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The Teachers' Assessment Knowledge and Practice: Contribution of the Past-Time Experiences to the Present-Time Decision

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Abstract

It is interesting to scrutinize that many variables contribute to a teacher's assessment knowledge and practice. The teacher's knowledge is required to comprise not only those of the subject matter and general pedagogy but also that of students. What the teacher experienced as a student-teacher in higher education context likely transformed into her knowledge of teaching, intertwining with her insights of the current development in teaching and learning as well as technology. Using narrative inquiry as its method, the present study highlights a female Indonesian teacher's assessment knowledge and practice within the context of higher education. The essentials of having a complete story about what she experienced as a student and what she did as a teacher provide an insight on how the experiences shaped her knowledge in making decision regarding the classroom assessment. The qualitative analysis about the content and the nature of assessment knowledge and practice come up with three findings related to time, place, and social. First, current assessment practice was affected by her experiences as a student-teacher. Second, her awareness of the advancement in technology enable her to bring assessment practice to occur in three places: inside, outside, and virtual. Third, her assessment knowledge and practice are influenced by her knowledge and assumptions about learning. Regardless of the findings which are limited to a local context, it is expected that the discussion of this study contributes to the body of knowledge on teacher professional development with specific reference to assessment knowledge and practice.

Keywords

Assessment Knowledge, Assessment Practice, Micro-Teaching, Narrative Inquiry

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It is interesting to scrutinize that many variables contribute to a teacher's assessment knowledge and practice. The teacher's knowledge is required to comprise not only those of the subject matter and general pedagogy but also that of students. What the teacher experienced as a student-teacher in higher education context likely transformed into her knowledge of teaching, intertwining with her insights of the current development in teaching and learning as well as technology. Using narrative inquiry as its method, the present study highlights a female Indonesian teacher's assessment knowledge and practice within the context of higher education. The essentials of having a complete story about what she experienced as a student and what she did as a teacher provide an insight on how the experiences shaped her knowledge in making decision regarding the classroom assessment. The qualitative analysis about the content and the nature of assessment knowledge and practice come up with three findings related to time, place, and social. First, current assessment practice was affected by her experiences as a student-teacher. Second, her awareness of the advancement in technology enable her to bring assessment practice to occur in three places: inside, outside, and virtual. Third, her assessment knowledge and practice are influenced by her knowledge and assumptions about learning. Regardless of the findings which are limited to a local context, it is expected that the discussion of this study contributes to the body of knowledge on teacher professional development with specific reference to assessment knowledge and practice. Keywords: Assessment Knowledge, Assessment Practice, Micro-Teaching, Narrative Inquiry

Up to recently, classroom assessment has been appraised in a large number of studies aiming at exploring its practices and effectiveness within different contexts. The challenges of implementing it when students take over the entire research objects and as the benefactors have been investigated (Maarof, Yamat, & Li, 2011; Mok, 2010; Sadler, 2010; Zheng, 2012). Therefore, it is impossible to undermine the importance of teachers' assessment knowledge in implementing a variety of assessments. In fact, teachers' knowledge allows the determination of teachers' beliefs in practices. Moreover, due to the rapid and influential changes in assessment perspectives that have been brought to literacy, there is an expectation that the teachers' knowledge and practice are in line with the movement.

The shift in classroom assessment recognizes the involvement of students as one of the agents of assessment, instead of being merely passive recipients. The social-constructivist theories underpin the assessment concepts that perceive the learning process as a social and cultural construction, with a student being the primary person who is responsible for his/her

learning, and the teacher plays the role of facilitator (Lee, 2017). This concept confirms the insight that in the classroom practices students have to be positioned as the ones who actively define their learning goals, monitor their progress, and plan the immediate future steps (Hattie & Timperley, 2007; Huang, 2016). It entails that students need to develop their ability to reflect and assess their own learning as well as that of others. Accordingly, teachers have to shift their role from the sole providers of classroom assessment to those who assist the students to take action in reducing the discrepancies between the expected goals and the current progress. In doing so, the primary purpose of enabling students to sustain their competencies in order to support their future growth of learning can be achieved.

