of the measurement basics related directly to classroom learning” (Berry et al. 2019). This knowledge facilitates educators in making decisions in developing appropriate assessment instruments and in using the results for improvement of learning and instruction. Popham (2018) argues that educators should be assessment literate to get rid of three categories of mistakes: (1) using the wrong tests, (2) misusing results of the right tests, and (3) failing to employ instructionally useful tests. The development of appropriate evaluation will lead to accurate identification of instructional weaknesses for correction and, thereby, students will learn better. Properly developed assessments ensure the results represent student achievement accurately. Effective teacher education programs and professional development experiences are necessary parts of every educational system, especially the knowledge and skills needed to develop assessment tasks that would bring forth learners’ creative mind or assess their growth and progress towards competence (Beziat and Coleman, 2015; Lingam and Lingam, 2016). A teacher’s lack of substantial knowledge and limited assessment pedagogical practice influence learners’ outcome to a great extent (Bennett, 2011). A prerequisite of quality in every educational system is to evaluate its progress. In the current climate, a quality of educational system depends upon many factors that professional teachers can be one of them. As regards assessment literacy, knowledgeable teachers can establish formative assessment through establishing learning goals, eliciting and interpreting evidence of learners’ learning and providing effective and specific feedback (Herman et al., 2015; Bastian et al., 2016).

Several studies have addressed the standards of AL overseas. Plake (1993) in Mertler and Campbell (2005) developed Teacher Assessment Literacy Questionnaire as a test blueprint for a survey instrument to measure teachers’ assessment literacy in the United States and administered the questionnaire to a sample of 555 respondents. The conclusion was that teachers were not adequately prepared to assess student learning, as evidenced by the average score of 23 (66%) of 35 items answered correctly. Baker and Riches (2017) confirmed

that one hundred twenty Haitian high school teachers' assessment literacy improved after their participation workshops. They developed their ability in constructing reading comprehension tests and their understanding of the construct of language ability and requirements for a good test. Lam (2015) investigated LAL in five Hong Kong institutions and reported that there was insufficient support to foster LAL, and the training for LAL was inadequate. Mellati and Khademi (2018) investigated teachers' assessment literacy and the impact on their current assessment practices and learners' writing outcomes by employing teachers' assessment literacy inventory, semi-structured interview, non-participatory observation, and Writing Competence Rating Scale (WCRS). The results indicated that teachers' assessment literacy has a statistically significant impact on learners' writing achievements and teachers' assessment awareness leads teaching environments into effective and motivated assessment design. Vogt and Tsagari (2014) gauged the current level of FL teachers in assessment literacy and identified their training from seven European countries. The results showed that only certain elements of teachers' LTA expertise were developed. Those teachers overall expressed a need to receive training across the range of assessment features.

Assessment literacy has also been investigated In Indonesia. Hudaya (2017) investigated in-service teachers' assessment literacy in terms of preparation level with 1-4 Likert scale. The results revealed that 79 % teachers felt prepared in assessing students' performance, and in applying the principles (88.7%). Nurdiana (2020) reviewed teacher assessment literacy and how it was measured to find that teachers need more training on language assessment due to their lack of knowledge of language assessment. Arrafii and Sumarni (2017) explored 243 English language teachers' understanding of formative assessment in the secondary school as measured by a self-designed instrument named Teacher Formative Assessment Literacy Questionnaire (TFALTQ). It suggested that these teachers had poor understanding of formative assessment and insufficient training in assessment. However, there has been no research about the PPG graduates' assessment literacy. The focus of this study is assessment literacy as limited to knowledge about assessment in general.

## METHOD

This study investigated the PPG graduates' assessment literacy by administering a test that contains all the questions about assessment literacy in in-service PPG Batch 2020 (PPG 2020). There were 40 questions to measure the assessment literacy of the previous batch (the PPG takers Batch 2019). They corresponded to the 4 learning activities of module 6 in the formative tests and 30 questions in the summative test. Similar questions were deleted and 45 questions were identified as different.

