

**T.C.  
ISTANBUL AYDIN UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES**



**AN INVESTIGATION OF TURKISH EFL INSTRUCTORS'  
CONCEPTION OF ASSESSMENT AT TERTIARY LEVEL**

**MASTER'S THESIS**

**Elif KAPLAN**

**Department of Foreign Languages Education  
English Language Education Program**

**OCTOBER, 2023**



**T.C.**  
**ISTANBUL AYDIN UNIVERSITY**  
**INSTITUTE OF GRADUATE STUDIES**



**AN INVESTIGATION OF TURKISH EFL INSTRUCTORS'  
CONCEPTION OF ASSESSMENT AT TERTIARY LEVEL**

**MASTER'S THESIS**

**Elif KAPLAN**  
**(Y2112.021014)**

**Department of Foreign Languages Education**  
**English Language Education Program**

**Thesis Advisor: Prof.Dr.Türkay BULUT**

**OCTOBER, 2023**

**APPROVAL PAGE**

## **DECLARATION**

I hereby declare with the respect that the study “An investigation of Turkish EFL instructors’ conception of assessment at tertiary level”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the References.

Elif KAPLAN

## FOREWORD

First, I would like to express my deepest gratitude to my thesis advisor Prof. Dr. Türkay BULUT for her sincere, knowledgeable, and precious support throughout my thesis. She has always sparked light on my academic journey with her valuable experiences and helped me find the right way wisely. Although she had various responsibilities, she has always been ready to answer my calls.

I also wish to thank my dearest friends Berfin YILDIRIM and Ceyda TOPRAKÇI, who sincerely shared this challenging journey with me, embraced it as their own, and made a great effort to understand me all this time.

Moreover, I want to express my appreciation to Gavin T.L. BROWN for his permission to apply his scale. I am truly inspired from his valuable findings and great contributions to the literature.

I extend my heartfelt gratitude to my greatest supporter and companion on this journey, my spouse Ahmet Türker KAPLAN, for his boundless patience and unwavering belief in me in this process. I am truly thankful to him for never letting go of my hand along this path. Also, I especially thank my mother-in-law Hatice KAPLAN and father-in-law Hasan Cemil KAPLAN, for their belief in me and for always appreciating my achievements in my career.

Since the beginning of my educational journey, I owe boundless gratitude to my dear mother Ayşe ATAMANLAR, my father Turgay ATAMANLAR, for teaching me the virtue of living for what I believe in and being a source of inspiration in dealing with every hardship in life. Also, I am grateful to my dear sister Irmak ATAMANLAR for serving as a model of success, I learned from her a lot. Their presence and support during this process have left me with a profound sense of gratitude.

Lastly, my very special thanks to my little son, Mehmet KAPLAN, who has been accompanying me on this journey from the mother's womb. His presence and warm smile were my greatest motivation throughout this process. My foremost

legacy in life is to provide him with a prosperous and sustainable future.

October, 2023

Elif KAPLAN

# **AN INVESTIGATION OF TURKISH EFL INSTRUCTORS’ CONCEPTION OF ASSESSMENT AT TERTIARY LEVEL**

## **ABSTRACT**

This study was carried out with the aim of uncovering how Turkish EFL teachers perceive assessments regarding the conceptions of improvement, school and student accountability, conception of irrelevance, and diagnosing the relationship between these perceptions. The participants consisted of 80 English instructors currently teaching in preparatory classes at Turkish universities. The data were gathered using the Teachers’ Conceptions of Assessment Abridged Survey (TCoA-III A), utilizing a 6-point Likert scale that ranged from strongly disagree to strongly agree. The collected quantitative data were subjected to analysis through the Statistical Package for Social Sciences (SPSS 23) software. The results of inferential statistics demonstrated that the conception of improvement had the highest score among all subgroups, with participants' strong agreement on that assessment is used for the purpose of enhancing learning. Conversely, the concept of irrelevance received the lowest score and the lowest level of agreement among all the conceptions.

Subsequently, the Pearson product-moment correlation coefficient was employed to identify the relationship between levels of these conceptions. The correlation findings revealed a strong and positive correlation between improvement and school accountability. Building on these outcomes, improvement and student accountability displayed a positive and moderate correlation. Among the other three conceptions, there were positive and moderate correlations. On the other hand, there was no correlation observed between the conception of irrelevance and any other three conceptions.

Lastly, the inferential outcomes of the items were analyzed in conjunction with existing studies on assessment conceptions. It was inferred that Turkish EFL instructors accept formative assessment as beneficial for their students, with the



methods used potentially varying. Emphasizing the providing of feedback to their students has paramount importance in their assessment practices. Secondly, it was inferred that the Turkish EFL teachers' assessment preferences and conceptions do not contradict the current system in the preparatory classes.

**Keywords:** assessment, conception, conception of assessment, tertiary level, preparatory class, English instructors

# YÜKSEKÖĞRENİM DÜZEYİNDE TÜRK İNGİLİZCE ÖĞRETMENLERİNİN DEĞERLENDİRME ANLAYIŞININ İNCELENMESİ

## ÖZET

Bu araştırma, Türk İngilizce Yabancı Dil (EYL) öğretmenlerinin “Gelişim”, “Okul Sorumluluğu”, “Öğrenci Sorumluluğu”, ve “Önemsizlik” algısı ve bu algılar arasındaki ilişkileri nasıl değerlendirdiğini ortaya çıkarmayı amaçlayarak gerçekleştirilmiştir. Katılımcılar, Türk üniversitelerinde hazırlık sınıflarında halihazırda görev yapan 80 İngilizce öğretmeninden oluşmaktadır. Veriler, “TCOA-III A Version 3 Abridge” anketi kullanılarak toplanmıştır; bu anket, “kesinlikle katılmıyorum ve kesinlikle katılıyorum” arasında olan 6 puanlı Likert ölçeği kullanılarak düzenlenmiştir. Toplanan nicel veriler, SPSS 26.0 yazılımı aracılığıyla analiz edilmiştir. Tümdengelsel istatistik sonuçları, gelişim algısının tüm alt gruplar arasında en yüksek skora sahip olduğunu göstermiş ve katılımcıların öğrenmeyi geliştirme amacıyla değerlendirme kullandığına dair güçlü bir görüşe sahip olduğunu göstermiştir. Öte yandan, anlamsızlık kavramı tüm algılar arasında en düşük skor ve en düşük katılım düzeyini almıştır.

Ardından, Pearson korelasyon katsayısı, bu algıların seviyeleri arasındaki ilişkiyi belirlemek için kullanılmıştır. Korelasyon bulguları, gelişim ile okul sorumluluğu arasında güçlü ve olumlu bir ilişki olduğunu göstermiştir. Bu sonuçlara dayanarak, gelişim ile öğrenci sorumluluğunun olumlu ve orta derecede bir ilişkiye sahip olduğu görülmüştür. Diğer üç algı arasında pozitif ve orta derecede korelasyonlar vardı. Öte yandan, anlamsızlık algısı ile diğer üç algı arasında herhangi bir korelasyon gözlenmemiştir.

Son olarak, öğelerin tümdengelsel sonuçları, değerlendirme algıları üzerine mevcut çalışmalarla birlikte değerlendirilmiştir. Türk EYL öğretmenlerinin, öğrencileri için biçimlendirici değerlendirmeyi yararlı bulduğu ve kullanılan

yöntemlerin çeşitlilik gösterebileceği sonucuna ulaşılmıştır. Öğrencilere geri bildirim sağlamanın vurgulanmasının, değerlendirme uygulamalarında büyük öneme sahip olduğu anlaşılmıştır. İkinci olarak, Türk EYL öğretmenlerinin değerlendirme tercihleri ve algılarının, hazırlık sınıflarındaki mevcut sisteme aykırı olmadığı sonucuna varılmıştır.

**Anahtar Kelimeler:** değerlendirme, algı, değerlendirme algısı, yükseköğrenim seviyesi, hazırlık sınıfı, İngilizce öğretmenleri

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>i</b>
<b>FOREWORD</b> .....	<b>ii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>ÖZET</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF FIGURES</b> .....	<b>xii</b>
<b>I. INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study.....	1
B. Statement of Problem.....	4
C. Significance of the Study .....	5
D. Research Questions .....	6
E. Operational Definitions.....	7
<b>II. REVIEW OF LITERATURE</b> .....	<b>8</b>
A. Assessment & Definition .....	8
B. Types of Assessment.....	9
1. Summative Assessment.....	9
2. Formative Assessment .....	11
C. Conception of Assessment .....	13
1. Conception of Improvement .....	14
2. School Accountability.....	16
3. Student Accountability.....	18
4. Conception of Irrelevance.....	20
D. Teachers' Conception of Assessment .....	21
<b>III. METHODOLOGY</b> .....	<b>25</b>
A. Introduction .....	25
B. Research Design.....	25

C.	Variables of the Study .....	26
1.	Dependent Variables .....	26
2.	Independent Variables.....	26
D.	Setting & Participants of the Study.....	26
1.	Setting of the Study.....	26
2.	Participants of the Study .....	27
E.	Data Collection Tools .....	27
1.	Teachers' Conception of Assessment Survey (TCoA-III).....	27
F.	Data Collection Procedure .....	29
G.	Data Analysis Procedure .....	29
<b>IV.</b>	<b>RESULTS AND DISCUSSION .....</b>	<b>31</b>
A.	Demographic Information.....	31
B.	Results of Teachers' Preferred Assessment Practices.....	32
C.	TCoA-III A Questionnaire Analyses .....	34
D.	Pearson's Correlation Coefficient Analysis Assessing the Relationship Between the Conceptions.....	37
E.	Reliability & Validity Check .....	38
F.	Discussion with Respect to the Research Questions.....	38
<b>V.</b>	<b>SUMMARY AND CONCLUSION.....</b>	<b>44</b>
A.	Summary of the Study.....	44
B.	Limitations of the Study.....	44
C.	Suggestions for Further Studies .....	45
<b>VI.</b>	<b>REFERENCES .....</b>	<b>46</b>
	<b>APPENDICES .....</b>	<b>58</b>
	<b>RESUME.....</b>	<b>64</b>

## LIST OF ABBREVIATIONS

<b>IMP</b>	: Improvement
<b>N</b>	: Number of Participants
<b>M</b>	: Mean Value
<b>SD</b>	: Standard Deviation
<b>P</b>	: Significance
<b>SPSS</b>	: Statistical Package for Social Sciences
<b>ANOVA</b>	: Analysis of Variance
<b>STACC</b>	: Student Accountability
<b>SCACC</b>	: School Accountability
<b>IRR</b>	: Irrelevance
<b>TCOA-IIIA</b>	: Teachers Conceptions of Assessment Inventory Abridged

## LIST OF TABLES

Table 1. Participants' Demographic Information.....	31
Table 2. Percentages of types of assessment practices that Turkish EFL Instructors prefer at the tertiary level.....	33
Table 3. One-way Repeated Measures ANOVA Results Comparing Items of the School Accountability Subscale .....	34
Table 4. One-way Repeated Measures ANOVA Results Comparing Items of the Student Accountability Subscale .....	34
Table 5. One-way Repeated Measures ANOVA Results Comparing Items of the Improvement Subscale.....	35
Table 6. One-way Repeated Measures ANOVA Results Comparing Items of the Irrelevance Subscale .....	36
Table 7. One-way Repeated Measures ANOVA Results Comparing Subscales of the TCoA Scale.....	37
Table 8. Pearson's Correlation Coefficient Analysis Assessing the Relationship Between the Subscales of TCoA Scale.....	37

## **LIST OF FIGURES**

Figure 1. Percentages of Assessment Practices.....	33
--	----



## **I. INTRODUCTION**

For the general viewpoints of the thesis, this chapter consists of the background of the study, a statement of the problem, the significance of the study, research questions, and operational definitions.

### **A. Background of the Study**

Assessment is a milestone of education even though different people may have different perceptions of what it is. As it is a simple description, Brown (2003) describes it as “a method of measuring a person’s ability, knowledge or performance in a given domain” (p. 3). According to Gülbahar and Büyüköztürk (2008), assessment represents such a broad notion since it appears to be a necessary activity in any setting where learning is intended to take place, regardless of age, teaching style, institution, or type of training. In the field of education, assessment pertains to the diverse range of techniques and instruments utilized by instructors to assess, gauge, and record the academic preparedness, advancement in learning, attainment of skills, or educational requirements of students. Ateş and Büyükkarcı (2019) highlight that assessment is a continual process, and its outcomes will enhance learning if only it is continuous. Regarding education, teaching and assessment are two components of education that cannot be considered separately since they significantly influence one another. According to Ölmezler Öztürk (2021), the assessment process involves multiple obligations and activities such as creating assessments and evaluating and deciphering results, which are the responsibility of educators as a fundamental aspect of their profession. With the help of assessment, teachers might observe what their students have learned while students realize their weak or strong points.

Furthermore, policymakers increasingly view assessment as an indicator of student and school accountability, which has an impact on both instruction and curriculum. The classroom teacher is at the heart of this movement (McMillan & Workman, 1998). At this point, Jannati (2015) conducted a study on Iranian ELT teachers’ assessment-related perceptions and practices. During the research,

individual semi-structured interviews were employed to collect data from all participants. The analysis of the gathered responses indicates that the teachers possessed a fundamental understanding of the terminology and concepts related to assessment. Moreover, the study found that the teaching experience of the participants did not significantly influence their perceptions of assessment. The results also pointed out the importance of teachers' assessment literacy since it has a significant effect on education. Assessment literacy of teachers assures the quality of language assessment and testing. At this concern, Mede and Atay (2017) conducted a study on assessment literacy in the context of English language teaching, with the aim of investigating the level of assessment literacy of English teachers in preparatory schools in non-profit, private universities in Turkey. The study used an online Language Testing and Assessment (LTA) questionnaire and focus group interviews to gather data. Based on the results gathered from both the online survey and focus group interviews, it was evident that the English as a Foreign Language (EFL) teachers in Turkey lacked sufficient knowledge in Language Testing and Assessment (LTA). They specifically required training in LTA practices that were applicable in classroom settings, as well as understanding the content and concepts of assessment.

Competent educators apply assessment to guide their instructions and identify their students' strengths and drawbacks. In this respect, understanding how teachers utilize assessment practices in the classroom is essential, and understanding the rationale and perceptions of the teachers who used the assessment strategies is equally essential.