In part of the teacher, their knowledge about classroom assessment is likely to influence their practice. The various practices may be described to improve students learning or to fulfill the accountability goals. For example, Xu and Liu's (2009) study of teacher's assessment knowledge and practice in an educational context in China showed the complexity of teachers' knowledge of assessment, which developed on a temporal continuum, social relationships affect, and specific locations in teachers' knowledge construction. They argue that power relations profoundly affected the teacher's assessment practice. A challenging area is that the findings occur in ESL context.

This study was conducted to explore whether EFL context in Indonesia also shares the aforementioned phenomenon. It followed Diana's experiences as she journeyed from a student-teacher to a teacher at a private university in Indonesia. The experiences included her educational background, teaching activities and her view on technology usage in teaching. The focus was to capture the narrative data of the teacher's assessment knowledge and practices. Similar to any other English as a Foreign Language (EFL) teacher in this globalized era, she faced many challenges in implementing her knowledge into practices. As suggested by Barkhuizen (2014) and Bell (2002) a narrative inquiry was the most appropriate way of exploring teacher's teaching practices and contexts. The implications of such findings would be an excellent opportunity to apply this knowledge to the work as teachers in a more familiar educational context. Although the conceptual framework in this study is akin to that employed by Xu and Liu, two crucial distinctions noted in this study are (1) the characteristics of respondent who is nationally certified teacher, and (2) the EFL context where the experiences occurred.

Literature Review

Classroom Assessment: Knowledge and Practice

Teacher's knowledge refers to the way the teacher thinks and acts toward a particular topic (Carlgren, Handal, & Vaage, 1994). Building on concerns raised by Cochran-Smith & Lytle (1999), the teacher's knowledge comprises *knowledge for practice* and *knowledge in practice*. In other words, the former refers to what the teacher should learn and use in the classroom practice, while the latter means the knowledge generated by the teacher in school practice.

Furthermore, a language teacher may have personal configurations of the assessment knowledge that affect his/her particular assessment practices. For this reason, the ideal practices are shaped by the principles and generated in teacher's actions in the classroom. According to some researcher in educational practice such as Louw, Watson, and Jimarkon (2014) and Coplan, Bullock, Archbell, and Bosacki (2008) assessment as feedback emerge both in formal and informal judgment where the teacher has an authoritative voice on it. Relevant to the term "authoritative," the tension of the teacher's personal matters might serve and provide two different practices. The dominance of teacher's knowledge toward the

assessment knowledge relies on his/her experiences as the teacher (Louw et al., 2014) and has complex links with the instructional practices (Basturkmen, 2012; Navarro & Thornton, 2011).

The congruence of the assessment knowledge and practice can be determined from the teacher's knowledge and consistency in his/her approaches throughout the course. The instantiation of knowledge and principles relating to the issues of assessment practices shows more variation in the current context. Dialogic evidence may claim that situational constraints are likely to prevent the teacher from effectively putting his/her knowledge into practice (Basturkmen, 2012). The incongruence between teacher's knowledge and practice in pedagogical context have also been reported on the feedback implementation of particular areas, such as writing (Lee, 2017), extensive reading (Macalister, 2010), and first language use in the classroom (Van der Meij & Zhao, 2010).

Additionally, the challenges which involve a variety of assessment practices in formative assessment cannot be implemented in all courses. To make it feasible, when a particular form of assessment is applied, students have to follow the assessment culture built by the educational system and the ones that they are accustomed to. If these conditions are ignored, problems will lead to the inability to implementing a particular type of assessment on the part of teachers and students (Meihami & Ramzjoo, 2016).

Research on classroom assessment has also emerged the history of the adequacy and effectiveness of various grading systems. Simply, grading can be defined as the process of assigning an evaluation mark (Newton, 2007). The growing popularity of formative assessment showed that the teacher often considers an array of achievement and non-achievement factors in making grading decisions (Guskey, 2011; Randall & Engelhard, 2009; Yesbeck, 2011). Consequently, in practice, teachers do not only follow the recommended grading practices to exclusively grade students' achievement, but also tend to consider the other factors such as effort, work habits, and attitude. The investigations of teachers' decision-making practices for grading are particularly significant. However, they are constrained when connected to teachers' assessment knowledge and practice.

