Emerging Assessment Practices Cooperating Teachers Shared with Preservice English Teachers in the Philippines

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Abstract. This study used a qualitative case study design to describe the assessment practices shared by cooperating teachers with preservice English teachers. The researcher conducted semi-structured interviews with eight cooperating teachers using a researcher-made and validated interview guide. The transcribed data from the interview were analyzed using thematic analysis. The findings reveal that cooperating teachers taught preservice teachers how to observe students, ask students questions, conduct formative assessment, and use authentic assessments to evaluate and record details of students' performance and learning. The cooperating teachers shared these assessment practices with preservice teachers by considering the students, the lesson content, and the learning objectives. When they taught preservice teachers about assessment, cooperating teachers made sure that the principles of assessment guided them; they also allowed preservice teachers to explore assessment during their practice teaching, while providing a hands-on discussion with the preservice teachers. The cooperating teachers realized the importance of these assessment practices for the development of the preservice teachers, as it prepared preservice teachers for the world of teaching, opened realizations in assessment, and equipped them with knowledge of assessment.

Keywords: assessment; teacher education; practice teaching; preservice teachers; qualitative research

1. Introduction

Assessment determines whether education goals have been achieved, thereby making assessment an essential part of instruction. Assessment has a role in curriculum decisions, instructional requirements, placement, advancement, and grades. Furthermore, assessment gathers information regarding student performance or development. Assessment has long been a vital teaching–learning component (Lam, 2015). Acar-Erdol and Yıldızlı (2018) report that research has shown how evaluation procedures employed in the classroom significantly

impact student achievement, ranging from their success to their self-belief and motivation.

Mellati and Khademi (2018) emphasize the importance of using the proper evaluation techniques to guarantee that students achieve their learning goals. According to Berry et al. (2019), effective assessments improve students' learning. Therefore, it may be argued that the teaching–learning process will not be complete without classroom assessment. Additionally, teachers may fail to deliver effective instruction if they do not apply adequate and proper assessment procedures.

Wang (2017) cites Leung (2005) regarding the definition of classroom assessment, which is the process of evaluating students in a classroom context, instead of the widespread standardized testing that is typically conducted. Acar-Erdol and Yıldızlı (2018) define classroom assessment as the teacher-prepared or established processes that determine what the students have learned. These techniques give professors information about their students' knowledge and tendencies and show teachers how effective their methods of instruction were. According to Özdemir-Yılmazer and Özkan (2017), respect for classroom assessment increased after a general shift in emphasis in education and assessment, towards using constructive approaches targeted at student growth. Hence, classroom assessment can be seen as a way for teachers to lead the teaching–learning process better while simultaneously gauging students' learning and ensuring that they develop understanding of a lesson.

Educational assessment is defined by practitioners as the process of acquiring data about students' learning. Assessment can take on a variety of forms, and follow a variety of procedures and approaches. According to Nicol (2008), assessment is thought to be the catalyst for student learning, since it can motivate students (for example, by giving out grades and marks) and facilitate learning by giving feedback. It may involve formative assessment that is conducted throughout a course to support student learning, to educate teachers about their methods, and to offer feedback; its purpose is to encourage learning. According to Sardareh and Mohd Saad (2013), formative evaluation may enhance students' learning. However, formative assessment does not represent a clearly defined set of procedures, and this shortcoming could prevent its successful application in various circumstances. Summative evaluation, on the other hand, is used to gauge student success after a term of study, and offers another option for educational assessment. Its objective is to quantify learning. According to O'Shaughnessy and Joyce (2015), summative evaluation involves high-stakes assessment with a final mark of achievement given, which summarizes the knowledge students have acquired using particular criteria.

In the Philippines, the COVID Advisory No. 6 series of 2020, which outlines suggestions for evaluation, was published by the Commission on Higher Education (CHED). This article discusses how evaluation practices are currently being reconsidered in higher education in the Philippines. The advisory gave higher education institutions the freedom to decide on the best way to accomplish

the required number of contact hours for a course or degree program. It also advised on introducing alternate assessments and remedial actions, and to consider basing student evaluations and grade computations on current student records and academic standards at the institution. This directive is generic, and Philippine tertiary institutions are advised to use various tactics to implement a system of student learning assessments. Among these strategies are numerous promotions, waivers of prerequisites, and postponed grades (Yumol, 2020).

