

Analysis of Teaching Practice Assessment Methods for Pre-Service Teachers

Syaiful Anwar Yahya

Faculty of Education and Human Development, Sultan Idris Education University
Malaysia

Rosnidar Mansor

Faculty of Education and Human Development, Sultan Idris Education University
Malaysia

Mohd Hassan Abdullah

Faculty of Music and Performing Arts, Sultan Idris Education University
Malaysia

DOI Link: <http://dx.doi.org/10.6007/IJARBSS/v7-i3/2957>

Published Date: 30 March 2017

Abstract

During the teaching practice, assessment of pre-service teachers' performance by the institution supervisors and school mentors are the key elements during their placement. The goal of this paper focuses on the assessment methods used nowadays to evaluate the pre-service teachers during teaching practice. This article adopted the narrative overviews' method which also known as a unsystematic narrative review that comprehensively synthesises previously published article journal on teaching practice assessment method. From the literature that has been studied, the were two categories of assessment methods and eight type of assessment methods that can be used to evaluate pre-service teacher during teaching practice. Discussion of the strengths and limitations of each assessment methods for teaching practice during will be discussed in the final part of this paper. This article has the potential to contribute to the field of education. Specifically, this research will contribute to the assessment of teaching practice's field because there is less literature available locally on assessment for teaching practice.

Keywords: Pre-Service Teacher, Teaching Practice Assessment, Teaching Practicum Assessment

Introduction

Teacher clinical experience comprises several phases of programmes such as school visit, school observation, teaching practice and classroom observation. It plays a vital part in teacher development as this program provides an opportunity for the pre-service teacher to

integrate the theory into practice and to blend into the teacher profession. During the teaching practice, the pre-service teachers will be assessed by using formative and summative assessment to measure the development of their teaching skills as well as all the required skills to be a quality teacher according to the requirement by the teacher training institutions. Although there are many phases in the teacher clinical experience, teaching practice has always been seen as the peak of the programme. The pre-service teachers will undergo a teaching practice for merely fourteen to sixteen weeks in real school and take part in school activities including teaching a real class with supervision from the school mentor and the supervisor appointed by the teaching institutions.

Teaching practice always plays a vital part in the teacher education. Darling-Hammond (2014) portrayed that teacher clinical experience will provide guidance on how pre-service teacher can integrate theoretically based on knowledge, which is typically learned in teacher training institution with the experience-based knowledge offered in the practice of teachers at the clinical experiences. Therefore, Darling-Hammond (2014) also suggested that to produce a quality teacher; there is a need to make changes to the teacher clinical experience in enabling the pre-service teacher to integrate theory and practice in a better manner.

Teaching practice is often a fundamental aspect of every teacher education program regardless of the level of the programme. It is usually a period for pre-service teachers to perform the theory acquired at their teacher training institution and put it into practice (Zailani Jusoh, 2013). The term 'practice' in teaching could be leading to many different contexts in the different culture and society. Mattsson, Eilertsen, & Rorrison (2011) interpreted that teaching practice is a professional practice that reflected during teaching practicum as the evidence in Sweden whereby the community of Swedish social work education regarded practice in teaching as the process of exploring the self or reflective practice. In addition to that, Mattsson et al. (2011) also indicated that the various concepts are used for capturing 'practice' and each concept reflects a certain view in teaching practice. Even though all courses within professional preparation programs are implicitly associated with the practice, there is present a set of classes that clearly concentrate on the development of practice (Grossman et al., 2009).

Assessment is an essential portion of teaching and learning. It represents a significant part of education regarding evidence for the skill or learned behavior that the students have achieved. In evaluating student achievement, a valid and reliable instrument is required for a proper assessment. Developing a valid instrument involves a significant amount of work and a considerable quantity of research to signify the reliability and validity of the measurement. Although an assessment is meant to measure the student ability, it is also beneficial for the development of learning as the concept assessment for learning (Tillema & Smith, 2009).

During the teaching practice, assessment of pre-service teachers' performance by the institution supervisors is the key element during their placement (Ssentamu-Namubiru, 2010). In addition to the institution supervisors, pre-service teachers also had been evaluated by their mentor teachers as well as the school management while they undergo the teaching practice. Assessment of teaching practice is multi-dimensional, performance-based and document performance during the placement (Goos & Moni, 2001).

