

ESSENCE OF TEACHERS' KNOWLEDGE
CONSTRUCTION OF CLASSROOM BASED ASSESSMENT
PRACTICES IN MALAYSIAN PRIMARY CLASSROOMS

*Malini Devi Paramesvaran¹

Lim Jia Wei¹

Madhyazhagan Ganesan¹

[1] Faculty of Education, Universiti Malaya

*maliniparamesvaran@gmail.com

Abstract: Classroom-based assessment is a two-way process in which both teacher and students interact to promote greater learning. Despite several workshops and trainings, teachers seem to struggle to implement CBA during lessons due to their lack of understanding and knowledge of CBA. Aforementioned research has provided evidence that there is a need to explore teachers' knowledge construction of CBA to identify the gap of knowledge of CBA, not only to understand what teachers know about CBA and what they need to know more about, but by understanding how teachers construct their knowledge of CBA, policy makers will be able to recognise the strengths and weaknesses of the current way teachers are supported through the CBA initiative. This study is significant to explore as teachers' knowledge construction of CBA shapes how they implement CBA in their classrooms. With close reference to Matsuo's Experiential Learning Theory, this study aims to explore teachers' experiences on how they construct their knowledge of CBA. The essence of teachers' knowledge construction of CBA will be obtained through a phenomenological case-study approach with six primary school English teachers as participants of this study. Data will be collected via classroom observations, interview sessions and documents. The findings that will be deduced inductively through transcendental phenomenological analysis will enable policy makers to make sound decision in terms of trainings and workshops needed to equip teachers with the necessary knowledge of CBA.

Keywords: *Classroom-Based Assessment, Essence, Experience, Knowledge Construction*

INTRODUCTION

Assessment is a crucial component when it comes to learning (Rust, 2002). Classroom assessment not only develops teachers' teaching skills, but also contributes to the effectiveness of the education system and serves as a tool to inform students on their progress (Black & Wiliam, 1998; Butler & McMunn, 2006). In the past, the learning context in the Malaysian classrooms was examination driven and mostly teacher centred (Tan & Miller, 2007). As such, teachers are unable to assess learners' actual potential as students' skills in the Malaysian classrooms are often measured from a single writing sample (Lee, 2006; Majid, 2011). Since Malaysia's National Philosophy of Education emphasises moving from exam oriented to student centred learning, the Ministry of Education (MOE) has taken a step to implement School-Based Assessment (SBA) in all schools in 2011 while maintaining the national examinations for both primary and secondary schools. In 2019, mid-term and final term examinations for lower primary (Year 1, Year 2 and Year 3) were completely dissolved and is replaced with SBA. The Primary School Achievement Test (PSAT) or commonly known as *Ujian Pencapaian Sekolah Rendah (UPSR)*, was abolished in 2020, which was the central assessment for national and national-type schools (Majid, 2011).

Classroom-based Assessment in Malaysia

Presently, SBA in the Malaysian classroom contains three components which comprises the academic and non-academic components. The academic component is termed Classroom-Based Assessment (CBA). Meanwhile, the non-academic components consist of Psychometric Assessment and Assessment of Physical Activity Co-curriculum (PAJSK). These components are tested with a range of teaching and learning activities including worksheets, games, quizzes, dramatization, field trips, outdoor activities and presentations (Curriculum Development Centre, 2016). This initiative of assessing students via a range of activities seek to mould independent learners and provide opportunities for students to learn from their mistakes through formative assessments. However, for the purpose of this study, the researcher aims to focus only on one of the components of SBA which is CBA, specifically in the primary classroom setting. Since MOE has abolished centralised examination for all primary schools, the academic component of assessment in primary classrooms relies entirely on CBA to evaluate students' performance. Hence, it is crucial to explore how CBA is implemented, particularly in Malaysian primary classrooms from the perspectives of teachers.

