

UNIVERSITI TEKNOLOGI MARA

**CLASSROOM ASSESSMENT
METHODS USED BY LEVEL ONE
ESL PRIMARY SCHOOL
TEACHERS: A CASE STUDY IN
SAMARAHAN DISTRICT**

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Dissertation submitted in partial fulfilment of the
requirements for the degree of
Master of Education
(TESL)

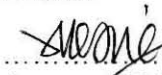
Faculty of Education

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

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ABSTRACT

Assessment plays a major role in an education system. In order to equip our students in this competitive global environment, School Based Assessment was implemented to improve education system in Malaysia which had been centralised and summative in nature.. This study investigated the assessment methods used by Level One ESL teachers in Samarahan District and explored the reasons for using those assessment methods. This mixed-method study utilized multistage random sampling Data was collected using Assessment Preference Inventory by Zhang & Burry-Stock (2003) from 103 respondents and 44 respondents were interviewed . Findings showed that Level One ESL teachers used all assessment methods in their classrooms namely Performance Assessment, Standardized Testing, Paper-pencil Test, Communicating Assessment Results and Non-achievement Based Grading. Besides, the findings showed that teachers used different types of assessment methods in their classrooms because of many reasons such as policy, class size and feedback. The findings had contributed information on how school based assessment was conducted in ESL classrooms in Samarahan district.

TABLE OF CONTENTS

AUTHOR'S DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii

CHAPTER 1: INTRODUCTION

1.1	Introduction	1
1.2	Background of the Study	1
1.3	Statement of the Problem	3
1.4	Research Questions	4
1.5	Research Objectives	5
1.6	Significance of the Study	5
1.7	Limitations of the Study	5
1.8	Definitions of Terms	6
1.9	Summary	7

CHAPTER 2: LITERATURE REVIEW

2.1	Introduction	8
2.2	Assessment	8
	2.2.1 Definition	8
	2.2.2 Assessment in Malaysia	10
	2.2.3 School-Based Assessment	12
2.3	Classroom Assessment Methods	15
2.4	Reasons of Using Assessment Methods	23
2.5	Summary	26

CHAPTER 3: RESEARCH METHODOLOGY

3.1	Introduction	27
3.2	Research Design	27

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

Assessment is one of the crucial parts in an education system. Information from assessments shows the students' achievement and performance (Chan & Sidhu, 2012). Besides, it plays crucial role in decision-making in the classrooms (Gonzales & Aliponga, 2012). In Malaysia, assessment is often misinterpreted as testing which had been centralised and summative in nature (Chan & Sidhu, 2012) but assessment is more than testing (Miller et al., 2013). Thus, School Based Assessment has been introduced in 2010 as a catalyst for education reform and to equip students with the 21st century learning skills. Besides, this move has introduced authentic alternative forms of assessment into classrooms which are continuous and formative in nature.

This study attempts to explore the assessment methods used by the Level One ESL teachers in Samarahan district and their reasons for using those methods. This study focuses on the classroom assessment methods since the implementation of School Based Assessment.

In this chapter, background of the study, statement of the problem, the research questions, the purpose and the significance of the study were presented. Furthermore, limitation of the study and the key definition of the key terms were also clarified in this chapter.

1.2 BACKGROUND OF THE STUDY

Education is the backbone of development of a country. Malaysia had gone tremendous change and improvement in our education quality in concurrence to equip