**Table 1. Blueprint**

No.	Sub-constructs	Items
1	Concepts of measurement, assessment, test, and evaluation	1-15
2	Authentic assessment	16-24
3	Test construction	25-34
4	Test analysis	35-45
5	Minimum competence assessment	46-50
Number of items		50

Sub-constructs 1 – 4 represent the 4 learning activities (kegiatan belajar 1 – 4) and the fifth sub-construct is added in relation to the emerging importance of AKM or Minimum Competence Assessment (Pusmenjar Kemdikbud, 2020). The test that consists of 50 multiple-choice questions with 5 options was administered in July 2021 to all the graduates of PPG 2020. However, there were only 42 who took the test.

## FINDINGS AND DISCUSSION

**Table 2. Score Distribution**

No.	Sub-constructs	Items	Number of items	Mean
1	Concepts of measurement, assessment, test, and evaluation	1-15	15	7,24
2	Authentic assessment	16-24	9	4,83
3	Test construction	25-34	10	4,93
4	Test analysis	35-45	11	4,29
5	Minimum competence assessment	46-50	5	1,62
Number of items			50	22,90

The mean is lower than half the number of the items of each sub-construct. The mean of the scores of sub-construct 1 should have been higher because this sub-test simply contains general terms. The second sub-test addresses an assessment tool that is much recommended among teachers. The third sub-section scores low because probably teachers in practice much more adopt than adapt test items available online. If this is the cause, this should be understandable in case of overloaded teachers and the availability of questions after each reading passage in their textbooks.

A sensitive criterion- referenced interpretation of the scores may yield Table 3.

**Table 3. Levels of Literacy**

Distribution of Scores				Number of Participants	Description
81	≤	A	< 100	0	Excellent
76	≤	B+	< 81	1	Very good
71	≤	B	< 76	1	Good
66	≤	C+	< 71	5	Fair
56	≤	C	< 66	3	Adequate
46	≤	D	< 56	9	Inadequate
		E	< 46	23	Unacceptable
Total				42	

The scores range from 11 to 38 or 22 to 76 in the 0-to-100 scale. The low means reflect insufficiency of assessment literacy. An assessment module would have been a driving factor for some better understanding of assessment. However, in 2020 there were PPG 2020 provided no particular learning activities for understanding assessment literacy; no assessment module is available the development for the pedagogical competence (Kemendikbud, 2020).

The respondents would have admitted the importance of assessment literacy had they been questioned about this pedagogical knowledge (e.g., Azis, 2015). They were instructed to do this test to the best of their

knowledge. However, they possibly paid may have no attention to this test probably because the scores would will not won't have no impact on the any certification of their pedagogical knowledge.

There was plenty of time to determine the answers to the multiple-choice questions in the test. Should there have been any hesitation about any option, they could have been browsing plenty of online exercises-and-answers of the topic. Limited knowledge of authentic assessment (Marhaeni, et al. 2018) authentic assessment average score was 39.01. This low assessment literacy seems in contrast to the moderate level in Luthfiyyah et al. (2020) whereas most of the scores were distributed within the same range (i.e., 36 – 65).

## CONCLUSION AND SUGGESTION

A conclusion of the discussion is that almost all of the participants regrettably had an insufficient level of assessment literacy. This happened to whole test as well as the sub-tests. It is suggested that the assessment training helps the teachers support their assessment practice. They need to develop and update their assessment literacy and skill, which meet the standard of learning goals. The presence of an assessment literacy module in PPG is recommended for updating the PPG students' knowledge with assessment literacy knowledge and enriching with AKM or minimum competence assessment (Kemendikbud, 2020).