Teachers' Knowledge of CBA

This shift from traditional assessment to CBA caused a change of role among teachers in Malaysia, especially in their way of teaching, conducting assessments and reporting students' progress. This shift of role was not easy for teachers to adapt, especially those senior teachers who were trained to teach and grade their students in a traditional learning environment. This is because, this reform not only changes the teachers' way to assess students, but also the teachers' knowledge and teaching practices (Leong & Rethinasamy, 2020; Sathasivam et al., 2018; Tuah, 2007). Hence, there were many 'views' on how CBA should be conducted because how each teacher perceives and understand CBA may or may not vary (Arumugham & Abdullah, 2016; Davison, 2007). Teachers understanding and beliefs of CBA may influence how they integrate CBA during lessons, which explains why CBA is being carried out differently from one class to the other and in some cases, CBA is carried out in classrooms without the advantage of having appropriate knowledge and skills. Explicitly, it is essential for teachers to equip themselves with adequate CBA knowledge which includes the purpose of CBA, methods and practices of CBA, marking and grading of CBA and feedback pertaining CBA. Apart from these pertinent components of CBA knowledge, teachers should also be able to interpret the results, criteria and band given in CBA at the same time taking note on alternative assessments to cater to students' needs. As an example, Majid (2011) pointed out that a group of secondary school teachers were confused and unable to understand the guidelines of the oral assessment outlined by the Malaysian Examination Syndicate. This confusion caused some teachers to come up with their own oral assessment to test their students' speaking skills, which portrays teachers lack of knowledge and understanding in implementing CBA during classroom lessons although guidelines have been provided (Hamzah & Sinnasamy, 2009; Majid, 2011). All these arguments fall back on how teacher perceives and understands the concepts of CBA. In other words, how their experiences, which includes prior knowledge of assessment, present knowledge of CBA, reflection of their CBA practices contributes to their knowledge of carrying out CBA during lessons. Therefore, there is a need to revisit and evaluate studies on CBA from time to time as participants' experiences, beliefs and responses could contribute to "meet the challenges of change" (Wilhelm & Chen, 2008, p. 80).

Issues Pertaining CBA

A growing body of research concluded that teachers' inadequate knowledge of CBA may cause issues in the field of CBA. This includes teachers' readiness in the field of CBA, feedback provided pertaining CBA and validity and reliability of CBA.

Teachers' Readiness in CBA

Teachers' readiness, which includes content knowledge of CBA, skills and attitude are the main aspects in ensuring the effectiveness of CBA during lessons (Narinasamy, 2018). Teachers should equip themselves with sufficient knowledge on CBA, which revolves around skills in ensuring student-centred learning, effective feedback, questioning techniques and creating suitable tasks for students with various learning abilities. Despite various courses and training being given to teachers' studies reveal that some teachers still lack of confidence to implement CBA during lessons due to their inadequate knowledge of CBA (Chen, 2020; Latif, 2021; Mansor et al., 2019; Narinasamy, 2018; Sathasivam et al., 2019; Tee et al., 2018). As an example, teachers in Malaysia still lack in their questioning skills, providing feedback and designing activities pertaining CBA; thus, leads to the ineffectiveness of CBA during English lessons (Tee et al., 2018). To explain further, the questions provided by these selected teachers are lower order thinking questions. Likewise, the activities and worksheets provided to students are adopted directly from the textbooks or workbooks, which shows teachers' lack of ability to design and adapt tasks that adheres to students' needs and objective of the lessons.

Feedback Pertaining CBA

Feedback as highlighted by most scholars is seen as pertinent when it comes to CBA (Sidhu et al., 2018; Malakolunthu & Sim, 2010; Hill, 2017; Hill & McNamara, 2011). Feedback serves as a tool for teachers to inform students on their mistakes and improve their weaknesses. Without adequate knowledge of CBA pedagogical skills, teachers may not be able to give explicit feedback to inform students' progress. Feedback in general is divided into verbal and written feedback, which are both crucial in assisting students during lessons (Hill, 2017). Verbal feedback includes affirming students' answers, correcting students' mistakes (pronunciation) and complimenting students' effort. Verbal feedback provides opportunities for students to know their mistakes instantly when the teacher corrects them; thus, allowing students to correct themselves with guidance from the teacher. On the contrary, written feedback is feedback written on students' exercise books and worksheets. Written feedback is helpful to inform students on grammatical errors and spelling mistakes. Hill and McNamara (2011) argue that although teachers claim that they are aware of the different kinds of feedback, the feedback provided by some educators are mostly implicit. To explain further, feedback should inform students' how to improve and what can they improve rather than merely stating "Try harder" or "Excellent. Keep up the good work!", which appears to be vague to students. Explicit feedback on the other hand includes all the information to help students to do better in the next task by informing them what went wrong or compliment them on what they did right. Examples of explicit feedback as outlined by Hill (2017) are "Good effort, but you should be more

careful in your spelling” or “Excellent. I like the way you use a range of vocabulary in your essay” (p. 396). Therefore, providing effective feedback is a crucial skill that all teachers should possess while implementing CBA.