Undoubtedly, assessment is important in education. Therefore, educators, including preservice educators, should be well trained on assessment procedures. It might be claimed that potential teachers' teaching practicum should emphasize learning and applying assessments; this is because teaching internships are a crucial chance for new teachers to advance their careers and enhance their capacity to employ pedagogical strategies in the classroom. The final stage of a degree program in education, known as student teaching or preservice teaching in the Philippines, allows students to practice teaching, experiment, and reflect on the complexities of the teaching–learning environment, including the ethical and procedural aspects of teaching. Teacher education institutions require preservice teachers to fully utilize their teaching–learning opportunities. Its primary objective is to prepare future educators to uphold professional and social standards that will enable them to advance in the classroom, on campus, and in the community where they will eventually work or reside (Reganit & Osea, 2004). According to Barrios-Arnuco et al. (2018), preservice teacher training is one of the most important elements of every teacher's education curriculum, because it trains student teachers to become competent instructors.

Practice teaching in teacher-education programs is still confronted with issues because it does not adequately prepare student teachers for actual classroom teaching. Student teachers should be closely watched, supervised, and guided by their supervising teachers, usually through online discussions and classroom teaching observation (Haigh et al., 2006).

The time this study was conducted could be considered a period of academic disruption. According to reports, students suffered significant difficulties with technology access, financial stability, and emotional support (Alvarez, 2020; Cahapay, 2020; Tria, 2020). As a result, interventions had to be implemented. Putting human compassion aside, the issue of whether these strategies will serve as accurate indicators of student achievement has elicited divergent views from those involved in education (Mateo, 2020).

An investigation of related studies was done to get further information that could guide the researcher in this study.

Meccawy et al. (2021) examined how King Abdulaziz University handled the lockdown that the Saudi Arabian Ministry of Education had imposed because of the COVID-19 pandemic. Their study highlighted the need for a multilevel strategy to address issues of cheating and plagiarism, increase student awareness and ethics, educate teachers to spot cheating techniques, and encourage

institutions to enact a code of conduct and enforce harsh sanctions against those who engage in such practices.

During the COVID-19 crisis, Cahapay (2020) examined the evaluation processes of a teacher education institution in the Philippines, and found that assessment practices were contextually reshaped when classes were cancelled and it became impossible to compute assessment evidence, and poor internet connectivity created logistical challenges when switching to online assessment; consequently, institutional traditions relating to upholding quality raised serious issues. As a result, modifications to the requirements for laboratory and research tasks, a shift to a descriptive binary grading system, and the exclusion of grades earned from the calculation of grade point average in the most recent semester, were all done. Conclusions from this case study include advising that particular circumstances should be considered when altering assessment processes at any time, so that appropriate adjustment will be more effective.

At a private school in the Philippines, Capacete (2019) conducted a case study that determined that, first, the institutional nature of assessment still impacted teachers, despite the individual purposes of evaluation reported by teacher participants. Second, it was discovered that the teachers' views and attitudes regarding evaluation took a personal posture, and realized their interpretive framework. To make sense of the assessment procedures used by teachers, the study emphasizes the necessity of understanding teachers' ideas and attitudes, and their perceived aims of assessment. This knowledge can be applied to create a program to develop teachers.

This perspective strengthens the importance of classroom assessment in the teaching–learning process. The requirement to make sure teachers are prepared and knowledgeable to provide appropriate and comprehensive classroom assessment becomes more important when we realize how important assessment is.

Language teachers, in particular, are expected to be knowledgeable about how to interpret, design, evaluate, and comprehend the implications of classroom assessments, given that assessments have the potential to have an impact on all education stakeholders, including teachers, students, institutions, and society (Scarino, 2013).

This review of related literature confirms the following: First, assessment is explicitly vital, as articulated by academicians regardless of the academic situation – whether in the traditional pre-pandemic era, or when facing academic hurdles. Second, preservice teachers should be well equipped with the assessment skills necessary to attain education goals in the 21st century. These findings strengthened the need to conduct this study, which aimed to provide knowledge on the assessment practices shared by cooperating teachers with preservice ESL teachers.

