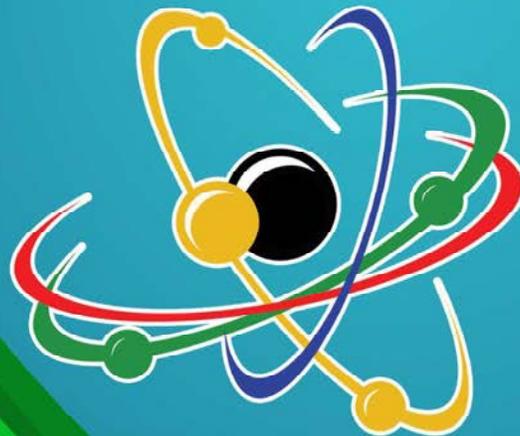




MYANMAR UNIVERSITIES' RESEARCH CONFERENCE 2019

CONFERENCE PROCEEDINGS

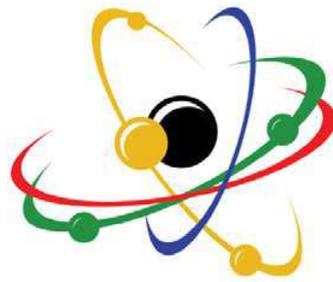
Volume 1, Issue 3



Nation Building through
Quality Research and Innovation

24th-25th May, 2019, University of Yangon

Myanmar Universities' RESEARCH CONFERENCE 2019



**Nation Building through
Quality Research and Innovation**

**24-25 May, 2019
University of Yangon
Yangon, Myanmar**



“Research is important in higher education. Research is finding new ways. Research is not an end. It is the beginning of new ways and means. Our education policy includes the encouraging of research. As we have ignored research for long, our inborn inventive minds became dull. That is why research has been given priority. Research must be conducted on topics and subjects that are appropriate for our country. Only then can our progress be practical. Only then can there be progress in our country. Only then can we and our education be abreast with the world. I don’t think I need to emphasise that many support materials are required to conduct a good research. I would like to say that the private sector can participate in this. In developed countries, businesses provide much support in research. We need to have that sort of support.”

Extraction of Speech by **State Counsellor, H.E. Daw Aung San Suu Kyi**
(2018 Conference on Implementing Education Development held at the Myanmar International Convention Centre (II) (MICC-II), Nay Pyi Taw, 24 August 2018)

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Teachers' Perceptions on Classroom Assessment and Their Practices

Nu Nu Nyunt¹ and Maw Oo Khin²

¹Department of Educational Psychology, Yangon University of Education, Yangon, Myanmar

²Basic Education High School No.6, Taungoo Township, Bago Region, Myanmar

¹nyuntnn@gmail.com

²mawoo.tgo@gmail.com

Abstract-- The aims of this study were to examine the in-service teachers' perceptions on classroom assessment and to explore their classroom assessment practices. A total of 450 teachers from seven states and seven regions participated in this study. Classroom Assessment Practices Survey Questionnaire (CAPSQ) developed by Gonzales (2014) was used as the research instrument. In order to analyze the current situation of teachers, the descriptive statistics such as frequency percentage, ranking and arithmetic mean were used. Based on these findings, the participant teachers have a positive preference on three parts of classroom assessment preferences. Specifically, Assessment as Learning Factor showed a Weighted Mean of 3.65, Assessment of Learning Factor or Summative Assessment had a Weighted Mean of 4.2 and the results revealed that the Weighted Mean of Assessment for Learning Factor or Formative Assessment is 4.15 whereas participant teachers may have less concentration in Assessment to Inform Factor showing the Weighted Mean of 2.7. In addition, a large proportion of teachers (nearly 73% to 93%) respond Classroom Assessment as summative assessment and formative assessment very frequently. In general, most of the participant teachers have an optimistic insight on classroom assessment. Furthermore, the findings also revealed that the participant teachers used traditional assessments more frequently than alternative assessments. Among the various assessment strategies, the results revealed that the majority of participant teachers (nearly 86% to 91%) mainly use paper and pencil test (Mean>4.5). Since teachers commonly use classroom assessment strategies as tests and exams, they rarely use alternative assessments to assess their students. The teachers' perceptions of classroom assessment may have influence on their classroom

assessment practices. Concerning the alternative assessments practices, the participant teachers reported that they frequently use assessment strategies which mainly focus on to recall and to explain what is taught in classroom whereas the participant teachers occasionally use to assess how to apply concepts and ideas in a new way, how to analyze a situation or condition, how to decide a stand and how to create a new product or point of view or idea (Weighted Mean=3). Moreover, the majority of the participant teachers have positive attitudes towards teaching profession (Weighted Mean=4.2). Regarding discussion with colleagues about students, the majority of participant teachers (nearly 67%) have discussion with other teachers about what helps students learn best and how to improve assessments (Weighted Mean=3.8).

