

# Assessment for Learning Literacy of Pre-service Teachers in Yangon University of Education

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## Abstract

The primary purpose of this study is to investigate the assessment *for* learning (A/*f*L) literacy of pre-service teachers in Yangon University of Education. The quantitative approach was used in this study. Data were collected using a simple random sampling method. A total of 718 pre-service teachers participated in this study. Regarding assessment *for* learning (A/*f*L) literacy, the results indicated that male pre-service teachers had higher total A/*f*L literacy and all subscales of A/*f*L literacy than female pre-service teachers. There was no significant difference in pre-service teachers' assessment *for* learning (A/*f*L) literacy by gender. The results revealed that pre-service teachers who had 1-2 years of teaching experience had higher beliefs and understanding of A/*f*L than those who had less than 1 year of teaching experience at the 0.01 level. Thus, pre-service teachers with above 2 years of teaching experiences had higher beliefs and understanding of A/*f*L and total A/*f*L literacy of those who had less than 1 year of teaching experience at the 0.01 level. The findings demonstrate the important contribution to teacher education that pre-service teachers need to be literate in assessment to be classroom-ready teachers.

Keywords: Assessment *for* learning, Assessment *for* learning literacy, Pre-service teachers

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