

## English Teachers Classroom Assessment Practices

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### ABSTRACT

The new language assessment policies in the Philippines and in Indonesia have impact on English teachers' assessment practices. Classroom assessment; as mandated in the current curriculum of both countries swifts from sources of information to the inseparable process of teaching and learning. This study describes Filipino and Indonesian high school English teachers' classroom assessment practices in ELL classes. This study was conducted using a mix method design with 48 Filipino and Indonesian junior high school English teachers as respondents who completed the questionnaire on classroom assessment practices. Twelve respondents participated in an interview and observation to further clarify their practices on classroom assessment. The study found that both Filipino and Indonesian junior high school English teachers used *assessment for learning* as the main purpose of assessment. The majority of Filipino Junior High school English teachers *prepared and made their own assessment*, while Indonesian junior high school English teachers used *items from published textbooks* as their primary sources for constructing assessment items. Both Filipino and Indonesian junior high school English teachers used *written comments* as their primary method for providing feedback. *Total score test* and *a letter grade* were the highest percentage methods for providing a final report for both Filipino and Indonesian junior high school English teachers.

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## 1. INTRODUCTION

The importance of classroom assessment in the Philippines and Indonesia has been increasingly recognized since the change of old curriculum paradigm into the newest concept of curriculum that places students as the center of learning. More specifically, it becomes a teachers and government's concern when the new curriculum is implemented in both countries.

The educators of both countries realize that classroom assessment should be viewed as a process rather than as a product in which assessment purpose is not only a matter of getting the students' score and determining whether they pass the requirements or not but it is more on how to know the students' progress in learning and mediating them to get success in learning. This paradigm is in line with Black and Wiliam's [1] statement in which they said that educators are forbidden to see a classroom as a black box where certain inputs, pupils, teachers, other resources, management rules and requirements, parental anxieties, standards, tests with high stakes, and so on, from the outside are fed into the box. Some outputs are supposed to follow: pupils who are more knowledgeable and competent, better test results, teachers who are reasonably satisfied, and so on. But educators have to realize that a classroom is a place for the students to construct knowledge

through critical thinking, manipulatives, primary resources, and hands-on activities [2]. Thus, classroom assessment is a part of educators' work to promote students in accommodating this function.

Stiggins [3] also reflects a similar perspective. He suggests that educators replace their assessment of learning with a more balanced approach, using not only assessment *of* learning but also assessment *for* learning. That is, teachers should use assessment not only to actively and continuously measure a learner's progress but also to acquire useful data to inform their own instructional practice. More recently, assessment discourse has shifted to assessment as learning that identifies feedback to students as being central to the teaching and learning process.

With this current view of assessment, the practices of classroom assessment have brought a lot of changes in the way educators perceive it, especially in the Philippines and Indonesia. Assessment is not, however, being implemented in just the traditional sense of assessing learning for accountability purposes like grades, graduation, admissions, certification, or licensure. Instead, assessment has itself become a medium embodying and setting the stage for learning [4].

Apart from the regulation, not all of the English teachers in the Philippine and Indonesia are fully aware in the implementation of proper classroom assessment practices in English Language Learners (ELL) classes. This is because ELL students come from very different backgrounds and often face multiple challenges in the classroom. To complicate matters further, teachers lack practical, research-based information, resources, and strategies needed to access ELL students. Other challenges included the lack of tools to teach ELL students as well as appropriate assessments to diagnose student needs and measure student learning. Teachers also expressed frustration over the wide range of English language and academic levels and the fact that they received little professional development or in-service training on how to access ELL [5].

This study explored on how English teachers in the Philippine and Indonesia practice their classroom assessment in ELL classes. Specifically, it focused on knowing their purpose, methods and procedures. Most of the researchers in classroom assessment focused on finding the impact of some assessment techniques on students' achievement and motivation [6]-[8], assessment preference [9], history of educational assessment [10] and also the washback effect of assessment toward the EFL students learning [11],[12].

## 2. RESEARCH METHODS

The purpose of this study was to explore teachers' practices of classroom assessment in Philippines and Indonesia in the terms of purposes and procedures. Therefore, to meet the goal of the study, the research methods adopted a combination of quantitative and qualitative approaches. The quantitative approach gathered data about teacher purposes and procedures of classroom assessment. Quantitative data collection was employed using survey methodology, which allowed the data to be quantified and analyzed using statistical analysis [13].