Key words: Classroom Assessment, Perception, Classroom Assessment Practices.

I. INTRODUCTION

Assessment is one of the elements of instructional process that plays an important role to improve the learning process in educational institution as an integral part of instructional process. It is a basic tool of education to check the awareness of learning on the part of facilitating learners' needs [1]. Without assessment, it can have a challenge for policy makers and educators to make better ways about the remedial measures, the appropriate decisions and the educational practices [2].

Classroom assessment is a comprehensive procedure that teachers and students apply in collecting, evaluating, and using evidence of learner learning for different purpose. It includes diagnosing student strengths and weaknesses, monitoring student progress to achieve desired learning outcomes, collecting information about students' effort, assigning grades, and providing feedback to other school officials and parents [3]. Classroom assessment is a vital task to enhance teaching and learning. It has a great effect on the students' life because it gives students guidance on their performance and provides feedback on students' progress over a period of time in order to identify students' learning difficulties and these difficulties could be improved [4, 5, and 6].

Classroom assessment refers to the procedure for collecting, synthesizing, and interpreting information related to student progress to assist in classroom decision making as well as the extent to which it gives a great power about improvement for both the teacher who is assessing and the students who are being assessed. Classroom assessment is a fundamental tool that teachers use to gather relevant data and information to make well-supported inferences about what students know, understand, and can do, as well as a

vehicle through which effective teaching and learning is enhanced [7]. According to Popham (2008), teachers who can test well will be better teachers and effective teaching will enhance a teacher's instructional efficiency. Students learn more in classes where assessment is an integral part of instruction than in those where it isn't [8].

Teachers' role plays two existences; one is to help students' learning and another one is to implement classroom assessment [9]. Classroom assessment environments were controlled by teachers deciding how to assess their students, how many times they assess, and how they give feedback to their students. All these are a strong and clear indication that classroom assessment plays an important role for the whole process of teaching-learning situation. Just like teachers everywhere, school teachers in Myanmar are the key drivers of the educational process [10].

Therefore, classroom assessment is the first and most important part of the teaching and learning process including measurement, feedback, reflection, and change. It also carries out for many reasons such as grading, identification of students with special learning needs, student motive, clarification of students' accomplishment expectations, and supervise instructional effectiveness [11,

12]. In recent years, there have been increasing numbers of research on classroom assessment as a crucial aspect of effective teaching and learning [13, 14, and 15]. It is seemly more and more clearly that classroom assessment is an integral part of the teaching and learning process [16, 17].

So, this study explored the perceptions and practice of teachers on classroom assessment and the major factors that influence the teachers' perceptions and practices of classroom assessment.

Purpose of the Study

The main purpose of the study is to examine teachers' perceptions on classroom assessment and their current classroom assessment practices.

The specific objectives of this study are:

- To investigate the perceptions of teachers on classroom assessment by four factors
- To examine the methods and tools that teachers use to assess their students.

Definition of Key Terms

Classroom assessment refers to any planned method or strategy that is used by teachers in the classroom to explore the level of students' difficulties in learning a particular concept [18].

Perception is sensory work processes to analyze, interpret, and evaluate, performed

by individuals, to create impression and meaning [19].

Classroom assessment practices refer to the activities that teachers perform from test planning to report the utilization of test results in the classroom [20].

II. REVIEW OF RELATED LITERATURE

Educational assessment is a key point of the teaching profession. It is a process to obtain information and to determine the target instructional outcomes regarding students' performance through a variety of assessment methods, either as a group or individually [21].

Information gathered from the educational assessment are used for making various educational decisions in order to plan classroom instruction, to place students into learning sequences, to monitor students' progress, to diagnose students' learning difficulties, to supply information to students and parents with feedback about achievements, to evaluate the effectiveness of teaching, to report the results, and to assign grades [22]. The teachers used different assessment methods in their daily classroom assessment including traditional assessment such as multiple-choice, true-false, matching-types, completion and short-answer, and alternative assessments; authentic assessment, performance-based

assessments, portfolios, student self-assessment, , and observations [21].

