



## Teachers' Language Assessment Literacy: Indonesian Secondary EFL Teachers' Knowledge, Perspective, and Classroom Practice

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### **Key Words:**

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classroom practice  
perspective  
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teachers' knowledge

### **Abstract:**

The primary objective of this study was to investigate secondary school EFL teachers' understanding, perspectives, and classroom practices regarding language assessment literacy. This research was conducted in three different backgrounds of schools. This study employed case study research and the theoretical framework of the Teachers Assessment Literacy Questionnaire (TALQ) proposed by Plake et al. The data was obtained by the questionnaire, interviews, and classroom observation, then analyzed using thematic analysis. The result showed that the teachers already had excellent knowledge and positive perspectives regarding assessment literacy. Their knowledge, perspective, and classroom practice involved a) the relevance between assessment method and instructional objectives, b) the development of assessment and management of learning outcomes, c) the benefits of assessment, d) the form of assessments, e) the ranking of assessments results f) unethical action in conducting assessment. This study might contribute to the teachers' carrying out assessments following standards, and educational institutions should be aware of the teachers' competency to increase teachers' competence and enthusiasm in carrying out better assessments.

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## Introduction

Assessing student's performance is an essential element of teachers' jobs. Assessment is crucial in teaching and learning (Cheng and Fox, 2017; Ashraf & Zolfaghari, 2018). Teachers spend up to a quarter to half of their professional time performing classroom assessments to monitor students' achievement toward learning outcomes and assist students and teachers in promoting learning (Deluca & Klinger, 2010; Lam, 2015). Teachers can use assessment to obtain information to improve students' achievements, monitor students' acquisition levels, and create curriculum and classroom activities besides the requirements of their students (Gultom, 2016; Frank, 2012; Meidasari, 2015; Tosuncuoglu, 2018). Therefore, teachers are supposed to possess the ability to comprehend, interpret, and use assessment results effectively and the responsibility to make informed decisions about teaching and learning and educational policies. This ability is commonly named teacher assessment literacy (Sumardi, 2023; Tsagari & Vogt, 2017; Vogt & Tsagari, 2014).

Considering the importance of Teacher Assessment Literacy, some researchers (Al-Bahlani, 2019) found that teacher's assessment skills are generally weak, and also Aditomo (2019) complained about the quality of national examinations, indicating that the teachers had a low level of assessment literacy, when developing questions, some teachers ignore the validity and reliability of assessments. In contrast, the ability to devise valid and reliable assessment methods to examine the students' learning progress is important to measure how effective the teaching is (Mellati & Khademi, 2018). Moreover, teachers' assessment knowledge was not supported by their assessment practice; this was evidenced by studies that many teachers needed to be more literate in assessing; they might know the concept of assessment, but in practice, they could not assess the students appropriately. For example, a study conducted by Koh et al. (2017) indicated that although teachers obtained new knowledge in designing tasks in assessment, they found difficulties consolidating specific knowledge and skills in assessment criteria into their assessment practice.

Researchers and practitioners have done previous empirical studies on assessment literacy. A study by Aria (2021) investigated English secondary teachers' assessment literacy level and understood how they practiced classroom-based assessment. A Teacher Assessment Practice (STAP) scale by Howel (2013) was adapted to collect quantitative data, which was then analyzed using descriptive statistics. The study's findings revealed that the teachers in this study were reported to have procedural and conceptual literacy levels ( $M=76.08$ ) in which teachers understood the concept of the classroom-based assessment and applied the knowledge in practice. However, the results of this study are only derived from the questionnaire and need further investigation on classroom observation regarding how excellent the teachers practice their understanding.

Another study by Hutami (2023) investigated teachers' self-perceived Language Assessment Literacy in the Merdeka curriculum by utilizing teachers' Language Assessment Literacy knowledge test adapted from Al-Bahlani (2019). The result showed strengths and weaknesses in the teachers' Language assessment literacy, as well as matches and mismatches between teachers' self-perceived and shown assessment knowledge. However, this study only investigated teachers' assessment perception using a questionnaire and teachers' language assessment literacy using

tests; this study did not observe and interview the teachers in their classroom practice. This study intends to explore the knowledge, perspective, and classroom practice of EFL secondary teachers on language assessment literacy from three participants from different backgrounds in their schools. As a result, this study aimed to investigate secondary school EFL teachers' understanding of and classroom practice about language assessment literacy.