The study conducted by Yao (2015) focused on exploring the perspectives of teachers on classroom assessment. Specifically, the researcher aimed to investigate the teachers' comprehension of classroom assessment, their beliefs about the relationship between assessment and teaching, the aspects of classroom assessment that they found engaging or difficult, and their perceived advantages of classroom assessments. This investigation utilized a focus group interview to examine the viewpoints of teachers regarding classroom assessments. Despite some variances amongst the members, the majority of participants in the focus group study construed assessment as a means of verifying student learning. While the interviewees acknowledged the concept of assessment for learning, they also reverted back to the

notion of assessment of learning when discussing their preferences, areas of difficulty, and the perceived usefulness of assessments.

In Turkish higher education, instructors are expected to design suitable assessment strategies and develop new ones. Most of preparatory schools have their own testing unit, in which instructors of the institution are employed, to design the most suitable assessment tools and set the criteria to determine students' proficiency level of English. In that respect, instructors' assessment perceptions are paramount while applying the assessment strategies. However, up to now, in the Turkish setting, very few researchers have examined teachers' perceptions of assessment.

In an EFL preparatory school, Zaimoğlu (2003) investigated teachers' and students' perceptions of assessment. The aim of this research was to investigate the perceptions of assessment among teachers and students in the context of an EFL Preparatory School at a university. Surveys were administered to both groups, collecting demographic information and their opinions on assessment practices. The data was collected through two scales: the short version of Teacher Conceptions of Assessment Scale (TCoA-III A), which consisted of 27 items, and the Student Conceptions of Assessment Scale (SCoA), an adapted form of TCoA. The questionnaires were completed by 400 students and 31 teachers teaching at the Çağ University Preparatory Department. According to the results, the improvement conception had the highest value.

Additionally, Vardar (2010) investigated how secondary school teachers perceived assessment. The primary objective of this research was to examine the assessment perspectives of sixth, seventh, and eighth-grade teachers in Turkish, English, Mathematics, Science and Technology, and Social Studies. Furthermore, the study aimed to explore any variations in teachers' assessment views based on their teaching subject, teaching experience, in-service training, and the university they graduated from. The study included 414 teachers. The results indicated that the conceptions of Student Accountability, School Accountability, and Improvement were moderately and significantly correlated with each other. However, the Irrelevance conception did not show a significant relationship with other conceptions. The results of Multivariate Analysis of Variance (MANOVA) revealed that teaching subjects and in-service training did not significantly affect teachers' assessment perspectives.

Parallel to Zaimoğlu's (2003) study, Yüce (2015) confirmed the findings by focusing on pre-service English language teachers' perceptions of assessment. This study aimed to explore the conceptions of assessment held by pre-service English language teachers and their preferred assessment practices for teaching English. The study was conducted with 133 pre-service English language teachers from two universities in Konya. The findings revealed that while pre-service teachers recognized assessment as a means of enhancing the quality of teaching and learning, measuring the quality of schools, and certifying students' learning, a majority of them also perceived assessment as irrelevant. Furthermore, the study found that the Improvement, School Accountability, and Student Accountability conceptions were significantly correlated with each other, while also being moderately correlated with the Irrelevance conception. Finally, the study indicated that pre-service English language teachers showed a preference for using alternative assessment practices over traditional ones, as compared to their language teachers.

Ayas (2014) also investigated young learners' teachers' conception of assessment and their assessment choices in practice. The primary objective of this study was to investigate the conceptions of assessment held by teachers of Teaching English to Young Learners (TEYL) and the types of assessment tasks they utilize in practice. Both quantitative and qualitative data collection tools were employed to gather data from 43 English language teachers working in primary state schools in Osmaniye, Turkey. The study revealed that while the language teachers preferred a variety of assessment tools and utilized various assessment strategies in practice, they tended to favor traditional forms of assessment, despite reporting a high percentage of alternative assessment practices. The teachers' conceptions of assessment and their perceived assessment preferences were not in conflict; however, their actual assessment practices were inconsistent with their perceived assessment preferences and the meaning they attributed to the concept.

## **B. Statement of Problem**

Assessment has emerged as a pivotal aspect of learning in recent years, with its importance being widely acknowledged in educational contexts. Assessment not only facilitates the learning process but also influences teaching practices. The adoption of appropriate assessment strategies can enable both teachers and students

to make inferences about learning progress and outcomes, thus leading to instructional reforms or the evaluation of student's performance over time (Black & William, 2018). However, the significance of assessment practices is contingent on how teachers perceive and interpret them. Brown (2004, p.303) argued that "all pedagogical acts, including assessment, are influenced by teachers' conceptions of educational elements such as teaching, learning, assessment, curriculum, and teacher efficacy." Therefore, an investigation into teachers' conceptions of assessment is essential to understand the impact of these perceptions on the teaching and learning process. Despite the paramount significance of this field of study, limited information is available on university-level teachers' conceptions of assessment.

Given this knowledge gap, it is imperative to explore the conceptions of assessment held by tertiary-level EFL instructors in the Turkish context to contribute to the existing literature. Understanding how teachers perceive assessment can provide insights into their beliefs, attitudes, and practices regarding the assessment process, which can, in turn, guide the development of effective assessment strategies and practices. Furthermore, this investigation can also inform the design of targeted professional development programs to address any gaps or misconceptions in teachers' understanding of assessment practices. The outcomes of this study can also have wider implications for the Turkish higher education system, leading to the development of policies and guidelines that align with the best practices in assessment. Therefore, this study is expected to make a valuable contribution to the scholarship of assessment practices in Turkish tertiary education.

### **C. Significance of the Study**

The concept of how instructors perceive assessment and their implementation in the classroom has not been thoroughly explored in the current literature, particularly in the context of higher education. The limited research on this topic in the university context indicates a need for further investigation. Therefore, this study seeks to expand the existing literature by exploring the conceptions of assessment held by Turkish instructors of English as a Foreign Language (EFL) in the university setting. Additionally, the study aims to examine the instructors' preferred assessment practices and their perceptions of assessment.

This research will address an important gap in the literature and contribute to

a deeper understanding of assessment in second language teaching at the university level. The findings of this study will provide valuable insights into the current assessment practices and beliefs of Turkish EFL instructors, which can be used to develop more effective strategies for assessing student learning. Furthermore, the results of this study may help inform policymakers on the strengths and limitations of current assessment practices and identify areas for improvement.

The study utilized a qualitative research design, employing semi-structured interviews to gather data from a random sample of Turkish EFL instructors working in the university context. The data collected were analyzed using thematic analysis to identify patterns and themes related to the instructors' conceptions of assessment and their preferred assessment practices.

In this regard, this study is a significant contribution to the literature on assessment in second language teaching, specifically in the university context. The findings of this research will provide valuable insights into the assessment practices and beliefs of Turkish EFL instructors, which can be used to develop more effective strategies for assessing student learning and inform policy decisions.

#### **D. Research Questions**

This study aims to investigate Turkish EFL instructors' conception of assessment at the university level. In order to conduct this research, the following questions were employed:

1. What types of assessment practices do Turkish EFL Instructors prefer at tertiary level?
2. What are the Turkish EFL instructors' conception of assessment regarding School Accountability?
3. What are the Turkish EFL instructors' conception of assessment regarding Student Accountability?
4. What are the Turkish EFL instructors' conceptions of assessment regarding Improvement?
5. What are the Turkish EFL instructors' conception of assessment regarding Irrelevance?

6. Is there a significant relationship between these four components of TCoA?

### **E. Operational Definitions**

Assessment: “Assessment is defined as a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learner.” (Capraro et al., 2012, p. 3)

Conception: “A conception is a dynamic entity that can undergo changes based on practice and/or exposure to other sources of knowledge. Such changes could be enhanced by the process of reflection, which helps construct and reconstruct professional knowledge” (Schön, 1983, p. 147).

Teachers’ Conception of Assessment: “Teachers' conceptions of assessment can be understood in terms of their agreement or disagreement with four purposes to which assessment may be put, specifically, (a) improvement of teaching and learning, (b) school accountability, (c) student accountability, or (d) treating assessment as irrelevant.” (Brown, 2004, p. 301)

Accountability: “Responsibility; willingness to accept the consequences of one’s own actions” (Merriam Webster, n.d).

## **II. REVIEW OF LITERATURE**

The main viewpoint of this study is to examine Turkish EFL instructors' conceptions of assessment and their assessment practices. From this scope, what assessment is and its methods, different conceptions of assessment, and teachers' conception of assessment will be investigated in the chapter.

### **A. Assessment & Definition**

Assessment cannot be seen as a separate part of education; in fact, it is momentous for educational processes. As a basic description, Palomba and Banta (1999) defined assessment as a systematic collection of information, overview, and use of educational programs to enhance student learning and development. According to Huba and Freed (2000), assessment is a continuous process used to monitor and improve the quality of education, along with all subjects taught in a school or educational setting and the teaching within it. Takele and Melese (2022) emphasized that educational assessment is crucial in making informed decisions about students' learning and development. This involves a systematic approach to collecting and analyzing empirical data to refine educational programs and enhance student learning outcomes. Therefore, assessment holds a significant impact on education across all levels. Meijer et al.(2023) suggest that high-quality assessments provide valuable insights into students' learning processes, enable teachers to make informed decisions, and encourage students to enhance their performance. Meanwhile, students can consider the quality of their learning and take more responsibility for their learning process.

In his study, Tosuncuoğlu (2008) focuses on the importance of assessment in ELT and expresses his consensus on its vital role in teaching. He also states that assessment offers immediate feedback for teachers to structure their teaching strategies according to learners. Assessment serves a dual purpose in education: on the one hand, it provides useful information for teachers to make informed decisions about classroom instruction based on individual student needs; on the other hand, it



gives students valuable feedback that supports their learning and development.

From the teachers' perspective, according to Gonzales (2003), assessment is the systematic collection of student performance data that enables teachers to keep track of their student's learning. In his study, he also points out that in the language teaching-learning process, the center of attention is attributed to the students, with assessment serving as a tool to aid in constructing and strengthening their own learning. Through brief analysis, it is concluded that traditional evaluation methods and techniques are effective for data transmission. However, due to their exclusionary nature, they do not adequately address crucial processes that need to be encouraged within schools to promote meaningful learning.

Daniels et al. (2014) conducted a study to test the validity of the Teachers' Conceptions of Assessment Scale III-Abridged Version in the context of Canadian pre-service teachers. The researchers emphasized the significance of this study because, while it has been well-established that teachers' beliefs impact their teaching practices, existing literature also indicates that teachers' beliefs concerning assessment affect their evaluation of students.

With the help of assessment, teachers can assess their students' abilities and understandings (Taras, 2005). On the other hand, the effective implication of assessment demands a deep understanding of assessment methodologies and proficiency in assessment strategies. According to Stiggins (1992), teachers spend up to one-third to one-half of their time on activities that are related to assessment.

While the implication of assessment is significant for ensuring successful education, finding appropriate assessment techniques is also crucial. Deciding which assessment technique is primarily suitable depends on what the teacher seeks to evaluate. There has yet to be any agreement on which assessment technique is superior to another. Primarily, assessment has been grouped into two major headings: summative and formative assessment.

## **B. Types of Assessment**

### **1. Summative Assessment**

Summative assessment, also defined as "Assessment of Learning" (Harlen, 2007), is "[A] summation of what the student has learned implies looking

back and taking stock of how well that student has accomplished objectives but does not necessarily point the ways to future progress” (Brown,2004, p.6). In other words, great emphasis on summative assessment is not enhancing learners’ future performance; instead, it only emphasizes how the learner performs in the past. The purpose behind the summative assessment is to announce the result to all related people, which includes parents, teachers, school governors, and even learners themselves (Harlen&James,1997). Briefly, any test or other system of data collection that satisfies the following two requirements is called summative assessment: (1) it is given after some instructional unit (for example, a unit, semester, or school year); and (2) its primary goal is to categorize the performance of a student or system (Andrade, 2010).As an accountability parameter, the summative assessment might be employed as a part of the assessment procedure (Ahmed, Ali, & Shah, 2019).

On the other hand, McClam and Sevier (2010) also highlighted that the only criterion that cannot accurately reflect a student's abilities at a specific time is a numerical scale. Black and Wiliam (1998a) underline that summative assessment, which involves assigning grades to students and comparing them to one another, leads to artificial learning and fosters student competitiveness rather than personal growth. In this respect, to contribute to learners’ personal development and make them accountable for their learning, instructors prefer process-based assessment techniques, which is formative assessment, rather than result-oriented ones. If the goal is to prepare our learners to be active learners in life, it is crucial to use formative assessment, at least more frequently than it is now used (Ökten, 2009). As stated by Glazer (2014), the primary function of summative assessments is to score and grade students without providing any feedback, which limits their potential as a tool for facilitating learning. As a consequence, summative assessments tend to be utilized primarily for evaluating learning outcomes rather than facilitating learning. To leverage the full potential of summative assessments as a means of promoting learning, educators should provide students with opportunities to view testing as a form of learning. This can be achieved by providing students with constructive feedback and utilizing the instructional value of exams (Al-Hawamdeh, Hussen&Abdelrasheed, 2023).

Ismail, Rahul, Patra and Revzani (2022) conducted a study to investigate the effects of formative and summative assessments on various aspects of academic

performance, such as motivation, attitude towards learning, test anxiety, and self-regulation skills of Iranian EFL students. The study found that both types of assessments were effective, but formative assessment had a greater impact on academic motivation, test anxiety, and self-regulation skills. Although the results indicated that the participants had positive attitudes toward both summative and formative assessments, the findings also suggest that incorporating formative assessment into EFL instruction is crucial and should be emphasized.

## **2. Formative Assessment**

The origin of the term “formative assessment” dates back to 1967, first used by Michael Scriven in a monograph published by American Educational Research Association (AERA) and called “formative evaluation” (Andrade,2010). The term "formative evaluation" was primarily founded on program evaluation practices, and Scriven presented it in a setting where the effectiveness of educational programs and curriculum was being investigated. Evaluations, according to Scriven, might solely provide information about whether a program has succeeded in achieving its intended objectives. Thus, the last phase of gathering information was referred to as a "summative evaluation" by Scriven (Hossain, 2014).

Benjamin Bloom is accepted as the first user of the notion of “formative versus summative” in assessment in the educational context, assisting in establishing the framework for the theory of “mastery learning” (Bloom,1971). According to this theory, students can only move forward in their learning path if they demonstrate mastery of their intended objectives at the current level of learning. Throughout the learning process, students work collaboratively with their classmates, and the role of a teacher is to control the pace and quality of instruction (Sood,2013). This kind of perspective in learning created a foundation of modular instruction, making learning self-directed for students.