Classroom assessment holds a wide continuum of activities from constructing paper-pencil tests and performance measures to interpreting test scores, communicating test results, and using assessment results in decision-making [20]. When teachers used paper-pencil tests and performance measures, they should pay keen attention to the strengths and weakness of various assessment strategies and choose suitable test item formats to evaluate different achievement results [23].

Test items should be matched with course objectives and instruction to ensure content validity, should be reflected in an adequate sampling of instructional materials to improve test reliability and should focus on higher-order thinking skills [24]. When applying performance assessment, teachers use observable and clearly defined performance tasks, detailed scoring protocols, multiple samples of behaviors evaluated by several assessors, and recording scoring results during assessment [24, 25, 26, 27, 28, 29]. When using assessment results, teachers should protect students' confidentiality [24]. Assessment results should also be used to make necessary decisions about students' educational attainment, promotion, and

graduation, as well as, to make judgment about school progress [23].

To convey assessment results thoroughly, teachers should be aware of the advantages and limitations of different assessment techniques, and be able to use appropriate assessment terminology and communication techniques [30, 31]. Specific suggestions rather than judgmental feedback (e.g., fair) are desirable to motivate students and to improve performance as well [32]. Teachers are in charge of classroom assessment strategies as they ultimately determine how to assess and when to assess within the classroom [33]. With this view in mind, teachers hold and play a critical role to the quality of teaching and the levels of proficiency attained by learners within the classroom.

Teachers' classroom assessment strategies have impacted significantly on the quality of teaching and learning in the classroom [34]. Through effective classroom assessment practices, teachers will be able to make informed decisions about the quality of teaching, the level of progress, and learning in the classroom [35]. Teachers, school administrators, and other educational professionals are the main users of classroom assessment data and they should make sound and effective decisions when using classroom

assessment data. Campbell and Evans (2000) found that the effective use of classroom assessment practices by educators is crucial to the level of learning and progress within the classroom [33]. Furthermore, effective classroom assessment strategies are crucial to the overall effectiveness of the quality of teaching, behavior and safety, levels of attainment, leadership, and management within the educational establishment [35].

III. METHOD

Sample of the Study

A total of 450 teachers were selected by random sampling technique from Basic Education Schools in all states and regions.

Instrumentation

Classroom Assessment Practices Survey Questionnaire (CAPSQ) developed by Richard DLC Gonzales (2014) was used in this study. It consists of three sections: demographic information, statements on classroom assessment preferences and assessment alternatives. Section A consists of demographic factors including academic qualifications, educational qualifications, teaching experiences, grade level, and measurement training, etc. Section B consists of teachers' classroom assessment preferences which include 18 items and the whole section C comprises assessment

alternatives and teaching. This questionnaire measured the current assessment beliefs in the classroom perceived by teachers. Items in CAPSQ were 5-point likert scale expressing (1-never to 5-always) of making a specific assessment activity.

Data Collection Procedure

Firstly, Classroom Assessment Practices Survey Questionnaire (CAPSQ) was adapted to Myanmar Language. Then, expert review was conducted for face validity and content validity by 10 experts in the field of education, educational psychology and educational test and measurement from Yangon University of Education.

Prior to the actual data collection, the questionnaire was administered to 30 teachers for pilot testing. The internal consistency (Cronbach α) of the whole inventory for CAPSQ was 0.814. Thus, the computation of Cronbach alpha showed that mentioned instrument had high reliability to measure teachers' perceptions and their practices on classroom assessment. For real data collection, the teachers were administered in December 2018. The quantitative data were analysed by descriptive analysis technique.

IV. DATA ANALYSIS AND FINDINGS

Table 1. Frequency Percentage of Teachers’ Perceptions on Classroom Assessment by Four Factors (N=450)

Factors		Never	Rarely	Occasionally	Very Frequent	Always
1.	Assessment as Learning	-	12 (2.7%)	85 (18.9%)	209 (46.4%)	144 (32%)
2.	Assessment of Learning or Summative Assessment	-	4 (0.9%)	25 (5.6%)	142 (31.6%)	279 (62%)
3.	Assessment to Inform	3 (0.7%)	101 (22.4%)	187 (41.5%)	136 (30.2%)	23 (5.1%)
4.	Assessment for Learning or Formative Assessment	-	2 (0.4%)	35 (7.8%)	166 (36.9%)	247 (54.9%)

Note: Numbers in parentheses are percentage of each factor.

