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Reflexive Assessment in Teaching

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Abstract

This study examines the topic of Reflexive Assessment in Teaching and presents the results of a questionnaire administered to fourth-year students in the Department of English at the College of Education for Women, Tikrit University, upon their return from the application period in secondary schools. The aim of the study is to explore students' perceptions and experiences regarding the use of reflexive assessment strategies in the teaching and learning process, specifically in the context of their practical application in secondary schools. The questionnaire, specifically designed for this study, focuses on students' reflections on their learning experiences during the application period, their self-assessment practices, and the impact of reflexive assessment on their academic development. The findings provide valuable insights into students' understanding and engagement with reflexive assessment, highlighting its effectiveness in fostering self-awareness, critical thinking, and metacognitive skills among English language learners in real-world teaching settings. The study contributes to the existing literature on assessment practices in education, particularly in the context of English language teaching, by emphasizing the importance of reflexive assessment during practical applications in secondary schools. The findings also offer practical implications for educators by suggesting ways to integrate reflexive assessment strategies into their teaching practices, thereby enhancing students' learning experiences and promoting their professional growth as future teachers.

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Keywords: Reflexive, Assessment, Teaching, Questionnaire

التقييم الانعكاسي في التدريس

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كلية التربية للبنات / جامعة تكريت، قسم اللغة الانكليزية

المستخلص

تتناول هذه الدراسة موضوع التقييم الانعكاسي في التدريس وتعرض نتائج استبيان تم إجراؤه على طالبات المرحلة الرابعة في قسم اللغة الإنجليزية في كلية التربية للبنات/ جامعة تكريت، عند عودتهم من فترة التطبيق العملي في المدارس الثانوية. والهدف من الدراسة هو استكشاف تصورات الطالبات وخبراتهم فيما يتعلق باستخدام استراتيجيات التقييم الانعكاسي في عملية التدريس والتعلم، وخاصة في سياق تطبيقها العملي في المدارس الثانوية. يركز الاستبيان، المصمم خصيصًا لهذه الدراسة، على وجهات نظر الطالبات في تجاربهم التعليمية خلال فترة التطبيق، وممارساتهم في التقييم الذاتي، وتأثير التقييم الانعكاسي على تطورهم الأكاديمي. توفر النتائج رؤى قيمة حول فهم الطالبات ومشاركتهن في التقييم الانعكاسي، وتسلط الضوء على فعاليته في تعزيز الوعي الذاتي والتفكير النقدي والمهارات المعرفية بين متعلمي اللغة الإنجليزية في بيئات التدريس في العالم الحقيقي. تثري الدراسة الأدبيات الموجودة حول ممارسات التقييم في التعليم، وخاصة في سياق تدريس اللغة الإنجليزية، من خلال التأكيد على أهمية التقييم الانعكاسي أثناء التطبيقات العملية في المدارس الثانوية. وتقدم النتائج أيضًا تأثيرات عملية للمعلمين من خلال اقتراح طرق لدمج استراتيجيات التقييم التأملي في ممارساتهم التدريسية، وبالتالي تعزيز تجارب التعلم لدى الطالبات وتعزيز نموهم المهني كمدرسات في المستقبل.

الكلمات المفتاحية: انعكاسي، تقييم، تدريس، استبيان

1. INTRODUCTION

Reflexive assessment in teaching involves educators critically reflecting on their teaching practices, beliefs, and the impact of their actions on student learning. It goes beyond traditional assessments that focus solely on students' performance and involves instructors examining their own teaching methods, goals, and the learning environment. Here are key aspects of reflexive assessment in teaching according to (Stiggins, 2008):

1. Self-Reflection

-Educators engage in self-reflection to analyze their teaching methods, instructional strategies, and interactions with students.

-They consider their own beliefs, assumptions, and values that may influence their teaching approach.

2. Continuous Improvement

-Reflexive assessment is an ongoing process aimed at continuous improvement in teaching practices.

-Teachers identify strengths and areas for development, seeking ways to enhance their effectiveness in the classroom.

3. Student-Centered Focus

-It considers the impact of teaching on student learning outcomes and experiences.

-Teachers examine how their instructional choices and methods align with students' needs, abilities, and diverse learning styles.

4. Data Collection and Analysis

-Teachers collect data on their teaching, such as student feedback, assessment results, and classroom observations.