Since the introduction of the term formative assessment, it has been a topic of interest in many research. In 1989, a group of educational researchers established “The Assessment Reform Group (ARG),” and they actively promoted the concept of “Assessment for Learning (AFL).” The idea of “Assessment for learning” is clearly distinguished by Gipps (1994), who is a member of ARG, from the notion of “Assessment of learning,” which seems assessment as a summation of a learning

process rather than accepting as a valuable mean to enhance learning and teaching. As a result of this act, assessment of learning is associated with summative assessment, while formative assessment is associated with assessment for learning.

While implementing the AFL in the classroom, its effectiveness mostly depends on teachers' capacity to diagnose operational data about student learning, make judgments about it, and then use this data to decide their instructions and feedback provided to learners (Bennet, 2010 as cited in Schildkamp, van der Kleij, Heitink, Kippers, & Veldkamp, 2020). At this point, teachers' implementation of formative assessment has gained the utmost importance.

Even though the benefits of using formative assessment are well recognized, classroom implementation is challenging as it is predicted for teachers. Challenges that restrict the implementation of formative assessment are investigated into two significant headings: contextual and personal factors (Yan et al., 2021). According to İzci (2016), contextual factors linked to teaching context might be listed as a) the contextual and policy environment of the school; b) the internal support systems available within the school; c) the disposition, distrust, and reluctance exhibited by students; d) the perspectives held by parents; and e) the social and cultural inclinations. Personal factors, also called internal factors, cover teachers' perceptions and values of their profession.

Furthermore, Yan and Pastore (2022) highlighted that the main obstacle to applying formative assessment is the absence of appropriate tools to evaluate teachers' formative assessment techniques. They addressed this issue by introducing the Teacher Formative Assessment Practice Scale (TFAPS). They examined its psychometric characteristics based on a sample of primary and secondary school teachers from Hong Kong and Italy. As a reason for choosing two different contexts while conducting their study, the authors argue that since the formative assessment practices of teachers are prone to be affected by their teaching context (Heitink et al., 2016; Yan et al., 2021), the researchers collected data from two distinct cultural contexts to perform a cross-cultural validation of the developed scale. This validation aimed to increase the scale's applicability across various contexts and enhance its generalizability. The study suggests that TFAPS is suitable for assessing teachers' formative assessment practices. Still, it is essential to consider the influence of culture on the application of the tool.

Most of the studies recently done by researchers have shown that teachers' attitudes and practices are tightly linked to each other. How teachers perceive assessment and their understanding constitute the basis of their assessment practices. In this respect, investigating conceptions of assessment, especially teachers' conceptions, is the milestone in this area.

### **C. Conception of Assessment**

As described in the dictionary, "conception" refers to a set of beliefs or concepts existing in someone's mind concerning something (Merriam-Webster, n.d.). Thompson (1992) described conception as an extensive mental structure that includes notions, hypotheses, rules, mental representations, choices, and the like. Conception pertains to the teacher's overall perception of the constitution and purpose of an educational procedure or practice.

Zwaal and Otting(2013) investigated the conceptions of assessment held by students and instructors in a middle-sized university in the Netherlands. The study used different instruments to distinguish between those with 'traditional' conceptions and those with more 'constructivist' views. The findings suggest some differences in how the students and the instructors perceive assessment, with the students holding more traditional views than instructors. Regarding perceptions of knowledge, the students also tend to be more traditional than their instructors. Similarly, the students exhibit more traditional views than the instructors when it comes to teaching and learning.

Recently, it has been dramatically emphasized that teachers' beliefs directly shape their perceptions; thus, their perceptions determine their attitudes and class practices (Paraje,1992). It has also highlighted that teachers' beliefs have more impact on their classroom practices than their experiences and socio-economical situation do (Griffiths, Gore & Ladwig,2006). In light of these facts, investigating teachers' conceptions of assessment holds the utmost importance for researchers in the last decades to identify the use of assessment techniques in teaching and learning contexts (Vardar,2010).

In Finnish context, Paakkari et al. (2022) conducted a study on the health education teachers' assessment conceptions and practices to identify their assessment

profiles. This study has provided a detailed description of the differences between Health Education teachers as implementers of the curriculum by outlining three distinct assessment profiles. It highlights the importance of gaining a deeper understanding of individual teachers, considering the considerable diversity in their prior conceptions and experiences with assessment. By adapting their pre-existing beliefs, it may be feasible to enhance the efficacy of teacher training programs related to assessment in practice.

Brown (2002;2004;2008) made a significant contribution to the literature by designing a scale called “Teachers’ Conception of Assessment-III (TCoA-III) to determine teachers’ conception of assessment. Likewise, in his previous research (CoA-I and CoA-II), Brown (2002) proposed four main factors of conception in his study; a) *Improvement*; assessment improves instruction of teachers and learning of students by providing high-quality information to decision makers, b) *Student Accountability*; assessment makes students accountable on their learning, c) *School Accountability*; assessment provides information about the quality of instruction delivered by schools and teachers, to what extent they meet the required standards, d) *Irrelevance*; assessment is insufficient or irrelevant when it comes to the effectiveness of teachers in enhancing student learning.

## **1. Conception of Improvement**

The concept of improvement, often referred to as “assessment for learning” or “formative assessment” in the recent literature, redefines the roles of teachers and students during assessment procedures to enhance teaching and learning (İzci&Çalışkan,2017). Over the years, our perspectives on effective learning and teaching have also been reshaped with a radical transformation of the educational movement from a behaviorist approach to a constructivist approach. Shepard (2000) suggested that to facilitate this type of learning, both the content and types of assessment and instructors' use of assessment need to be altered. In this respect, teachers should be proficient at using various classroom assessment techniques to enhance student learning. It can provide a more comprehensive understanding of student learning and progress. To achieve such proficiency, assessment literacy is crucial for teachers to design and implement appropriate assessments that accurately measure student learning and progress. According to Black and Wiliam (1998b), assessment literacy is essential for teachers to make informed decisions about student

learning and provide feedback supporting student progress. In addition, assessment literacy is necessary for teachers to make valid inferences about student performance and create effective instruction (O'Malley & Valdez Pierce, 1996).

Brown et al. (2009) investigated the assessment conceptions and practices of teachers in Hong Kong, as the country aimed to shift towards "assessment for learning" rather than relying solely on "assessment of learning" through summative exams. The study involved 300 teachers from 14 primary and secondary schools who completed the TCOA inventory and a newly developed Practices of Assessment Inventory in Chinese. The findings indicated a clear alignment between teachers' conceptions and practices. Specifically, teachers in Hong Kong believed that using alternative assessments to make students accountable and prepare them for exams could improve learning outcomes.

Yetkin and Özer (2020) designed a study to uncover both in-service and pre-service teachers' conceptions of assessment regarding the language learning and teaching process. The results of the statistical analysis revealed that the concept of improvement held the highest mean value, indicating that the participants held a moderate agreement that assessment should be utilized to enhance the teaching and learning process, as well as its outcomes.

Feedback is also a crucial component of improvement in the assessment context. Feedback is an essential aspect of formative assessment and allows students to understand their strengths and weaknesses and adjust their learning (Hattie & Timperley, 2007). Feedback also helps teachers to identify areas of improvement and adapt instruction, but it must be timely, specific, and actionable.

In this regard, Mohamad Nasri et al. (2021) address this issue by investigating Malaysian teachers' assessment and feedback practices in the Self-Directed Learning (SDL) context. This study emphasizes that the implementation of effective assessment and feedback practices can significantly reduce learners' anxiety. Specifically, it is recommended to diversify and sustain assessment methods while ensuring timely feedback. The findings of the study underscore the significance of (a) lowering anxiety related to assessment and feedback, (b) implementing sustainable formative assessment strategies, (c) providing immediate feedback, and (d) being attentive to cultural norms. While these findings contribute to the essential components of assessment and feedback in promoting self-directed learning, there is

a need for greater emphasis on developing a comprehensive framework for assessment and feedback that supports self-directed learning.

Morris, Perry, and Wardle (2021) conducted a systematic review in the higher education context to identify evidence that supports effective feedback practices, which extends beyond the frameworks and strategies proposed by self-proclaimed experts in the field. The rationale of their study is to develop a deeper comprehension of effective approaches to formative assessment and feedback in higher education and to encourage an evidence-informed approach to teaching and learning in universities. The review results suggest that low-stakes quizzing is a highly effective method and that there are benefits to utilizing peer and tutor feedback. However, their effectiveness depends on how they are implemented.

## **2. School Accountability**

Accountability is perceived as a mechanism for organizational control, either through a system of rewards and punishments that enforce adherence to established organizational standards (Erdağ&Yenipinar,2022) or as a set of organizational procedures that scrutinize and assess policies and practices in response to the demands of diverse stakeholders. For schools to achieve their desired outcomes, the structure and human elements must work harmoniously as a social system. Regarding this, accountability policies have been implemented to promote this harmony and ensure that school processes and outcomes are efficient and effective.

Over several decades, policymakers have utilized standards-based accountability systems to enhance student outcomes and promote school equity. At the heart of these systems lies a fundamental framework consisting of two main components: clearly defined learning standards detailing what students should know and be capable of at each grade level and a series of annual assessments corresponding to these standards to assess student progress. These components, in turn, enable a variety of accountability mechanisms, such as transparent reporting of school performance data and regulatory interventions from state or district authorities in response to underperforming schools. The underlying principle behind standards-based accountability is that these mechanisms will drive behavioral changes within schools that will ultimately lead to higher levels of overall student achievement and greater equity in achievement outcomes for students of varying racial, economic, and



special education backgrounds.

The international literature on accountability suggests that the period following the 1980s saw significant and rapid changes to economic, political, and social landscapes and the concepts of learning and school management. These changes collectively altered the overall environment in which schools operated and generated a new set of tasks and demands, including a heightened emphasis on increasing student achievement.

Regarding one of the important turning points in the literature, the implementation of the No Child Left Behind Act in January 2002 represented a significant shift in the movement towards accountability in American schools, which had been progressing for several years. This legislation mandated that every state adopt content and performance standards, administer yearly reading and math assessments for students in Grades 3 through 8, and establish a framework of punishments and incentives for schools and local education agencies, among other stipulations (No Child Left Behind Act, 2002).

In New Zealand, Brown (2002) put forward two substantial arguments to support school accountability; one focuses on showing the public that schools and teachers provide high-quality instruction, and the other highlights raising the standard of instruction. Regarding the first viewpoint, since society funds the educational process, teachers and schools are expected to demonstrate that they produce a high standard of work in schools. The second point of view mainly deals with enhancing the quality of instruction in terms of teaching and learning. As a way for the government to monitor and evaluate teachers' performance, such accountability manifests itself in increasing governmental willpower on both curriculum and assessment (Butterfield, 1999, as cited in Brown, 2002).

Upon examining literature related to education in Turkey, it becomes apparent that most academic discourse centers around teacher accountability, while a few studies focus on other aspects. Kalman and Gedikoğlu (2014) examined the relationship between school administrators' accountability and teachers' perceptions of organizational justice. As a result of this study, they revealed that there were significant and meaningful relationships at a high level between school administrators' accountability and perceptions of organizational justice in schools.

Another research done by Himmetoğlu et al. (2017) aimed to investigate the viewpoints and recommendations of school administrators regarding the accountability of schools. According to their findings, school administrators define accountability as providing explanations, being transparent, requesting assignment results, taking responsibility for informing others, and having a sense of responsibility. Additionally, they believe that a strong school accountability system can have positive outcomes, including guiding students' career choices, improving academic success, increasing the school's appeal to students and parents, providing insight into the school's current state, and contributing to societal modernization.

Çalmaşur and Uğurlu (2021) conducted their research in Erzurum, aiming to reveal the perceptions of middle school teachers and administrators regarding the implementation level of accountability dimensions as a tool for school improvement in education. Overall, teachers mostly find schools accountable. The findings showed that teachers and administrators explain school accountability mostly to the administration and parents. Teachers and administrators perceive that schools demonstrate accountability primarily in areas such as collaborating with parents, addressing issues, being accountable, communicating effectively, fostering productive work, promoting fairness, and implementing positive disciplinary measures.

### **3. Student Accountability**

Student accountability refers to ensuring that students are responsible for their learning and take ownership of their progress. This includes ensuring that students understand the purpose and expectations of assessments, are involved in the assessment process, and are provided with feedback on their performance. MacMillan and Hearn (2008) highlight that when students are engaged in the assessment process and provided with clear learning goals and criteria, they are more likely to take responsibility for their learning. Additionally, a study by Wiliam (2011) has found that when students are given regular feedback and opportunities to self-assess, they are more likely to set and achieve their own learning goals.

Stein, Colyer, and Manning (2016) bring up a different perspective on students' accountability. They argue that Team-Based Learning (TBL) constitutes a variant of small-group learning premised on the notion that consistent team

membership enhances students' sense of responsibility. The TBL approach cultivates student accountability through curricular activities integrated into the course. To prosper in the course, students must meticulously prepare for every session and participate actively in group discussions. Thus, they believe that TBL is regarded as a viable mechanism to stimulate student accountability.

Jafar (2016) experimented with collaborative course design in a mid-level sociology course and asserts that collaboration between instructors and students promotes accountability of students. The findings of the study indicate that the students provided highly favorable feedback. There were three prominent themes: (1) greater levels of student involvement, (2) a sense of personal accountability, and (3) increased student empowerment.

Furthermore, Guastello and Lenz (2005) conducted an experiment addressing the problem of classroom management while implementing guided reading. This problem is often raised by instructors who want and need a plan of classroom management that provides meaningful activities for their students' independent work and accountability when they are working with a guided reading group. The issue of classroom management was tackled by implementing a strategy that involved guided reading kidstations. This approach incorporated a model comprising four kidstations and a five-day cycle to address the problem. Both the educators and the learners well received the plan. The teachers reported a marked enhancement in their students' presentation abilities, as evidenced by their English language arts rubrics. Furthermore, they perceived a dramatically increased level of accountability among the students for their literacy-related activities.

According to Brown (2002), student accountability in assessment is that students are responsible for their learning based on how well they perform on assessments.

Additionally, it divides students into groups based on their academic position in the class, confirms their understanding, and encourages them to reflect on what they have learned and what still needs to be fulfilled (Brown, 2004). In his research in the New Zealand context, Brown (2002) noted that in the last three years of schooling, students in secondary schools are made accountable for their learning through participation in high stakes testing for certification or qualification.

Another important aspect of student accountability through assessment is the

use of self-assessment. Research has shown that self-assessments can positively impact student learning, as they help students take ownership of their learning and become more aware of their strengths and weaknesses (Butler & Winne, 1995). Self-assessments can take many forms, including reflective writing, portfolios, and metacognitive strategies.

However, some potential drawbacks exist to using assessment for student accountability. One concern is that it can lead to a narrow focus on test scores at the expense of other meaningful student learning and development aspects. Also, high-stakes assessments, which have significant consequences for students, such as graduation or college admission, can increase stress and anxiety for students and teachers. Koretz (2008) asserted that high-stakes tests could harm student motivation and engagement.