One of the elements that determine a successful framework is an assessment. Most of the teacher training institutions in Malaysia employ teaching practice as their main strategies in their teacher clinical experience framework and using classroom observation as their primary assessment in the framework. Bell et al. (2014) described that the teacher observation comprises of two main elements, which are scoring criteria and scoring procedures. During a

survey on views of mentor teachers on the implementation of teaching practices, Ahmad Jazimin Jusoh et al. (2015) find that Malaysian mentor teachers feel that the appropriate evaluation method for teaching practices is observation and through the assessment of lesson plan. However, Gallant & Mayer (2012) reported that there was no evidence that authentic forms of teacher assessment were being used during teaching practicum of the pre-service teacher in Malaysian teacher clinical experience. The use of teacher observation as the primary instrument to assess the teaching practicum has drawn some criticism because of the nature of the observation itself.

Rusznayak & Bertram (2015) suggest that the use of teacher observation instruments does not adequately support student teacher professional development because it lacks the element of assessment for learning concept rather than an assessment of learning in the current practice. Teacher observation also is deemed as more suitable for formative assessment rather than summative assessment because the observation that has been done only reflects the state of practice at the specific time rather than the whole timeline and does not measure professional development in more holistic manner.

Scriven (1981) and Kulik (2001) had also criticised the use of observational for teaching assessment because the visit from the mentor teacher and institution supervisor will make pre-service teachers alter their teaching styles and Scriven (1981) also points out that the numbers of observation by supervisor and mentor teacher are relatively small to deliver a quality assessment during teaching practice. Furthermore, Kulik (2001) also added that the supervisor and mentor teacher who evaluate pre-service teachers may have biases that may skew their observations and judgements.

As argued throughout this paper, the use of observation as the main tool to evaluate pre-service teacher during teaching practice might be ineffective. Based on the facts mentioned above, a change in the assessment of teaching practice is necessary to ensure the teacher training institution will produce a quality teacher for the future. In addition to giving a proper grade to the student, an effective assessment should help the pre-service teacher to enhance their teaching competencies as well as their professional development in order to improve their quality in the future. The goal of this paper is focused on the assessment methods used nowadays to evaluate the pre-service teachers during teaching practice. This study will review all existing methods available in this millennium to assess the pre-service teachers efficiently and holistically.

Methods

The context of this study was a narrative literature review for teaching practice assessment methods that available in the literature. A narrative literature review can be divided into three categories which are editorials, commentaries and overview articles (Green, Johnson, & Adams, 2006). This paper adopted the narrative overviews' method which also known as a unsystematic narrative review that comprehensively synthesises previously published article journal on teaching practice assessment method. The article was searched from all available academic database including Emerald, Springer-Link Journals, Jstor, Sage Publications and Taylor and Francis Online. Many terms have been used to define as teaching practice according to each world continent such teaching practice, teaching practicum, teaching experience, school experience and much more. Therefore, the keyword that been used to identify the literature available is "pre-service teacher assessment" to gather all the methods that have been used to assess pre-service teacher during teaching practice. After all the article had collected, a few article were selected to describe the type of teaching practice assessment

methods that available in the literature to assess pre-service teacher during their school placement.

Type Of Teaching Practice Assessment Methods

Teachers and teacher educators involved in instruction propose that teaching has become more complicated as a result of progressively demanding curriculum expectations and increasing diversity among students and this situation suggested there is a need for changes in teacher preparation programme that enables teachers to become more practical in their understanding of the effects of context and learner variability (Shulman, 1987; Darling-Hammond & Snyder, 2000; Darling-Hammond, 2014a;). To prepare a quality teacher, teaching practice supervised precisely and evaluated carefully to develop teachers by the educational reform towards the 21st Century. Assessment methods that have been used should support the development of pre-service teachers while they undergo the teaching practice. Teaching practice evaluation methods can be divided into two broad categories, namely traditional assessment methods and authentic assessment methods in teaching context that available to assess teaching practice among pre-service teachers nowadays.



Figure 1 Type of Teaching Practice Assessment Methods

Traditional Assessment Methods

Traditional assessment methods are teaching practice assessment method that existed and had been used to assess pre-service teachers during teaching practice from the 1980s until now. Queensland College of Teachers (2012) had described that assessment of teaching practice in school sites had been mainly based on observation and ratings of preservice teachers' competencies. While observation is widely used in the assessment of teaching practice, there are many weaknesses and criticism that associated with this method and also the integrity of the entire evaluation process pre-service teachers itself. Apart from observation, several other types of traditional assessment methods been had been used to assess teaching practice among pre-service teachers such as peer assessment and self-assessment.