## REFERENCES

- Arrafii, M. A., & Sumarni, B. (2018). Teachers' understanding of formative assessment. *Lingua Cultura*, 12(1), 45-52. Available on <https://media.neliti.com/media/publications/229490-teachers-understanding-of-formative-asse-0ede5f13.pdf>.
- Azis, A. (2015). Conceptions and Practices of Assessment: A Case of Teachers Representing Improvement Conception. *TEFLIN Journal*. Vol 26, No 2 (2015). Available on <http://www.teflin.org/journal/index.php/journal/article/VIEW/263>.
- Baker, B. and Riches, C. (2017). The development of EFL examinations in Haiti: Collaboration and language assessment literacy development. *Language Testing* 35(1): 026553221771673. Available on [https://www.researchgate.net/publication/322161378\\_The\\_development\\_of\\_EFL\\_examinations\\_in\\_Haiti\\_Collaboration\\_and\\_language\\_assessment\\_literacy\\_development](https://www.researchgate.net/publication/322161378_The_development_of_EFL_examinations_in_Haiti_Collaboration_and_language_assessment_literacy_development).
- Bastian, K. C. et al. (2016). Teacher candidate performance assessments: Local scoring and implications for teacher preparation program improvement. *Teaching and Teacher Education* 59(2016) 1-12. Available on [https://publicpolicy.unc.edu/wpcontent/uploads/sites/107/2017/02/TATE\\_TPA\\_TeacherCandidatePerformAssesments.pdf](https://publicpolicy.unc.edu/wpcontent/uploads/sites/107/2017/02/TATE_TPA_TeacherCandidatePerformAssesments.pdf).
- Bennett, R. E. (2011). Formative assessment: A critical review. *Educational Testing Service Assessment in Education: Principles, Policy & Practice*. Vol. 18, No. 1, February 2011, 5–25. Available on [https://www.researchgate.net/publication/228836856\\_Formative\\_assessment\\_A\\_critical\\_review](https://www.researchgate.net/publication/228836856_Formative_assessment_A_critical_review).
- Berry, V. et al. (2019). What does language assessment literacy mean to teachers? *ELT Journal*, Volume 73, Issue 2, April 2019, Pages 113–123. Available on <https://academic.oup.com/eltj/article/73/2/113/5310453?login=true>.
- Beziat, T. L. R., & Coleman, B. K. (2015). Classroom assessment literacy: Evaluating pre-service teachers. *The Researcher*, 27(1), 25-30. Available on [https://www.nrmera.org/wpcontent/uploads/2016/02/Beziat.and\\_Coleman.2015.VOL\\_.27.Issue\\_.1.pdf](https://www.nrmera.org/wpcontent/uploads/2016/02/Beziat.and_Coleman.2015.VOL_.27.Issue_.1.pdf).

- Brame, C. (2013). *Writing good multiple-choice test questions*. Retrieved on May 16, 2021 from <https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/>.
- Haladyna, T. M et al. (2002). A Review of Multiple-Choice Item-Writing Guidelines for Classroom Assessment. *Applied Measurement in Education*, 15(3), 309–334. Lawrence Erlbaum Associates, Inc. Available on [https://sites.educ.ualberta.ca/staff/ldelia/M'Choice'Tests=Haladyna\\_Guidelines\\_AME\\_2002.Pdf](https://sites.educ.ualberta.ca/staff/ldelia/M'Choice'Tests=Haladyna_Guidelines_AME_2002.Pdf).
- Herman, J et al. (2015). Investigating the dynamics of formative assessment: Relationships between teacher knowledge, assessment practice and learning. *Assessment in Education Principles Policy and Practice* 22(3):1-24. Available on [https://www.researchgate.net/publication/277582060\\_Investigating\\_the\\_dynamics\\_of\\_formative\\_assessment\\_relationships\\_between\\_teacher\\_knowledge\\_assessment\\_practice\\_and\\_learning](https://www.researchgate.net/publication/277582060_Investigating_the_dynamics_of_formative_assessment_relationships_between_teacher_knowledge_assessment_practice_and_learning).
- Hoshino, Y. (2013) Relationship between types of distractor and difficulty of multiple-choice vocabulary tests in sentential context. *Language Testing in Asia*. Volume 3, Article number 16 (2013). Available on <https://languagetestingasia.springeropen.com/articles/10.1186/2229-0443-3-16>.
- Hudaya, D. W. (2017). *Teachers' assessment literacy in applying principles of language assessment*. Proceedings of Education and Language International Conference. Vol 1, No 1 (2017). Available on <http://jurnal.unissula.ac.id/index.php/ELIC/issue/view/184/showToc>.
- Kemendiknas. (2005). Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen. Available on <http://luk.staff.ugm.ac.id/atur/UU14-2005GuruDosen.pdf>.
- Kemendiknas. (2007). Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16. Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru. Available on <https://bsnp-indonesia.org/wp-content/uploads/2009/06/Nomor-16-Tahun-2007-1.PDF>.
- Kemendikbud. (2019). *Modul Pedagogik Program Pengembangan Profesi Guru*. Available on <http://p3g.unm.ac.id/index.php/download/category/64-modul-pedagogik-umum.html>.
- Kemendikbud. (2020). *Modul PPG 2020 Pedagogik 1 sampai 4*. Available on <https://pakapri.net/modul-ppg-2020-pedagogik-1-sampai-4/>.
- Lam, R. (2014). *Language assessment training in Hong Kong: Implications for language assessment literacy*. Available on <https://journals.sagepub.com/doi/10.1177/0265532214554321>.
- Lingam, G. I., and Lingam, N. (2016). Developing school heads as instructional leaders in school-based assessment: Challenges and next steps. *Australian Journal of Teacher Education*, 41(2). Available on <https://files.eric.ed.gov/fulltext/EJ1091768.pdf>.
- Luthfiyyah, R et al. (2021). EFL secondary teachers' assessment literacy: Assessment conceptions and practices. *Journal on English as a Foreign Language*. Vol 10, No 2 (2020). Available on <https://e-journal.iain-palangkaraya.ac.id/index.php/jefl/article/view/2101>.
- Marhaeni, I. N. et al. (2018). Teacher Assessment Literacy: Discrepancies in Authentic Assessment Practice in EFL Context. *ICEAP Proceeding Book*. Vol 2 (2018). Available on <http://iceap.kemdikbud.go.id/index.php/iceap/article/view/90>.
- Mellati, M., & Khademi, M. (2018). Exploring Teachers' Assessment Literacy: Impact on Learners' Writing Achievements and Implications for Teacher Development. *Australian Journal of Teacher Education*, 43(6). Available on <https://files.eric.ed.gov/fulltext/EJ1183660.pdf>.
- Mertler, C. A. & Campbell, C. (2005). *Measuring Teachers' Knowledge & Application of Classroom Assessment*