Assessment Literacy was coined by [Stiggin \(1991\)](#) nearly thirty years ago based on the assessment competence standard developed in 1990 by the American Federation of Teachers (AFT), The National Council on Measurement in Education (NCME), and the National Education Association (NEA). Assessment literacy refers to the knowledge and skills stakeholders involved in assessment practice must acquire during this period. [Stiggins \(1991\)](#) defined an assessment-literate person as one who could distinguish between excellent and poor quality assessment and use that knowledge to infer learner achievement; this first attempt was followed by another in 1999, in which Stiggins presented seven competencies teachers must acquire.

To be considered assessment literate, he explained that teachers have to connect assessments to a clear purpose, clarify achievement expectations, use proper assessment methods, develop quality scoring criteria, avoid bias in assessment, communicate effectively about students' achievements, and finally, use assessments, and finally use assessment as an instructional tool. These attempts were proposed by the AFT, NCME, and NEA in 1990. However, they did not add any new dimensions. [Deluca and Klinger \(2010: 419-420\)](#) defined TAL as "the understanding and appropriate use of assessment practices as well as knowledge of theoretical and philosophical foundations in the measurement of students' learning." Their definition added a theoretical dimension to TAL definitions and emphasized the importance of learning theory knowledge.

Several researchers proposed various definitions of assessment literacy. Although "assessment literacy" was not used then, the American Federation of Teachers (1990) provided the first definition of assessment literacy. The competencies of assessment literacy included selecting assessments, developing assessments for the classroom, administering and scoring tests, using scores to aid instructional decisions, communicating the result to stakeholders, and being aware of inappropriate and unethical test use ([AFT,1990](#)).

The term "assessment literacy" refers to the set of skills and knowledge that stakeholders require to deal with the new world of assessment that we have been thrust into ([Stiggins ,1991](#)). Stiggins' other definition was cited. Assessment literacy (AL) is traditionally defined as a fundamental understanding of educational assessment and the ability to apply that knowledge to various measures of student achievement ([Stiggins, 1991](#)). [Brindley \(2001\)](#) saw curriculum-related assessment as a foundation of assessment literacy in that the emphasis is directed toward large-scale testing techniques, even though the discussion is about the needs of classroom teachers.

Table 1. Components of Language Assessment Literacy by Davies (2008)

Components of Language Assessment Literacy	Definition
Knowledge	Components refer to relevant background knowledge of language measurement and language measurement methodologies and knowledge of the assessment context.
Skills	Skills refer to a set of abilities to conduct test or assessment, to analyze the assessment, and report the result of the test, and these skills may include writing test items, statistics, test analysis, and developing assessment rubric.
Principles	Refer to teachers, awareness of issues of ethics, fairness and consequences of assessments

Plake et al. (2005) developed a teacher's Assessment Literacy Questionnaire (TALQ) to measure teachers' knowledge and understanding of the basic principles of classroom assessment practices. Those seven standards aligned with Standards for Teacher Competencies in the educational assessment of students (AFT, NCME, & NEA, 1990). The questionnaire covers seven competencies of teachers' assessments those are (a) Choosing assessment methods appropriate for instructional support, (b) Developing assessment methods appropriate for instructional support, (c) Administering, scoring, and interpreting the result of both externally produced and teacher-produced assessment methods, (d) Using assessment results when making decisions about individual students, planning instruction, developing curriculum, and improving schools, (e) Developing valid students ranking procedures, (f) Communicating assessment results to stakeholders, and (g) Knowing unethical practices in assessments.

### Research Method

The qualitative research method was applied in this study; the researcher employed a case study research. Yin (2018) stated that a case study is an empirical approach that delves thoroughly into a current phenomenon (the "case") and considers it in the context of the real world, mainly when the distinctions between phenomenon and context may not be clear. There are three categories of case studies: explanatory, exploratory, and descriptive. The researcher used an exploratory case study to explore situations where the intervention being evaluated has no clear, single set of outcomes; the researcher used the main instruments to collect data by observing the natural setting of classroom interaction and teacher's questionnaire. The current study aims to investigate Indonesian EFL secondary teachers' knowledge and classroom practice in Language Assessment Literacy.