The pedagogical benefits of the emerging technology in assessment practice in foreign language learning have also been documented by many researchers across skills and levels (Gamliel, 2016; Heaney, 2012; Krumsvik, 2012; Li & Walsh, 2010; Tondeur et al., 2010; Urun, 2016; Vonganusith & Pagram, 2008). The reasons are not only because it contributes to change in the face of education today but also the potential to solve the apparent problems that occurred recently. Additionally, the potential reason for integrating technology is its ability to meet the students' needs and expectations and become the authentic sources in the learning process.

Indeed, even after its revolution as a customized tool in educational practice, a technology offering a rapid change in ELT can be described through procedures with a clear intention to handle a specific situation. Thus, the teacher's knowledge should also be developed. Regarding teacher's knowledge, TPCAK is considered a new issue related to classroom assessment practice where integrating technology effectively in subject matter requires not only content, technology, and pedagogy but also the relationship among them (Koehler, Misra, & Yahya, 2005).

Our interest in exploring Diana's view and practices on classroom assessment embarked from the many discussions and conversations that we did as students of a doctoral program in English Language Teaching (ELT). The intense interaction between Diana and us for almost two years provided us with the knowledge of personal characteristics and competencies as a student. It led us to decide to study her practices as an English teacher at a private university, particularly those related to classroom assessment. The selection of classroom assessment as the main theme was due to one of the courses we took in the second semester of our doctoral program. Prior to the process of collecting data, both of the authors agreed that the first author would conduct the interview while the second author was kept

unrevealed to Diana so as to provide her with a secured feeling and to minimize biasing her responses during the interview.

Method

Design

The study was conducted following Connelly and Clandinin's (2006) model of narrative inquiry, which constituted three dimensions of *temporality*, *sociality*, and *place*. *Temporality* refers to the linearity progress of past, present, and future wherein human perceptions and events took place. *Sociality* relates to how individual associates and copes with community and place. Finally, *place* refers to a particular location where the events take place.

Besides, the model does not only offer practical guidance on using narrative inquiry but also suggest ethical matters reflected upon the experience and the story of a participant. As a part of qualitative study, this type of research delineated qualitative tradition where the landmark of a story can be used as a reflective learning process.

The Participant

Diana (pseudo name) was conveniently selected and interviewed for this study. Prior to the study, she was asked to be the participant. After some thought, she agreed to participate but on one condition that her personal identity, such as name, address, and family, was kept confidential.

Diana was in her early forties and from a simple family. Either as a doctorate student of ELT program or English teacher at a private university, she described herself as an ordinary person. Additionally, becoming an English teacher was not even her childhood dream. When she was in senior high school, Diana was determined to be a teacher even though she was not sure of which subject she would teach. She insisted on continuing her studies at university even though her parents did not have high expectations for her academic performance. After graduating from the Senior High School, her parents and community-directed her to select a particular major in the university entrance exam. However, she failed the test. Two months later, she applied for a six-month English training in Pare, East Java – a city which is approximately 130.5 km from her hometown. The city is famous for its huge English training institution called *Kampung Inggris* (English Village). The training was categorized into several language skills and sub-skills, and one of the objectives was to enable the students to produce grammatical sentences. Diana said that this course inspired her to select English as her major later.

In contrast to her previous claim of being an average student, she was able to finish her undergraduate program earlier than she expected. This achievement apparently occurred due to a well-organized and well-guidance from her supervisor. It had been marked by her statements as follows,

I came to class and completed all of the tasks as people did. Never had I obtained the highest and the lowest scores in the class. My performance was also in mediocre level. I was not popular among teachers and students. During my undergraduate, I did not read a lot; I just read the subjects that were assigned. Fortunately, it was my supervisor who was really helpful in assisting me to complete my study earlier than others. We had regular consultation sessions in which he directed me how to conduct and write a good research. He instructed me to write, revise and discuss in scheduled time. Ordinarily, after my regular

session of consulting the research, he offered me an extended time to revise and met him back to discuss whether I have made an improvement or not.