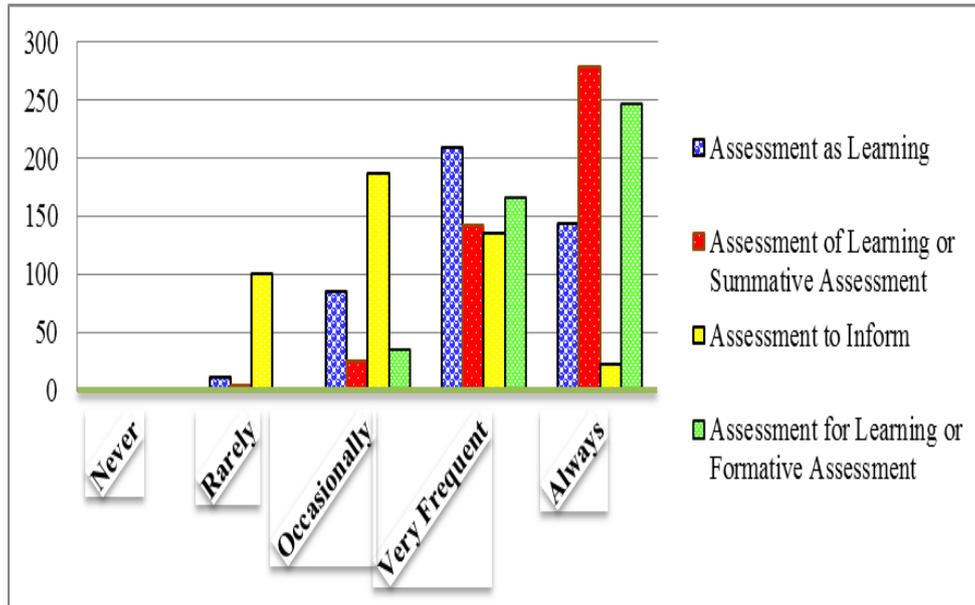


Figure 1. Frequency Percentage of Teachers’ Perceptions on Classroom Assessment by Four Factors (N=450)

According to the table 1, the participant teachers have a positive preference of classroom assessment in three factors; Assessment as Learning, Assessment of Learning or Summative Assessment and Assessment for Learning or Formative

Assessment whereas they have less concentration in Assessment to Inform Factor. In general, most of the participant teachers have an optimistic insight on classroom assessment.

Table 2. Frequency Percentage, Mean and Rank of Teachers' Responses on Assessment as Learning Factor about Classroom Assessment Preference (N=450)

Assessment as Learning	Occasionally	Very Frequent	Always	Mean	Interpretation	Rank
1. Set their goals and monitor	140 (31.1%)	123 (27.3%)	83 (18.4%)	3.37	Occasionally	5
2. Demonstrate how to do self-assessment	158 (35.1%)	123 (27.3%)	71 (15.8%)	3.35	Occasionally	6
3. Determine how students can learn	78 (17.3%)	151 (33.6%)	200 (44.4%)	4.18	Very Frequent	1
4. Identify personal feedback and monitor learning process	71 (15.8%)	178 (39.6%)	174 (38.7%)	4.11	Very Frequent	2
5. Develop clear criteria of a good learning practices	139 (30.9%)	136 (30.2%)	97 (21.6%)	3.52	Very Frequent	3
6. Set the criteria for students	153 (34%)	111 (24.7%)	88 (19.6%)	3.38	Occasionally	4
Weighted Mean				3.65	Very Frequent	

Note: Numbers in parentheses show the percentage of responses on each item.

The table 2 showed that the participant teachers' responses on six items of Assessment as Learning Factor rated as "occasionally" and "very often". The mean value of the participant teachers' responses were the range between 3.35 and 4.18. The results evidently showed that most of the participant teachers would guide students in setting their own learning and monitoring their progress towards them, would model and teach the skills of self-assessment for students and would work with students to develop clear criteria of good practice. Therefore, the majority of participant teachers perceive assessment as

learning to inspire their students to love learning.