This research explored three Indonesian EFL teachers with different backgrounds there were a Public school, a Vocational school, and an Islamic Boarding School; the subject of this research was chosen by using a purposive sampling technique; purposive sampling was used when the target sample had specific characteristics, so it may not take another sample which does not have the characteristics that have been determined. Three different schools were chosen to gain basic knowledge of language assessment literacy and different learning environments

or backgrounds. The researcher hoped to get different insights into language assessment literacy.

**Table 2. Demography data Participants**

Background of schools	Gender	Age	Teaching experience	Educational background
SMK	Male	26 years old	2 years	Master degree
SMA	Female	47 years old	20 years	Master degree
MA	Male	46 years old	17 years	Undergraduate degree

This research used an open-ended questionnaire divided into three sections: the first covered demography information, the second a personal experience in teaching, and the last a teachers' assessment of literacy knowledge. The questionnaire was adapted from [Plake et al. \(1993\)](#), which was called Teachers' Assessment Literacy Knowledge (TALQ) (1993) and covered seven standards for teacher competencies in Assessment Literacy.

**Table 3. The Blueprint of the Questionnaires**

No	Indicators	Item
1	Choosing assessment methods appropriate for instructional supports	2
2	Developing assessment methods appropriate for instructional supports	1
3	Administering, scoring, and interpreting the result of both externally produced and teacher produced assessment methods	2
4	Using assessment results when making decisions about individual students, planning instruction, developing curriculum, and improving schools	2
5	Developing valid student ranking procedures	2
6	Communicating assessment results to stakeholders	1
7	Knowing unethical practices.	1
	<b>Total</b>	<b>12</b>

Semi-structured interviews with Indonesian EFL teachers followed the questionnaire, and the teachers were observed when the EFL teachers were teaching in the classroom by joining the class and collecting needed information related to the classroom practice on Language Assessment Literacy. The data was analyzed qualitatively, as [Miles, Huberman, and Saldana \(2014\)](#) proposed, which was called an interactive model. There are four fundamental stages: data collection, data condensation, data display, and conclusion. Data condensation can transform mass data into organized and meaningful data on teachers' knowledge of Language Assessment Literacy based on theories. The next step was to display coded data based on the teachers' knowledge of Language Assessment Literacy to conclude.

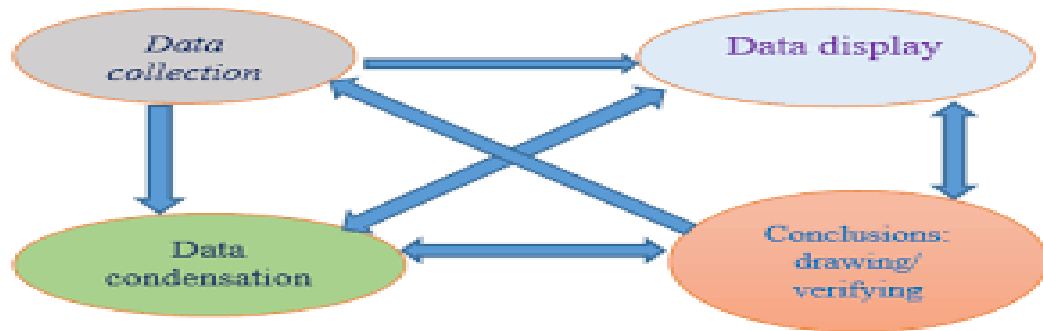


Figure 1. Components of data analysis by Miles, Huberman, and Saldana (2014)

## Results and Discussion

The researcher first uses questionnaire techniques to find data about EFL teachers' knowledge of language assessment literacy. The questionnaire was adapted from the Teachers Assessment Literacy Questionnaire (TALQ), which was developed by Plake et al. (1993) and contains seven teachers' competencies indicators for carrying out assessment. The results from the questionnaire were developed using interview techniques to strengthen the answers from secondary EFL teachers.