This study was conducted in Banyumas, Indonesia and Angeles City, Philippines. The participants of this study were taken from six high schools of Banyumas Regency and 6 high schools of Angeles City with around 48 teachers from Banyumas and Angeles City High Schools. One teacher from each school was selected as participant of interview and observation to clarify his/her classroom assessment practices alongside other 12 teachers.

The questionnaire, interview and observation were used in this research. The questionnaire was adopted from Cheng, Rogers and Hu classroom assessment practice questionnaire with some modifications [14]. It consists of three parts: participants information, purposes of assessment, and evaluation, and procedures of assessment. Permission in using the questionnaire was obtained through e mail correspondence. Moreover, all interviews basically followed the same format and questions prepared prior to the interview and non participant observation was used.

Survey data were analyzed by descriptive and inferential statistical methods to answer the research questions. Descriptive analyses including frequencies, percentages, and means were used to summarize the distribution of the data, while thematic data analysis using Creswell model [15] was used in analyzing all the qualitative data.

## 3. RESULTS AND ANALYSIS

### 3.1. Respondents' classroom assessment practices in terms of their purposes of classroom assessment

#### 3.1.1. Classroom Assessment *for* Learning

Table 1 presents the result of Filipino and Indonesian English teachers' purposes in doing classroom assessment *for* learning. In general, it can be seen that the highest percentage of doing classroom assessment for learning for both Filipino and Indonesian English teachers was "*to group students for instruction purposes in my class*", with 100%. The lowest percentage was *to prepare their students for standardized tests in the*

future (e.g. National Examinations, the Test of English as a Foreign Language (TOEFL), Test of English as International Communication (TOEIC), or College English Test (CET), with 21 responses or 87.50%.

In addition to this, the second highest percentage of Filipino English teachers' classroom assessment for learning purpose was "to diagnose strengths and weaknesses in their own teaching and instruction" with 95.83%. Moreover, "obtaining information on students' progress, to plan instruction, and to provide feedback to students as they progress through the course" was the next assessment for learning purpose with 91.67%.

On the other hand, *obtaining information on students' progress* was the second main purpose of Indonesian teachers' classroom assessment for learning with 95.83%. The following purpose which have the same percentage was "to plan instruction, diagnose strengths and weaknesses in their own teaching and instruction and provide feedback to students as they progress through the course" with 91.87% (n=22).

In brief, both Filipino and Indonesian English teachers do not differ in term of their purpose on doing classroom assessment for learning with 93.06%.

Table 1. Frequency and Percentage Distribution of Classroom Assessment for learning Purposes by Filipino and Indonesian Teachers

Purposes/reasons	Filipino Teachers		Indonesian Teachers	
	F	P	F	P
To group my students for instruction purposes in my class	24	100%	24	100%
To obtain information on my students' progress	22	91.67%	23	95.83%
To plan my instruction	22	91.67%	22	91.87%
To diagnose strengths and weaknesses in my own teaching and instruction	23	95.83%	22	91.87%
To provide feedback to my students as they progress through the course	22	91.67%	22	91.87%
To prepare students for standardized tests they would need to take in the future	21	87.50%	21	87.50%
<b>Mean</b>	<b>22.33</b>	<b>93.06%</b>	<b>22.33</b>	<b>93.06%</b>

This result was aligned with Gonzales and Aliponga's [9] study which result found that teachers in Japan as EFL country and the Philippines as an ESL country employed the similar preference of classroom assessment practices. This finding shows that basically there is no significant difference on classroom assessment purposes between ESL and EFL teachers.

The current policies of both countries include the use of classroom assessment for learning as the basis for students' assessment. Policy guidelines on classroom assessment in the K to 12 basic education program of the Philippines (DepEd Order no 8, 2015) describes assessment as "an integral part of curriculum implementation in which teachers should track and measure students' progress in learning and adjust instruction accordingly" [16]. On the other hand, the current policy on assessment in Indonesian Curriculum 2013, as stated in the Indonesian Ministry of Education Order no 66, 2013, views classroom assessment as "an ongoing process to collect students' information, as well as to know the students' strength and weaknesses to prepare them for the summative test". These similar guidelines on classroom assessment, influenced both Filipino and Indonesian English teachers in prioritizing classroom assessment for learning as their main purpose in assessment.