Upon her graduation with a Bachelor's degree from a private university in Malang, a city in East Java, Indonesia in 2001, Diana secured a teaching position in a private university in Gresik, another city in East Java. She was assigned to teach English for Specific Purposes in different departments, such as in Engineering Faculty and Teacher Training Faculty. In her three years of teaching, the dean and her colleagues promoted her to continue her studies at a higher level. She soon pursued to continue her education at a state university in Malang, majoring in English education. Her study at the university was under a scholarship scheme of BPPS DIKTI, a prestigious scholarship for lecturers in Indonesia awarded by the Ministry of Higher Education of Indonesia. She finished her graduate program in 2007 and in 2016 she started pursuing her post-graduate program.

Setting

Diana's workplace was located in Riau, a city in the island of Sumatera. Although Java and Sumatera are two islands within the country of Indonesia, both have somewhat different cultures. She regarded her choice to move to a new workplace that had different cultural setting as a big leap in her life. In addition, the decision was also due to her marital status in which her husband worked as a civil servant in that city.

The university is a private university comprising nine undergraduate faculties and one graduate program. Diana worked in the Faculty of Teacher Training and Education in English Department. The department is accredited A (the highest grade) by the Indonesian government. It means that the department is well established, meet the quality assurance system, and keep the grade for more than decades. The faculty itself has nine different departments, such as Chemistry, Mathematics, Biology, Bahasa Indonesia, Sport and Art.

Data Collection

The investigation focused on Diana's assessment knowledge and practices in her educational context of a private university in Indonesia. Data were collected through in-depth semi structured interview by the first author. Some of the question included her educational background, teaching experience, as well as her assessment practice. The first author who interviewed the participant also expand the questions based on the response and made sure that the question focused on this topic. The semi-structured interview was chosen as the method of collecting data in order to give the framework of what information needed to obtain. However, she was allowed to express herself about her experiences in educational context either as a student-teacher or a nationally certified teacher. The interviews were carried out five times in five different days under casual setting, such as after the class or during the break time. Each interview lasted approximately an hour. The interview was recorded and transcribed verbatim for analysis. Besides the interview, Diana also initiated to show some of her artifacts in the forms of her students' video recordings and scoring rubric that she used to assess her students.

Data Analysis

The data was analyzed qualitatively following some steps. First, both authors tried to be familiar with the data by listening to the recordings for several times. Second, each recording was transcribed verbatim and read for several times to obtain the main points. Next, referring to the objective of the study, several main points from five different transcribed interviews

were highlighted. They are compared and categorized into three sub-sections, namely teaching practice, assessment practice and autonomy and centrality.

Besides, the artifacts were regarded as an effective way of developing understanding about the participant experiences and the meaning she attached to them. They were also used to get valid information that entailed her stories. These additional data were important when studying and analyzing a qualitative study where participant is expected to share valid information.

Findings

The results of data analysis are depicted by elaborating her teaching practice followed by assessment practice. Then, her power relation with the institution and other lecturers is described in the section about autonomy and centrality.

Teaching Practice

After completing her study in 2007, Diana started her teaching career again in a private university. In her department, she was mainly assigned to teach Translation, Micro-Teaching, and Classroom Presentation. Micro-Teaching, in particular, was a two-credit course whose main objective was to prepare the students before they underwent the six-month pre-service program in junior/senior high schools. The content comprised knowledge and skills in designing lesson plan, managing class, doing assessment, and teaching skills. The teaching skills itself constituted four skills, namely to open and close the lesson, to explain, to ask questions, and to use the learning media. The course had 16 meetings in a semester with 100 minutes duration for each meeting. She usually allocated the first four meetings for communicating and negotiating the learning contract, teaching the related theories, and building the students' knowledge on the subject matters. The rest of the meetings were used by the students to practice teaching with their peers.

Micro Teaching course was given to students who were in the fifth semester. For this course, Diana usually had three to four classes consisting of 30 – 35 students each. Each student was given around 15 minutes to practice one teaching skill, and because there were four teaching skills, one student had to practice three to four times in a semester. In order to make the teaching and learning process ran efficiently, she put the students into groups of five or six students and each member had to do the practice in turn. All groups did teaching performances simultaneously in different classrooms. Consequently, her class had to use many classrooms in the department, which, sometimes, put her in uncomfortable situations regarding the other lecturers. Since she could not with all classes at the same time, she assigned the groups to video-record each member's performance. She explained that the video recording would be used later as a reflection to improve the students' teaching performances and as the evidence that the students did the learning process.