The results of the questionnaire and interviews showed that they already knew about language assessment literacy, but each teacher had different perspectives. The first was related to the selection of the assessment method. Brookhart (2011) emphasized that teachers must know what assessment method they can use to draw out the knowledge and skills they intend to measure. Stiggins (2008) categorized assessment methods: selected response, essay, performance assessment, and personal communication. Teachers should understand how to write or select appropriate high-quality assessment tools to match these methods.

In choosing an assessment method, all teachers had the same knowledge and considered its suitability to the learning objectives. Another consideration was based on teachers' perspectives on students' characteristics and abilities. Besides, the teachers also knew the various assessment methods used in learning, such as formative and summative assessment, with their techniques, such as projects, oral tests, written tests, and portfolios. Then, teachers also had their views that assessment has various approaches, namely assessment as learning (assessment during the learning process by using observation and self-assessment techniques), assessment for learning (assessment for improvement, and assessment of learning (assessment at the end of learning).

*"In my opinion, the most important consideration in choosing an assessment method is whether it is appropriate with assessment objectives and the skill to be assessed. Yes, as far as I know about assessment methods, we have projects, oral tests, written tests and portfolios."*

(Questionnaire & interview\_SMA)

The second was related to development assessments and management of learning outcomes. Three secondary EFL teachers developed assessments by

determining the indicators or assessment rubric and test types (multiple-choice and essay). Meanwhile, in formative assessment, the teachers only give feedback, assist students with difficulties in their studies, and give assignments.

*"I often develop summative assessments by creating scoring rubrics. For formative assessments, I do not create/develop an assessment framework so, I provide feedback and help students who have difficulties in learning"*

(Questionnaire & Interview\_SMK)

Meanwhile, in managing learning outcomes, EFL teachers stated that learning outcomes obtained from conducting assessments were used to determine teachers' success in those related to students' understanding of the material that had been taught, evaluating the learning methods that had been carried out so they could choose more appropriate methods in the following method in the next lesson as well as to improve the learning process in the classroom to improve the quality of learning.

*"I used to determine the success of teaching, improve the quality of learning, choose the right method, evaluate the learning methods that have been done"*

(Questionnaire & Interview\_SMA)

Assessment results could also show that the methods used by secondary EFL teachers could determine students' level of understanding of the material. For example, summative assessment with appropriate methods and techniques will reveal how students understand the material well; meanwhile, formative assessment would help teachers better understand their students and develop the following learning method.

The third, related to the benefits of assessment, secondary EFL teachers knew the benefits of assessment. For teachers, it was used to determine the learning outcomes and students' understanding level of the materials that had been taught and to determine the effectiveness of learning methods that had been taught. Meanwhile, the benefit for students was that they reflected on whether they understood the materials or not.

*"knowing how effective the chosen method is, knowing students learning outcomes and the student's understanding level"*

(Questionnaire & Interview\_SMA)

Furthermore, according to secondary EFL teachers' explanations, assessments can also be used as evaluation material to improve the preparation of teaching modules and curriculum. Based on teachers' questionnaires and interview results from vocational schools, the assessment results can be used to determine students' cognitive level, which can be used to adjust the level of material presented in the teaching modules. Hence, the learning becomes more creative and engaging, increasing

students' understanding. The assessment result also became a consideration for educational institutions to provide better learning facilities to improve the quality of learning.

*"Yes, it can, the result of assessment can be used to determine students' cognitive levels, so that policymakers and the curriculum field can regulate the levels of materials that are suitable to be given to students. The feedback given by students to teachers and schools can be used to improve the learning process in the classroom and provide facilities that support students' willingness to learn."*

(Questionnaire & interview\_SMK)

The fourth was the form of assessment; the form of assessment used by secondary EFL teachers was a written test for cognitive assessment, an oral test/ performance/ project/portfolio/interview/presentation test for psychomotor assessment, and students' activity, disciplines, and responsibility for practical assessment. Teachers also used formative assessment during the learning process to assist students who had difficulties with assignments.