Furthermore, qualitative findings through interviews also indicated that both Filipino and Indonesian English teachers' purposes more mainly focused on classroom assessment for learning. Three of six Filipino English teachers believe that assessment helped them to recognize the students' progress in learning:

*" the main function of assessment is to know the progress of my students and check their understanding (Filipino teacher 3, Interview, March 3, 2015).*

*"My main purpose of conducting classroom assessment is to know my students progress in learning, so that I can measure how well they absorb the material that has been delivering" (Filipino teacher 2, Interview, March 4, 2015).*

*"For me, with assessment I can recognize my students' progress in understanding the material that I gave to them:" (Filipino teacher 4, Interview, March 6, 2015).*

Similarly, Indonesian English teachers also believe that classroom assessment could help them identify their students' strength and weaknesses in learning:

*“the function of assessment is to help me in recognizing my students strength and weaknesses, so that I can know how to give a treatment” (Indonesian teacher 2, Interview, March 25, 2015).*

*“from the assessment given, I know the weakness of my students in observing the lesson” (Indonesian teacher 5, Interview, March 31, 2015).*

The observation results show that when teachers assess for learning, they use the classroom assessment process and the continuous flow of information about learners that it provides complete information of students learning. moreover, they do this by understanding and articulating in advance of teaching, the achievement targets that their learners are to hit, informing learners about those learning goals from the beginning of the learning process, becoming assessment literate and be able to transform their expectations into assessment exercises and scoring procedure that accurately reflect learner achievement. Teachers also used classroom assessment for learning to build learner confidence in them as learners and help them take responsibility of their learning so as to lay a foundation for life learning.

These findings show that classroom assessment for learning should be used by the teachers at all times since students benefit from the teaching practice such as: allow teachers to adapt instruction based on results, making modifications and improvements that will produce immediate benefits for the students' learning, give students evidence of their current progress to actively manage and adjust their own learning. This also provides students the ability to track their educational goals, and give teachers the ability to provide constant feedback to students. This allows students become part of the learning environment and develop self-assessment strategies that will help them understand of their own thought process.

### 3.1.2. Classroom Assessment of Learning

Table 2 describes Filipino and Indonesian teachers' purposes in doing classroom assessment of learning. It can be seen that more than 90% of Filipino and Indonesian English teachers use assessment of learning in their classroom. The highest percentage obtained in terms of the purpose for doing assessment of learning among Filipino English teachers was *to formally document growth in learning* with 93.83%, while *providing information to parents and public* with 87.50 %. The following assessment of learning purpose which obtained 91.67% was *ranking students based on their class performance, determining the final grades for my students and providing information to the central administration (e.g. school, university)*.

On the other hand, the highest percentage obtained from Indonesian English teachers' purpose for doing classroom assessment of learning was *to determine the final grades for my students and to provide information to the central administration (e.g. school, university)*, with 95.83% (n=23), while the lowest percentage was *providing information to parents and public* with 83.33%. Lastly, more than 85% of Indonesian teachers used classroom assessment of learning *to formally document growth in learning and to rank students based on their class performance*.

Table 2. Frequency and Percentage Distribution of Classroom Assessment of learning Purposes by Filipino and Indonesian English Teachers

Purposes/reasons	Filipino Teachers		Indonesian Teachers	
	N	P	N	P
To formally document growth in learning	23	95.83%	22	91.67%
To rank students based on their class performance	22	91.67%	21	87.50%
To determine the final grades for my students	22	91.67 %	23	95.83%
To provide information to the central administration (e.g. school, university)	22	91.67%	23	95.83%
To provide information to parents and public	21	87.50%	20	83.33%
<b>Mean</b>	<b>22</b>	<b>91.67%</b>	<b>21.8</b>	<b>90.83%</b>

The overall percentage average shows that both Filipino and Indonesian English teachers used classroom assessment of learning dominantly. This finding was reasonable since Morrison (2006) in Kennedy (2007) found that assessment of learning, such as examinations have been privileged in some Asian countries in many ways that they are not in many western countries [17].