#### **4. Conception of Irrelevance**

The idea behind the conception of irrelevance is that external evaluations, such as accountability tests, are unreliable, ineffective, and do not reflect a teacher's impact on student learning (Brown, Lake & Matters, 2011). In other words, the traditional view of assessment, a formal evaluation of a student's performance, has no valid role in teaching and learning. Brown (2008) put forward two fundamental points related to the conception of irrelevance. He argued that the assessment process is equivalent to testing and, therefore, detrimental to education or that assessment holds teachers, schools, and students accountable for their work, negatively impacting education quality.

Another study conducted by Peterson and Irving (2008) investigating secondary school students' conception of assessment unveiled that in contrast to Brown's (2004) findings, where teachers' ideas of irrelevance were categorized into three sub-factors (negative perception of assessment, disregarding assessments, and inaccuracy of assessments), the target group of their study mostly perceived assessments as irrelevant for different reasons. Their primary reason for perceiving assessments as irrelevant was that they had no academic ambitions for the future. Another indicator of irrelevance was when their work did not receive a grade. Most comments showed that they believed the assessment was not very useful if it did not receive an objective evaluation of its worth from the teacher.

Another essential element that takes part in forming this concept is high-stakes testing, where the results of the assessment are used to make important decisions about students, teachers, and schools. Berry (2008) addresses the concern of high-stakes exams, stating that they were believed to have negative repercussions on teaching and learning. He views these exams as problematic due to their negative impact on students' key learning outcomes. In parallel to this argument, the notion that high-stakes testing systems are not tied to important educational goals is supported by the widespread occurrence of inflated test scores in the United States, indicating that the assessment process is ineffective in promoting or measuring quality (Koretz,2002; Linn,2000 as cited Brown, Lake&Matters,2011).

Relating to this conception, Dixon (1999) claimed that assessment might also negatively impact the independence and expertise of teachers, as well as its tendency to divert attention from the primary objective of education, such as facilitating student learning. Supporting this claim, Hall (2000) asserted that by diminishing the assessment load, educators can dedicate more attention to teaching and learning.

At this moment, there are many eminent reasons for teachers to conceive of assessment as something irrelevant to their everyday work or pernicious towards their goals of enhancing individual student educational achievement.

#### **D. Teachers' Conception of Assessment**

Recently, there has been an increasing interest in the assessment field, especially in higher education. An essential reason behind this interest is the multidimensional face of assessment, such as providing information about students' progress, quality of instruction, and accountability of both program and institution. It is also undeniable that the way teachers comprehend the aim and role of assessment strongly connects to how they put it into practice in their teaching (Brown et al., 2019). In this respect, investigating teachers' beliefs and opinions regarding assessment is a crucial aspect of assessment research.

Multiple standpoints have existed in how teachers perceive assessment and its effect on their implications. To clarify these perceptions, Brown (2004 ; 2008) studied teachers' conceptions of assessment multiple times, offering four branches of assessment conceptions in the TCoA questionnaire. The first approach to assessment

is based on the belief that it enhances teaching and student learning. In this view, assessment should offer constructive feedback, be enjoyable, be perceived as a positive tool for improvement, and be seamlessly integrated with the educational experience. The second perspective views assessment as holding students responsible through grades, scores, or certifications. This means assessment is used to classify, differentiate, compare, and judge whether students have met standards. The third approach considers assessment to hold schools and teachers accountable and evaluate the quality of education. Finally, the fourth viewpoint regards assessment as insignificant, inaccurate, and harmful to students and therefore ignored by teachers (Monteiro et al., 2021).

A study on primary teachers in New Zealand and Queensland utilizing the TCoA revealed that most teachers concurred that assessment enhanced teaching and learning. However, they had differing views on the purpose of the evaluation for student accountability and dismissed the notion that assessment was meaningless (Brown, 2008, as cited in Monteiro et al., 2021).

Another study conducted by Brown and Harris (2009) concludes that as the demands on teachers to improve assessment scores increase, their likelihood of viewing assessment as an opportunity to explore and try new methods decreases. On the other hand, in places like New Zealand, where the consequences tied to assessment are kept minimal through educational policies (Crooks, 2010, as cited Brown et al., 2019), the support for using assessment as a means to drive improvement is more prevalent.

According to Remesal (2011), a combination of four key components constitutes a teacher's understanding of assessment. These include the impact of assessment on teaching, the influence on learning, the certification of student learning, and the accountability of teachers. In her research, assessment is seen as a continuous spectrum with a formative and regulatory aspect at one end (pedagogical), a non-regulatory social aspect at the other end (societal), and two or three blended concepts in between. Primary education teachers have a pedagogical understanding of assessment, while secondary teachers tend to have a more accounting-focused perspective.

A different research carried out by Wilsey, Kloser, Borko, and Rafanelli (2020) focuses on the construct of middle schools' science teachers' initial

conceptions of assessment practice and how their Professional Development (PD) experience, which entails a year-long professional development intervention, may have influenced these conceptions over time. The issue of classroom management was tackled by implementing a strategy that involved guided reading kidstations. This approach incorporated a model comprising four kidstations and a five-day cycle to address the problem. Both educators and learners well received the plan. Teachers reported a marked enhancement in their pupils' presentation abilities, as evidenced by their English language arts rubrics. Furthermore, they perceived an increased level of accountability among students for their literacy-related activities.

In the Iranian context, Farangi and Rashidi (2022) investigated the correlation between the assessment perspectives of Iranian EFL teachers and their levels of self-efficacy. To achieve this aim, 154 Iranian EFL teachers were selected using purposeful sampling. They administered the 27-item Teachers' Conceptions of Assessment Scale (TCoA) developed by Brown (2006) as well as the 24-item "Teachers' Self-Efficacy Scale" designed by Tschannen, Moran, and Hoy (2001). The findings demonstrated that educators regarded assessment as a means of gauging the effectiveness of instruction in promoting student learning, with the potential for modifying teaching methodologies based on assessment outcomes. Nonetheless, the study also revealed that assessment processes might not always be precise in evaluating students' learning.

In the Turkish context, İzci and Çalışkan(2017) tried to explore the modifications in the assessment beliefs held by prosperous teachers, as well as their inclinations towards various assessment tasks, following their participation in an assessment course that has been designed using the "assessment for learning" framework. The primary objective of this investigation is to examine how the assessment perspectives and preferences for assessment tasks of prosperous teachers change upon completion of an assessment course that has been developed using the principles of the assessment for learning methodology. The data for the study were gathered from a sample of 118 prospective teachers, out of which 89 individuals were administered the "Teachers' Conceptions of Assessment Scale" devised by Brown (2008) as pre-test and post-test measures. The findings of this study demonstrated that the assessment perspectives of teachers did not experience any significant alterations. However, there was a substantial shift in the choices of

assessment tasks, with a greater preference for alternative assessment methods. The results also suggest that transforming the assessment beliefs of teachers is a multifaceted process that necessitates the consideration of other variables, such as cultural and experiential factors.

In light of these studies, how educators perceive assessment is closely integrated into how they view learning and teaching problems. From this scope, the importance of investigating assessment perceptions of teachers is increasing gradually.



### **III. METHODOLOGY**

#### **A. Introduction**

This chapter encapsulates the introduction of this study's methodological design, which mainly covers the research design, the context of the study, and the participants. Afterward, the data collection tools and procedures are also clarified.

#### **B. Research Design**

The main objective of this study is to investigate Turkish EFL instructors' conceptions of assessment and their assessment practices. To conduct this descriptive study, the quantitative method was utilized. As described, "Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect" (Sukamolson,2007, p.2). In addition, Cohen, Manion, and Marrison (2002) depict this method as social research in which empirical statements and techniques are used. In contrast to other research methods, the quantitative approach stresses more accurate, non-biased, and general data (Guo, 2013). Scientific research can use quantitative approaches at any point, from choosing a sample to conducting the final data analysis. With this, employing the quantitative method will be a wise choice to reveal the effects of different variables on participants' perceptions of the assessment.

A survey design has been utilized in this research to collect the necessary data. It is defined as a method that entails questioning a sample to get the intended data (Yetkin,2017). In the current study, the online survey format has been applied since when comparing other formats, such as traditional surveys, online surveys provide substantial advantages for researchers and participants (Evans & Mathur, 2005). In this regard, a survey entitled "TCOA-III- Version 3- Abridge Scale" designed by Brown (2006) has been employed in order to investigate teachers' conceptions of assessment.

## **C. Variables of the Study**

### **1. Dependent Variables**

The focus of this study centers on the dependent variable of Teachers' Conceptions of Assessment, which is comprised of four distinct subscales: Improvement, School Accountability, Student Accountability, and Irrelevance. These subscales serve to shed light on the various ways in which teachers perceive assessment within their profession. Mean scores are utilized to gauge teachers' levels of agreement with each conception, with higher scores indicating a greater degree of consensus among teachers within the respective groups.

### **2. Independent Variables**

The independent variable of this study is assessment preferences of Turkish EFL instructors. Teachers' beliefs and attitudes towards assessment significantly influence assessment practices and objectives. Therefore, exploring the assessment practices and attitudes of Turkish EFL teachers holds great importance in the existing literature. Han and Kaya (2014) conducted a study on this subject and discovered that listening and writing skills were given relatively less significance, while assessing speaking skills was perceived as the most challenging. Another investigation by Öz (2014) aimed to shed light on the preferences of Turkish EFL teachers regarding common assessment methods in the EFL classroom. The findings indicated that a majority of Turkish EFL teachers tend to rely on traditional assessment methods rather than adopting formative assessment approaches.

## **D. Setting & Participants of the Study**

### **1. Setting of the Study**

The primary purpose of this study is to investigate tertiary level EFL instructors' conception of assessment and their assessment practices. As being in line with the purpose of the study, the research was conducted with Turkish EFL instructors who are currently teaching at universities' preparatory classes in Istanbul, Turkey.

At the beginning of the year, all students receive a proficiency exam to decide whether they are qualified enough to pass the preparatory class. Each university has

its own criteria for proficiency. Generally, these criteria are considered by the Testing and Assessment Unit. In these units, the teachers who are working in the department are employed. Thus, in this sense, the assessment preferences of instructors and their beliefs about assessment shape the system in the long run.

## **2. Participants of the Study**

The participants of this research were Turkish EFL instructors currently teaching preparatory classes in Turkey during the 2022-2023 academic year. As a sampling method, random sampling was utilized. Hence, preparatory class instructors have been chosen randomly due to reach more general results and contribute to the literature on their assessment practices and conceptions about assessment.

## **E. Data Collection Tools**

While collecting the necessary data, the “Teachers’ Conception of Assessment Abridge Scale (TCoA-III A)” designed by Brown (2006) was employed. It was adopted in this research by receiving permission from Professor Gavin L.T.Brown.

### **1. Teachers’ Conception of Assessment Survey (TCoA-III)**

In his doctoral dissertation, Brown (2002) originally develop three different CoA scales to shed light on the structure of teachers’ conceptions of assessment. During the initial trial, 84 pre-service Diploma of Teaching trainees from primary and secondary levels completed the Conceptions of Assessment (CoA-I) scale, which consisted of 115 statements. Due to the limited sample size, factor reduction was employed. This approach led to the identification of ten distinct factors and a total of 65 statements, which were subsequently used for further analysis. At the end of the first scale study, results showed that some of the items do not fit well the model of the study, thus, those items removed, and the new ones should add in the second trial.

In the second trial of the CoA (II) scale, a total of 46 items were included. Among these items, 11 were newly developed specifically for this trial, while the remaining 35 items were carried over from the first scale. The findings of the study indicated that additional items were necessary to adequately represent four factors,

namely Evaluate Schools and Used but Ignored, which originally had three or fewer items.

Unlike previous scale, the last model of CoA (III) scale specified the accountability model as both students and schools' perspective and, it has larger sample size to determine relationship between various concepts. 50 items and four factors (*Improvement, Students Accountability, School Accountability, Irrelevance*) were employed during the study.

In 2006, Brown introduced the abridge version of the scale, comprising 27 items and four factors. The primary objective of developing this shortened version of the scale was to determine whether it could yield comparable data quality to the full version. Through analysis, Brown discovered that the inventory proved to be an effective and valid measure of teachers' conceptions of assessment. Thus, in this study, the abridge version of CoA is employed.

The questionnaire (TCoA-III A) initially consists of three parts. The first part is seeking teachers' indication of assessment practices when considering the concept of "assessment". There were 12 items related to assessment practices in a box, and instructors were asked to choose some of them. Data obtained from the first part fulfill the first research question of the study.

The primary purpose of the second part of the questionnaire is to evoke teachers' conception of assessment. To meet this purpose, the instructors were expected to answer 27 items related to their assessment conceptions via six point-Likert-Scale including "a) *Strongly Disagree*, b) *Mostly Disagree*, c) *Slightly Agree*, d) *Moderately Agree*, e) *Mostly Agree*, f) *Strongly Agree*." In the questionnaire, Items 3,4,5,6,12,13,14,15,21,22,23, and 24 were related to "Conception of Improvement". This concept has the highest number of items in the whole questionnaire. Another "School Accountability" concept refers to Items 1, 10, and 19. Items 2,11, and 20 were related to the "Concept of Student Accountability". Lastly, Items 7,8,9,16,17,18,25,26, and 27 belonged to the "Concept of Irrelevance".

The last part of the questionnaire addressed to sociodemographic information of the participants. Role of education, the highest degree of the participants, years of teaching experiences, the subject in which they are special at, their gender, type of school they teach, level of the school, and their training in educational assessment are

the parts of this category. Since it was conducted in a different context, the original questionnaire was adopted accordingly in this study. To collect the sociodemographic background of the participants, their gender, bachelor's degree, the highest degree in education life, years of experience in teaching, and the type of university they are currently working in were questioned in this study.

#### **F. Data Collection Procedure**

To assess teachers' perceptions of assessment in Turkey, the official requirements were successfully fulfilled. Initially, permission was obtained from Gavin T.L. Brown, the developer of the original instrument, through an electronic mail requesting authorization. Subsequently, the original version of the scale was submitted to the Ethics Committee of Institute of Educational Science of İstanbul Aydın University, to fulfill the necessary research permission for data collection using this tool. The data collection took place in randomly selected schools at the beginning of January 2023. This process lasted three months. As part of the process, the researcher sent an online survey link to teachers currently working in preparatory classes, which was permitted. Before starting the survey, all participants had been informed about the content and purpose of the research and all contact details of the researcher were shared in case participant had any further questions about the study. The survey took approximately 10-15 minutes to complete, making the data collection convenient for participants. During the survey, the participants were kindly asked not to skip any item because of reliability and validity issues.