1. Classroom Observation

Classroom observation or teacher observation is always used as the principal method for determining the scoring for the pre-service teachers during teaching practice. Glatthorn (1984) defined the classroom observation is a series of teaching observation as a professional development process by providing feedback on classroom interaction and help pre-service

teachers teach more effectively while Bell et al. (2014) described that the classroom observation comprises of two main elements, which are scoring criteria and scoring procedures. Classroom observation is the oldest method of pre-service teachers assessment and had been developed by 1960's (Sullivan, 1980).

Classroom observation has rapidly been associated with supervision because of its long tradition usage toward assessment and clinical supervision. This situation can be noticed in Shukery Mohamed (1994) whereby the usage word of observation rather than supervision in explaining the context of supervision. Maxwell (2001) had categories classroom observation in the two main types which are Incidental Observation that occurs during the ongoing activities of teaching by the pre-service teachers and Planned Observation, which involves purposeful planning for the pre-service teachers to be observed on specific learning outcomes. Classroom observation for pre-service teachers usually done by mentor teachers and institution supervisors as well as the management of the school to evaluate teaching practice.

Classroom observation consists of five stage which is Pre-Observation Planning Conference, Classroom Visit/ Observation, Post-Observation Analysis, Post-Observation Conference and also Post-Conference Analysis (Kusut, 2015). This steps maybe varies according to the teacher training institution requirements. During classroom observation, several criteria been assessed for teaching practice such as professional knowledge and practice in teaching and learning, teaching skills, professional practice: relationships, personality, language proficiency, classroom management and instruction (Al-malki & Weir, 2014). This criterion, however, is different from one to another teacher training institution because there are no standard criteria for assessing the classroom observation and commonly teacher training institution will using their guiding principle for teaching practice to evaluate teaching practice.

2. Peer Assessment

With a view to improving the quality of the learning process, increase critical abilities in students, and also student autonomy, peer assessment was deemed suitable for measuring pre-service teachers' performance during teaching practice. Peer assessment is defined as "an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status" (Topping, 1998, p. 250). Due to the human tendency to accept criticism from peers which have a similar status, peer assessment can help pre-service teachers while undergoing teaching practice and can also assist teacher training institutions to evaluate pre-service teachers.

Peer assessment of pre-service teachers' professional skills during teaching practice can take place within the institution or to school. Peer feedback was effective in increasing pre-service teachers' use of motivational praise and also their self-esteem (Topping, 1998). Lydia Wen, Tsai, & Chang (2006) had suggested that pre-service teachers had positive attitudes towards peer assessment and had self-confidence in rating their peers. Although the benefits of peer assessment are significant, there was also negative drawback like lack of trust and unbalanced, non-objective, or dishonest feedback that need to deal with to implement peer assessment (Topping, 1998).

3. Self-Assessment

In addition to the peer assessment, self-assessment can also help the pre-service teachers to be reflective teachers. Self-assessment is the participation of individuals in making decisions

regarding their personal learning, especially relating to achievements as well as the outcomes of their learning (Boud & Falchikov, 1989). Topping (2003) defined self-assessment as “an arrangement for learners and/or workers to consider and specify the level, value or quality of their products or performances” (Topping, 2003, p. 58). Self-assessment has been included in the evaluation of pre-service teacher by teacher training institution across the world while they undergo teaching practice with the need to provide a reflection journal.

To implement self-assessment, Chung (2008) had formulated a conceptual model of the self-assessment process to improve pre-service teachers' critical thinking significantly and making a reflection. This conceptual model started with goal setting where the pre-service teachers will make an aim setting of what they want to achieve in their teaching practice. The second step is pre-service teachers will focus on the goals that they set in the first instance and recorded evidence of what they achieved concerning the criteria. After that, the next step is the pre-service teachers will judge the quality of their teaching regarding what went well and what did not go well; then they graded themselves against the criteria. The last step is pre-service teachers will make a reflection of what they had learned, and then they will make suggestions for improvement. The significant component in self-assessment is reflection whereby pre-service teachers need to reflect their learning together with the problem encountered during the process and also a possible solution.