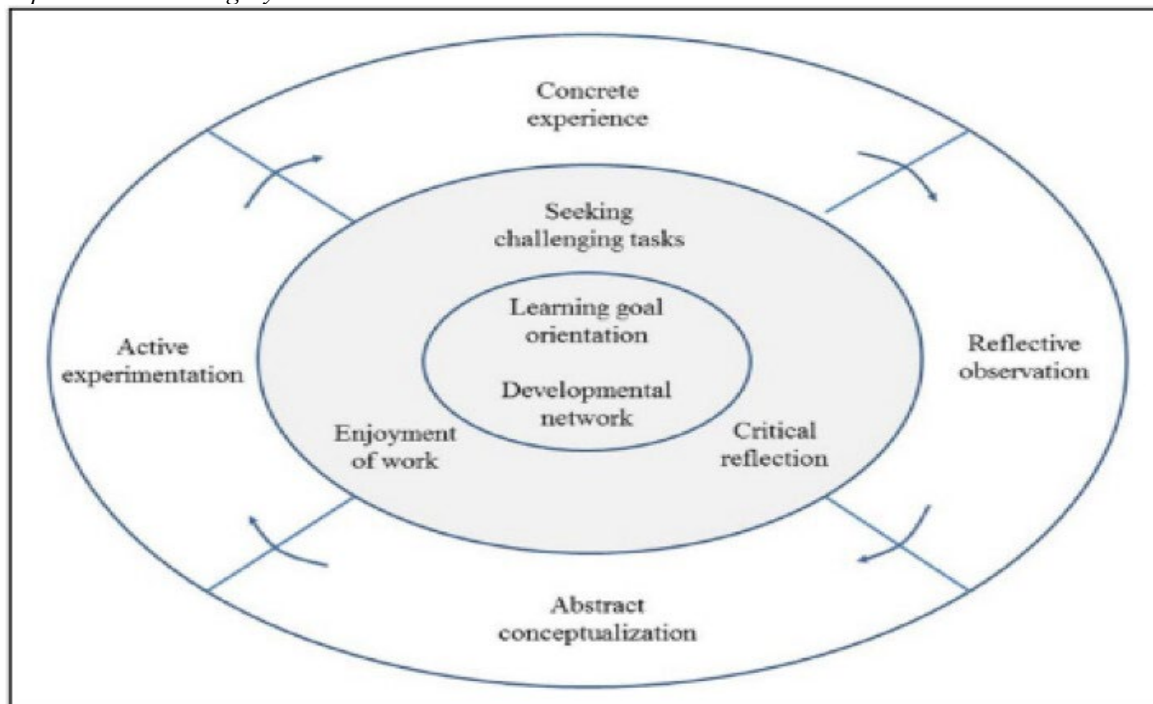
Validity and Reliability of CBA

Teachers should equip themselves with sufficient knowledge of CBA, otherwise it will affect the validity and reliability of CBA. While designing a task or activity for students, teachers should ensure that the task assigned to students tests the skills being taught, which makes the testing instrument valid. In terms of the reliability of CBA, Ur (1997) points out that the criteria implemented for on-going classroom assessments may differ from one examiner to another. For instance, a teacher in one classroom may ‘see’ or weigh a particular criterion differently from the rest of her colleagues due to the difference in content knowledge and experience, unless the criterion is detailed and well-explained. Having said that, some teachers also tend to come up with their ‘own criteria’ while assessing students. This situation as mentioned by Chen (2020) arises when “they become too comfortable after assessing the first few students by cross checking with the criteria set” (p. 11). Then again, this ‘too comfortable’ attitude becomes a reliability issue when teachers feel that they need not to look at the criteria while assessing students as they remember and understand how they should assess their students. Although an outline is given to teachers to follow, they may overlook the exact requirement of the task and have the tendency to evaluate students based on their previous teaching experiences, which leads to an unreliable result. Therefore, apart from understanding the concept of CBA, teachers should also be able to comprehend the marking criteria to ensure the reliability of CBA during language lessons.

Theoretical Framework

This study will be viewed from a constructivist lens, incorporating the experiential learning theory. The theory of experiential learning will be used to inform how teachers learn from their experiences to build their knowledge of CBA. Experiential learning theory is “to learn from experience” (Kolb, 1984, p. 44). This process of trying and reflecting leads to learning and discovery of new knowledge (Kolb & Kolb, 2017). Kolb (1984), a famous scholar on ELT, is well known for his expertise in experiential learning. However, the learning cycle developed by Kolb has some shortcomings which was addressed by Matsuo (2015) in his current framework on experiential learning (Matsuo, 2014). Matsuo (2015) remains Kolb’s learning cycle, however, improves his theory by adding facilitators that influence the learning cycle of an adult. The facilitators include seeking challenging tasks, enjoyment of work and critical reflection. These facilitators are influenced by two antecedents which are learning goal and developmental network. For the purpose of this study, the facilitators are beyond the scope of this study. Matsuo’s (2015) model of experiential learning and its facilitators is illustrated in Figure 1.1 below:

Figure 1.1
Experiential Learning Cycle and Its Facilitators



Note. This model is adopted from Matsuo (2015, p. 454).