*"I carry out assessments on students, the first is the cognitive test in the form of a written test, both multiple-choice, and description, the second is psychomotor in the form of interviews, English dialogues, and presentations, the third is effective in the form of an assessment of the learning process including students activity, disciplines, responsibility, and cooperation in groups."*

(Questionnaire\_MA)

The fifth was related to the ranking of assessment results and how to report them. Based on secondary EFL teachers' explanation, each school still used a ranking class. This class ranking was based on accumulating all students' cognitive and psychomotor scores, which had been input into the digital report application. According to one teacher, this system reflected injustice because numbers judged everything. Meanwhile, other teachers stated that this ranking system had a positive purpose: to foster a spirit of learning so that students were more enthusiastic about getting better grades.

*"yes, it still uses a ranking system. This is done to foster a spirit in learning competence among students so that students are enthusiastic in achieving good grades"*

(Questionnaire & interview\_SMK)

Sixth, it is related to unethical actions in conducting assessments. Secondary EFL teachers stated that there were several unethical actions in assessing students, including assessing material that had not been taught, being unfair in giving grades, assessing subjectively, and giving additional assignments as punishment.

*"an unethical action in assessment is using assignments as punishment for students who are late or naughty."*

(Questionnaire & interview\_SMK)

Giving unfair assessments would cause students to feel envious and less appreciated, resulting in students lacking self-confidence and laziness in studying. Meanwhile, giving additional assignments to undisciplined students or late students



resulted in students not liking the subject because they were forced to do and complete it. It could have made students understand the material better.

*"An unethical action in assessment is using the assignment as punishment for students who are late or naughty or as a remedy. Students dislike the lesson because they consider it punishment in the form of an assignment. They do it in force, not because they want to finish or understand the materials."*

(Questionnaire & interview\_SMK)

### **The Secondary Schools EFL Teachers' Classroom Practice on Language Assessment Literacy**

This sub-discussion presented research findings regarding Language Assessment Literacy practices. The researcher used classroom observation techniques to find the data and analyze the teaching module document. The researcher conducted classroom observations during the learning process by observing several indicators in implementing the assessment.

Based on the results of class observations of 7 (seven) assessment indicators carried out by the secondary EFL teacher at public school, it showed that: a) the secondary EFL teacher has chosen assessment method correctly according to the learning objectives, starting by explaining the purpose of the assessment to be carried out to students when starting learning and using appropriate assessment methods according to the aspects to be assessed; b) secondary EFL teacher also developed more varied assessment method but still in accordance with the aspects being assessed; c) secondary EFL teacher carried out the assessment by giving grades in the form of point/numbers, interpreting them as "good, sufficient, poor", and documenting the assessment result in the form of scoring card; d) secondary EFL teacher used the assessment result as a reference / base material for evaluating the learning methods used; e) secondary EFL teachers when carrying out daily assessment did not give ranking to her students, but provided feedback for improvement immediately. The ranking is only done at the end of the semester; f) assessment results were given to students by scoring card directly, so they can see the result for themselves, which students were given at the end of the semester by report book; g) secondary EFL teacher carried out no unethical assessment practices.

Whereas the result of class observations of 7 (seven) assessment indicators carried out by a secondary EFL teacher at one of the Islamic Boarding Schools, it is shown that: a) secondary EFL teacher has not implemented assessment methods appropriate with learning objectives as indicated by the discrepancy between the assessment method carried out and those written in the lesson plan. However, in this implementation, the secondary EFL teacher has been right in using assessment methods that were appropriate to the aspects being assessed (assessing reading ability by asking students to read the text and answer questions); b) secondary EFL teacher also developed assessment methods that were more varied but still appropriate to the aspects being assessed; c) secondary EFL teacher carried out an assessment by giving scores in the form of numbers, provided feedback and interpreting them in the form of words, documented the results of the assessment by writing them in the scoring

book; d) secondary EFL teacher used the assessment result as a reference/material for evaluating the questions that given and the learning methods used; e) secondary EFL teachers when carrying out daily test did not give rankings to students, the rankings were only given at the end of the semester; f) assessment results were given to the students directly; g) there were no unethical assessment practices carried out by secondary EFL teacher.