According to the table 3, a large proportion of teachers (nearly 73% to 93%) perceive classroom assessment as to measure, evaluate and make final decision about the level of learning for students. As seen in the table 3, the participant teachers rated all 4 items in Assessment of Learning or Summative Assessment Factor as "very frequent" and "always". The findings revealed positive view of participants on classroom assessment as to the factor of the survey questionnaire.

Table 3. Frequency Percentage, Mean and Rank of Teachers' Responses on Assessment of Learning Factor about Classroom Assessment Preference (N=450)

Assessment of Learning or Summative Assessment	Occasionally	Very Frequent	Always	Mean	Interpretation	Rank
7. Measure extent of learning	74 (16.4%)	117 (26%)	233 (51.8%)	4.23	Very Frequent	2
8. Evaluate the level of competence of students	25 (5.6%)	74 (16.4%)	345 (76.7%)	4.68	Always	1
9. Determine desired learning outcomes	83 (18.4%)	143 (31.8%)	187 (41.6%)	4.05	Very Frequent	4
10. Make final decision about the level of learning for students	95 (21.1%)	130 (28.9%)	197 (43.8%)	4.10	Very Frequent	3
Weighted Mean				4.2	Very Frequent	

Note: Numbers in parentheses show the percentage of responses on each item.

Table 4 showed that very few participant teachers (only 4.2%) consider classroom assessment as to supply information to other teachers, schools, employers regarding students'

performance in class (Mean=1.7). And then, as shown in the table 4, the participant teachers rated 3 out of 4 statements as "occasionally and rarely.

Table 4. Frequency Percentage, Mean and Rank of Teachers' Responses on Assessment to Inform Factor about Classroom Assessment Preference (N=450)

Assessment to Inform	Occasion-ally	Very Frequent	Always	Mean	Interpretation	Rank
11. Inform other school officials	153 (34%)	26 (5.7%)	108 (24%)	3.27	Occasionally	2
12. Provide information to parents	179 (39.8%)	73 (16.2%)	125 (28%)	3.50	Very Frequent	1
13. Examine how one student performs relative to others in class	134 (29.8%)	67 (14.9%)	54 (12%)	2.70	Occasionally	3
14. Supply information to other teachers, schools, employers	93 (20.7%)	13 (2.9%)	6 (1%)	1.70	Rarely	4
Weighted Mean				2.7	Occasionally	

Note: Numbers in parentheses show the percentage of responses on each item.

It can reasonably be said that students' performance in class is often perceived as the most significant source of problems for

schools and teachers still struggle to negotiate the demands of outcome-based assessment.

Table 5. Frequency Percentage, Mean and Rank of Teachers' Responses on Assessment for Learning Factor about Classroom Assessment Preference (N=450)

Formative Assessment	Occasionally	Very Frequent	Always	Mean	Interpretation	Rank
15. Improve learning process and class performance	76 (16.9%)	148 (32.9%)	208 (46.2%)	4.21	Very Frequent	1
16. Determine learning strengths and weaknesses in class	75 (17%)	170 (37.8%)	180 (40%)	4.11	Very Frequent	3
17. Identify better learning opportunities	89 (19.8%)	149 (33%)	187 (41.6%)	4.09	Very Frequent	4
18. Collect learning data from students periodically	85 (18.9%)	106 (23.6%)	231 (51.3%)	4.19	Very Frequent	2
Weighted Mean				4.15	Very Frequent	

Note: Numbers in parentheses show the percentage of responses on each item.

Table 5 illustrated that all the statements were assessed favorably by the respondents (nearly 75% to 79%). As seen in the table 5, all the items were rated “very often” by the respondents. The ratings show a strong positive perception of teachers towards Assessment for

Learning Factor. It may be due to the fact that it is imperative to undertake formative assessment on a regular basis in order to have a complete picture of student learning and performance to plan for improvement as possible.