1.1 Research Questions

In this paper, the researcher aims to describe the assessment practices cooperating teachers shared with preservice English teachers. Additionally, it aims to describe what cooperating teachers took into consideration, how they share the considerations with the preservice English teachers, and their perceived impact on the development of these preservice English teachers. Specifically, it answered the following questions:

1.   What assessment practices were shared by cooperating teachers with the preservice English teachers?
2.   What considerations as shared with the preservice English teachers were being taken by the cooperating teachers in doing assessments?
3.   How were these assessment practices shared by cooperating teachers with preservice English teachers?
4.   How did these assessment practices affect the development of preservice English teachers, as perceived by the cooperating teachers?

2. Methodology

This paper used a qualitative case study as its research design. It is described as a method of creating knowledge of a challenging subject in a particular setting (Crowe et al., 2011). It is a well-known research strategy that is widely applied in a range of fields, including education. This study describes the assessment practices shared by cooperating teachers with preservice English teachers. Additionally, it unveils the purposes of these assessment practices, how cooperating teachers shared them with preservice English teachers, and their perceived impact on the formation of preservice teachers. A case study was an appropriate research design to meet the goals of this research.

2.1. Participants

This study had a total of eight participants. The researcher conceals the identities of the cooperating teachers; they were given code names CT 1, CT 2, CT 3, CT 4, CT 5, CT 6, CT 7, and CT 8. Regarding gender, three CTs are men, and five women. The researcher was fair in selecting the participants, and gender biases were avoided. The researcher used purposive sampling with these inclusion criteria: First, participants had to be professional teachers who had passed the licensure examination for teachers. Second, the participants had to have at least four years of teaching experience. Third, the participants should have had the experience of being a cooperating teacher for at least two years. Fourth, participants had to hold Master's degrees in education, or at least be at the stage of writing the thesis. Last, the participants had to be willing to participate in the study.

2.2. Research Instrument

The researcher used an interview guide to collect the data needed for this study. The researcher crafted the interview guide in view of the study's objective, statement of the problem, and the exploration of related literature and studies. The interview guide was then subjected to a validation process with the help of three experts in the field of research.

The researcher sought permission from the concerned administrators, faculty, and students to conduct the study. After that, the researcher scheduled interviews with the participants. Before the interview commenced, they were informed of the nature of the study and were assured that the data would be treated confidentially.

2.3. Ethical Considerations
The researcher followed ethical guidelines when conducting this study. The cooperating teachers' full consent was obtained before the study was carried out, the confidentiality of the research data was guaranteed, bias and misleading information were avoided, and other works and studies used in this study are properly cited.

2.4. Data Analysis
Thematic analysis as defined by Terry et al. (2017) was used to extract concepts, categories, and themes from the collected data. The following procedures were utilized in the study's thematic analysis:

Stage 1: Becoming familiar with the data
This procedure, which can start during data collection, entails transcribing the data and reviewing and rereading the data to generate preliminary ideas. The researcher was attentive to several aspects that suggested underlying meaning patterns in the data.

Stage 2: Generating codes
In this step, the researcher used the data to generate basic codes that might serve as the foundation of the study. Along with coding, the researcher looked for patterns and similarities in the data. Before creating themes for this study, the researcher generated codes and kept their attention on coding the entire dataset.

Stage 3: Searching for themes
The themes created at this point were flexible and subject to change. In actuality, the basic themes were constructed by the codes created in the previous phase, and the pertinent information for each was acquired. The researcher, therefore, looked into the codes to create themes present in the data.

Stage 4. Reviewing potential themes
The themes created in the earlier stage were developed further. The researcher evaluated and improved the individual themes and the original thematic map, and read the data extracts that support each topic.

Stage 5. Defining, naming, and analyzing themes
The researcher had, at this point, distinctly identified the themes and their sub-themes.

Stage 6. Producing a report
In this last phase, the researcher emphasized the direct and indirect relationships between the themes further using narratives, data extracts, and argumentation.

3. Findings

This section presents analyses and interprets the data collected, with reference to the study's specific problems.