Authentic Assessment Methods

Authentic Assessment is defined by Wiggins (1998) as an assessment that is realistic, requires judgment and innovation, involving first-hand experience on the subject matter, replicates the real situation existed, requires student to use their own skills and knowledge to solve the problem and allow opportunities for student to rehearse, practice, consult, resources and get feedback in order to refine their performance. Darling-Hammond and Snyder (2000) further added a framework for defining authentic assessment of teaching which include:

- a. Assessments sample the actual knowledge, skills, and dispositions desired of teachers as they are used in teaching and learning contexts, rather than relying on more remote proxies
- b. Assessments require the integration of multiple kinds of knowledge and skill as they are used in practice.
- c. Multiple sources of evidence are collected over time and in diverse contexts.
- d. Assessment evidence is evaluated by individuals with relevant expertise against criteria that matter for performance in the field.

(pp. 527 – 528)

To authentically assess in the teaching context, several methods have been suggested to improve the assessment of teaching practice among pre-service teachers which are:

1. Portfolio Assessment

A portfolio is a form of authentic assessment that been used to assess overall criteria of student assessment. Herman, Aschbacher, and Winters (1992) described portfolio as the “collections of student work that are reviewed against criteria to judge an individual student or a program”(p. 72). Portfolios can include many documents that related to teaching practice like a lesson plan, syllabus, teaching material, assignments, tests, and also samples of student work, video- tapes, or audiotapes or classroom activities (Darling-Hammond & Snyder, 2000).

While the portfolio did not constitute assessment, Herman et al. (1992) suggested that the assessment in portfolio only exist when:

- a. An assessment purpose is defined
- b. Criteria or methods for determining what is put into the portfolio, by whom, and then, are explicated; and
- c. Criteria for assessing either the collection or individual pieces of work are identified

(p. 72)

Portfolio assessment is the method most widely used to evaluate teaching practice in teacher training institution. The usage of portfolio assessment can demonstrate the pre-service teacher professional growth through the developmental of portfolios that allow pre-service teachers to collect and organise artefacts related to their teaching (Dutt, Tallerico, & Kayler, 1997). Dutt et al. (1997) also find out that through the usage of the portfolio can enhance the communication among the pre-service teachers through the collaborative review process. Besides that, portfolios also have the advantage of containing several samples of student work assembled in a purposeful manner. Well-conceived portfolios include pieces representing both work in progress and "showpiece" samples, student reflection about their work, and evaluation criteria (Herman et al., 1992).

2. E-portfolios

Development of technology over the time had caused portfolio changed from paper-based to electronic-based storage resources (Hung, 2012). This form of the portfolio is more assessable from everywhere making it is a suitable replacement for the paper-based portfolio. However, e-portfolios are different from conventional portfolios in several manners. Oakley, Pegrum, & Johnston (2014) has listed the benefits of using e-portfolios apart from conventional portfolio which include

- a. The types of resources that can be collected include digital images, audio, video, and animations, rather than just static paper-based artefacts
- b. The information stored electronically can be more easily organised and cross-referenced – both linked internally and hyperlinked externally
- c. E-portfolios can facilitate wide educational and professional networking and sharing through internal or external forums – ranging from discussion boards to social networking services
- d. E-portfolios have multiple functions, some of which are partially in conflict with each other, since they can serve as tools for learner reflection and growth, for evaluation and assessment, or for marketing and employment

(pp. 37–38)

Boulton (2014) and Oakley et al. (2014) suggested that the e-portfolio may serve the purpose of assessment for the pre-service teachers during teaching practice provided that a clear set of assessment criteria be needed to assess their growth in teaching competencies. The use of e-portfolios is clearly had more advantages than conventional paper-based portfolio because it will reduce the paper consumption to prepare the paper-based portfolio and also different type resources that can be supported such as images, video and much more. Although there are many benefits of e-portfolios, Queensland College of Teachers (2012) had noted several obstacles to the implementation of e-portfolios which are the time constraint and technological competence to gather and produce an e-portfolio.

3. Exhibitions of Performance

Exhibition of performance suggested by Darling-Hammond and Snyder (2000) is a little bit different from classroom observation that has been used in the traditional assessment. Darling-Hammond and Snyder (2000) suggested that exhibition of the performance of pre-service teacher should be evaluated against a set of professional standards for teaching competencies. This exhibition of performance can be in the form of observations or videotapes of teaching, teaching material like teaching plans or teaching aide, or even the pre-service teachers' activities that represent what their action when solving problems of practice with mentor teachers, institutional supervisor, and fellow students.