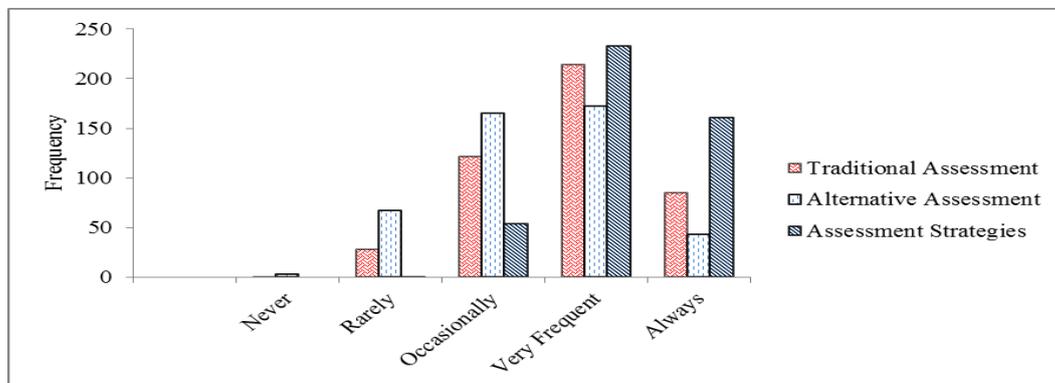


Figure 6. Frequency Percentage of Teachers' Practices on Classroom Assessment by Three Subscales (N=450)

Table 6. Frequency Percentage of Teachers' Practices on Classroom Assessment by Three Subscales (N=450)

Practices	Never	Rarely	Occasionally	Very Frequent	Always
Traditional Assessment	1 (0.2%)	28 (6.2%)	122 (27.1%)	214 (47.6%)	85 (18.9%)
Alternative Assessment	3 (0.6%)	67 (14.9%)	165 (36.7%)	172 (38.2%)	43 (9.6%)
Assessment Strategies	-	2 (0.4%)	54 (12%)	233 (51.8%)	161 (35.8%)

Note: Numbers in parentheses show percentage of each subscale on classroom assessment practices.

According to the table 6, the participant teachers used traditional assessments more frequently than alternative assessments. It may be due to the fact that a teacher-centered teaching approach and rote-learning still dominate in the classroom and the contents of examination still tend to emphasize knowledge acquisition. This reflects classroom teaching practices.

In addition, as seen in the table 7, teachers' practices on traditional assessments are neither high nor low to the items. This results reflected that their responses to the items "Multiple-Choice with a mean of 3.38", "True-False with a mean of 3.31", "Essay with a mean of 3.31", "Homework with a mean of 3.31" and "Matching-types with a mean of 2.9."

Table 7. Frequency Percentage, Mean and Rank of Teachers' Practices on Traditional Assessments (N=450)

Traditional Assessments	Occasionally	Very Frequent	Always	Mean	Interpretation	Rank
1. Multiple-Choice	139 (30.9%)	98 (21.8%)	111 (24.7%)	3.38	Occasionally	2
2. True-False	107 (23.8%)	108 (24%)	112 (24.9%)	3.31	Occasionally	3
3. Matching-Types	152 (33.8%)	74 (16.4%)	65 (14.4%)	2.90	Occasionally	6
4. Fill-in-the-blanks	65 (14.4%)	132 (29.3%)	207 (46%)	4.06	Very Frequent	1
5. Essay	125 (27.8%)	92 (20.4%)	111 (24.7%)	3.31	Occasionally	3
6. Homework	134 (29.8%)	123 (27.3%)	82 (18.2%)	3.31	Occasionally	3
Weighted Mean				3.37	Occasionally	

Note: Numbers in parentheses show the percentage of each item on Traditional Assessments.

Table 8. Frequency Percentage, Mean and Rank of Teachers' Practices on Alternative Assessments (N=450)

Alternative Assessment	Occasionally	Very Frequent	Always	Mean	Interpretation	Rank
1.Performance Assessment	146 (32.4%)	48 (10.7%)	31 (6.9%)	2.54	Occasionally	4
2.Portfolio Assessment	131 (29.1%)	69 (15.3%)	116 (25.8%)	3.24	Occasionally	2
3.Observations	93 (20.7%)	121 (26.9%)	189 (42%)	3.99	Very Frequent	1
4.Term Papers or Projects	141 (31.3%)	59 (13.1%)	31 (6.9%)	2.52	Occasionally	5
5.Class Presentations	154 (34.2%)	77 (17.1%)	38 (8.4%)	2.77	Occasionally	3
Weighted Mean				3.01	Occasionally	

Note: Numbers in parentheses show the percentage of each item on Alternative Assessments.

The table 8 indicated that the respondents rated 1 out of 5 items as “very often” which shows the most common use of classroom assessment practice. Furthermore, the percentage of teachers' practices on alternative assessments was smaller than that of teachers' practices on traditional assessment. However, teachers'

practices on alternative assessment are neither high or low to all the items due to the fact that “portfolio assessment with a mean of 3.24”, “class presentations with a mean of 2.77”, “performance assessment with a mean of 2.54” and “term papers or projects with a mean of 2.52.”