3.1. Assessment Practices Cooperating Teachers Shared with Preservice ESL Teachers

Theme 1: Observations

A participant mentioned that, initially, they gave the preservice teachers permission to observe lessons and gauge students' current level of understanding. They then instructed the student teachers to change their objectives according to what they had observed. Another participant stated that comprehensive approaches to teaching and learning, effective feedback, frequent practice, and classroom observations were the starting points for the assessment tools they shared with preservice teachers. These tools include the protocols for assigning homework, scheduling feedback sessions after each lesson, peer tutoring, and self-assessment. This theme was unveiled from these excerpts:

> *At first, I allowed them to observe classes and see the current learning level of the students. From there, I asked them to adjust their objectives. I always remind them to observe and start from the gap. CT1*
>
> *The assessment tools I shared with the preservice teachers started with the classroom observations, the protocols in giving homework, setting feedback sessions every after a lesson presented. CT8*

Theme 2: Questioning

Some participants revealed that they conducted random recitation meetings by phoning each student individually and inquiring about lectures. While a lesson was being delivered, they also probed to gauge students' interest and reception. They talked about how asking questions can help with memory retention and in-depth examination of the topic. This theme was derived from these utterances:

> *If they are aware of it, the art of questioning is now needed to encourage recall and further analysis of the aspects related to the topic. CT 1*
>
> *Asking questions while the delivery of the lesson is ongoing checks the reception and interests of the students. CT 3*
>
> *Having a random recitation meeting where I call the students one by one and ask questions regarding the lessons. CT 7*

Theme 3: Formative Assessment

Formative assessment strives to monitor student progress and offer ongoing feedback that learners and teachers can use to improve their lessons. These are provided for teachers to assist them in identifying any misunderstandings, challenges, or learning gaps along the way and figuring out how to close them. Students may even learn to take more ownership of their education when they understand that the goal is to improve learning rather than apply final grades. A small number of participants claimed that they provide formative and summative tests to gauge students' knowledge and comprehension of the subjects being covered. This theme was revealed from these narratives:

> *"Some of the assessment practices that I could share with preservice teachers are formative assessments during discussion through asking questions that may help check the learners' understanding."- CT 3*

"Giving formative exams and summative exams (like a typical paper-and-pencil objective type of test, and essay questions) to test the knowledge and understanding of the students on the lessons being discussed."- CT 7

Theme 4: Authentic Assessment
According to some participants, they shared with preservice teachers that they assigned students projects and performance tasks, such as skit videos, promotional videos and talent shows, as assessment practices, and which gave students the opportunity to showcase their other skills. Since these authentic assessments cater for multiple intelligences in literature subjects, the assessment given involves role-playing or character sketching based on the stories discussed. The assessment is one of the most important tools for determining how well the teaching–learning approach works. Students' active involvement in the process, which is the primary goal of each class, will be necessary. This theme was derived from these participant responses:

As a teacher who appreciates performance tasks, I shared different assessment practices with my preservice teachers anchored with outcome-based education theory. Some of which depend on the subject we are handling. CT 4

I shared both the traditional and authentic assessment practices with the preservice ESL teachers. CT 5

In literature subjects, the assessment is role-playing or character sketching based on the stories discussed. The assessment I have shared with my STs are all significant measures to check the effectiveness and efficiency of the teaching-learning method. CT 6

The assessment practices which I shared with my preservice teachers are giving projects and performance tasks to the students like Skit Videos, Promotional Videos, Talent Shows, etc. where they are able to present their other skills. CT 7

3.2. Considerations of Cooperating Teachers in Choosing Assessment
Theme 1: Lesson Objectives
Objectives are the student behaviors expected after a certain instructional process, and assessment is the process of gathering data about the students' learning to determine whether they meet the specified learning objectives. A participant stated that the objectives had to be deliberately designed while developing quizzes and other related tasks that would lead to student participation and output. They always advised preservice teachers not to limit themselves to creating objectives solely to complete a lesson plan. Another participant stressed the need to evaluate students, which refers to the degree to which a particular exam or test measures what it is designed to measure, whether to evaluate students' learning across a unit, a quarter, or a semester. This theme is unveiled by these excerpts:

When creating quizzes and other related tasks that would result to students' output and participation, the objectives must be created strategically. I always tell them not to settle on just making objectives for the sake of being able to finish a lesson plan. CT 1

I made sure to achieve the test's objective, especially since our subjects require subjective comments and insights from my students. CT 2

