

Implementation of Assessment for Learning Strategies in Pre-service Teachers' Practicum

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Abstract

The assessment system has shifted from exam-dominated system to assessment for learning due to concern about the lack of developmental opportunity for higher cognitive skills and critical thinking. However, teachers who are used to an exam driven culture have problems with the application of assessment *for* learning (AfL). Pre-service teachers (PSTs) need to understand more about the forms and functions of AfL. Therefore, this study focuses on improving the PSTs' implementation of AfL strategies in their practices. Thirty PSTs from one of the Universities of Education, Myanmar, were encouraged to implement the new AfL strategies: sharing learning intention and success criteria, questioning strategy, feedback, self-assessment, peer-assessment, and formative use of summative assessment during their practicum. Semi-structured individual interviews were conducted before and after their practicum to explore how PSTs implemented each AfL strategy in their practicum. This paper found that most PSTs experimented with all six AfL strategies in the classroom, but not all worked well. Meanwhile, most PSTs could experiment with and implement questioning strategies and feedback, in contrast to assessment-based activities. This paper discusses what AfL strategies could or could not be applied, and how they could implement each AfL strategy in their practicum.

Key words: assessment for learning, pre-service teachers, AfL strategies

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