The key of exhibitions of performance's assessment is the set of professional standards. This key can be seen from Darling-Hammond and Snyder (2000) explanation on exhibitions of performance, "Exhibitions allow teachers to demonstrate particular abilities in ways that include or closely simulate teaching contexts or events. The distinguishing feature of an exhibition that differentiates it from an unguided observation of practice is that it allows the evaluation of these abilities about articulated standards of practice" (p. 534). The exhibitions of performance had proven its ability for preparing a qualities teacher in Alverno College, Milwaukee, USA whereby they had embedded exhibitions of performance in their curriculum of teaching preparation programme. Pre-service teachers from Alverno College are regarded as well prepared for classroom readiness with a high-level ability to reflect on their own practice (Queensland College of Teachers, 2012).

4. Problem-Based Inquiries

Problem-based inquiries or teacher research is another form of authentic assessment that suggested by Darling-Hammond & Snyder (2000). This suggestion also has the same concept with Inquiries and Teacher Research proposed by the Queensland College of Teachers (2012). The idea of problem-based inquiries is more systematically planned to adhere the cyclical processes of planning, action, evaluation, reflection and re-planning (Queensland College of Teachers, 2012). In order to assess pre-service teacher during teaching practice, they are required to investigate systematically inquiries that related to a problem that they faced during teaching practice. They are required to performance an action research which is a mini research with a shorter time frame to overcome the problem they faced during teaching practice. The result of the action research can be used to re-plan the strategies for the next teaching activities.

Apart from making problem-based inquiries alone, Darling-Hammond and Snyder (2000) had suggested that these pre-service teachers need to be assigned to a support group that involves self-selected group and a facilitator to facilitate the inquiries activity. These support group can hold a regular meeting in order to discuss their problem or issue regarding practice with the evidence so that they can select an appropriate solution to their problems. After they had applied an intervention to the problem, the support group may call for a meeting to look at the effectiveness of the response and discuss what are the strategies that need to be done after that to strengthen the result.

5. Cases

Cases is an authentic tool that suggested by Darling-Hammond & Snyder (2000) to authentically assess the teaching. The cases is a report that prepared by pre-service teachers regarding the phenomena that they experienced regarding the subject that interested them during teaching practice. The cases are portrayed as:

Whether they take the form of case reports -first-person narratives of personal experiences of teaching - or case studies - third person analyses of situations or students - cases allow the exploration of precepts, principles, theories, and perennial issues as they actually occur in the real world. Students may read and analyse cases, seeking the lessons and insights they offer, or they may write their own cases, developing interpretations of events as they work through the process of representing their experience.

(Darling-Hammond & Snyder, 2000, p. 529)

The cases can provide an assessment strategy that oversees the foregrounds issues of the teaching context (Queensland College of Teachers, 2012). In order to use cases as an authentic assessment, Darling-Hammond and Snyder (2000) suggested that the pre-service teachers need to construct context-specific narratives about either of their students, a teaching event, or teaching and learning environments. After that, the pre-service teachers need to relate their experience encountered by them with the available knowledge of theory, research or other experience that available in the literature. When pre-service teachers explored the cases that they encountered, they will begin to learn a new knowledge that can equip with a better understanding of the phenomena that they had encountered.

Discussion

To produce a quality teacher, there is a need to improve teacher clinical experience because it enables pre-service teachers to integrate theory and practice in a manner that allows them to be capable in making decisions to satisfy the diverse needs of their students. The usage of classroom observation as a primary assessment for teaching practice assessment has drawn some criticism from the expert and most notably is from Scriven (1981) and Kulik (2001) who criticised the use of observational for teaching assessment because the visit from the mentor teacher and institution supervisor will make pre-service teachers alter their teaching styles.

Classroom observation has been established since the era of 1960's and also have undergone some constant refinement to suit current teacher education need. It is notable that classroom observation is the most accurate method to assess teaching practice for pre-service teacher. However, classroom observation can not be relied on as the only primary method to assess pre-service teacher because it is only accurate to gauge the content delivery and can not measure another essential element such as all the aspect of TPACK (Technological Pedagogical and Content Knowledge) of the pre-service teachers during teaching practice.