Interview results also support the finding that both Filipino and Indonesian English teachers did assessment of learning, especially to know the students grade in learning:

*“I do classroom assessment to know my students grade in learning” (Indonesian teacher 1, Interview, March 26, 2015)*

“Classroom assessment can provide me a data of my students’ score/grade” (Indonesian teacher 3, Interview, March 27, 2015)

Based on the result of observation and document analysis, it was also known that both Filipino and Indonesian English teachers used teacher-made test to assess manageable and discrete areas of learning as classroom assessment of learning. They scheduled assessments after teaching no more than two basic competencies. Teacher-made tests mainly contained tasks familiar to students from class activities. A teacher-made test might consist of five to ten items to be completed within eighty minutes (one class period). The formats used in this test were similar to the semester test particularly for Year 7 and Year 8.

### 3.1.3. Classroom Assessment as Learning

Table 3 shows Filipino and Indonesian English teachers/purposes for doing classroom assessment as learning. The most significant finding was that Filipino and Indonesian teachers used classroom assessment as learning *to support students’ independence in learning* in which covered all respondents (100%).

The highest percentage obtained in terms of the purpose for doing assessment as learning among Filipino teachers classroom assessment was *to facilitate students to become independent learners* which covered 22 responses (91.67%), it was then followed by *helping students to monitor their own learning* with 21 responses (87.50%). The lowest percentage obtained for using classroom assessment as learning was *to help students in recognizing what aspects of their own work need to improve and to work with students to develop clear criteria of good practice* in which they covered similar responses with 83.33%.

For Indonesian respondents, The second highest percentage obtained for doing classroom assessment as learning was *to help students in recognizing what aspects of their own work needs improvements* with 91.67% (n=22). It was then followed by *facilitating students to become independent learners and working with students and to develop clear criteria of good practice* with 83.33% (n=20). The lowest percentage obtained in term of the Indonesian English teachers classroom assessment as learning was *to help students in recognizing what aspects of their own work need to improve* with 18 responses (75%).

Table 3. Frequency and Percentage Distribution of Classroom Assessment as learning Purposes by Filipino and Indonesian English Teachers

Purposes/reasons	Philippines Teachers		Indonesian Teachers	
	n	P	n	P
To support students’ independence in learning	24	100%	24	100%
To facilitate students to become independent learners	22	91.67%	20	83.33%
To help students in recognizing what aspects of their own work need to improve	20	83.33%	18	75%
To help students to monitor their own learning	21	87.50%	22	91.67%
To work with students to develop clear criteria of good practice	20	83.33%	20	83.33%
<b>Mean</b>	<b>21.4</b>	<b>89.17%</b>	<b>20.8</b>	<b>86.67%</b>

Compared to the use of classroom assessment for and of learning, both teacher respondents did not prioritize assessment as learning. This is perhaps the practice of classroom assessment as learning does not come without challenge. Developing lessons that prepare students to engage in classroom assessment as learning and provide real support and opportunities for implementation is no small feat [18]. Many will find that the major obstacle in helping students become self-regulative is the time required to teach students how to use specific strategies.

Although teachers in the Philippine and Indonesian settings are faced with the obstacle in conducting assessment as learning, it is important to remember that classroom assessment as learning can help students learn new information and effectively prepare for those very tasks [18].

Patrick et al (2007) said that fundamental changes at the school level may need to occur for teachers to be able to allocate the time and resources necessary for preparing classroom assessment as learning [19]. Most important, classroom curriculum and accompanying assessment systems must be organized in ways that support and value autonomous inquiry and strategic problem-solving.

In addition, as Stiggins (2002) said that classroom assessment as learning has a significant benefit for students’ learning such as students are actively engaged in the process, but also because the process develops the skills that underpin the effective development, monitoring and reporting on personal learning goals [20]. Moreover, classroom assessment as learning also help to remove the student/teacher barrier, develop enterprising competencies in students, and can lead to greater motivation [19].