Theme 2: Students

A participant took into account the level of students' cognitive abilities, so they could be sure to build test materials for students that are level-based. Another participant said they prioritized students' interests, because their participation was valued more highly than the final result alone. Some assignments were well-presented but poorly prepared, so students' participation was required, especially in a group activity. Students learn more about the lesson while determining the chances to learn they might miss along the way. This theme was derived from these contributions:

> *If they [preservice teachers] see that the students are not yet familiar with the concepts, they must introduce it first. CT 1*
> *The level of students' cognitive skills, in this way I could make sure that I am constructing a test material that would level on the bases of my students. CT 2*
> *The level of the students are the ones I consider in doing an assessment. CT 3*
> *I also assure that students' interest is the utmost consideration since their participation is deemed [more] important than the outcome alone. CT 4*
> *Assessment practices vary depending on the nature of the learners and the learning process. CT 5*
> *First of all, I consider the program of the students, if they are education students, the approach and the way I assess them will be a little different from other programs like Engineering students or Marketing students. CT 7*
> *The first thing to consider in an assessment is knowing your students' needs, interests, and abilities. This will help you determine the kind of assessment you will make in to have a valid, reliable, and practical assessment. CT 8*

Theme 3: Lesson Content

When conducting an assessment, some participants consider the lesson content, the standard or competencies and the academic level of the students. By doing this, they can arrange assessments logically and ensure the accuracy of the results of the assessment. They can ensure that every evaluation given to the students relates to the course material and that it can be completed within a set time. This theme was unveiled by these excerpts:

> *The content of the lesson, the standard or competencies, and the level of the students are the ones I consider in doing an assessment. Through these, I can plan and prepare assessments with enough basis and assure the result's reliability. CT 3*
> *I see to it that all assessments given to the students are related to the subject matter and are doable within a specific time frame. CT 4*

3.3. Ways Cooperating Teachers Share Assessment Practices with Preservice ESL Teachers

Theme 1: Cooperating Teachers Ensure that Preservice English Teachers are Guided by the Principles of Assessment

A participant mentioned how they always used assessment principles as a guide when teaching preservice teachers about assessment. Doing so will increase preservice teachers' credibility and competence, in addition to instructing them on evaluating their students. A participant made sure that the assessment goal

was indicated as being of the utmost importance. This theme is revealed in these narratives:

> The objective of the assessment should be highly valued. For at the end of the day, assessments are administered to assess the students' learning in the span of whatever coverage you are measuring. CT 2
>
> In teaching assessment to preservice teachers, I am always guided by the principles of assessment. These will make me competent and credible in teaching them how they will assess their students. CT 5
>
> I think [about] the timeliness of the assessment tool. Like I said, it's very important to know when to use a specific assessment tool, what kind of assessment tool, and how to execute such. Also, it should be clear to them that assessments must be flexible since we are meeting different types of students. They should know how to tailor-fit a specific assessment tool. CT 7
>
> I made them realize the value of assessing. Different topics taken within a term are discussed with them; through a collaborative discussion, I usually solicit their idea on how to assess a particular topic to achieve the accomplishment of the lesson objectives as well as the Intended Learning Outcome. CT 8

Theme 2: Cooperating Teachers Allow Preservice ESL Teachers to Explore Assessment

A participant indicated that, as long as the content is covered and they take into consideration higher-order thinking skills while completing assessments, preservice teachers were free to choose and be creative in doing assessments to the class standing and asynchronous activities for their class. Another participant reported that they instructed preservice ESL teachers through the assessment process, by letting them explore the extent of the cognitive skills possessed by their students. Doing so ensured that the preservice teachers were equipped to create authentic assessments as they progressed in their careers as teachers. This theme was unveiled from these excerpts:

> For the assessment strategies, the practice teachers had multiple tasks to practice their understanding in formulating test questions. The mentoring sessions are done on a Friday, when all classes are asynchronous. CT 1
>
> I simply teach the assessment to my preservice ESL teachers by allowing them to explore the level of the cognitive skills of our students. With this, they could also allow themselves to be equipped and made their authentic assessment in their journey as an in-service teacher. CT 2
>
> They were free to choose and be creative in doing assessments to the class standing and asynchronous activities for their class as long as the topic is covered, and they considered the higher order thinking skills (HOTS) in doing assessments. CT 6