#### **G. Data Analysis Procedure**

Data analyses of the study were conducted via SPSS 26.0. Skewness and Kurtosis values were calculated to check whether parametric statistical tests (i.e., repeated measures ANOVA and Pearson's correlation coefficient analysis) could be conducted. As all Skewness and Kurtosis values were within the  $\pm 2$  range, the normality assumption was met and parametric tests were opted for (George & Mallery, 2010).

First, a repeated measures ANOVA was carried out to see if participants' TCoA subscale ratings were different from one another. To specify which subscale

ratings were different, pairwise comparisons were done, employing Bonferroni corrected t-tests.

Then, multiple repeated measures ANOVA tests were performed to see if conceptions within each subscale differ from one another. Following the ANOVA tests, Bonferroni-adjusted t-tests were utilized as follow-ups to determine which conceptions were predominant in each subscale.

Subsequently, a Pearson correlation coefficient test was conducted to determine the strength of the relationship between the subscales of the TCoA scale. Lastly, Cronbach's alpha values were calculated to determine the reliability of each subscale.

## IV. RESULTS AND DISCUSSION

This chapter of the study presents the data analyses and corresponding findings. This section provides an overview of the study's results, specifically addressing primary research questions. In light of these findings, the indications will be discussed in an attempt to address the research questions.

### A. Demographic Information

In this section, the demographic features of English teachers are outlined, including their gender, years of teaching experience, teaching role, undergraduate institution, level of education, and nationality. The study involved a total of 80 participants, with 17 of them (21.3%) were male and 63 of them (78.8%) female.

Table 1. Participants' Demographic Information

		N	%
Gender	Female	63	78.8
	Male	17	21.3
Teaching role	ELT	50	62.5
	ELL	18	22.5
Undergraduate major	English translation	3	3.8
	Others	9	11.3
Level of education	Bachelor	46	57.5
	Master	29	36.3
	Postgraduate	3	3.8
	Ph. D.	2	2.5
Teaching experience	0-2 years	7	8.8
	2-5 years	36	45.0
	6-10 years	17	21.3
	10+ years	20	25.0
University type	Foundation	60	75.0
	State	20	25.0
Total		80	100

*Note.* ELT = English language teaching, ELL = English language and literature

As seen in the table, the undergraduate major of the teachers were mostly English Language Teaching (62.5 %). While 18 of them were English Language and Literature (22.5 %), 3 of them were English Translation (3.8%) and 9 participants are

from other departments (11.3%) Linguistics, American Language and Literature.

Teachers' level of education varies from B.A to Ph.D. levels. Forty-six teachers had B.A degree (57.5%), meanwhile 29 teachers had M.A. degree (36.3%). Only 3 of them had their Master's degree (3.8%) and two teachers had their Ph.D. degree (2.5%).

Their years of experiences range from 2 years to 10 and more. Thirty-six teachers (45%) had 2-5 years experiences, which indicates most of them are novice in the profession. Seventeen had 6-10 years experiences (21.3%) and 20 of them had 10 and more years of experiences in their profession (25 %), which means there is also a considerable number of teachers accepted as experienced in the profession.

In terms of the type of university where the teachers are currently employed, 60 of them were working at foundational universities (75%), while 20 teachers were affiliated with state universities (25%).

## **B. Results of Teachers' Preferred Assessment Practices**

To find an answer to the question "*What types of assessment practices do Turkish EFL Instructors prefer at tertiary level?*", assessment practices checklist was employed. According to results, the most preferred assessment practice is Portfolio assessment with the 80% percentages. Also, Students Written Work (77,5%), Oral Question and Answers (72,5%), Students Self-Assessment (66,25%), Planned Observations (63,75%), Essay (61,25%), Marked Homework (58,8%), Teacher Made Written Test (56,25%), Standardized Test (57,5 %) follows with a higher percentages. However, with a lowest percentage, Conferencing is the least preferred practice among teachers, Unplanned Observations (37,5%) and 1-3 hours examination practices (38,75%) also follow this low rates.

Moreover, the open-ended question which is "*If you had a chance to decide, what type of assessment practices do you prefer to apply in your class?*" was employed to shed a deeper light on the preferences of teachers. Based on the responses of the teachers, it has been determined that the term "formative assessment" is frequently reiterated. It has also been identified that this finding is consistent with the results from the checklist, and it will be further discussed in the results section.



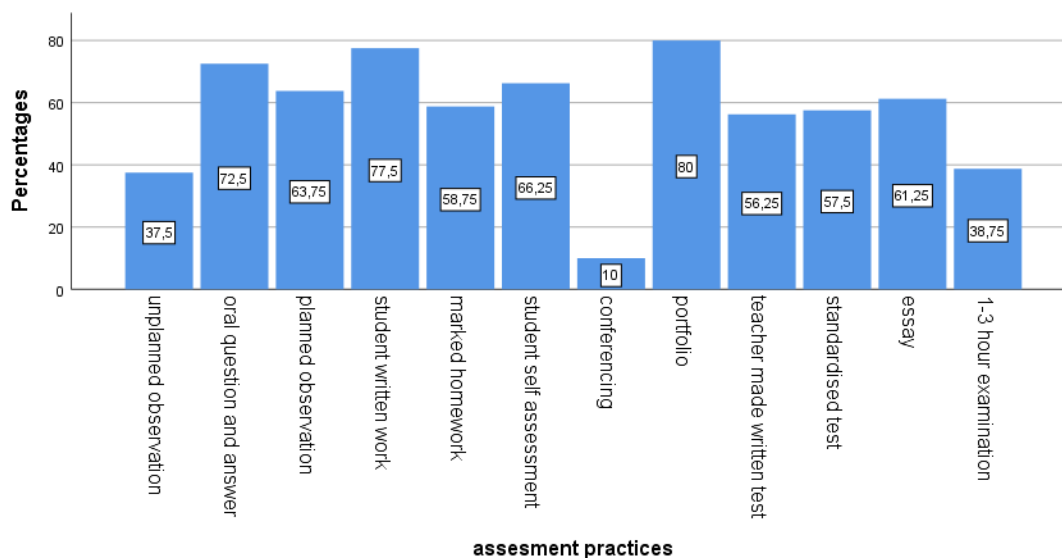


Figure 1. Percentages of Assessment Practices

Table 2. Percentages of types of assessment practices that Turkish EFL Instructors prefer at the tertiary level

	N	Percent of Responses	Percent of Participants
Unplanned observation	30	5,5	37,5
Oral question and answer	58	10,7	72,5
Planned observation	51	9,4	63,7
Student written work	62	11,4	77,5
Marked homework	47	8,6	58,8
Student self-assessment	53	9,7	66,3
Conferencing	8	1,5	10,0
Portfolio	64	11,8	80,0
Teacher made written exam	45	8,3	56,3
Standardized test	46	8,5	57,5
Essay	49	9,0	61,3
1-3 hour exam	31	5,7	38,8
<b>Total</b>	<b>544</b>	<b>100</b>	<b>680</b>

### C. TCoA-III A Questionnaire Analyses

Table 3. One-way Repeated Measures ANOVA Results Comparing Items of the School Accountability Subscale

School accountability	M	SD	F	p
1- Assessment provides information on how well schools are doing	4.13	1.34		
2- Assessment is an accurate indicator of a school's quality	3.96	1.50	.92	.40
3- Assessment is a good way to evaluate a school	3.99	1.35		

*Note.* M = mean, SD = standard deviation,  $p < .05$

A one-way repeated measures ANOVA was conducted to check whether teachers' ratings on school accountability items were significantly different from one another (Table 3). According to the test results, no significant difference was found among the items,  $F(2, 158) = .92, p = .40$ . T-tests with the Bonferroni adjustment method also confirmed the initial results by indicating that pairwise comparisons of the items produced non-significant mean differences ( $p > .05$ ).

Table 4. One-way Repeated Measures ANOVA Results Comparing Items of the Student Accountability Subscale

Student accountability	M	SD	F	p
4- Assessment places students into categories	3.93	1.31		
5- Assessment is assigning a grade or level to students' work	3.91	1.41	5.73	<b>.004</b>
6- Assessment determines if students meet qualification standards	4.40	1.06		

*Note.* M = mean, SD = standard deviation,  $p < .05$

Another one-way repeated measures ANOVA was carried out to check if teachers' ratings on student accountability items were significantly different from one another (Table 4). As displayed by the test results, the mean scores of the items significantly differed from one another,  $F(2, 158) = 5.73, p = .004$ . Moreover, Bonferroni adjusted t-tests indicated that the ratings on Item 6 ( $M = 4.40, SD = 1.06$ ) were significantly higher than those of Item 4 ( $M = 3.93, SD = 1.31$ ) and those of Item 5 ( $M = 3.91, SD = 1.41$ ). Accordingly, teachers endorsed the conception that "Assessment determines if students meet qualification standards" more than other conceptions related to student accountability.

Table 5. One-way Repeated Measures ANOVA Results Comparing Items of the Improvement Subscale

Improvement	M	SD	F	p
7- Assessment is a way to determine how much students have learned from teaching.	4.60	1.15		
8- Assessment provides feedback to students about their performance.	5.00	1.03		
9- Assessment is integrated with teaching practice.	4.94	1.11		
10- Assessment results are trustworthy.	4.16	.95		
11- Assessment establishes what students have learned.	4.63	1.10		
12- Assessment feeds back to students their learning needs.	4.92	1.09	14.10	< .000
13- Assessment information modifies ongoing teaching of students.	4.59	1.12		
14- Assessment results are consistent.	4.01	1.24		
15- Assessment measures students' higher order thinking skills.	4.29	1.25		
16- Assessment helps students improve their learning.	4.98	1.03		
17- Assessment allows different students to get different instruction.	4.18	1.28		
18- Assessment results can be depended on.	4.15	1.28		

*Note.* M = mean, SD = standard deviation,  $p < .05$

To see if item ratings on the improvement subscale were significantly different or not, a one-way repeated measures ANOVA was performed (Table 5). Since the assumption of sphericity was violated ( $p < .001$ ), the degrees of freedom were adjusted by using the Greenhouse-Geisser method ( $\epsilon = .74$ ). As shown by the results, the item ratings differed from one another,  $F(8.15, 644.02) = 14.10, p < .001$ . Furthermore, Bonferroni adjusted t-tests pointed out the fact that the highest rated items were Item 8 ( $M = 5.00, SD = 1.03$ ), Item 9 ( $M = 4.94, SD = 1.11$ ), Item 12 ( $M = 4.92, SD = 1.09$ ), and Item 16 ( $M = 4.98, SD = 1.03$ ),  $p < .05$ . However, these items were not different from each other in terms of their mean ratings ( $p > .05$ ). These results show that teachers supported the conceptions of “Assessment provides feedback to students about their performance.”, “Assessment is integrated with teaching practice.”, “Assessment feeds back to students their learning needs.”, and “Assessment helps students improve their learning.” more than other

improvement conceptions.

Table 6. One-way Repeated Measures ANOVA Results Comparing Items of the Irrelevance Subscale

Irrelevance	M	SD	F	p
19- Assessment forces teachers to teach in a way against their beliefs.	2.88	1.36		
20- Assessment is unfair to students.	2.35	1.13		
21- Assessment interferes with teaching.	2.99	1.56		
22- Assessment results are filed & ignored.	2.58	1.38		
23- Assessment has little impact on teaching.	2.17	1.22	41.05	< .000
24- Assessment results should be treated cautiously because of measurement error.	4.34	1.37		
25- Teachers should take into account the error and imprecision in all assessment.	4.67	1.16		
26- Assessment is an imprecise process.	3.33	1.35		
27- Teachers conduct assessments but make little use of the results.	3.33	1.44		

Note. M = mean, SD = standard deviation,  $p < .05$

To assess whether item ratings on the irrelevance subscale were significantly different or not, a one-way repeated measures ANOVA was performed (Table 6). As the assumption of sphericity was violated ( $p < .001$ ), the degrees of freedom were adjusted by using the Huynh- Feldt method ( $\epsilon = .89$ ). Test results revealed that the item ratings differed from one another significantly,  $F(7.09, 560.24) = 41.05$ ,  $p < .001$ . Additionally, Bonferroni adjusted t-tests indicated that teachers rated Item 24 ( $M = 4.34$ ,  $SD = 1.37$ ) and Item 25 ( $M = 4.67$ ,  $SD = 1.16$ ) the highest,  $p < .05$ . Nonetheless, these items were not statistically different from each other in terms of their mean scores ( $p > .05$ ). These results show that teachers favored the conceptions that “Assessment results should be treated cautiously because of measurement error.” and “Teachers should take into account the error and imprecision in all assessment.” more than the rest of the irrelevance conceptions.

Table 7. One-way Repeated Measures ANOVA Results Comparing Subscales of the TCoA Scale

Subscale	M	SD	F	p
School accountability	4.03	1.23		
Student accountability	4.08	.94	36.93	< .000
Improvement	4.54	.77		
Irrelevance	3.18	.72		

*Note.* M = mean, SD = standard deviation,  $p < .05$

A one-way repeated measures ANOVA was conducted to compare the mean scores obtained from subscales of the TCoA scale (Table 7). Due to the violation of the assumption of sphericity ( $p < .001$ ), Huynh-Feldt correction was implemented to the degrees of freedom of the ANOVA analysis ( $\epsilon = .80$ ). Test results showed that subscale scores were different from one another,  $F(2.39, 188.95) = 36.93$ ,  $p < .001$ . Moreover, Bonferroni adjusted t-tests revealed that teachers scored highest on the improvement ( $M = 4.54$ ,  $SD = .77$ ) and the lowest on the irrelevance ( $M = 3.18$ ,  $SD = .72$ ),  $p < .05$ . These results point out that teachers believe that assessment leads to improvement and do not think that assessment is irrelevant in teaching.

#### D. Pearson's Correlation Coefficient Analysis Assessing the Relationship Between the Conceptions

Pearson correlation coefficient analyses were performed to evaluate the relationship between the subscales of the TCoA scale (Table 8). The analyses revealed that student accountability and school accountability were positively moderately correlated,  $r(158) = .46$ ,  $p < .01$ . Also, school accountability and improvement were found to be positively strongly correlated,  $r(158) = .60$ ,  $p < .01$ . Furthermore, student accountability and improvement were positively moderately correlated,  $r(158) = .44$ ,  $p < .01$ . However, irrelevance was not correlated with any other subscale at all,  $p > .05$ .