This framework by Matsuo (2015) proposes the casual relationships drawn from Kolb's (1984) model on experiential learning with its four learning concepts (concrete experience, reflective observations, abstract conceptualisation and active experimentation) and its facilitators. In line with Kolb (1984), Matsuo (2015) alerts readers that one could start at any stage of this cycle and move on to the next stage from where they begin. With close reference to the scope of this study, the concepts in this model will be discussed using a teacher as an example in relation to the context of CBA implementation. For instance, a teacher may want to try out a new CBA task for her students, intrinsically. The teacher then goes all out to implement this task and involves oneself without any bias, which is known as concrete experience. During this process, the teacher observes closely how the students respond to the task given. This stage is known as a reflective observer. The teacher then proceeds to abstract conceptualisation, whereby the outcome of this situation leads the teacher to think and reflect what went right or wrong, and how the teacher could improve the task to make it better. This also leads the teacher to take note on room of improvement and make a decision whether the CBA task assigned to the students was effective or ineffective, then apply this new knowledge in one's future lessons, which is adult experimentation.

Research Problem and Gap

The studies conducted on CBA mostly focused on the reliability and validity of CBA, stress levels among teachers, challenges as well as issues pertaining CBA from the perspectives of policy makers and teachers (Arumugham & Abdullah, 2016; John, 2018; Jonglai, 2017; Khamis & Selamat, 2019; Khory et al., 2021; Lee et al., 2020). Based on previous studies, this field, particularly CBA seem to be missing in terms of how teachers construct their knowledge of CBA. Since CBA has been implemented since 2011, it is crucial to understand how teachers learn and the factors that influence their learning experiences in order to provide deeper insights for policy makers to make future policy making decisions. Similarly, by understanding how teachers construct their knowledge on CBA, this study is able portray how CBA has been progressed so far and inform policy makers to manage the implementation of CBA in relation to the demands of the developing world (Ghazali, 2016; Hill, 2017; Hill & McNamara, 2011; Leong & Rethinasamy, 2020). As we head to complete the timeline of third wave in the National Education Blueprint (2013-2025), these recent findings will assist policy makers and stakeholders to make sound decisions whether to continue CBA or find ways to adapt and improve CBA in the long run.

This present study also intends to address the methodological gap identified in previous studies on CBA. Rosli et al. (2021) conducted a meta-analysis study on CBA in primary schools from 2019 till 2021. The findings from their recent study portray that out of the twelve studies identified, only four studies are qualitative in nature and the rest are quantitative. Then again, the findings from these studies may likely be insufficient especially in gaining access to the essence of teachers' experiences on their knowledge construction of CBA. In quantitative studies, the views of the teachers were illustrated in a measurable scale and most of these studies were conducted in a controlled environment which does not portray actual implementation of CBA. Although the findings from these quantitative studies are highly generalisable to a larger context, these studies limit the perspectives of teachers as teachers' perspectives were measured via a set structured, measurable scale. As such, there were no opportunity for participants to expand their views and responses. Therefore, participants' views were controlled, framed and was discovered via a positivist approach. A positivist approach which ends with single reality makes it difficult for stakeholders to take note on the construction of CBA knowledge among teachers, therefore, limits them from getting access to individual perspectives of teachers. Unlike in qualitative studies, exploring diverse views, opinions and experiences leads to multiple realities which is subjective in nature. Specifically, an interpretivist approach using a qualitative study is able uncover "rich and in-depth descriptions" on how each teacher builds upon their CBA knowledge, which is less evident in previous quantitative studies (Merriam, 2009, p. 40). The findings obtained using a qualitative approach, specifically through a phenomenological lens provides clear, rich and highly descriptive data of the actual words and phrases used by individual teachers, which will enable readers to understand how teachers build upon their knowledge on CBA. Thus, this explains the need to conduct more qualitative studies to equate with the number of quantitative studies, especially on construction of CBA knowledge to deeply capture individual teacher's reasons and experience of knowledge construction of CBA. By combining findings from previous quantitative research which are highly generalisable and qualitative that explores the depth of a phenomena, policy makers will be able to synthesis these findings and come up with suitable solutions to overcome issues pertaining CBA.

Research Aim

The aim of this study is to explore teachers' knowledge construction of CBA through their individual experiences. Uncovering individual teacher's lived experiences is not the same as believes and perspectives as it takes one step deeper to delve into one's spontaneous thoughts, feelings and deep individual insights.

Research Objectives

In relation to the aims highlighted above, the objectives of the study are as follows:

- i. To analyse how teachers build upon their knowledge on CBA through their experiences.
- ii. To analyse how teachers carry out CBA during lessons especially in preparing tasks, providing feedback and assessing students' during English lessons.
- iii. To analyse how teachers reflect on their CBA practices for future improvement.

Research Questions

Based on the problem statements, aims and objectives highlighted above, the following research questions are created. The essence of individual teacher's experiences will be captured and answered via the three specific research questions as outlined below:

- i. How do selected teachers build their knowledge of CBA?
- ii. How do selected teachers carry out CBA during English lessons?
- iii. How do selected teachers reflect their knowledge of CBA?