Theme 3: Cooperating Teachers Discuss Assessment with Preservice Teachers

A participants explicitly discussed the value of the test items, how they might refine their questioning style, and how to match their goals with their evaluation methods. Another participant initially informed preservice teachers of the factors they should consider before creating an assessment instrument. This is significant, because it affects the type of assessment used by the teacher. Additionally, participants went over the various assessment tools and the design ideas behind them. Finally, a participant discussed the typical methods for evaluating students,

appropriate evaluation tools, and what suited the intended objectives. There were occasions when they asked the preservice teachers to create and apply tests or quizzes. This theme was derived from these contributions:

> *I tried to explain the strength of the items, how they can improve the questioning technique, and on how to align their objectives and assessment tools. CT 1*
>
> *I provide them first information about things they need to consider before designing an assessment tool. This is important because this will determine the kind of assessment a teacher will use. I discuss also the different assessment tools and the principles in designing these tools. CT 5*
>
> *I usually discuss with them first the procedures on how to assess the students, what assessment tool to use, and what fits the target objectives. There are also times where I ask the preservice teachers to make quizzes or tests so they will be used in making such. CT 7*

3.4. Development of Preservice Teachers as Perceived by Cooperating Teachers through these Assessment Practices

Theme 1: Preparation for the World of Teaching

According to a participant, these assessment practices impact the development of preservice teachers because the practices enable them to prepare and adapt specific assessment practices that fit their teaching styles, and to apply them to their careers as in-service teachers in the future. One participant suggested that these techniques helped preservice teachers avoid being overburdened with coursework. Another participant observed that it prepares preservice instructors better for their chosen career in school when they start teaching. This theme was revealed in these narratives:

> *Teaching assessment strategies to preservice teachers would give them a better understanding of "real" teaching. There is a misconception that teachers just present lessons. CT 1*
>
> *These assessment practices can also help them to realize that it could also help them improve their teacher-learner within them as learning is an unending process. CT 2*
>
> *It will make them realize, aim [for] and ensure the coherence and consistency between the intended outcomes as specified in the formal curriculum and teaching methods, assessment tasks, and learning activities in the classroom. It builds them how to connect to their students through learning. CT 8*

Theme 2: Opens Realizations in Assessment

A participant said that preservice teachers would understand better what "actual" teaching entails if they were taught about assessment strategies. A participant claimed that, because learning is a continuous process, these assessment procedures could help them improve their understanding of their inner teacher-learner. According to a participant, it will help them realize, aim for, and ensure the coherence of and consistency between the desired results described in the formal curriculum and teaching techniques, assessment tasks, and learning activities in the classroom, and teach them how to establish learning-based connections with their students. This theme was unveiled in these excerpts:

These strategies would also help the preservice teachers not to get too overwhelmed with what to teach. CT 1

These assessment practices affect the formation of the preservice teachers because, with these, they could be able to prepare and adapt certain assessment practices that suit their way of teaching and be able to apply it to their own careers in the future as in-service teachers. CT 2

I think it helps the preservice teachers to be more ready in their chosen career, in the academe. CT 7

They will become aware of the art and science of teaching. CT 8

Theme 3: Equips Preservice Teachers with Knowledge of Assessment

According to a participant, preservice teachers acquire more knowledge about assessing the progress of the students, and, eventually, it helps them evaluate themselves as teachers, because they can determine whether their teaching strategies were successful. As expressed by a participant, assessment significantly influences how preservice teachers are formed. This participant said that one of the most important tasks a preservice teacher must complete is learning how to assess. They must learn how to organize and deliver tailored instruction to create lessons specific to each student's needs, interests, and abilities. This theme was derived through these contributions:

These assessment practices initially equip preservice teachers to track students' learning. As they venture into the real world of teaching, they would know how to conduct an assessment that aims to monitor students' knowledge and not give tasks or burdens to their future students. CT 3

Learning to assess is one of the most important tasks a preservice teacher must undergo. It will give them the knowledge on how to plan and provide targeted instruction so that they can tailor instructions directed to the needs, interests and abilities of students. CT 5

These will help them in making a variety of assessment practices to their future students including the development of the class Higher order thinking skills. CT 6