Peer and Self Assessment are often employed together to improve the pre-service teacher reflective thinking during teaching practice. Although peer and self-assessment are the kinds of a new dimension in assessing pre-service teacher, literature had witnesses that this method was already discussed in 1989 by Boud & Falchikov. Many researchers feel that peer and self-assessment were the great instruments to boost the morale and self-esteem among pre-service teacher during teaching practice. Nevertheless, many researchers also disagree that peer and self-assessment were included in teaching practice assessment itself as it is very hard to control validity and reliability for such assessment because it was affected by many external factors that presented.

Authentic assessment is a new form of assessment compared to traditional assessment that requires judgement from many sources or evidence rather that singular methods. Authentic assessment is regarded more realistic in order to evaluate performance because the pre-service teacher has an obligation to perform real-life tasks to demonstrate their ability

to apply relevant knowledge and skills. In this paper, there was five type of authentic assessment method discovered in literature which is portfolio, e-portfolio, exhibition of performance, problem-based inquiries and cases.

The portfolio is the most advanced and authentic assessment method that widely used to assess pre-service teachers during teaching practice. The establishment of the portfolio can integrate classroom observation, peer assessment, and self-assessment into its framework. The portfolio gathered all artefacts throughout the teaching practice period and can provide more evidence in professional development as well as teaching competencies development rather than classroom observation that demonstrate the pre-service teachers' ability in that specific observation only. However, the issue of validity and reliability is a problem that is often raised when discussing portfolio assessment. The implementation of portfolio assessment must observe the issue of validity and reliability comprehensively so that the artefacts that gathered are relevant to the assessment and also can portray the pre-service teacher development in teaching.

E-portfolios Assessment is reformed by technologies changes that evolved portfolio from hardcopy evidence into an electronic instrument. The E-portfolios evolvment had open up multiple opportunities for the new type of artefacts that can be collected in portfolio such as videos, digital images, audio and so much more. With the e-portfolio connected with networking, it can provide more benefit toward supervision and assessment during teaching practice because institutional supervisor can monitor their supervisee across the country without the need to be at the school often. The institutional supervisor was able to track the development of pre-service teacher in the whole teaching practice period rather than waiting until the end of this teaching practice period. The implementation of e-portfolio also must adhere to the criticism of reliability and validity such as portfolio assessment faced to ensure that this assessment is valid and reliable.

The another authentic assessment that has been found in the literature is an exhibition of performance, problem-based inquiries and cases. This trio was summarised from Darling-Hammond and Snyder (2000) suggestion of authentic assessment for pre-service teachers during teaching practice. Exhibition of performance are quite similar to classroom observation that has been discussed earlier with several improvements that have been pointed out such as evaluation against the professional standard; an exhibition of performance included classroom observation or video-taped and much more. However, an exhibition of performance assessed pre-service teacher with more angle rather than single view classroom observation itself. Exhibition of performance can precisely evaluate the performance of pre-service teacher to solve problem throughout the teaching practice period with more authentic toward the real environment and problem aroused.

The problem-based inquiry, on the other hand, is similar to the current practice of teacher preparation in Malaysia whereby the pre-service teacher are required to perform an action research during their spell in the school placement. However, this action research will only be evaluated in the university during the upcoming semester after the teaching practice period. The problem-based inquiry is a powerful tool to produce a reflective teacher as well as a teacher that competence with knowledge and skills. The suggested support group also were very helpful to develop a professional community among pre-service teachers that can promote their professional development as well.

The last authentic tool is cases that have been suggested by Darling-Hammond and Snyder (2000). Cases assessment were in the form of a report that prepared by the pre-service

teacher regarding phenomena that occurred during teaching practice that which interested them. As well as problem-based inquiry, cases assessment also can be a powerful tool to develop teaching competencies for pre-service teachers. However, both problem-based inquiry and cases assessment may not be suitable become the main method of assessment because it only represents a specific case or problem that may occur in several situations. It also may not portray the performance of pre-service teacher during the whole teaching practice placement.

