

VALIDATION OF TEACHERS' CONCEPTIONS OF ASSESSMENT INVENTORY WITH CAMBODIAN PRESERVICE TEACHERS

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Hull Piseth *, Tibor Víg **

** Doctoral School of Education, University of Szeged*

*** Institute of Education, University of Szeged, MTA-SZTE Reading and Motivation Research Group*

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Assessment is important for education quality development, and understanding teachers' assessment conceptions provides information about how teachers perceive assessment in the teaching and learning processes (Brown, 2004). They might conceive assessment as beneficial in improving learning and teaching (Daniel et al., 2014). On the contrary, they might value assessment as irrelevant to the processes (Lin et al., 2021). As assessment conceptions have been investigated in different contexts across the globe, the investigation is rare in Cambodia. With this respect, this study aims to check the reliability and validity of the assessment conception inventory developed by Brown (2006) with Cambodian preservice teachers. As the inventory is widely used and various studies adapted it to the given contexts (Brown & Remesal, 2012; Moivavaziri, 2015; Mat Yusoff et al., 2022), the results generally produce a factor structure different from the original structure. This study investigates whether the questionnaire is reliable and valid in the Cambodian context and what the similarities and differences are between the variables of the existing models and the current study. The conceptions of assessment inventory consist of 27 six-point Likert scale items that can be categorized into four main conceptions, including assessment serves improvement, student accountability, school accountability, and assessment is irrelevance. The study sample is 375 first-year primary and secondary preservice teachers. Confirmatory factor analysis shows that the existing model does not fit with the data (RMSEA = .066, TLI = .726; CFI = .775, CMIN/df = 2.608). Thus, exploratory factor analysis was performed using principal axis factoring with promax rotation, based on which six items were removed from further analysis: one item has low communality, and the other five were removed due to loading onto other factors that are theoretically difficult to explain. The result of the final analysis shows that five factors were found to measure participants' assessment conceptions (KMO = .800, $\chi^2(210) = 1915.591$, $p < .001$). Three of them are the same as the factors of the original model: Student Accountability (M = 4.19, SD = 0.88), School Accountability (M = 4.38, SD = 1.06), and Irrelevance (M = 2.20, SD = 0.82). The other two contain items from the Improvement factor of the original model, including (1) assessment is valid for students (M = 4.42, SD = 0.71) and assessment informs learning and teaching (M = 5.02, SD = 0.58). The closest correlation between these two conceptions ($r = .43$) indicates that they measure similar conceptions. The correlations were lowest for irrelevance and other factors ($r < .23$), while they were stronger for other subscales ($.43 > r > .30$). The Cronbach's alpha of each subscale ranges from .59 to .81. The results indicate that the assessment conception inventory can be used to assess Cambodian preservice teachers to identify different conception profiles.

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