Table 8. Pearson's Correlation Coefficient Analysis Assessing the Relationship Between the Subscales of TCoA Scale

	1	2	3	4
1. School accountability	—			
2. Student accountability	.46**	—		
3. Improvement	.60**	.44**	—	
4. Irrelevance	-.21	-.01	-.16	—

### **E. Reliability & Validity Check**

After collecting the data, Cronbach's Alpha coefficient was computed individually for each factor to assess the reliability of the questionnaires used by the teachers. The results of Cronbach's Alpha showed that Improvement factor had the highest value (.89) suggesting that the items within this factor are highly consistent in measuring the conception of improvement. The value of School Accountability factor of 0.85 indicates a high level of reliability. This suggests that the items within this factor are consistent in capturing the conception of school accountability. With a Cronbach's Alpha coefficient value of 0.60, the reliability of the questionnaires measuring Student Accountability is moderate. Although it falls slightly below the desired threshold of 0.70, it still suggests an acceptable level of internal consistency among the items within this factor. Also, the Cronbach's Alpha coefficient value of 0.70 suggests a moderate level of reliability for the questionnaires measuring Irrelevance factor. Similar to Student Accountability, it falls slightly below the desired threshold of 0.70 but still indicates an acceptable level of internal consistency among the items within this factor.

### **F. Discussion with Respect to the Research Questions**

**Question 1. *What types of assessment practices do Turkish EFL Instructors prefer at the tertiary level?***

To find an answer to this question, a marked checkbox part was employed. It consists of 12 checkboxes indicating assessment practices such as Student Written Work (e.g., activity sheets, spelling or math facts), Oral Question & Answer, Planned Observation (e.g., Running Record, Checklist) and Unplanned Observation, Student Self or Peer Assessment, Portfolio / Scrapbook, Unplanned Observation, Teacher Made Written Test, Standardized Test, Conferencing, Essay Test and 1-3 Examination. The results showed that Turkish EFL instructors mostly prefer Portfolio, Students written work, Oral questions and answers, Students' self-assessment, Planned observations, and Essay. What is worth noticing in this result

that while Portfolio assessment has the highest mean score of all, in the Turkish education system, the most commonly used assessment technique is Teacher Made Written Tests. Kırkgöz (2007) stated that one of the general goals for assessment offered by MoNE is curriculum goals should be assessed through tests and written exams. However, the results showed that Teacher Made Written Test are less preferred compared to other assessment techniques.

According to the results, it could be said that portfolio-based assessment is the most preferred assessment strategy for Turkish EFL instructors. It shows that the teachers mostly prefer alternative (authentic) assessment techniques for achievement rather than standardized exams based on multiple-choice questions, fill-in questions, and brief, constrained-response assignments. The method of portfolio-based assessment involves utilizing a student's various materials, including essays, letters, and audio or video recordings. This approach allows for assessments to be conducted following each lesson, enabling teachers to evaluate students' engagement and active participation. While standardized tests offer benefits such as efficient administration, objective and reliable scoring, and cost-effectiveness, they lack emphasis on the development of higher-order thinking abilities (Aysu,2022). This result is also consolidated with open-ended question directed at the end of the survey. The open-ended question tries to shed light on teachers' personal choices if they had a chance to decide on assessment practices rather than testing units in their institution or head of the preparatory school department. Based on the responses of the teachers, it has been determined that the term "formative/alternative assessment" is frequently reiterated. It is worth noticing that the Turkish EFL teachers' assessment preferences do not contradict the current system in the preparatory classes.

When compared to Vardar's findings (2010), the preferences of the teachers are fairly different from one another. She noted that six, seven and eight grade teachers mostly prefer traditional assessment techniques while their conception of assessment indicates alternative assessment strategies. Similarly, Ayas (2014) finds out that young learner EFL teacher's conception of assessment primarily centered around enhancing students' progress; their practice of assessment methods predominantly consisted of traditional approaches, including teacher-made written tests and standardized examinations. On the other hand, in his study, Ateş(2019) find a coherence between the teachers' perception and in-class practice of assessment.

They all agreed on alternative assessment techniques is the best for their learners.

The least preferred assessment technique is Conferencing used by preparatory class instructors to assess their students' language performance. In her findings, Yüce (2015) also observed that conferencing is the less-preferred technique and she noted that it could be because of high ratings in Planned Observation.

***Question 2. What are the Turkish EFL instructors' conceptions of assessment regarding School Accountability?***

The findings concerning "School Accountability" revealed that a majority of teachers are in favor of the notion that assessment serves information on how well schools are doing. Predominantly, teachers regard assessment as an effective means for evaluating schools. It has been demonstrated that assessment is a legitimate instrument for educators when they are asked to determine a school's function or purpose within the context of education. As outlined by Harris and Brown (2013) in their study, school accountability can be described as the procedure of conveying assessment outcomes to both parents and the community. These findings are also parallel to this statement. Furthermore, in her thesis, Yüce (2015) observed that teachers exhibit a moderate level of agreement regarding aspects with respect to School Accountability, particularly in terms of the concept of improvement. They hold the view that an effective assessment process can accurately ascertain the value of educational institutions.

***Question 3. What are the Turkish EFL instructors' conception of assessment regarding Student Accountability?***

English language instructors' conception of assessment concerning the Student Accountability subgroup primarily demonstrated that teachers use assessment as a means to determine whether students are meeting the established qualification standards. In this regard, Brown (2002) states that learners actively engage in the educational process, and educators regularly gather insights about students via assessment procedures. This information is subsequently analyzed in consideration of both peer accomplishments and curriculum benchmarks or within the context of an individual's prior academic achievement. Parallel to this viewpoint, the findings support that Turkish EFL instructors conceive assessment as a parameter to identify how their students meet the pre-set standards of their teaching or



curriculum. The reason behind this concern might be because of the reality of high stakes testing in the Turkish education system. Especially in preparatory classes, the students are expected to be successful in the proficiency exam at the end of the term. To fulfill the required success criteria of the exam, students are responsible for meeting certain standards in terms of their learning and skills. In this respect, teachers use assessment strategies to check if their students are fulfilling the required standards. On the other hand, Brown (2008) highlighted that the impact of evaluating student learning showed limited influence on improved results. Information regarding the type of learning required by student accountability assessments and how teachers perceive these assessments is necessary to better comprehend this contribution.

In his thesis conducted with BİLSEM English teachers, Ateş (2019) found out that teachers use assessment to categorize their students into classroom according to their type of learning. The motivation behind this act is to gather better insight into their classes and perform their teaching effectively. Also, in Vardar's study (2010) the findings revealed that teachers have a moderate level of agreement on the purpose of assessment to ensure student accountability. While the findings are not identical, they generally revolve around the same axis.

#### ***Question 4. What are the Turkish EFL instructors' conceptions of assessment regarding Improvement?***

The findings regarding the concept of Improvement revealed that the majority of teachers hold the viewpoint that assessment offers students feedback regarding their performance, and it is integrated into the process of teaching. According to Brown (2002), the goal of this approach is to inform the improvement of students' own learning as well as the quality of instruction. In her thesis study with pre-service English teachers, Yüce's findings (2015) also consolidate these results. Similarly, Ayas (2014) revealed that most of the TEYL teachers perceive assessment as a tool for receiving feedback from students and it is also an integrated part of teaching. Also, Yetkin (2017) discussed in the findings of his thesis that pre-service English teachers' improvement conception attained the highest mean value across all levels, and they displayed a moderate level of agreement regarding assessment to enhance the quality of both teaching and learning. In Chinese context, Brown et al. (2009) studied with Hong Kong teachers practice of assessment for student improvement.

What is worth noticing in this study that there is a dramatic relationship between improvement and student accountability. As a reason for this finding, they noted that cultural norms are highly affected on these choices.

***Question 5. What are the Turkish EFL instructors' conceptions of assessment regarding Irrelevance?***

As a last conception of the findings, conception of Irrelevance mainly deals with the idea that assessment is unnecessary and irrelevant in teaching. Brown (2002) emphasizes in his doctorate thesis that the concept of irrelevance encapsulates the idea that assessment has no impact on teaching and hence is not relevant, it's something that students wouldn't find appealing and the outcomes of it are not accurate. In this study, the findings revealed that the Turkish EFL instructors are not in favor of the idea that assessment is irrelevant or not necessary in learning. They mostly viewed that assessment results should be treated cautiously because of measurement error and teachers should take into account the error and imprecision in all assessments. Regarding these arguments, it can be concluded that Turkish EFL instructors approach assessment very meticulously and this effort might prevent them from focusing on providing education. The underlying reason for this inference is that findings also reveal teachers think that assessment interferes with teaching. Combining those statements, it can be inferred that teachers perceive assessment not as something to focus on its developmental and beneficial aspects but rather view it merely as a workload or an obstacle to educational instruction.

***Question 6. Is there a significant relationship between these four components of TCoA?***

The purpose of this question was to investigate if there is any relationship between different conceptions levels (strong, moderate, small) and diagnose the direction of the relations (positive, negative or none). While checking the correlation, Pearson product-moment correlation coefficient was conducted and the results revealed that there were strong, positive correlation between improvement and school accountability,  $r(158) = .60, p < .01$ , and also there were positive and moderate relationship between improvement and student accountability,  $r(158) = .44, p < .01$ . Also, there were positive and moderate correlation between student

accountability and school accountability, however, there were no correlation between concept of irrelevance and other conceptions ( $p > .05$ ). In his research, Brown (2011) asserts that the correlation observed between conception of Improvement and School accountability implies a direct relationship between enhancing the teaching and learning process and evaluating students. When examining the relational outcomes of other studies conducted in same subject in Turkish context, it was observed that the results of this study align with the existing literature. A master thesis conducted by Yüce (2015) revealed that there were positive and significant correlations between improvement, school and student accountabilities, while there is strong relationship between the conception of Improvement and School accountability. Furthermore, Vardar (2010) found out in her thesis that there were moderate and positive correlations among all three conceptions, whereas the conception of irrelevance has no significant relationship with any other conceptions. Ateş(2014) had also studied on this issue and he found out the parallel results. He highlighted that assessment is viewed by BILSEM English language teachers as a means of determining how much students have learnt from teaching and as a means of assisting students in improving their learning in order to determine if students achieve qualifying standards.

The motive behind these similarities in results might be due to the fundamental norms shaping the Turkish education system, such as high-stakes national exams and competitiveness, along with the societal structure of Turkey. Parents also desire to be more actively involved in the educational process compared to the past, and along with this, school accountability becomes of greater significance to them. What makes a school accountable in the eyes of parents is generally the performance of the school in high stake national exams or students' score in school exams. In that case, the assessment ought to enhance both the teaching and learning process and establish a sense of responsibility for both the process itself and its outcomes.

## **V. SUMMARY AND CONCLUSION**

### **A. Summary of the Study**

This research aimed to explore how Turkish EFL instructors at the tertiary level perceive assessment practices. The study employed a quantitative approach while collecting the data. The teachers' assessment perceptions were examined using an abridged version of a survey called the "Teachers Conceptions of Assessment" (TCoA), which consisted of 27 items grouped into four subcategories: Student accountability, school accountability, improvement, and irrelevance. The participants included 80 instructors teaching at Turkish preparatory schools in various universities during the 2022-2023 academic year. The survey aimed to provide an overview of teachers' assessment perspectives. Quantitative analysis of the survey responses was performed using PASW Statistics 20 (formerly known as SPSS). To check the reliability of the survey, Cronbach's Alpha coefficient was calculated for each factor. The data analysis was carried out using SPSS 26.0. To assess differences in participants' TCoA subscale ratings, a repeated measures ANOVA was conducted. Then, multiple repeated measures ANOVA tests were employed to compare conceptions within each subscale. Finally, a Pearson correlation coefficient test was utilized to determine the strength of the relationships between the different subscales of the TCoA scale.

### **B. Limitations of the Study**

The present study focused on a target population consisting of 80 Turkish EFL instructors who are currently working at preparatory classes at various universities in Turkey. A limited sample size consisting of teachers posed certain limitations that need to be taken into account when considering the study and its contributions. This matter could cause generalization and utility problems in the area. Furthermore, the fact that all participants share the same nationality might be limiting in terms of the context of the study. Another limitation concerning this study is that

quantitative techniques were employed to gather and analyze the data, but the absence of any qualitative approach might pose a limitation.

### **C. Suggestions for Further Studies**

1. In future studies, both teachers' and students' conceptions of assessment might be focused, and to what extent they are in line with each other might be investigated.

2. The scope of this study was confined to the sample exclusively drawn from universities' preparatory schools. In future research, the potential exists to incorporate a broader range of teachers and students from various cities across Turkey, thereby enhancing the applicability of the findings.

3. One of the limitations of the study is focusing on the same nationality of teachers. Given the increase in the number of foreign teachers working in our country, it could be suggested that future studies also encompass teachers from other nationalities.

4. Further studies might be conducted with teachers from different cities in Turkey, and the obtained results could be compared to identify varying effects on assessment perceptions.

5. Besides surveys, different types of data collection techniques such as observing classrooms, examining assessments created by teachers, reviewing teachers' or students' records of grades, and conducting interviews with teachers and students could be employed to corroborate self-reports from teachers in further studies.

## VI. REFERENCES

### BOOKS

- BERRY, R. (2008). **Assessment for learning**. Hong Kong: Hong Kong University Press.
- BLACK, P., & WILIAM, D. (1998b). **Inside the black box: Raising standards through classroom assessment**. Granada Learning.
- BLACK, P., & WILIAM, D. (2018). **Classroom assessment and pedagogy**. *Assessment in education: Principles, policy & practice*, 25(6), 551–575.
- BLOOM, B. S. (1971). **Mastery learning**. In J. H. Block (Ed.), *Mastery learning: Theory and practice*. New York: Holt, Rinehart & Winston
- BROWN, D.H. (2003). **Language Assessment: Principles and Classroom Practises**. Pearson ESL.
- BROWN, G. T. L. (2006). **Teachers' conceptions of assessment inventory--Abridged** (TCoAIIIA-Version 3-Abridged). Unpublished test. Auckland, NZ: University of Auckland.
- GIPPS, C. V., (1994) **Beyond testing: towards a theory of educational assessment**, Falmer Press.
- HARLEN, W. (2007). **Assessment of learning**. Sage.
- HUBA, M. E., & FREED, J. E. (2000). **Learner-centered assessment on college campuses:**
- KATZ, A. (2012). **Linking assesment with instructional aims and learning**. *The Cambridge guide to second language assessment*. In C. Coombe, P. Davidson, B. O'Sullivan, & S. Stoyhoff. (Eds.). *The Cambridge guide to second language assessment*. (pp. 66-73). Cambridge University Press.
- PALOMBA, C. AND BANTA, T.W. (1999) **Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education**. Jossey-

Bass, Inc., San Francisco.