METHODOLOGY

A qualitative research design using a phenomenology approach will be applied in this study. A phenomenological approach provides the luxury to capture first-hand experience from the participants without "interpreting, explaining or theorizing", which closely relates to the purpose of this study in exploring individual teacher's experiences on their knowledge construction of CBA (Manen, 2017, p. 775; Moustakas, 1994). In order to obtain thick and in-depth data on the teacher's experiences of CBA within a "bounded system", there is a need for case(s) examples to implement this phenomenological approach (Merriam, 2009, p. 40). Therefore, the proposed method of this study is best termed as a phenomenological case-study approach, whereby case-study is used as a generic term only to determine the boundary of the context being explored. By limiting the boundary of the case, the researcher will be able to get as close as possible on the phenomenon being explored (teachers' experiences), at the same time getting access to the subjective factors that contributes to the teachers' experiences (Yin, 2012). This leads the researcher to propose two research sites, which are two Malaysian primary schools. The schools will be selected randomly to ensure unbiased representation of the population of English teachers conducting CBA. Although the schools are selected randomly to represent the said population, this study does not intend to generalise the findings as random sampling is only used to increase the credibility in terms of selecting the research location (Patton, 2002; Suri, 2011). A total of six teachers, with one teacher representing each class will be chosen purposefully based on a set of criteria (academic qualification, teaching experiences and trainings). This method of selecting participants is term as purposeful random sampling by Patton (2002). Within each site three Year 3 English language classrooms will be chosen to observe the implementation of CBA in both sites. Similar teaching level and subject are chosen for a valid comparison between sites. Since these two cases are termed as multiple case study, the researcher is able to explore individual teacher's knowledge construction of CBA within a site and across sites (Stake, 2006). The essence of teachers' experiences on CBA obtained within a case and across cases will eventually "strengthen the precision, the validity and the stability of the findings" (Miles & Huberman, 1994, p. 29).

Data Gathering Methods

Data will be collected through interviews, observations and relevant documents. Two semi-structured interview sessions will be conducted with each participant, individually. The first interview session will be conducted prior classroom observations to take note on teachers' demographic details, knowledge and understanding of CBA. Then, post classroom observations, the researcher will arrange another session with each participant to explore their CBA practices and experiences in dealing with CBA (how tasks are designed, feedbacks are given and students are assessed). Simultaneously, a total of twelve classroom observations, with three classroom observations for each case will be conducted respectively. These classroom observations will be conducted in different visits according to the teachers' availability and CBA practices conducted by the teacher. All the classroom observations will be audio-recorded and fieldnotes will be taken occasionally (Maykut & Morehouse, 2003; Miles & Huberman, 1984; Nunan & Bailey, 2009). Additionally, documents such as public records, personal documents, and artifacts will be collected to substantiate the findings of this study. Public records such as the School-based Assessment (SBA) Guidebook (*Panduan Pelaksanaan Pentaksiran Bilik Darjah*), the Quality Assurance Checklist Forms, and the Malaysian Education Blueprint will be able to provide clear guidelines on how SBA, particularly CBA should be conducted in schools. Similarly, personal documents such as teacher's daily lesson plan, individual reflective journals, students' work (exercise book, worksheets), test papers and students' scoring sheet or progress report will be collected to substantiate the findings in this study. Daily lesson plans by the teacher will be able to provide clear details of how CBA is fitted into the lesson and how the teacher addresses differentiated learning to cater to mixed abilities students. Similarly, by closely analysing teacher's reflective journals, the researcher will be able to take note if the teacher critically reflects on his/her own actions of conducting

CBA during lessons. Based on the individual progress report of each student, the researcher can explore the types of written feedback given by the teacher, whether it is explicit or implicit. Besides, students' physical work such as projects and scrap books will be analysed to scrutinize how these projects are assessed and scored by the teacher.

Trustworthiness

A range of data gathering methods which includes classroom observations, interview sessions and documents will be collected to frame the findings of this study. In Merriam's (2009) words, this is known as triangulation of methods. Here, the individual experiences of each teacher will be validated based on three data collection method rather than relying on a single method. Similarly, as suggested by Creswell (2012), member-checking will also be applied in this study to ensure the data collected are trustworthy and credible, especially the interview transcriptions. Since the objectives of this study focus mainly on the essence of teachers' experiences, the interview transcriptions from the teachers are the most essential element that contributes to the findings of this study. It is crucial for the researcher to go back to the participants and check with them if the descriptions of the interview account and the interpretations by the researcher are align. In this way, the researcher not only will be able to cross-check and ensure the actual voice of the participants, but also make sure that the interpretations made by the researcher is fair and reasonable.