The findings at secondary EFL teacher in a vocational school, it showed that: a) a secondary EFL teacher has implemented assessment methods appropriate assessment methods that were suitable with learning objectives, starting by explaining the purpose and type of assessment that will be carried out to the students at the beginning of the year (learning contract), and using appropriate assessment methods according to the aspects being assessed; b) secondary EFL teacher also developed assessment methods that were more varied but still appropriate to the aspects being assessed (written and oral test); c) secondary EFL teachers carried out an assessment by giving grades in the form of numbers in students' notebooks and giving feedback, interpreted them in words, and only documented the result of summative assessment in the scoring book, while formative assessment was given feedback directly; d) secondary EFL teacher only use the result of summative assessment (SAS) as a reference /material for evaluating the learning methods being used; e) secondary EFL teacher gave ranking only at the end of semester; f) assessment results were given to the students directly and also provide feedback on the result of their work; g) there were no unethical assessment practices carried out by secondary EFL teachers.

### **The Secondary School EFL Teachers' Knowledge, Perspective, and Classroom Practice on Language Assessment Literacy**

Based on research findings, secondary EFL teachers among the three participants had good knowledge and a positive perspective on language assessment literacy. Language Assessment literacy refers to the knowledge and skills required by stakeholders involved in assessment practice. [Stiggins \(1991\)](#) defined an assessment literacy person as someone who can differentiate between excellent and poor assessments and use his knowledge to conclude students' achievement. Meanwhile, [Deluca and Klinger \(2010\)](#) defined assessment literacy as an understanding and practice of assessment and appropriate knowledge based on theoretical and philosophical foundations in measuring students' ability to learn.

The first finding in this research was related to the knowledge and perspectives of secondary EFL teachers in selecting assessment methods. All secondary EFL teachers in the three participants had the same knowledge, considering its suitability to the learning objectives/assessment objectives. [Brookhart \(2011\)](#) emphasized that teachers should understand the purposes and uses of assessment and be skilled in using them. Besides that, secondary EFL teachers also knew various assessment methods for their learning, such as formative and summative assessments with techniques. Formative assessment was carried out during teaching and learning activities. Teachers use formative assessment to assess students' progress, provide

feedback, and make learning and teaching activities decisions. At the same time, the summative assessment was carried out at the end of the lesson. Summative assessment can measure students' achievement and make decisions about further instructional activities.

The following findings were related to secondary EFL teachers' knowledge about developing assessments and managing learning outcomes. EFL teachers in the three secondary schools developed assessments by determining assessment indicators /rubrics and question types (multiple choice and essay). [Zulaiha and Mulyono \(2020\)](#) wrote that assessment must be integrated with the learning process and used in various forms. For this reason, teachers must be able to develop various forms of assessment and assessment techniques that are appropriate and cover all aspects of competencies to monitor the development of students' abilities. One of the instruments used to assess this aspect was a rubric; rubrics were a tool for teachers to establish grading criteria for assignments. Rubrics were critical because they describe the quality of the students' assignments. Thus, rubrics help teachers teach, coordinate instruction and assessment, and help students' learning.

Based on the assessment results, it can also be shown that secondary EFL teachers used the methods to determine students' level of understanding of the material that has been taught. For example, students' understanding of the material will be determined through a summative assessment using appropriate assessment techniques. Meanwhile, with a formative assessment, it will be known which students understand and do not understand yet and which students need special attention to get a better understanding—an assessment aimed to help students identify and discover the difficulties they face in learning activities. One of the principles of assessment is comprehensive and sustainable. Thus, teachers should use appropriate assessment techniques that cover all aspects of competencies. The competencies were cognitive, psychomotor, and affective ([Sumardi, 2023](#)).

The third finding related to the benefits of assessment. Secondary EFL teachers knew the benefits of assessment, including the benefits obtained by the teachers and students. The assessment's benefits for teachers were to determine learning outcomes and students' understanding level of learning material that had been taught and to determine the effectiveness of the learning methods that had been carried out. Meanwhile, the assessment's benefit for students was the reflection of themselves. Whether they understood the material and where they were successful in learning. [Magdalena et al. \(2020\)](#) revealed that the benefits of carrying out the evaluation of learning processes and learning outcomes were several things they were: a) gaining an understanding of the implementation and result of learning that has taken place /been carried out by educators; b) made decisions regarding the implementation learning outcomes and c) improving the quality of learning process and outcomes to improve the quality of output. Magdalena added that the importance of learning evaluation for students was to measure the achievement of success in attending the teacher's lesson.