Conclusion

This paper has the potential to contribute to the field of education. Specifically, this research will contribute to the assessment of teaching practice's field because there is less literature available locally on assessment for teaching practice. Researchers are more interested in the perception of the pre-service teachers during their teaching practice rather than focussing on the effects of teaching practice assessment. Thus, this research project provides an excellent starting point for future discussions of effective assessment strategies for teaching practice among pre-service teachers, and more importantly, what assessment strategies that are functional and beneficial. While the unsystematic narrative review employed in this paper are the great way to gather the latest knowledge regarding teaching practice assessment method, they are not a good form of evidence that should be used to conclude the assessment type that available to assess teaching practice for pre-service teacher. This paper proposed that further study should be done on by using systematic literature review that employs more detailed, rigorous and explicit method to identify teaching practice assessment method that can be used to assess pre-service teacher during teaching practice.

Acknowledgement

We would like to thank the Niche Research Grant Scheme (NRGS: 2014-0001-107-82-5), funded by Ministry of Higher Education Malaysia and Sultan Idris Education University for giving us the opportunity to accomplish this research. We would also like to acknowledge the supports of all those who helped to finish the research in any way at any step

Corresponding Author

Syaiful Anwar Yahya, Faculty of Education and Human Development, Sultan Idris Education University, Malaysia, aysyaiful@yes.my

References

- Al-malki, M. A., & Weir, K. (2014). A Comparative Analysis between the Assessment Criteria Used to Assess Graduating Teachers at Rustaq College (Oman) and Griffith University (Australia) During The Teaching Practicum. *Australian Journal of Teacher Education*, 39(12), 28–42.
- Bell, C. A., Qi, Y., Croft, A. J., Leusner, D., McCaffrey, D. F., Gitomer, D. H., & Pianta, R. C. (2014). Improving Observational Score Quality. In T. Kane, K. A. Kerr, & R. C. Pianta (Eds.), *Designing Teacher Evaluation Systems* (First Edit, pp. 50–81). San Francisco, CA: Jossey-Bass.
- Boud, D., & Falchikov, N. (1989). Quantitative studies of student self-assessment in higher education: a critical analysis of findings. *Higher Education*, 18(5), 529–549. <http://doi.org/10.1007/BF00138746>

- Boulton, H. (2014). ePortfolios beyond pre-service teacher education: a new dawn? *European Journal of Teacher Education*, 37(3), 374–389. <http://doi.org/10.1080/02619768.2013.870994>
- Chung, R. R. (2008). Beyond assessment: Performance assessments in teacher education. *Teacher Education Quarterly*, 7–28.
- Darling-Hammond, L. (2014a). One Piece of the Whole: Teacher Evaluation as Part of a Comprehensive System for Teaching and Learning. *American Educator*, 38(1), 4–13.
- Darling-Hammond, L. (2014b). Strengthening Clinical Preparation: The Holy Grail of Teacher Education. *Peabody Journal of Education*, 89(4), 547–561. <http://doi.org/10.1080/0161956X.2014.939009>
- Darling-Hammond, L., & Snyder, J. (2000). Authentic assessment of teaching in context. *Teaching and Teacher Education*, 16(5–6), 523–545. [http://doi.org/10.1016/S0742-051X\(00\)00015-9](http://doi.org/10.1016/S0742-051X(00)00015-9)
- Dutt, K. M., Tallerico, M., & Kayler, M. A. (1997). Assessing student teachers: The promise of developmental portfolios. *The Teacher Educator*, 32(4), 201–215. <http://doi.org/10.1080/08878739709555147>
- Gallant, A., & Mayer, D. (2012). Teacher performance assessment in teacher education: An example in Malaysia. *Journal of Education for Teaching*, 38(July 2015), 295–307. <http://doi.org/10.1080/02607476.2012.668330>
- Glatthorn, A. A. (1984). *Differentiated Supervision*. (R. S. Brandt & J. A. Trick, Eds.). Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Goos, M., & Moni, K. (2001). Modelling Professional Practice: A collaborative approach to developing criteria and standards-based assessment in pre-service teacher education courses. *Assessment & Evaluation in Higher Education*, 26(1), 73–88. <http://doi.org/10.1080/02602930020022291a>
- Green, B. N., Johnson, C. D., & Adams, A. (2006). Writing narrative literature reviews for peer-reviewed journals: secrets of the trade. *Journal of Chiropractic Medicine*, 5(3), 101–117. [http://doi.org/10.1016/S0899-3467\(07\)60142-6](http://doi.org/10.1016/S0899-3467(07)60142-6)
- Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. W. (2009). Teaching Practice: A Cross-Professional Perspective. *Teachers College Record*, 111(9), 2055–2100.
- Herman, J. L., Aschbacher, P. R., & Winters, L. (1992). *A Practical Guide to Alternative Assessment*. Alexandria, Virginia: Association for Supervision and Curriculum Development. <http://doi.org/10.1007/s13398-014-0173-7.2>
- Hung, S.-T. A. (2012). A washback study on e-portfolio assessment in an English as a Foreign Language teacher preparation program. *Computer Assisted Language Learning*, 25(1), 21–36. <http://doi.org/10.1080/09588221.2010.551756>
- Kulik, J. A. (2001). Student Ratings: Validity, Utility, and Controversy. *New Directions for Institutional Research*, 2001(109), 9–25. <http://doi.org/10.1002/ir.1>
- Kusut, R. (2015). Amalan Dan Pendekatan Pencerapan Klinikal Dalam Praktikum Serta Impaknya Terhadap Kualiti Guru Pelatih. *Jurnal Tinta Artikulasi Membina Ummah*, 1(1), 41–51.
- Lydia Wen, M., Tsai, C., & Chang, C. (2006). Attitudes towards peer assessment: a comparison of the perspectives of pre-service and in-service teachers. *Innovations in Education and Teaching International*, 43(1), 83–92. <http://doi.org/10.1080/14703290500467640>