Additionally, the use of video recording had the intention to reduce the students' nervousness and embarrassment due to the teacher's presence in the classroom. To aid the students, Diana lent them her OHP and handy camera. However, most students preferred to use their handphones to record. After completing one teaching skill, all groups had a reflection session by using the video-recordings. She asked the students to compare the performances and assessed students' practical knowledge by asking some questions. She was quite satisfied with the session as she stated,

From the self-reflection dialogues between a particular student and me, it was found that a student could engage in reflection because this student was monitored and regulated her performance through interaction with the teacher. Simple questions were raised “Are you satisfied with your performance? If no, in what part do you need to improve? How do you improve it? Interestingly, students tried to answer the questions honestly and describe their problems, such as lack of vocabulary, their anxiety, etc. Otherwise, when they did not understand how to utter the correct response, I tend to give her a clue. The student shook her head and said yes when my assistance is what she truly needs, and when it is not, she replied, “no mam, no mam... that’s not.... e....” then I continued to expose with explicit one until she grasps what she exactly wants to say.

The reflection sessions also used to inspire other students to develop their competencies and to avoid doing the same mistakes. Diana indicated that she was modifying the strategies to explore students’ abilities for each reflection session.

Assessment Practices

Considering the many aspects that needed to be assessed in Micro-Teaching course, Diana made an agreement with her students about the four types of assessment that they used for the whole semester. Each type has different weigh, that is, 35% was allocated for teaching performances, 20% for the video recording projects, 30% for mid-term examination, and 15% for attendance as well as classroom participation. This agreement was communicated and negotiated in the first meeting. In doing so, she also intended to minimize any dissatisfaction from her students regarding the scores. She stated,

I usually share the class's contract at the beginning of the semester. It contains the course syllabus, the assignments, the assessment, and the classroom rules. My students and I agreed that there are several components taken into account to construct their final grades. They are (1) teaching performance in the classroom, (2) mid-semester test, (3) video recording, and (4) attendance list as well as classroom participation. It is easy for my students to get high scores in my subject as long as they fulfill all requirements.

The excerpt above showed her awareness of the importance of communication before and during the course. She clearly expressed what she expected from the students, the process of achieving the learning goals, and the measurement as well as the evaluation. She recognized that the affective aspects displayed by the students were very essential to create a conducive atmosphere in an English class environment.

Considering the necessity of feedback in students’ performances, Diana developed three kinds of assessment processes to monitor and develop students’ awareness in language learning: self-assessment, classical peer-assessment, and teacher assessment. Contradictory tension might occur among the three types of assessments during practices. Students believed that the most comfortable practice was self-assessment, followed by peer and teacher assessment. At first, she thought that teacher’s assessment was the best. However, as she moved forward, she believed that any type of assessment was feasible so long that there was quality within the assessment as she uttered,

Actually, my students are already familiar with self-assessment, peer-assessment, and teacher assessment since they are also used in courses. In the beginning, I thought that the students are more convenient with teacher assessment. It's because such type is in line with the students' cultural background that perceives teachers as the dominant source of feedback in the classroom. However, in reality, I found out that my students preferred self-assessment to peer- and teacher assessment.

She got the understanding of how different types of assessment worked for the students through her discussion with the students. As the result, she tried to design another way of assessing the student by integrating the technology. She said that,

When I asked them why, they said that in doing so, they have more freedom to tell their strength and weakness without the feeling of being judged. At first, I figured out how I can address this circumstance? Then, I come up with an idea of using video recording where the students can watch for themselves and, at the same time, assess their own performances using the given scoring rubric.

Diana's commitment to technology integration in the assessment process was depicted through her consistency in using some electronic equipment in her class. At first, she video-recorded herself the students' performances and utilized CD to store the students' them. Starting from 2012 she had asked her students to upload their videos into YouTube channel. Therefore, the students had to be familiar with the application. The videos were assessed based on the numbers of viewers and the content of received comments. Unfortunately, despite the effort and time allocated for this task, she admitted that video projects served as secondary source of students' scores; the primary score was obtained from the students' real performance in the classrooms. The following excerpt narrates her decision in including technology in the teaching and learning process,

Although I didn't use any sophisticated technology when I was a student, I believe that learning entails the development of technology. My era and my students' era are different. The performance of a language learner in my class needs contributory support for communicative and practice. My personal configurations beliefs, the more students practice, the more fluently their performance. To do so, I applied classroom practice and outside practice. For outside practice, peer-feedback plays a key role in evaluating a student's success, followed by self-reflection.