### 3.2. Used of Assessment Procedures in Terms of Sources of Assessment Items and Tasks, Methods for Providing Feedback and Reporting, Provide Information for a Final Report and Time Spent on Assessment and Evaluation

#### 3.2.1. Sources of Assessment Items and Tasks

Table 4 describes Filipino and Indonesian teachers' sources of assessment task. In general, the highest percentage of source for test items used by Filipino English teachers was *developed by themselves*, with 87.50. *Items prepared together with other teachers and Items from mandated syllabus/curricula* became the second primary sources used by Filipino English teachers in which 17 respondents (70.83%) used them. The next sources were *items from published textbooks and items found on internet* with percentage of 62.50% (15 respondents) and 54.17% (13 respondents) respectively. Finally the lowest amount of sources used by Filipino English teachers were those coming from *other published items*.

*Test items from published textbooks* was the frequently used of primary source by Indonesian English teachers, with 20 responses (83.33%). The next frequently used sources were *developed by teachers and found them from internet* (75%/n=18). Seventeen respondents (70.83%) *developed items from mandated syllabus*, while only 12.50% of respondents used *other published test items as their primary source*.

Table 4. Frequency and Percentage Distribution of Filipino and Indonesian Teachers Sources of Assessment Tasks

Primary source(s) for test items and other assessment procedures	Filipino teachers		Indonesian teachers	
	n	P	n	P
Items developed by myself	21	87.50%	18	75%
Items prepared together with other teachers	17	70.83%	13	54.17%
Items from published textbooks	15	62.50%	20	83.33%
Items from mandated syllabuses/curricula	17	70.83%	17	70.83%
Items found on the Internet	13	54.17%	18	75%
Other published test items	8	33.33%	3	12.50%

The interview results showed that Filipino and Indonesian English teachers used some resources to develop their assessment task. Majority of Filipino and Indonesian English teachers prepared test items and other assessment procedures by themselves.

*"I construct my own assessment in order to know my students' understanding" (Filipino teacher 1, Interview, March 5, 2015)*

*"The assessments are made by myself and I adjust it with my students competence" (Indonesian teacher 2, Interview, March 25, 2015)*

They also always worked collaboratively with other teachers or the previous teacher that handled the same grade level to prepare assessment. They believe that working collaboratively and asking their fellow teachers will help them in preparing an appropriate assessment for their students.

*"I ask others teachers when I want to make assessment or I ask the teachers who taught before" (Filipino teacher 4, Interview, March 6, 2015).*

*"I do it collaboratively with other teachers to get some inputs and I always asked my friend who taught that class before" (Indonesian teacher 3, Interview, March 27, 2015).*

*"Making and working collaboratively with my friends to prepare assessment will help me much, I can get some valuable inputs from them to produce a good assessment" (Indonesian teacher 4, Interview, March 30, 2015).*

Internet and published textbooks are the source of Filipino and Indonesian English teachers in preparing the assessment. They believe that sources can help them to guarantee the quality of assessment they prepare:

*"When I want to make assessment, I usually search from the internet and other sources" (Filipino teacher 5, Interview, March 5, 2015).*

*“I want to integrate technology for my assessment, so I just ask my students to search some suitable assessment and they do it by themselves” (Filipino teacher 6, Interview, March 11, 2015).*

*“I pick some of the items from published textbooks and also from websites” (Indonesian teacher 5, Interview, March 31, 2015).*

One of the keys to successful learning and teaching is the aligned curriculum; this means that carefully designed assessment tasks allow students to demonstrate achievement of clearly communicated learning outcomes [21]. Teacher education programmes and professional development experiences are deemed to be essential for equipping teachers with contemporary knowledge about learning and assessment, especially the knowledge and skills needed to develop assessment tasks that would elicit students' higher-order thinking skills or to assess their growth and progress towards competence [22].

Teachers who were less prepared and less skilled in developing assessments, in general, perceived these to be more difficult to develop tests items [23]. Moreover, to establish the validity and reliability of the assessments, teachers should conduct necessary scientific research and carries out intensive research of matching the individual test items to curriculum. Thus, the resources available to teachers enable the production of a high-quality assessment which teachers can quickly integrate into their daily classroom activities [21].