SCHÖN, D.A. (1983). **The Reflective Practitioner**. New York: Basic Books.

WILIAM, D. (2011). **Embedded Formative Assessment**. Solution Tree Press.

## ARTICLES

ZWAAL, W., & OTTING, H. (2013). A traditional versus a constructivist conception of assessment. **Research in Hospitality Management**, 2(1-2), 29–38. <https://doi.org/10.1080/22243534.2013.11828288>

YETKIN, R. & ÖZER, Z. (2020). An Investigation into In-service and Pre-service English Teachers' Conception of Assessment. **Journal of Theoretical Educational Science**, 13 (2), 384-396. [doi:10.30831/akukeg.582886](https://doi.org/10.30831/akukeg.582886)

YAO, Y. (2015). Teacher Perceptions of Classroom Assessment: A focus group interview . **SRATE Journal**, 24(2), 51–58.

YAN Z. (2021). Assessment-as-learning in classrooms: The challenges and professional development. **Journal of Education for Teaching**, 47(2), 293–295. [Crossref](#)

YAN, Z., & PASTORE, S. (2022). Assessing teachers' strategies in formative assessment: The Teacher Formative Assessment Practice Scale. **Journal of Psychoeducational Assessment**. <https://doi.org/10.1177/07342829221075121>.

YAN, Z., LI, Z., PANADERO, E., YANG, M., YANG, L., & LAO, H. (2021). A systematic review on factors influencing teachers' intentions and implementations regarding formative assessment. **Assessment in Education: Principles, Policy & Practice**, 28(3), 228-260. [doi:10.1080/0969594x.2021.1884042](https://doi.org/10.1080/0969594x.2021.1884042)

WILSEY, M., KLOSER, M., BORKO, H. & RAFANELLI, S. (2020) Middle School Science Teachers' Conceptions of Assessment Practice Throughout a Year-long Professional Development Experience, **Educational Assessment**, 25(2), 136-158, doi: [10.1080/10627197.2020.1756255](https://doi.org/10.1080/10627197.2020.1756255)

THOMPSON, A. G. (1992). Teachers' beliefs and conceptions: A synthesis of the

research. In D. A. Grouws (Ed.), **Handbook of research on mathematics teaching and learning: A project of the National Council of Teachers of Mathematics** (pp. 127–146). Macmillan Publishing Co, Inc.

TOSUNCUOĞLU, I. (2018). Importance of assessment in ELT. **Journal of Education and Training Studies**, 6(9), 163. <https://doi.org/10.11114/jets.v6i9.3443>

SUKAMOLSON, S. (2007). Fundamentals of quantitative research. **Language Institute Chulalongkorn University**, 1(3), 1-20.

TARAS, M., (2005), Assessment: Summative and Formative-Some Theoretical Reflections, **British Journal of Educational Studies**, University of Sunderland, Blackwell Publishing Ltd, 53(4): pp. 466-478.

SHEPARD, L. A. (2000). The role of assessment in a learning culture. **Educational researcher**, 29(7), 4-14.

SOOD, V. (2013). Effect of Mastery Learning Strategies on Concept Attainment in Geometry among High School Students. **International Journal of Behavioral Social and Movement Sciences**, 2 (2), 144- 155

SCRIVEN, M. (1967). The methodology of evaluation. In R. W. Tyler, R. M. Gagne, & M. Scriven (Eds.), **Perspectives on curriculum evaluation** (pp. 39–83). Chicago: Rand McNally. **Shifting the focus from teaching to learning**. The USA: Pearson Publications.

REMESAL, A. (2011). Primary and secondary teachers' conceptions of assessment: A qualitative study. **Teaching and Teacher Education**, 27(2), 472–482. <https://doi.org/10.1016/J.TATE.2010.09.017>

SCHILDKAMP, K., VAN DER KLEIJ, F. M., HEITINK, M. C., KIPPERS, W. B., & VELDKAMP, B. P. (2020). Formative assessment: A systematic review of critical teacher prerequisites for classroom practice. **International Journal of Educational Research**, 103, 101602. [doi:10.1016/j.ijer.2020.101602](https://doi.org/10.1016/j.ijer.2020.101602)

ÖLMEZLER Ö., E. (2021). Developing language assessment literacy of EFL pre-service teachers through classroom assessment course. **International**



- PAKKARI, O., PAAKKARI, L., HAAPALA, H., & HIRVENSALO, M. (2022). Health Education Teachers' assessment conceptions and Practices: Identifying assessment profiles. **Educational Assessment**, 27(3), 285–299. <https://doi.org/10.1080/10627197.2022.2063832>
- MOHAMAD NASRI, N., NASRI, N., & ABD TALIB, M. A. (2021). The unsung role of assessment and feedback in self-directed learning (SDL). **Journal of Further and Higher Education**, 46(2), 185–197. <https://doi.org/10.1080/0309877x.2021.1900552>
- MONTEIRO, V., MATA, L., & SANTOS, N. N. (2021). Assessment Conceptions and Practices: Perspectives of Primary School Teachers and Students. **Frontiers in Education**, 6. <https://doi.org/10.3389/feduc.2021.631185>
- MORRIS, R., PERRY, T., & WARDLE, L. (2021). Formative assessment and feedback for learning in higher education: A systematic review. **Review of Education**, 9(3). <https://doi.org/10.1002/rev3.3292>
- MEIJER, K., BAARTMAN, L., VERMEULEN, M., & DE BRUIJN, E. (2023). Teachers' conceptions of assessment literacy. **Teachers and Teaching**, 1–15. <https://doi.org/10.1080/13540602.2023.2190091>
- MELAKU TAKELE & WUDU MELESE (2022) Primary school teachers' conceptions and practices of assessment and their Relationships, **Cogent Education**, 9(1), doi: [10.1080/2331186X.2022.2090185](https://doi.org/10.1080/2331186X.2022.2090185)
- MCMILLAN, J. H., & HEARN, J. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. **Educational Horizons**, 87(1), 40-49.
- MCMILLAN, J. H., & WORKMAN, D. J. (1998). Classroom Assessment and Grading Practices: **A Review of the Literature**.
- MEDE, E., & ATAY, D. (2017). English language teachers' assessment literacy: The Turkish context. **Dil Dergisi**, (168), 43–60. [https://doi.org/10.1501/dilder\\_0000000237](https://doi.org/10.1501/dilder_0000000237)
- MCCLAM, S., & SEVIER, B. (2010). Troubles with grades, grading, and change:

- Learning from adventures in alternative assessment practices in teacher education. **Teaching and Teacher Education**, 26(7), 1460-1470.
- KALMAN, M., & GEDIKLIOĞLU, T. (2014). Okul Yöneticilerinin hesap verebilirliği ile örgütsel adalet arasındaki ilişkinin incelenmesi. **Hacettepe Üniversitesi Eğitim Fakültesi Dergisi**, 29(2), 115-128.
- ISMAIL, S. M., RAHUL, D. R., PATRA, I., & REZVANI, E. (2022). Formative vs. summative assessment: Impacts on academic motivation, attitude toward learning, test anxiety, and self-regulation skill. **Language Testing in Asia**, 12(1). <https://doi.org/10.1186/s40468-022-00191-4>
- İZCI, K. & CALISKAN, G. (2017). Development of prospective teachers' conceptions of assessment and choices of assessment tasks. **International Journal of Research in Education and Science (IJRES)**, 3(2), 464-474. DOI: [10.21890/ijres.327906](https://doi.org/10.21890/ijres.327906)
- İZCI, K. (2016). Internal and External Factors Affecting Teachers' Adoption of Formative Assessment to Support Learning. **International Scholarly and Scientific Research & Innovation**, 10(8), 2541–2548.
- HEITINK M. C., VAN DER KLEIJ F. M., VELDKAMP B. P., SCHILDKAMP K., KIPPERS W. B. (2016). A systematic review of prerequisites for implementing assessment for learning in classroom practice. **Educational Research Review**, 17(2), 50–62. [Crossref](#)
- HIMMETOĞLU, B., AYDUĞ, D. & BAYRAK, C. (2017). Opinions of school administrators about accountability in educational organizations. **Turkish Online Journal of Qualitative Inquiry**, 8(1), 39-68.
- HARLEN, W., & JAMES, M. (1997). Assessment and learning: differences and relationships between formative and summative assessment. **Assessment in education: Principles, policy & practice**, 4(3), 365-379.
- HATTIE, J., & TIMPERLEY, H. (2007). The Power of Feedback. **Review of Educational Research**, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- GÜLBAHAR, Y., & BÜYÜKÖZTÜRK, Ş. (2008). Değerlendirme tercihleri ölçeğinin Türkçeye uyarlanması. **Hacettepe Üniversitesi Eğitim**

**Fakültesi Dergisi**, 35(35), 148-161.

- HALL, C. (2000). National Certificate of Educational Achievement: Issues of reliability, validity and manageability. **New Zealand Annual Review of Education**, 9, 173– 196
- HAN, T., & KAYA, H. İ. (2014). Turkish EFL teachers' assessment preferences and practices in the context of constructivist instruction. **Journal of Studies in Education**, 4(1), 77. <https://doi.org/10.5296/jse.v4i1.4873>
- GUO, S. (2013). Quantitative research. **Encyclopedia of Social Work**. <https://doi.org/10.1093/acrefore/9780199975839.013.333>
- GONZALES, G. C. (2003). Assessment in English Language Classrooms: Constructing and Empowering Meaningful Learning. **Revista Pensamiento Actual**, 4(5), 84-92
- GRIFFITHS, T., GORE, J., & LADWIG, J. (2006). Teachers' fundamental beliefs, commitment to reform, and the quality of pedagogy. **Paper prepared for presentation at Australian Association for Research in Education Annual Conference** Adelaide, November 26-30,2006.
- GAVIN T.L. BROWN, KERRY J. KENNEDY, PING KWAN FOK, JACQUELINE KIN SANG CHAN & WAI MING YU (2009) Assessment for student improvement: understanding Hong Kong teachers' conceptions and practices of assessment, **Assessment in Education: Principles, Policy & Practice**, 16:3, 347-363, DOI: [10.1080/09695940903319737](https://doi.org/10.1080/09695940903319737)
- FIRESTONE, W. A., MAYROWETZ, D., & FAIRMAN, J. (1998). Performance-based assessment and instructional change: The effects of testing in Maine and Maryland. **Educational Evaluation and Policy Analysis**, 20(2), 95–113
- FARANGI, M. R., & RASHIDI, N. (2022). The Relationship between Iranian EFL Teachers' Conceptions of Assessment and Their Self-efficacy. **International Journal of Language Testing**, 12(2), 59–75. <https://doi.org/ISSN 2476-5880>
- ERDAĞ, C. AND YENİPİNAR, Ş. (2022). Exploring the accountability relationships of Turkish school principals: A qualitative study. **OPUS–**

**Journal of Society Research**, 19(49), 696- 711.

ÇALMAŞUR, H., & UĞURLU, C. T. (2021). Eğitimde okul geliştirme aracı olarak hesap verebilirlik. **Mustafa Kemal Üniversitesi Eğitim Fakültesi Dergisi**, 5(7), 114-153.

DANIELS. L.M., POTH, C., PAPILE, C. & HUTCHISON, M. (2014). Validating the Conceptions of Assessment-III Scale in Canadian Preservice Teachers, **Educational Assessment**, 19(2), 139-158, doi: [10.1080/10627197.2014.903654](https://doi.org/10.1080/10627197.2014.903654)

BUTLER, D. L., & WINNE, P. H. (1995). Feedback and self-regulated learning: a theoretical synthesis. **Review of educational research**, 65(3), 245-281.

BROWN, G.T.L. (2008). Conceptions of assessment: Understanding what assessment means to teachers and students. New York: **Nova Science Publishers, Inc.**

BROWN, G. T., LAKE, R., & MATTERS, G. (2011). Queensland teachers' conceptions of assessment: The impact of policy priorities on teacher attitudes. **Teaching and Teacher Education**, 27(1), 210-220. doi:10.1016/j.tate.2010.08.003

BROWN, G. T. L., & LOIS, L. (2009). Unintended Consequences of Using Tests to Improve Learning: How Improvement-Oriented Resources Heighten Conceptions of Assessment as School Accountability. **Journal of Multidisciplinary Evaluation**, 6(12), 68-91.

BROWN, G. T., GEBRIL, A., & MICHAELIDES, M. P. (2019). Teachers' conceptions of assessment: A global phenomenon or a global localism. **Frontiers in Education**, 4. <https://doi.org/10.3389/feduc.2019.00016>

BROWN, G. T. L., & HIRSCHFELD, G. H. F. (2007). Students' conceptions of assessment and mathematics: Self-regulation raises achievement. **Australian Journal of Educational & Developmental Psychology**, 7, 63-74.

BROWN, G. T. L. (2008). Conceptions of assessment: understanding what assessment means to teachers and students. New York, NY: **Nova Science Publishers**

- BROWN, G. T. L. (2006). Teachers' conceptions of assessment: Validation of an abridged instrument. **Psychological Reports**, 99(1), 166-170. doi: 10.2466/pr0.99.1.166-170
- BROWN, G. T. L. (2003). Teachers' instructional conceptions: Assessment's relationship to learning, teaching, curriculum, and teacher efficacy. **Paper presented at the Joint New Zealand and Australian Associations for Research in Education Conference**, Auckland, NZ.
- BROWN, G. T. L. (2004). Teachers' conceptions of assessment: Implications for policy and professional development. **Assessment in Education: Principles, Policy & Practice**, 11(3), 301-318. doi:10.1080/0969594042000304609
- BROWN, G. T. (2004). Teachers' conceptions of assessment: Implications for policy and professional development. **Assessment in Education: Principles, Policy & Practice**, 11(3), 301-318. <https://doi.org/10.1080/0969594042000304609>
- BLACK, P., & WILIAM, D. (1998a). Assessment and classroom learning. **Assessment in Education: Principles, Policy, and Practices**, 5(17), 7-74.
- ATEŞ, H. & BÜYÜKKARCI, K. (2019). Learner Perceptions Of Assessment In Efl Classes At Turkish Science And Arts Centers . **Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi** , (51) , 181-215 . Retrieved from <https://dergipark.org.tr/tr/pub/maeuefd/issue/47282/551232>.
- AL-HAWAMDEH, B.O.S., HUSSEN, N. & ABDELRASHEED, N.S.G. (2023). Portfolio vs. summative assessment: impacts on EFL learners' writing complexity, accuracy, and fluency (CAF); self-efficacy; learning anxiety; and autonomy. **Lang Test Asia**, (13)12. <https://doi.org/10.1186/s40468-023-00225-5>
- AHMED, F., ALI, S., & SHAH, R. A. (2019). Exploring Variation in Summative Assessment: Language Teachers' Knowledge of Students' Formative Assessment and Its Effect on their Summative Assessment. **Bulletin of Education and Research**, 41(2), 109-119.