Prior to the students' performances in the classroom, Diana explained and distributed a scoring rubric, which was a modified form of the rubric for teaching practice issued by the faculty. A clear explanation about the scoring rubric at the beginning of the lesson had the intention of effective use later in all phases of the learning activities (Kazragytė and Kudinoviene, 2018). Based on the rubric, four teaching competencies were assessed, namely pedagogical competence, professional competence, social competence, and personal competence. This modification was due to students' knowledge and inexperience in assessing teaching performances. The simplified form of the scoring rubric was expected to suit such conditions. Before the teaching performances began, the students were trained to use the rubric. Each point of the rubric was explained and clarified.

Autonomy and Centrality

The university where Diana taught provided a room specifically for the micro-teaching class. Unfortunately, she did not take advantage of using this room. She admitted that she only used the room three times at the beginning of her teaching this course. Some reasons made her not using the room, and one of them was the location of the room, which needed a 15-minute walk from her office. The uncomfortable room service, as well as the size of it, was the main reason why she did not use the room and use the other classrooms to teach the course, instead. Responding to this, she articulated her reason as in the excerpt below:

The Micro-teaching class is not always in the first and second periods of the day. It means that after a previous class, students need time to reach the micro-teaching room. Mostly, students come late due to the distance of the former class and whether the former class ends on time or not. The design of the micro-teaching room covered with red carpet also affects the atmosphere of learning. Students feel unhappy and uncomfortable with the color. Unfortunately, a small room (usually used by a teacher to monitor room) inside the micro-teaching room is not set properly. It should be private and one wayside of the room where the teacher can monitor the students. Ideally, students might not be able to see the teacher in this small room.

Considering this response, it implies that authority is essential for her. The issue above built on the later practice where Diana's autonomy and centrality did not raise conflicts among the teachers. The power of being a teacher prevented others from disturbing her decision to use several classrooms instead of the micro-teaching room. Consequently, the clarifications were needed when there were complaints about the teaching and grading system process. In this case, she regarded the head of the department as the leader who had the right to ask for the clarifications. This unsaid rule was understandable among the teachers in her department.

Diana's judgments and interpretations of assessment data were her main sources of grading system. She reported that there were not any interventions that distract her decision on the centrality of teacher's judgment practice in assessment. Although there were two teachers who assisted her in handling the course, she did not share the same grading system with them. The two teachers' scores and hers were summed up at the end of the semester to determine the students' passing grades. The reason for this as she argued was that her communication with them was limited because of some consideration. First, based on their positions in the university, she was already a permanent teacher while the other two were part-time teachers. Second, as the one who was responsible for the subject, she handled more classes for the same subject than the part-time teachers. The mutual decision between her and the part-time teachers was when they discussed which schools would be partnered with the institution as the places for students' pre-service training after taking the Micro-Teaching course.

Typically, regular meetings between Diana and the part-time teachers were held two times during the semester to monitor the students' progress during the learning process. These meetings focused on the need for how to improve students' teaching performances and discussed the solutions for some problematic students. The meetings did not intervene in the grading system; that is, each teacher had the authority to give particular scores to the students based on their evaluation. Diana herself argued that even though the grade ranged from A to E, she never gave E to her students and rarely marked D so long that the students did all of the assignments and took the mid-semester test. All of the years of handling the Micro-Teaching course, none of her students complained about their scores.

Discussion

The data set for this study comprised the story of Diana's teaching experiences and assessment knowledge as well as practices episodes following Connelly and Clandinin (2006) commonplace of narrative inquiry. Henceforth, the grouped findings are interpreted and will be reflected in the previous empirical findings based on the leads in research purposes.

Temporality

The practical importance of appraisal strategy has been acknowledged in the social cognition of psychology in general. As a moderate student, Diana was rarely addressed by reward or punishment from her teacher. Thus, in line with this background, she merely praised using simple sentences, such as "Great!! You are such a good model in this subject" to her students who were able to achieve the learning goals. Nonetheless, for those who failed, she did not give any punishment; she motivated them to do better, instead.