Ethical Considerations

In terms of ethical considerations, the names of all the participants will be replaced with pseudonyms and any form of information from the participants throughout this study will be destroyed at the end of this project. This is also to respect individual privacy especially during the interview sessions with the participants (Girvan & Savage, 2012; Iphofen, 2011). The researcher will make it clear to the teachers that their participation in this study is voluntary and they are allowed withdraw at any time during this study if they are not comfortable in providing their views for the purpose of this study.

Data Analysis

The unit of analysis for this present study is the individual teacher's experiences on CBA. As such, how their experiences lead them to construct new knowledge of CBA will be closely analysed based on the descriptive phenomenology procedure proposed by Yüksel and Yildirim (2015, p. 11). In the first step: horizontalizing, raw data will be organised into three categories: observations, interview sessions, and documents to remove any overlapping, repetitive or irrelevant data pertaining to this study. Next, in the reduction process, data will be clustered thematically based on the common patterns that emerge from the data collected. The common patterns from interviews, observations and documents will be triangulated to ensure the validity of the data collected. Subsequently, the findings of teachers' knowledge construction of CBA will be reported in a narrative discussion with close reference to the details given by the experts of the phenomena (participants) (Eddles-Hirsch, 2015, p. 256). The next stage is the imagination variation stage whereby the researcher tries to understand the perspectives of the individual participants and creates description of experiences of the teachers. This process also provides opportunity for the researcher to make sense of the data, identify patterns and connections within each code, and narrows these codes into themes of teacher's knowledge construction of CBA. Throughout the data analysis process, the term epoché is highlighted. In other words, the researcher must "bracket" his or her own experiences and emerge oneself into the participants' world (Miller & Crabtree, 1992, p. 24). This allows a new point of view to understand the participants' experiences entirely, without being influenced by one's own beliefs (Langdridge, 2007). Lastly, these descriptions will be presented into educational language which forms the most important part of the finding of this study: essence. Here, the textural and structural descriptions are outlined with close references to the framework and relevant literatures. Based on the purpose, problem statements and methodology of this study, the findings of this study will be analysed inductively, whereby this study allows construction of new knowledge of teachers' experiences on CBA, to emerge. This is parallel with the ontological stance of this study, which leads to multiple realities. Hence, the findings from this study are seen timely and as these findings will be able to inform the readers the actual state of teachers' experiences on CBA till date, which leads to sound suggestions to improve CBA in future teaching and learning.

Implications

The findings from this study will enlighten policy makers on the challenges, strengths, and weaknesses of CBA in the Malaysian primary classrooms; thus, finding solutions to overcome these challenges, which leads to effective implementation of CBA in classrooms. The individual essence of the participants from this study will contribute significantly to the policy makers as the third wave of Malaysia's education planning is coming to an end in 2025. Hence, by exploring the depth of teachers' knowledge construction of CBA through a phenomenological approach, this paper hopes to inform and influence policy makers about the future direction and decision making for the development of CBA, which may be transferable to other education sectors. Understanding selected teachers' knowledge construction allows stakeholders to make sound decisions for effective implementation of CBA.

Moreover, the findings obtained from this study will be able to inform educators on the various aspects of language

assessment practices and teacher professional development model. Indeed, as these selected participants share their CBA routines, the readers will be able to take note on ways to improve one's learning by doing and reflecting one's actions (Cheng & Mok, 2007; Majid, 2011). Indirectly, this study also gives an idea to the readers on pertinent elements of CBA such as designing CBA tasks, assessing students' work and providing necessary feedback, which creates awareness among teachers on the importance of being assessment literate.

Limitations

This study aims to explore selected teachers' knowledge construction on one of the academic components of School-based Assessment (SBA), which is CBA. The non-academic component of SBA includes Psychometric Assessment and Assessment of Physical Activity Co-curriculum, which are also worth exploring. However, due to time constraint, this study aims to delve into the academic component of SBA simply because the Primary assessment in Malaysia relies heavily on CBA. Essentially, the knowledge construction of CBA among teachers is worth exploring in-depth as teachers' knowledge and understanding of CBA influence their implementation of CBA in classrooms. Then again, future studies could focus on the non-academic components of SBA, which may provide insights on the effectiveness of CBA holistically. Moreover, since this study incorporates a qualitative approach, the number of participants is limited (6 teachers). Thus, this study is not generalisable to all teachers carrying out CBA in Malaysia. However, readers can choose to transfer this study in another context or environment.

CONCLUSION

In brief, this study is seen as timely as CBA in the Malaysian context, from many researcher's perspectives is yet to be explored in-depth. There are still unanswered doubts and issues pertaining to CBA till date. Teachers' perspectives based on previous studies are less explored and mostly illustrated via a measurable scale. This present approach, a phenomenological case-study will be able to delve into teachers' essence of how they construct their knowledge of CBA.