Table 9. Frequency Percentage, Mean and Rank of Teachers' Practices on Assessment Strategies (N=450)

Assessment Strategies	Occasionally	Very Frequent	Always	Mean	Interpretation	Rank
1.Writing learning outcomes	124 (27.6%)	89 (19.8%)	132 (29.3%)	3.47	Occasionally	7
2.Defining tasks for performance tests	158 (35%)	90 (20%)	56 (12.4%)	3.03	Occasionally	9
3.Choosing the most appropriate item type for a test	53 (11.8%)	140 (31.1%)	246 (54.7%)	4.38	Very Frequent	4
4.Preparing observation checklists	108 (24%)	42 (9.3%)	58 (12.9%)	2.51	Occasionally	10
5.Creating rubrics	107 (23.8%)	83 (18.4%)	138 (30.7%)	3.41	Occasionally	8
6. Developing assessment plans	103 (22.9%)	110 (24.4%)	132 (29.3%)	3.53	Very Frequent	6

7. Linking learning outcomes with assessment process	106 (23.6%)	146 (32.4%)	128 (28.4%)	3.71	Very Frequent	5
8. Administering tests and exams	31 (6.9%)	102 (22.7%)	301 (66.9%)	4.51	Always	3
9. Scoring and marking tests and assessment tools	30 (6.7%)	68 (15.1%)	342 (76%)	4.63	Always	1
10. Reporting assessment results	52 (11.6%)	65 (14.4%)	322 (71.6%)	4.54	Always	2
Weighted Mean				3.77	Very Frequent	

Note: Numbers in parentheses show the percentage of each item on Assessment Strategies.

As shown in the table 9, almost all of the participant teachers (nearly 89% to 91%) mainly used of tests and exams to assess their students and scoring and marking tests and reporting assessment results as classroom assessment strategies.

Table 10. Frequency Percentage, Mean and Rank of Teachers' Responses on Asking Questions or Tasks when they do assessment (N=450)

Items		Occasionally	Very Frequent	Always	Mean	Interpretation	Rank
1	Can recall or remember what is taught in class.	61 (13.6%)	158 (35.1%)	217 (48.2%)	4.28	Very Frequent	1
2	Explain ideas and concepts.	169 (37.6%)	123 (27.3%)	95 (21.1%)	3.54	Very Frequent	2
3	Use learned information or concepts in a new way	185 (41.1%)	48 (10.7%)	27 (6%)	2.63	Occasionally	6
4	Analyze a situation or condition.	207 (46%)	59 (13.1%)	37 (8.2%)	2.88	Occasionally	4
5	Justify a stand or decision	173 (38.4%)	73 (16.2%)	47 (10.4%)	2.93	Occasionally	3
6	Create a new product or point of view or idea.	170 (37.8%)	46 (10.2%)	31 (6.9%)	2.64	Occasionally	5
Weighted Mean					3.15	Occasionally	

Note: Numbers in parentheses show the percentage of each item on asking questions when the teachers do assessment.

According to the table 10, the majority of teachers focus on questions to know whether students can recall or remember what is taught in class and to know whether students explain ideas and concepts most frequently whereas the minority of teachers (nearly 17% to 26%)

focus on questions to know whether students apply, analyze, synthesize and create a new product. The table 10 revealed that the respondents rated 4 statements as “occasionally.”

As shown in the table 11, almost all of the participant teachers have strong

positive attitudes towards teaching profession.

Table 11. Frequency Percentage of Teachers' Attitudes towards Teaching Profession (N=450)

	Items	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean
		f (%)	f (%)	f (%)	f (%)	f (%)	
1	Teaching is an excellent profession.	2 (0.4%)	1 (0.2%)	8 (1.8%)	141 (31%)	298 (66%)	4.63
2	I would not leave teaching for another professional I could.	21 (4.7%)	6 (1.3%)	88 (19.6%)	147 (33%)	188 (42%)	4.06
3	I enjoy my school very much.	5 (1.1%)	22 (4.9%)	79 (17.6%)	194 (43%)	150 (33%)	4.03
4	This job gives me professional satisfaction.	8 (1.8%)	18 (4%)	70 (15.6%)	188 (42%)	166 (37%)	4.08
Weighted Mean							4.2

Note: Numbers in parentheses show the percentage of each item on teachers' attitudes towards teaching profession.