Teaching a large class forced Diana to be skillful in managing all of her students' participation in an equal number of performances. To do so, she allowed her students to ask for her assistance out of the classroom. Inspired by her lecturer, when she was in the process of completing her thesis, she provided additional classes for those who needed her assistant besides assigning the students to record their performance. Usually, the remedial program might take longer because she tried hard to help her students. Interestingly, these kinds of students were required to have an additional assignment to help them in improving their performances due to limited time to practice in the classroom.

As a teacher, Diana developed her principles of measurement with the issue of grading several aspects: achievement, effort, improvement, and encouragement during the learning process as well as moral development. The modification of judging external factors focuses on developing relationships with students. In line with the practice, Newton (2007) suggested that grading tends to be a decision-making process, not as a mere technical process. Duncan and Noonan (2007) termed the highly variability and unpredictable characteristics taken into account in grading practices as the complexity of grading. For this, it is necessary to understand that the grading decision is profoundly affected by particular social and educational contexts.

Furthermore, many studies have demonstrated the beneficial application of teacher, peer- and self-assessment (De Grez et al., 2012; Esfandiari & Myford, 2013; Harris et al., 2014; Meihami & Razmjoo, 2016) in enhancing students learning opportunity. Although the sense of having a self-assessment and peer feedback as reported by the initial researchers tend to be a subjective judgment and students' lack of assessment literacy become a challenge in implementing these practices in the courses, increasing the assessment knowledge and practice is believed as an alternative solution to integrate them in the classroom context effectively. Others posited that the two assessment types of peer- and self- are able to motivate students to be more responsible in learning process moving from teacher-centered to student-centered approach.

The students prefer to have teacher assessment instead of a peer one. One of the controversial reasons is that peer assessment originated from the perspective on form-focused. Previous studies revealed that this approach focuses on accuracy or correctness on effective communication (Zhang & Rahimi, 2014) in contrast to a meaning-focused approach. One clear justification for such preference is likely the lack of understanding of the evaluation rubric of the course that they were taking. This result is in line with the findings of previous studies (Kaivanpanah et al., 2012; Katayama, 2007; Zhang & Rahimi, 2014) who found the most favorite choice of feedback is teachers as the primary source of knowledge and expertise in

teaching the course. Students' preference for teacher feedback indicated that the practice of giving feedback in teaching English is more appropriate for pedagogical practice.

Realizing the issue of controversial validity and reliability of self-assessment, Diana addressed modified and simplified practices by using simple criteria enabling students to give self-evaluation and self-reflection of their practiced tasks. Looking back at the self-assessment model as proposed by Zimmerman (2008), what Diana did for her classroom was not a complete adoption of the self-assessment model yet. Consequently, students were likely to undermine their performances because they argue that they were lacking specific linguistic forms. However, triggering and the teacher assessment held increasing motivation and self-efficacy. The implementation of self-reflection and peer-assessment is claimed as the sources of grading by having real audiences who participated and paid attention to a particular student's performance.

Sociality

Training herself to become an independent student during her academic career in undergraduate and graduate program, Diana is able to work as an individual teacher for the Micro-Teaching course even though there were two other part-time teachers. Before her career at the university, team-teaching was allowed in several courses. The practice of two teachers teaching the same class, in turn, is common practice in many Indonesian private universities. It is because many teachers usually teach in more than one institution, which forces them to collaborate to manage the available time. Unfortunately, the university where Diana worked found the practice ineffective, especially with managing the team members' equivalent responsibilities and the payment. The conflict often occurred due to teachers' schedules. As a result, the program was discontinued, and individual teaching started to apply in all courses.

Additionally, although the faculty regulation said that the teaching and learning process of the Micro-Teaching course had to be carried in the particular room provided, Diana did not obey it by articulating several logical reasons, and the faculty authorities did not intervene her decision. It can be understood because (1) she ever held a position as the secretary of her Department which simultaneously obtained her the power and respect from other teachers, (2) the condition of the room which needed some renovation and the lack of financial support to reconstruct and design the room, and (3) the university which is located in the city bring along the urban walk of life in which people tend to work individually. Therefore, in this case, other teachers preferred not to interrupt or intervene with her teaching policy.