REFERENCES

- Arumugham, K. S., & Abdullah, S.S. (2016). Teachers' understanding of school-based assessment: A case study of Malaysian primary school teachers. *International Journal of Advanced Education and Research*, 1(6), 16-19. <http://repo.uum.edu.my/21597/1/IJAER%201%206%202016%2016%2019.pdf>
- Black, P., & William, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7-74. <https://doi.org/10.1080/0969595980050102>
- Butler, S. M., & McMunn, N. D. (2006). *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning*. California: John Wiley & Sons.
- Cheng, Y. C., & Mok, M. M. C. (2007). School-based management and paradigm shift in education: An empirical study. *International Journal of Educational Management*, 21(6), 517-542. <https://doi.org/10.1108/0951354071078004>
- Creswell, J.W. (2012) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Fourth ed. Boston, MA: Pearson.
- Curriculum Development Centre. (2016). *Panduan Pelaksanaan Pentaksiran Sekolah*. Putrajaya: Bahagian Pembangunan Kurikulum, Kementerian Pendidikan Malaysia. <https://www.scribd.com/presentation/369574375/Panduan-Pelaksanaan-Pentaksiran-Sekolah>
- Davison, C. (2007). Views from the chalkface: English language school-based assessment in Hong Kong. *Language Assessment Quarterly*, 4(1), 37-68. file:///C:/Users/ACER/Downloads/Views_From_the_Chalkface_English_Language_School-B.pdf
- Eddles-Hirsch, K. (2015). Phenomenology and educational research. *International Journal of Advanced Research*, 3(8), 251-260. https://researchonline.nd.edu.au/cgi/viewcontent.cgi?article=1172&context=edu_article
- Ghazali, N. H. C. M. (2016). The implementation of school-based assessment system and in Malaysia: A study of teacher perceptions. *Geografia-Malaysian Journal of Society and Space, Universiti Kebangsaan Malaysia*, 12(9), 104-117. <https://ejournal.upsi.edu.my/index.php/JPSMM/article/view/2157>
- Girvan, C., & Savage, T. (2012). Ethical considerations for educational research in a virtual world. *Interactive Learning Environments*, 20(3), 239-251. <http://www.tandfonline.com.ezp01.library.qut.edu.au/doi/pdf/10.1080/10494820.2011.641678>
- Hamzah, M.O. and Sinnasamy, P. (2009). Between the ideal and reality: teachers' perception of the implementation of school-based oral English assessment. *In The English Teacher*, 38, 13-29. https://melta.org.my/journals/TET/downloads/tet38_01_02.pdf
- Hill, K. (2017). Understanding classroom-based assessment practices: A precondition for teacher assessment literacy. *Language Testing and Assessment*, 6(1), 1-17. http://www.altanz.org/uploads/5/9/0/8/5908292/3.si1hill_final_formatted_proofed.pdf
- Hill, K., & McNamara, T. (2012). Developing a comprehensive, empirically based research framework for classroom-based assessment. *Language Testing*, 29(3), 395-420.