### 3.2.2. Methods for providing feedback

In providing feedback, as can be seen in table 5, Filipino English teachers mostly like using *written comments and conference with students* (75%). *Verbal feedback and a letter guide* was the second popular method used by Filipino English teachers with 70.83%. The next method for providing feedback was *total test score* which covered 15 respondents (62%). Less than 30% of Filipino English teachers used the *checklist and teaching diary/log as methods* for providing feedback.

On the other hand, the highest percentage of Indonesian English teachers method for providing feedback was *total test score*, with 79.17%. Moreover, more than 60% of Indonesian English teachers provide feedback using *written comment, conference with students and a letter guide*. Moreover, only 10 teachers (41.67%) used *verbal feedback and checklist* to provide feedback. Finally, the least popular methods for providing feedback among Indonesian English teachers were *teaching diary/log*.

Table 5. Frequency and Percentage Distribution of Filipino and Indonesian English teachers Methods for Providing Feedback

Methods for providing feedback	Filipino teachers		Indonesian teachers	
	N	P	N	P
a. Verbal feedback	17	70.83%	10	41.67%
b. Checklist	7	29.17%	10	41.67%
c. Written comments	18	75.00%	16	66.67%
d. Teaching diary/log	5	20.83%	6	25.00%
e. Conference with student	18	75.00%	15	62.50%
f. Total test score	15	62.50%	19	79.17%
g. A letter grade	17	70.83%	15	62.50%

The interview results also reflect a finding that Filipino and Indonesian English teachers always gave feedback to their students after giving assessment. They like to use verbal feedback in order to make their students know their strength and weaknesses:

*“I give them feedback directly by telling them their mistakes” (Filipino teacher 1, Interview, March 5, 2015).*

*“In giving a feedback, I always do it orally to show them whether they are correct or not” (Indonesian teacher 6, Interview, March 31, 2015).*

*“In speaking class, for example, after they conduct a dialogue or role playing, I always give oral feedback, so that they can learn from it” (Indonesian teacher 3, Interview, March 27, 2015).*

Some of them also do a conference with the students after correcting the students work, they believe that by doing a conference with students they will learn and know their mistakes:

“After I correct their work, I give my assessment back to the students and discuss it together in the class” (Filipino teacher 5, Interview, March 9, 2015).

“I always discuss the test result with the students in the class to help them know the correct and wrong answers and it will help them to learn from their mistakes” (Indonesian teacher 4, Interview, March 30, 2015).

These findings indicate that both Filipino and Indonesian English teachers have been manifesting a good practice of providing feedback. According to Boud (2000), “A good feedback is given without personal judgment or opinion, and is given based on the facts. It always neutral and objective, constructive and focus on the future” [24]. Thus, feedback should be seen as a constructive approach on improving students’ performance. Specific, descriptive feedback is necessary for improvement and success.

Clarke (2003) said that the role of feedback is clearly a topic of importance because of the growing evidence that it can enhance student learning [25]. Frequently, many researchers have disagreed on matters pertaining to whether to correct or not, what to correct, how to correct them and when to correct. Moreover, Boud (2000) said that how teachers provide suggestions for improvement is critical in ‘closing the gap’ for students [24]. Teachers who combine strong subject knowledge with effective feedback can offer students rich, focused information about their learning and how to improve it. Students who are clear about their learning can monitor their progress and seek feedback to improve their learning.

### 3.2.3. Method of Providing Information for a Final Report

From Table 6, it can be seen that more than 60% of Filipino English Teachers used three methods for providing a final report, namely *conference with students*, *total test score* and *a letter guide*. Furthermore, half of the respondents (50%) used written comments and only 33.33% used a checklist. The lowest percentage method used for providing a final report among Filipino English teachers were *teaching diary/log* in which only 4 respondents (16.67%) used them.

*Total test score* and *a letter grade* was the highest percentage methods used by Indonesian teachers in providing a final report with 75% (n=18). The next methods were *written comments* and *conference with students* which cover 58.33% and 41.67% respectively. Finally, the least popular methods for providing a final report among Indonesian English teachers were *checklist* and *teaching diary/log* in which less than 30% respondents used them.