Table 12. Frequency Percentage, Mean and Rank of Teachers' Responses on Discussion with Colleagues about students (N=450)

Items	Sometimes	Often	Always	Mean	Interpretation	Rank
1. Discussion about what helps students learn best.	119 (26%)	224 (54.2%)	79 (17.6%)	3.87	Very Frequent	1
2. Discussion with colleagues about how to improve assessments.	138 (31%)	217 (48.2%)	71 (15.8%)	3.74	Very Frequent	2
Weighted Mean				3.8	Very Frequent	

Note: Numbers in parentheses show the percentage of each item on Discussion with colleagues about students.

According to the table 12, all the items were rated "very often" by the participant teachers. This is supported by the favorable perception of teachers to these items "Discussion about what helps students learn best with a mean of 3.87"

and "Discussion about how to improve assessments with a mean of 3.74."

V. CONCLUSION

In this study, almost all of the participant teachers (nearly 94%) perceive classroom assessment as "Assessment of Learning or Summative Assessment" and

“Assessment for Learning or Formative assessment.” The results revealed that the participant teachers used traditional assessments more frequently than alternative assessments. Since teachers commonly use classroom assessment strategies as paper and pencil tests and exams, they rarely use alternative assessments to assess their students. The teachers’ perceptions of classroom assessment have influence on their classroom assessment practices. Concerning the alternative assessments practices, the participant teachers reported that they frequently use assessment strategies which mainly focus on to recall and to explain what is taught in classroom whereas the participant teachers occasionally use to assess how to apply concepts and ideas in a new way, how to analyze a situation or condition, and how to create a new product or point of view or idea (Weighted Mean=3). Moreover, the majority of the participant teachers have positive attitudes towards teaching profession (Weighted Mean=4.2). Regarding discussion with colleagues about students, the majority of participant teachers (nearly 67%) have discussion with other teachers about what helps students learn best and how to improve assessments (Weighted Mean=3.8).

The results revealed that large proportion of teachers in this study had clear perception and understanding about classroom assessment. Results evidently showed that the majority of teachers used similar assessment techniques. The trend of administering, scoring and marking tests and exams was emphasized as a mere mode of assessment. This implies that teachers have not used the different methods of classroom assessment to assess the overall performance. The results also revealed that most of the participant teachers used assessment results for reporting rather than supplying information regarding student performance to other school officials, teachers and other outside groups. Alternative assessment, performance assessment, self and peer assessment and portfolio assessment should also be used as classroom assessment.

Discussion and Recommendation

Although the teachers showed positive perception towards the classroom assessment, their involvement in applying alternative assessment strategies in classroom is not appropriate. Therefore, it is necessary to set up the mechanisms to address the issue of implementation. It is advisable that teachers should have the opportunities to attend seminars,

workshops, training, concerning classroom assessment technique. Classroom assessment should become a driving force for educational practices around the world. Assessment should be identified as a critical component of education reform and improvement.

Almost all of the participant teachers in this study did not appreciate the format of supplying information regarding students' performance to other school officials, teachers and parents. There is a relatively rare joint effort between schools and parents to find the solution of students' learning difficulties. Parents do not inform teachers why they would not be able to perform well and teachers would not have a chance to make an effort to find out the solution from parents. If parents, teachers and students do not work collaboratively to solve the issue about students' learning difficulties, the situation will not be improved.

Limitations of the Study

This study focused on the results based on survey of teachers' perceptions without having chance to apply the qualitative approach such as observing the actual assessment practices of teachers, analyzing relevant documents they used and having interview with teachers. This study was carried out by using quantitative research

design due to the economy of time and money. Further research should be conducted by using qualitative and quantitative mix method approach in order to get a clear picture of classroom assessment practices why teachers use those more often.

ACKNOWLEDGEMENT

I would like to express respectful gratitude to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education), and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for their administrative support that assisted greatly in the preparation of this study. From the depths of my heart, my sincere thanks go to our Professor and Head Dr. Naing Naing Maw (Department of Educational Psychology, Yangon University of Education) who provided us valuable contributions to the formulation of ideas central to this research. Special acknowledgments go to the Head-Teachers and school teachers who participated in this study actively.

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