Moreover, according to secondary EFL teachers' explanations, assessment can also be used as evaluation material to improve the preparation of teaching modules and subsequent curriculum. The result of the assessment can be used to determine students' cognitive levels and suggest ways for educational institutions to provide better learning facilities.

The fourth finding related to secondary EFL teachers' knowledge and perspective regarding assessment forms. Secondary EFL teachers' assessment forms are written tests for cognitive assessment, oral/ performance/ project/ portfolio/ interview/presentation tests for psychomotor assessment, and student activity/discipline/responsibility for affective assessment. Teachers also used formative assessment during the learning process to assist students who had difficulty doing assignments. Related to this knowledge, Brookhart (2011) emphasized that teachers had to know what kind of assessment method they could use to draw out the knowledge and skills they intended to measure. Stiggins (2008) calls this a "target-method match".

The fifth finding related to the assessments' ranking result and their reporting. Based on secondary EFL teachers' explanations, each school still used a class ranking. This class ranking was based on accumulating all students' cognitive and psychomotor scores, which had been input into the digital report application. According to a teacher, this system reflected injustice because everything was judged only based on numbers. Meanwhile, other teachers stated that this ranking system had a positive purpose to foster a spirit of learning competence among students so that they were more enthusiastic about getting better grades. This knowledge was essential for teachers to conclude the learning process that had been carried out, which led to an increase in their learning. For this reason, teachers had to understand the basics of simple linear scaling, weighting components, and precision of the results" (Brookhart, 2011). Poor grading knowledge led to invalid assessment and grading practices. Therefore, grading knowledge is fundamental for teachers performing assessment tasks (Campbell & Collins, 2007).

Meanwhile, the assessment results were reported/delivered to students and their parents. The achievement report contained information about grades or scores that exceeded the minimum standards. Meanwhile, the report on learning outcomes contains the achievement of essential competencies determined in the curriculum (Mas'udi, 2014). Both achievement reports and learning achievement reports currently use numbers and descriptions so that the report can be used as feedback for various parties, teachers, schools, parents, and students themselves.

The sixth finding related to unethical actions in conducting assessments. Teachers must understand their assessments' legal and ethical responsibilities and impacts on learners (Brookhart, 2011). Secondary EFL teachers stated several unethical actions in assessing students, including assessing materials that had not been taught, being unfair in giving grades, assessing subjectively, and giving additional assignments to indisciplined students. These actions included unethical actions in assessments because the teachers should teach the materials first and then carry out

the assessment. Gave unfair assessments will cause students to feel jealous of other students and less appreciated, resulting in students lacking self-confidence and being lazy in studying. Meanwhile, giving additional assignments to indisciplined students resulted in students not liking the lesson because they were forced to do and complete it, not to make students understand the material better.

Based on the results of the discussion above, the researcher could conclude that secondary EFL teachers in the three participants had excellent knowledge about assessment literacy. This knowledge included knowledge about choosing good methods that were suitable with learning objectives, assessment techniques and instruments, types of assessment, assessment approaches, development of assessments and management of learning outcomes, benefits of assessments, the form of assessments, ranking of assessments results and reporting, and unethical actions in assessment. However, each secondary EFL teacher also had a different perspective on assessment. The extent of knowledge influenced this he had. The deeper and broader the knowledge, the wider the perspective will be.

## Conclusion

Regarding the research objective, it is summarized that secondary EFL teachers in the three groups had extensive knowledge of assessment literacy. This knowledge includes selecting suitable methods appropriate for learning objectives, assessment techniques and instruments, types of assessment, assessment approaches, development of assessments and management of learning outcomes, benefits of assessments, assessment forms, ranking of assessment results, reporting, and unethical assessment. The teachers in this study were good at implementing an assessment for learning (AFL) called a formative assessment. The formative assessment information is used as feedback to reflect and improve learning effectiveness.

Although the teachers perceived that they were skilled in practising Language Assessment Literacy, teachers needed to use methods appropriate to the aspect being assessed, ensure suitability between the assessments written in the teaching module and the assessments that were carried out, and involve students in the assessment decision-making as part of their learning.

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