Place: On-Site, Outside, and Virtual Learning

The current study differs from previous research (Xu & Liu, 2009) in terms of the setting of the teaching and learning processes. In the previous research, the teacher worked in two places, namely inside and outside the classroom. The interview, recording and artifacts of this study prescribed that Diana did not only assess the students' performance on-site and outside classroom, she also integrated the use of technology (i.e., virtual learning). The combination of teacher, self- and peer-assessments took place in all three places. Minelgaite, Nedzinskaite-Maciuniene, Kristinsson, and Gudjonsson (2019) argued that the use of self- and peer-assessment have the advantages to develop students' critical thinking, ability to provide constructive feedback to other students, and metacognitive learning skills.

The changes she made in the type of assessment, that is, from video-recording the students' performances herself to empowering the students to do their own video projects and to upload them in the social media, depicted her willingness to keep up with the technology advancement. Indeed, the awareness is not generated by her past-time experiences when the

advancement of technology is not as massive as in current time. It is likely to occur because of her vision in embracing technology to her class in order to promote and foster students' autonomy as well as their metacognitive awareness (Gulbinskienė, Masoodi, & Sliogeriene, 2017).

Recently, a plethora of research discusses about the potential benefits of integrating technology in educational setting (Buzetto-More, 2014; Heitink, Voogt, Verplanken, Braak, & Fisser, 2016; Kaufman, 2015; Jones & Cuthrell, 2011; Tondeur, Braak, Ertmer, & Ottenbreit-Leftwich 2017; Tondeur, Roblin, Braak, Voogt & Prestridge, 2017). Technologies such as *You-Tube* as has permeated almost every corner of the students' world. Diana, in this case, is fully aware of this new literacy movement. She generates and promotes a *You-Tube* channel to enhance students' creativity.

Conclusion

Teacher's assessment knowledge reflects different practices in the classrooms. The narrative framework proves that temporality, sociality, and place contribute to the teacher's knowledge. The temporality indicates that a teacher's assessment knowledge is highly affected by their experiences of assessment within the context of education. Furthermore, the teacher's decision making and actual practices are in the intrapersonal landscape or sociality. The teacher's knowledge might also be influenced by the place where the practice of assessment is situated.

Additionally, the advancement of technology causes different changes in assessment practice. These circumstances stipulate a new perspective in formative assessment research and practice. Evidence from this study suggests that such studies are possible to conduct. If teachers' assessment practices are going to continue from teachers' knowledge, they must be subject to be explored and scrutinized.

In light of the importance of past-time experiences, there is an issue that potentially affects the teacher's decision making. As our participant explicitly stated that she adores her supervisor a lot because of the additional help he offered. She then adopted these positive teaching activities in her classroom. There was unsurprising that our participant committed to be a helpful teacher who provides an additional class and help her students.

We sought to replicate the approach recommended by Xu and Li (2009) for narrative inquiry, and we acknowledge that this approach is feasible to conduct for such a study. In particular, our theory supports the findings as Xu and Li (2009). However, the teacher's assessment knowledge and practice evolved over time and were not as tightly framed in terms of educational setting as Xu and Li found. They did not seem aware of the existence of technology that would enable the change of teacher assessment practice in classroom discourse.

We also found that it is sometimes more challenging to make generalizations in our study than other qualitative research does. On reflection, this is not surprising. Narrative inquiry is generally motivated to take part in research relevant to person lived experience; besides, the participant had many constraints on her time, so getting involved in our research as well as telling story likely to be recalling a memory for her. Another challenge was to find a convenient time to conduct the interview. We found that the time scales of some of this study were no longer ideal for our participant and we faced the choice of whether to continue with her, although this timing was not ideal, or seek at a late moment to find alternative ones. Moreover, other bias that could also have implications for our findings; for example, location, type of institution, professional development program might have been a more important factor for other teachers.

If the next researchers are interested in designing this study again, some changes should be made. First, combining qualitative and quantitative research methods might bring the

conclusion to the broader findings. Second, involving more participants will also contribute to a more comprehensive understanding of how teacher's past experiences contribute to his/her present decision making.

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