- Concepts: Development of the Assessment Literacy Inventory*. Retrieved on June 10, 2021 from <https://files.eric.ed.gov/fulltext/ED490355.pdf>.
- Nurdiana. (2020). Language Teacher Assessment Literacy: A Current Review. *Journal of English Language and Culture*. Available on <http://journal.ubm.ac.id/xxx/xxx> VOL.11 (No. 1): 66-74.Th. 2020 <https://journal.ubm.ac.id/index.php/english-language-culture/article/view/2291/1934>.
- Pastore, S. (2018). *What teachers need for a sound assessment*. Retrieved on August 2, 2021 from [https://www.researchgate.net/publication/322739218\\_What\\_teachers\\_need\\_for\\_a\\_sound\\_assessment](https://www.researchgate.net/publication/322739218_What_teachers_need_for_a_sound_assessment).
- Plake, B. S et al. (1993). *Assessment Competencies of Teachers: A National Survey*. Retrieved on May 17, 2021 from <https://onlinelibrary.wiley.com/doi/10.1111/J.1745-3992.1993.tb00548.x>.
- Popham, W. J. (2018). Assessment Literacy for Educators in a Hurry. *ERIC*. Available on <https://eric.ed.gov/?id=ED586055>.
- Tarrant, M. et al. (2009). *An assessment of functioning and non-functioning distractors in multiple-choice questions: A descriptive analysis*. *BMC Medical Education* 9(1):40. Available on [https://www.researchgate.net/publication/26650515\\_An\\_assessment\\_of\\_functioning\\_and\\_non-functioning\\_distractors\\_in\\_multiple-choice\\_questions\\_A\\_descriptive\\_analysis](https://www.researchgate.net/publication/26650515_An_assessment_of_functioning_and_non-functioning_distractors_in_multiple-choice_questions_A_descriptive_analysis).
- Vogt, K., & Tsagari, D. (2014) Assessment Literacy of Foreign Language Teachers: Findings of a European Study. *Language Assessment Quarterly*, 11:4, 374-402. Available on [https://www.researchgate.net/publication/280217358\\_Assessment\\_Literacy\\_of\\_Foreign\\_Language\\_Teachers\\_Findings\\_of\\_a\\_European\\_Study/link/569f4bc308ae2c638eb638f2/download](https://www.researchgate.net/publication/280217358_Assessment_Literacy_of_Foreign_Language_Teachers_Findings_of_a_European_Study/link/569f4bc308ae2c638eb638f2/download).