- Mattsson, M., Eilertsen, T. V., & Rorrison, D. (2011). What is Practice in Teacher Education? In M. Mattsson, T. V. Eilertsen, & D. Rorrison (Eds.), *A Practicum Turn in Teacher Education* (pp. 1–18). Rotterdam: Sense Publishers.
- Maxwell, G. S. (2001). *Teacher Observation in Student Assessment*. Queensland, Australia.
- Oakley, G., Pegrum, M., & Johnston, S. (2014). Introducing e-portfolios to pre-service teachers as tools for reflection and growth: lessons learnt. *Asia-Pacific Journal of Teacher Education*, 42(1), 36–50. <http://doi.org/10.1080/1359866X.2013.854860>
- Queensland College of Teachers. (2012). *An investigation of best practice in evidence-based assessment within preservice teacher education programs and other professions*.
- Rusznayak, L., & Bertram, C. (2015). Knowledge and judgement for assessing student teaching : a cross-institutional analysis of teaching practicum assessment instruments. *Journal of Education*, 60(SEPTEMBER), 31–62.
- Scriven, M. (1981). Summative teacher evaluation. In J. Millman (Ed.), *Handbook of teacher evaluation* (First Edit, pp. 244–271). SAGE Publications.
- Shukery, M. (1994). Beberapa Model Penerapan Pengajaran-Pemelajaran: Huraian Konsep, Andaian-Andaian Teoretikal, Serta Masalah-Masalah Berbangkit. *Pendidik Dan Pendidikan*, 13, 63–71.
- Shulman, L. S. (1987). Knowledge and Teaching : Foundations of the New Reform. *Harvard Educational Review*, 57(1), 1–21. http://doi.org/10.1007/SpringerReference_17273
- Ssentamu-Namubiru, P. (2010). Teaching practicum supervisors' identity and student assessment on the practicum: An assorted mind-set? *Africa Education Review*, 7(2), 305–322. <http://doi.org/10.1080/18146627.2010.515423>
- Sullivan, C. G. (1980). *CLINICAL SUPERVISION A STATE OF THE ART REVIEW*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Tillema, H. H., & Smith, K. (2009). Assessment orientation in formative assessment of learning to teach. *Teachers and Teaching*, 15(3), 391–405. <http://doi.org/10.1080/13540600903056726>
- Topping, K. (1998). Peer Assessment Between Students in Colleges and Universities. *Review of Educational Research*, 68(3), 249–276. <http://doi.org/10.3102/00346543068003249>
- Topping, K. (2003). Self and Peer Assessment in School and University: Reliability, Validity and Utility. In *Optimising New Modes of Assessment: In Search of Qualities and Standards* (pp. 55–87). Dordrecht: Kluwer Academic Publishers. http://doi.org/10.1007/0-306-48125-1_4
- Wiggins, G. P. (1998). *Educative assessment: designing assessments to inform and improve student performance*. book, Jossey-Bass.
- Zailani, J. (2013). Teaching Practicum : Student Teachers ' Perspectives. In *3rd International Conference On Foreign Language Language And Teaching* (pp. 865–874). Bangkok: Language Institute, Thammasat University.