- <https://journals.sagepub.com/doi/pdf/10.1177/0265532211428317>
- Iphofen, R. (2011). Ethical decision making in qualitative research. *Qualitative Research*, 11, 443-446. doi: 10.1177/1468794111404330
- John, M. (2018). *Assessment reform in Malaysia: Policy into practice in primary schools*. file:///C:/Users/ACER/Downloads/John_Marcelina_2018_Thesis%20(1).pdf
- Jonglai, S.A. (2017). *From policy to practice: The effect of teachers' educational beliefs and values on their interpretation of school-based assessment reform in primary schools in Malaysia* [Unpublished doctoral dissertation]. The University of Leeds. <https://etheses.whiterose.ac.uk/19197/1/Thesis%20for%20Leeds-3.pdf>
- Khamis, S., & Selamat, A. (2019). The use of feedback in the classroom assessment: A case study. *International Journal of Academic Research in Progressive Education and Development*, 8(3), 325-334. https://pdfs.semanticscholar.org/c338/ffd2f50c91f226a9c222e209f56fa5b9269d.pdf?_ga=2.200113646.1552873748.1672207163-251775596.1665195363
- Khory, H. H. M., Rahman, M. N. A., & Zailani, M. A. (2021). Pengurusan pentaksiran bilik darjah mata pelajaran bahasa arab berasaskan keperluan pembelajaran murid. *Jurnal Kepimpinan Pendidikan*, 8(2), 41-57. <https://jupidi.um.edu.my/index.php/JUPIDI/article/view/29946/13034>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Kolb, A. Y., & Kolb, D. A. (2017). Experiential learning theory as a guide for experiential educators in higher education. *Experiential Learning and Teaching in Higher Education: A Journal for Engaged Educators*, 1(1), 7-44 <https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1005&context=elthe>
- Langdrige, D. (2007). *Phenomenological psychology: Theory, research and method*. Harlow: Pearson Education.
- Lee, Y. (2006). The process-oriented ESL writing assessment: Promises and challenges. *Journal of Second Language Writing*, 15, 307-330. doi: 10.1016/j.jslw.2006.09.003
- Lee, T. A., Mahayudin, Z., Yuan, O. S., Mooi, O. Y., & Teng, N. L. (2020). Pengalaman pembimbing instruksional dan guru dalam proses bimbingan instruksional pentaksiran bilik darjah di sebuah sekolah rendah. *Jurnal Penyelidikan Dedikasi*, 18(2), 60-73. <https://anyflip.com/cgupw/lias/basic/101-139>
- Leong, H. J., & Rethinasamy, S. (2020). Narratives of English Language Teachers on the Implementation of School-based Assessment (SBA) in Sarawak, Malaysia. *Pertanika Journal of Social Science & Humanities*, 28(2), 35-52. file:///C:/Users/MaliniDevi/Downloads/Narratives_of_English_language_teachers.pdf
- Majid, F.A. (2011) School-based assessment in Malaysian schools: the concerns of the English teachers. *US-China Education Review B* 3, 393-402. <https://files.eric.ed.gov/fulltext/ED524802.pdf>
- Manen, M.V. (2017). But is it phenomenology?. *Qualitative Health Research*, 27(6), 775-779. <https://journals.sagepub.com/doi/pdf/10.1177/1049732317699570>
- Matsuo, M. (2014). Instructional skills for on-the-job training and experiential learning: An empirical study of Japanese firms. *International Journal of Training and Development*, 18(4), 225-240. file:///C:/Users/MaliniDevi/Downloads/SelfarchivingMatsuo2014IJTD.pdf
- Matsuo, M. (2015). A framework for facilitating experiential learning. *Human Resource Developmental Review*, 14(4), 442-461. file:///C:/Users/MaliniDevi/Downloads/1534484315598087.pdf
- Maykut, P., & Morehouse, R. (2003). *Beginning qualitative research: A philosophic and practical guide*. U. K.: Routledge Falmer.
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis, a sourcebook of new methods*. Newbury Park, CA: Sage.
- Miller, W. L., & Crabtree, B. F. (1992). *Primary care research: A multimethod typology and qualitative road map*. Newbury Park, CA: Sage.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Nunan, D., & Bailey, K. M. (2009). *Exploring second language classroom research*. Boston, MA: HeinleCengage Learning.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks: Sage Publications.
- Rosli, R., Mokshein, S. E., Suppian, Z. (2021). *Classroom assessment practices in Malaysian primary schools: A meta-analysis*, 11(1), 98-111. file:///C:/Users/MaliniDevi/Downloads/Classroom_Assessment_Practices_in_Malaysian_Primar-1.pdf
- Rust, C. (2002) Purposes and principles of assessment. Learning and teaching briefing papers series. http://ltac.emu.edu.tr/DOCUMENTS/p_p_assessment.pdf
- Sathasivam, R. V., Samuel, M., Norjoharudden, M. N., Tee, M. Y., & Leong, K. E. (2019). Assessment for learning: Espoused and enacted practices of Malaysian teachers. *Pertanika Journal of Social Sciences and Humanities*, 27(T2),47. [http://journalsjd.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2027%20\(T2\)%202019/03%20JSSH-2285-2017.pdf](http://journalsjd.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2027%20(T2)%202019/03%20JSSH-2285-2017.pdf)

- Stake, R. E. (2006). *Multiple case study analysis*. New York: The Guilford Press.
- Suri, H. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal*, 11(2), 63-75.
file:///C:/Users/MaliniDevi/Downloads/qualitative%20paper11.pdf
- Tan, K. E., & Miller, J. (2007). Writing in English in Malaysian high schools: The discourse of examinations. *Language and Education*, 21(2), 124-140.
<http://www.tandfonline.com.ezp01.library.qut.edu.au/doi/pdf/10.2167/le663.0>
- Tuah, A.B. (2007). *National Education Assessment System: a proposal towards a more holistic education assessment system in Malaysia*. International Forum on Educational Assessment System: Looking Ahead. Petaling Jaya, Malaysia.
- Wilhelm, K. H., & Chen P. B. (2008). University teachers and students' perceptions of ELT methodologies and their effectiveness. *GEMA Online Journal of Language Studies*, 8(2), 79-102.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1078.2602&rep=rep1&type=pdf>
- Yin, K. R. (2012). *Applications of case study research* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Yüksel, P., & Yildirim, S. Theoretical frameworks, methods and procedures for conducting phenomenological studies in educational settings. *Turkish Online Journal of Qualitative Inquiry*, 6(1), 1-20.
<https://dergipark.org.tr/en/download/article-file/199867>