They become more knowledgeable in terms of assessing the progress of the students, and at some point, it also helps them assess themselves as a teacher, they can check whether or not their strategies in teaching are effective. CT 7

4. Discussion

Considering the first research problem, which refers to the assessment practices cooperating teachers shared with preservice teachers, the results of this study were found to contradict those of Meccawy et al. (2021). They investigated perceptions of both faculty and students regarding assessments that had to be conducted online because of lockdowns and physical or social distancing regulations. Their findings point to the necessity of a multilevel strategy to address the issues of cheating and plagiarism, including educating students about morality, preparing teachers to spot cheating techniques, and having institutions activate their code of conduct and impose harsh penalties on offenders.

In view of what cooperating teachers considered and how they taught assessment to preservice teachers, the results of this study were consistent with worldwide expectations, as demonstrated by Giraldo et al. (2018), who examined the effects

of a language assessment course for preservice teachers in a language teaching program at a state university in Colombia. They concluded that combining theory and practice of language evaluation is necessary, and should focus on modern methods of teaching languages, testing in bilingual education, and regional assessment regulations. Sjöberg (2018) looked into how assessment practices in teacher preparation programs for primary-level teachers shaped the knowledge bases of preservice teachers. The findings demonstrate that preservice teachers in Swedish primary schools are primarily trained to work with subject didactics, with emphasis on their ability to plan, carry out, and evaluate instruction in light of both descriptive and normative learning theories in Swedish curricula.

Regarding the development of preservice teachers as perceived by the cooperating teachers through teaching them about assessment practices, this study's findings relate to that of the study by Kabilan et al. (2012), which examined future teachers' use of e-portfolios in their learning, and evaluated whether those uses result in teaching competencies. They discovered that six competencies result from teachers' use of e-portfolios: (1) developing an understanding of the role of an effective teacher; (2) developing teaching approaches/activities; (3) improving linguistic abilities; (4) comprehending content knowledge; (5) acquiring ICT skills; and; (6) realizing the need to change mindsets.

5. Conclusions

This study describes the assessment practices cooperating teachers shared with preservice English teachers. It also described what they took into consideration, how they shared it with the preservice English teachers, and the impact they perceived in forming preservice teachers.

The researcher concludes that cooperating teachers had taught preservice teachers how to observe students, to keep track of or evaluate a procedure or circumstance, and to record details of students' performance and learning.

The cooperating teachers also shared with the preservice teachers the skills of asking questions that would elicit responses from their students. Furthermore, cooperating teachers had shared their knowledge on formative assessment that was used to keep track of student learning and provide continual feedback that both students and teachers can utilize to enhance their learning and teaching respectively. Moreover, cooperating teachers taught preservice teachers to determine whether students could apply the knowledge and skills they had been taught in the classroom in various contexts, scenarios, and circumstances, by applying authentic assessments.

The cooperating teachers shared these assessment practices with preservice teachers by considering the students, the lesson content, and the students' learning objectives. In teaching assessment to the preservice teachers, the cooperating teachers made sure that the principles of assessment guided them; they also allowed preservice teachers to explore assessment during their practice teaching, while providing a hands-on discussion with the preservice teachers.

Cooperating teachers realized how important these assessment practices were for the development of preservice teachers, as it prepared them for the world of teaching, opened realizations in assessment, and equipped them with knowledge about assessment.

6. Limitations and Recommendations

The findings of this study cannot be generalized, due to the small sample of participants and limited amount of data. However, its findings can raise awareness and interest among researchers to explore preservice teaching internship and assessment. The researcher recommends that other researchers conduct similar studies with a bigger sample, to obtain more saturated data. It is also suggested that other researchers use different data collection tools, such as observation, focus group discussions, and content analysis of the narrative journals of preservice teachers, to triangulate data and make it more credible and reliable.

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Appendix 1
Interview Questions:

1. What are the assessment practices that you shared with the preservice English teachers? Please provide a short description of these assessment practices.

2. What are the purposes of these assessment practices?

3. What are the things that you consider in doing an assessment?

4. How do you teach assessment teachers to preservice English teachers?

5. What are the things that you consider in teaching assessment to preservice teachers?

6. In your perspective, how do these assessment practices affect the formation of preservice teachers?