Table 6. Frequency and Percentage Distribution of Filipino and Indonesian Teachers’ Methods for Providing Information in a Final Report

Methods for providing a final report	Filipino teachers		Indonesian teachers	
	n	P	n	P
a. Checklist	8	33.33%	7	29.17%
b. Written comments	12	50%	14	58.33%
c. Teaching diary/log	4	16.67%	6	25.00%
d. Conference with student	15	62.50%	10	41.67%
e. Total test score	16	66.67%	18	75.00%
f. A letter grade	15	62.50%	18	75.00%

In keeping with their focus on classroom assessments, Both Filipino and Indonesian English teachers believed in the power of scoring in motivating students to learn. They gave a grade to their students and the following comments:

“I always check my students assessment and give them a grade and also some comments on it” (Filipino teacher 2, Interview, March 4, 2015).

“I return the assessment and give it score also comments on their work” (Indonesian teacher 1, Interview, March 26, 2015).

Classroom observation showed that Filipino and Indonesian English teachers also prepared a list of grades for final report for the school principal to sign before each homeroom teacher would the grades into the students’ report books. The sheet contained a compilation of all students’ scores covering four main sections: these are the average score from adding classroom assessments, the scores from teacher tests, the mid-term test and the semester test. In order to reduce these into one final score, schools utilised a particular averaging formula which might differ from one school to another in terms of priority. Some schools might accentuate teacher test and others focus more on the semester test.



In line with these findings, classroom-level reports enable teachers to see how a group of students perform across the curriculum. Even if a group of students have moved on to the next grade by the time the score reports were available, teachers could examine class-level results as a source of information for revising curriculum and instruction for the next class [26].

Grading also can be a primary use of assessment data for providing a final report. For example, if a school's performance on a state assessment indicates high percentages of students who do not meet standards in writing, then the school could collect more information on its writing curricula, student writing performance (through portfolios or other classroom work), and professional development needs for its teachers. After collecting such information, the school may then review and adopt new writing curricula as well as provide professional development to its teachers in order to support stronger student achievement in writing. Ongoing evaluation of the writing program would be conducted through the use of formative and summative assessment [20].

In brief, when classroom assessments practices are aligned, they can inform the instructional process and support both the daily instructional practices of teachers as well as the longer-term planning of curricula and instruction.

### 3.2.4. Proportion Time Spent on Assessment and Evaluation

Table 7 describes Frequency and Percentage Distribution of Filipino and Indonesian teachers' proportion time spent on assessment and evaluation during a semester. Of the 24 respondents, half of Filipino English teachers (50%) used their 40% time to spend on assessment, while 41% of Indonesian English teachers (n=10) spent 30% time on assessment and evaluation during a semester. None from both groups spent less than 30% proportion time during a semester to conduct assessment and evaluation.

Table 7. Frequency and Percentage Distribution of Filipino and Indonesian Teachers Proportion Time Spent on Assessment and Evaluation

Proportion time spent on assessment and evaluation	Filipino teachers		Indonesian teachers	
	n	%	n	%
a. 5%	0	0%	0	0%
b. 10%	0	0%	0	0%
c. 15%	0	0%	0	0%
d. 20%	0	0%	0	0%
e. 30%	2	8.33%	10	41.67%
f. 40%	12	50.00%	4	16.67%
g. 50%	6	25.00%	5	20.83%
h. more than 50%	4	16.67%	5	20.83%

In terms of time proportion of doing classroom assessment most of the teacher said that they spend around 40% proportion time during a semester. Proportion time of assessment is viewed as important in the process of teaching and learning. It enhances a teacher to monitor the teaching-learning processes as well as to ascertain students' achievement in each area of their development. As a result, the teacher is able to build an understanding of the needs of the student and plan for future work accordingly, the teacher is also able to identify student with specific learning difficulties, ascertain the nature of support they need and put in place appropriate strategies and programs to enable them cope with the particular difficulties they are encountering.

## 4. CONCLUSION

The conclusion of the study are both Filipino and Indonesian Junior High School English Teachers have similar preferences on classroom assessment purpose with assessment for learning as the first preference. It was then followed by the classroom assessment of learning. And the last purpose was classroom assessment as learning. Moreover, Internet and published textbooks became the source of Filipino and Indonesian Junior High School English teachers in making the assessments. Verbal feedback and conference with students were two most popular methods used in giving feedback for both Filipino and Indonesian Junior High School English teachers.

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