- ANDRADE, H. (2010). **Handbook of Formative Assessment**.  
[doi:10.4324/9780203874851](https://doi.org/10.4324/9780203874851)
- BROWN, G. T. L., & HARRIS, L. R. (2009). Unintended consequences of using tests to improve learning: how improvement-oriented resources engender heightened conceptions of assessment as school accountability. **J. Multidiscip. Eval.** 6, 68–91.
- COHEN, L., MANION, L., & MORRISON, K. (2002). **Research methods in education**. <https://doi.org/10.4324/9780203224342>
- EVANS, J. R., & MATHUR, A. (2005). The value of online surveys. **Internet Research**.
- FIGLIO, D., & LOEB, S. (2011). School accountability. **Handbook of the Economics of Education**, 383-421. doi:10.1016/b978-0-444-53429-3.00008-9
- GLAZER, N. (2014). Formative plus summative assessment in large undergraduate courses: Why both? **International Journal of Teaching and Learning in Higher Education**, 26(2), 276–286.
- STIGGINS, R. J. (1992). High quality classroom assessment: what does it really mean? *Educational Measurement: Issues and Practice*, 11(2), 35-39.
- TSCHANNEN-MORAN, M., & HOY, A. W. (2001). Teacher efficacy: Capturing an elusive construct. **Teaching and Teacher Education**, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- PETERSON, E. R., & IRVING, S. E. (2008). Secondary school students' conceptions of assessment and feedback. **Learning and Instruction**, 18(3), 238-250.
- O'MALLEY, M., & VALDEZ PIERCE, L. (1996). Authentic assessment in action: Studies of programs that make a difference. **Teachers College Press**.
- KIRKGÖZ, Y. (2007). Language planning and implementation in Turkish primary schools. **Current Issues in Language Planning**, 8 (2), 174-191.
- KORETZ, D. (2008). The limitations of high-stakes testing. **Phi Delta Kappa International**.

## INTERNET SOURCE

- CAPRARO, R. M., ROE, M. F., CASKEY, M. M., STRAHAN, D., BISHOP, P. A., & WEISS, C. C. (2012). Research summary: Assessment. PDXScholar. Retrieved November 29, 2022, from [https://pdxscholar.library.pdx.edu/ci\\_fac/7/](https://pdxscholar.library.pdx.edu/ci_fac/7/)
- GUASTELLO, E. F., & LENZ, C. (2005). Student Accountability: Guided Reading Kidstations. *The Reading Teacher*, 59(2), 144–156. <http://www.jstor.org/stable/20204331>
- HOSSAIN, R. (2014, July 04). A brief history of formative assessment. Retrieved December 15, 2022, from [https://www.academia.edu/7560092/A\\_Brief\\_History\\_of\\_Formative\\_Assessment](https://www.academia.edu/7560092/A_Brief_History_of_Formative_Assessment)
- JAFAR, A. (2016). Student Engagement, Accountability, and Empowerment: A Case Study of Collaborative Course Design. *Teaching Sociology*, 44(3), 221–232. <http://www.jstor.org/stable/24887449>
- JANNATI, S. (2015). ELT teachers' language assessment literacy: Perceptions and practices. *The International Journal of Research in Teacher Education*, 6(2), 26–3. Retrieved from: [http://ijrte.eab.org.tr/media/volume6/issue2/s\\_jannati.pdf](http://ijrte.eab.org.tr/media/volume6/issue2/s_jannati.pdf)
- MERRIAM-WEBSTER. (n.d.). Accountability. In Merriam-Webster.com thesaurus. Retrieved December 1, 2022, from <https://www.merriam-webster.com/thesaurus/accountability>
- MERRIAM-WEBSTER. (n.d.). Conception. In Merriam-Webster.com dictionary. Retrieved December 21, 2022, from <https://www.merriam-webster.com/dictionary/conception>
- No Child Left Behind Act of 2001, Pub. L. No. 107-110 (2002). Retrieved from <http://thomas.loc.gov/cgi-bin/query/z?c107:H.R.1.ENR>
- STEIN, R. E., COLYER, C. J., & MANNING, J. (2016). Student Accountability in Team-based Learning Classes. *Teaching Sociology*, 44(1), 28–38. <http://www.jstor.org/stable/24887556>

## **THESIS**

- AYAS, N. (2014). An investigation of teachers' conception and practices concerning assessment in English for young learners classroom. Unpublished master's thesis, University of Çağ, Mersin, Turkey.
- BROWN G.T.L. (2002). Teacher conceptions of assessment. (Unpublished doctoral dissertation), University of Auckland, New Zealand.
- DIXON, H. (1999). The effect of policy on practice: An analysis of teachers' perceptions of school based assessment practice. Unpublished master's thesis, Massey University, Albany, NZ.
- ÖKTEN, A. (2009). Effects of Formative Assessment Application on Students' Language Proficiency and Beliefs in Language Learning in E.F.L Context: A Case Study. Master Thesis, Çukurova University Institute of Social Studies English Language Teaching Department.
- VARDAR, E. (2010). Sixth, seventh and eighth grade teachers' conception of assessment. Unpublished master's thesis, Middle East Technical University, Ankara, Turkey.
- YETKIN, R. (2017). Pre-service English teachers' conception of assessment and their future assessment practices in a Turkish context. Unpublished master's thesis, Hacettepe University, Ankara, Turkey.
- YÜCE, Z. (2015). Pre-service English language teachers' conceptions of assessment and assessment practices. Unpublished master's thesis, University of Çağ, Mersin, Turkey.
- ZAIMOĞLU, S. (2013). Teachers' and students' conceptions of assessment in a university EFL preparatory school context. Unpublished master's thesis, University of Çağ, Mersin, Turkey.
- VARDAR, E. (2010). Sixth, Seventh, and Eighth Grade Teachers' Conception of Assessment. University of Middle Technical University, Ankara.





## APPENDICES

### 1. Teachers' Conception of Assessment Inventory

#### 1.1. Demographic Info

##### Teachers' Conceptions of Assessment III Abridged Survey

This survey asks about your beliefs and understandings about ASSESSMENT, whatever that term means to you. Please answer the questions using YOUR OWN understanding of assessment.

##### A) What is your highest degree? (*Tick one only*)

- Bachelor
- Postgraduate Certificate
- Postgraduate Diploma
- Master
- Doctor

##### B) What is your bachelor's degree? (*Tick one only*)

- English Language Teacher
- English Language and Literature
- English Translation
- Other

**C) For how many years have you taught? (Tick one only)**

- Less than 2
- Between 2 and 5
- Between 6 and 10
- More than 10

**D) What is your gender? (Tick one only)**

- Female
- Male

**F) What type of university do you teach at?**

- State
- Foundation

**1.2.TCoA-III Abridge Survey**

Conceptions of Assessment	Strongly Disagree	Mostly Disagree	Slightly Agree	Moderately Agree	Mostly Agree	Strongly Agree
1. Assessment provides information on how well schools are doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assessment places students into categories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assessment is a way to determine how much students have learned from teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assessment provides feedback to students about their performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessment is integrated with teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assessment results are trustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assessment forces teachers to teach in a way against their beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teachers conduct assessments but make little use of the results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assessment results should be treated cautiously because of measurement error	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assessment is an accurate indicator of a school's quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assessment is assigning a grade or level to student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assessment establishes what students have learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assessment feeds back to students their learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assessment information modifies ongoing teaching of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conceptions of Assessment	Strongly Disagree	Mostly Disagree	Slightly Agree	Moderately Agree	Mostly Agree	Strongly Agree
15. Assessment results are consistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assessment is unfair to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Assessment results are filed & ignored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Teachers should take into account the error and imprecision in all assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Assessment is a good way to evaluate a school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Assessment determines if students meet qualifications standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Assessment measures students' higher order thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Assessment helps students improve their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Assessment allows different students to get different instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Assessment results can be depended on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Assessment interferes with teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Assessment has little impact on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Assessment is an imprecise process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3. Assessment Preferences of Teachers

1. Please indicate which of the following assessment PRACTICES you have in mind when you think about assessment.

When I think about ASSESSMENT these are the kinds of PRACTICES I have in mind (*Tick all that apply*)

- Unplanned Observation
- Oral Question & Answer
- Planned Observation (*e.g., Running Record, Checklist*)
- Student Written Work (*e.g., activity sheets, spelling or math facts*)
- Marked Homework
  
- Student Self or Peer Assessment
- Conferencing
- Portfolio / Scrapbook
- Teacher Made Written Test
- Standardised Test
- Essay Test
- 1-3 Hour Examination

## 2. Ethic Committee Approval

Evrak Tarih ve Sayısı: 04.01.2023-73666



T.C.  
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Eğitim Bilimleri Etik Kurulu

Sayı :E-45379966-050.06.04-73666  
Konu :30.12.2022 Tarihli 2022-11 Sayılı Etik  
Kurul Kararı Hk.

### DAĞITIM YERLERİNE

30.12.2022 tarihinde gerçekleşen 2022-11 sayılı Eğitim Bilimleri Etik Kurulu komisyon kararı ekte sunulmaktadır.

Arş. Gör. Baran KİLER  
Kurul Sekreteri

Ek:2022-11 EBK Komisyon Kararı (5 Sayfa)

#### Dağıtım:

Sayın Prof. Dr. Erkan IŞIK (Eğitim Bilimleri  
Etik Kurulu - Kurul Başkanı)  
Sayın Doç. Dr. Selim EMİROĞLU (Türkçe  
Öğretmenliği Program Başkanlığı - Öğretim  
Üyesi)  
Sayın Özlem ŞENER (Rehberlik ve Psikolojik  
Danışmanlık Program Başkanlığı - Öğretim  
Görevlisi)  
Sayın Alperen ŞENOL (Rehberlik ve  
Psikolojik Danışmanlık Program Başkanlığı -  
Araştırma Görevlisi)  
Sayın Dr. Öğr. Üyesi Murat BALCI (Özel  
Eğitim Bölüm Başkanlığı - Öğretim Üyesi)  
Sayın Dr. Öğr. Üyesi Tringa SHPENDİ ŞİRİN  
(Özel Eğitim Öğretmenliği Program  
Başkanlığı - Öğretim Üyesi)  
Sayın Doç. Dr. Deniz SARIBAŞ (Sınıf  
Öğretmenliği Program Başkanlığı - Öğretim  
Üyesi)  
Sayın Doç. Dr. Ayşe NEGİŞ IŞIK (Rehberlik  
ve Psikolojik Danışmanlık Anabilim Dalı  
Başkanlığı - Öğretim Üyesi)

Belge Doğrulama Kodu : BSR4A77PE3 Pin Kodu : 71742

Belge Takip Adresi : <https://www.turkiye.gov.tr/istanbul-aydin-universitesi-ebys?>

Adres : Beşyol Mah. İnönü Cad. No:38 Sefaköy , 34295 Küçükçekmece / İSTANBUL

Telefon : 444 1 428

Web : <http://www.aydin.edu.tr/>

Keş Adresi : [iau.yazisleri@iau.hs03.kep.tr](mailto:iau.yazisleri@iau.hs03.kep.tr)

Bilgi için : Baran KİLER

Unvanı : Kurul Sekreteri

Tel No : 4441428

### 3.Consent Letter

20.10.2023 20:02

Posta - ELİF KAPLAN - Outlook

RE: Consent Letter

Gavin Brown <gt.brown@auckland.ac.nz>

27.10.2022 Per 19:14

Kime:ELİF KAPLAN <elifkaplan4@stu.aydin.edu.tr>

Bilgi:turkaybulut@aydin.edu.tr <turkaybulut@aydin.edu.tr>

Dear Elif

Thank you for writing

The inventory is posted on my figshare with a CC-BY licence

[CC BY](#): This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use. Credit must be given to the creator

Hence you already have permission to use it.

Ahorangi / Prof. Gavin T L Brown, PhD, FAPS

Manutaki / Director Quantitative Data Analysis and Research Unit

Te Kura Akoranga me Te Tauwhiro Tangata/ Faculty of Education & Social Work

Waipapa Taumata Rau / The University of Auckland

Tel: +64 9 3737599 ext. 48602

Associerad Professor, Dept. of Applied Educational Sciences, *Umeå Universitet*, Sweden

Bualuang ASEAN Chair Professor, *Thammasat University*, Thailand

Honorary Professor, Dept. of Curriculum & Instruction, *Education University of Hong Kong*

*Frontiers in Education* Chief Section Editor: Assessment, Testing, and Applied Measurement

*I am working virtually and if I send you an email outside your reasonable work hours, please note that I am doing so because it works for me in managing my work / life balance. I do not expect that you will read, respond or take action outside of your normal working hours.*

---

From: ELİF KAPLAN <elifkaplan4@stu.aydin.edu.tr>

Sent: Thursday, 27 October 2022 3:01 pm

To: Gavin Brown <gt.brown@auckland.ac.nz>

Cc: turkaybulut@aydin.edu.tr

Subject: Consent Letter

Dear Prof. Dr. Gavin T. L. BROWN,

I am Elif KAPLAN, an MA student at Istanbul Aydin University, Turkey. I am planning to write my thesis on the EFL teachers' conception of assessment. I have read your study entitled " **Teachers' Conception of Assessment: implications for policy and professional development**" and I am truly impressed about it. I have also read the theses that used your scale in their research (e.g Huseyin Ates's thesis in 2016). For the ethical committee approval of my university, I need your e-mail in which you indicate your permission.

For my MA thesis, I am planning to study on how Turkish EFL Instructors working at preparatory schools at university level perceive assessment and to apply the inventory you designed.

Could you kindly give me your consent to use **TCOA-III inventory** for my thesis?

Thanks in advance, I look forward to receiving your reply.

## **RESUME**

**Name Surname:** Elif KAPLAN

### **Education:**

2016-2021 İstanbul Kültür University- English Language and Teaching Department

2021-2023 İstanbul Aydın University- Master, English Language and Teaching Department

### **Working Experience:**

2019-2020 İstanbul Kültür University Department of Foreign Languages / Teacher Assistant & Academic Administrative Coordinator

2020-2021 Elit Gençler Koleji / Main Course Teacher

### **Languages:**

-Turkish: Native Language

-English: Advanced

-Spanish: Beginner

### **Skills:**

Communication, Teamwork, Problem Solving, Flexibility, Creativity

Computer Skills (Microsoft Office) and others