-They analyze this data to gain insights into the effectiveness of their instructional strategies and areas for adjustment.

5. Goal Setting

Teachers set specific, measurable, and achievable goals for their teaching based on their reflections and data analysis.

These goals may relate to improving specific aspects of instruction, fostering a positive learning environment, or addressing challenges.

6. Collaboration

-Reflexive assessment can involve collaboration with colleagues, mentors, or instructional coaches

-Sharing insights and receiving feedback from others can provide valuable perspectives for professional growth

7. Adaptability

-Teachers remain open to change and adapt their teaching methods based on the outcomes of reflexive assessment

-This adaptability helps in responding to the evolving needs of students and the dynamic nature of the educational landscape

8. Documentation

-Keeping a teaching portfolio or journal can be a valuable tool for documenting reflections, experiences, and evidence of professional growth over time.

9. Inclusive Practices

Reflexive assessment encourages teachers to consider the inclusivity of their teaching practices, ensuring that all students, regardless of background or ability, have equal opportunities for success.

10. Ethical Considerations

-Educators reflect on the ethical dimensions of their teaching, considering issues such as fairness, respect, and integrity in their interactions with students and colleagues.

-By incorporating reflexive assessment into their teaching practices, educators can enhance their effectiveness, contribute to a positive learning environment, and ultimately improve student outcomes.

2. ASSESSMENT

Assessment in education refers to the process of gathering information and evidence about students' knowledge, skills, and abilities. Assessments serve various purposes, including measuring learning progress, providing feedback, and informing instructional decisions. There are different types of assessments, broadly categorized into formative and summative assessments, each serving distinct purposes (Popham, 2018). Here are the main types of assessments according to (Brookfield, 2017):

1. Formative Assessment

Purpose:

- To monitor and assess ongoing learning progress during instruction
- To provide feedback to students and teachers for instructional adjustments

Examples:

Classroom Observations: Informal observations of students' engagement, participation, and understanding during a lesson.

Quizzes and Checks for Understanding: Short assessments to gauge students' comprehension of recently taught material.

Classroom Discussions: Assessing students' contributions and understanding through active participation.

Homework and Assignments: Tasks assigned to reinforce learning and gauge understanding.

2. Summative Assessment

Purpose:

- To evaluate students' overall learning outcomes at the end of a course, unit, or academic period.
- To assign grades and make decisions about student progression or -achievement.

Examples:

Final Exams: Comprehensive exams covering the entire course content.

Standardized Tests: Assessments administered uniformly to a large group of students, often statewide or nationwide.

End-of-Term Projects: Culminating projects that showcase students' understanding and application of knowledge.

Cumulative Portfolios: Collections of students' work over an extended period, demonstrating growth and achievement.

3. Diagnostic Assessment

Purpose:

- To identify students' strengths, weaknesses, and prior knowledge before instruction begins.
- To inform teachers about individual learning needs and plan targeted instruction.

Examples:

Pre-assessments: Administered at the beginning of a unit or course to gauge prior knowledge.

Diagnostic Tests: Assessments specifically designed to identify areas of difficulty or misconceptions.

4. Ipsative Assessment

Purpose:

- To compare an individual's current performance to their own previous performance.
- Focus is on personal improvement and growth.

Examples:

Self-assessment: Students reflecting on their own work and progress.

Personal Learning Goals: Setting individual learning objectives and assessing progress toward those goals.

5. Norm-Referenced Assessment

Purpose:

- To compare a student's performance to the performance of a larger group (norm group).
- Provides information about how a student's performance ranks relative to peers.

Examples:

Standardized Achievement Tests: Assessments where students' scores are compared to a norm group.

Percentile Rankings: Expressing a student's performance in comparison to a reference group.

6. Authentic Assessment

Purpose:

To assess real-world skills and tasks that have relevance beyond the classroom. Focuses on application and demonstration of knowledge in practical contexts.

Examples:

Project-Based Assessment: Students working on projects that mirror real world challenges.

Portfolios: Collections of students' work showcasing their skills, achievements, and growth.

These assessment types can be used in combination, and the choice of assessment depends on the educational goals, context, and the information needed to guide instruction and measure student learning (Black and William, 1998).

3. METHODOLOGY

Data Selection and Description

This study utilizes a quantitative research design to collect and analyze data through a structured questionnaire. The questionnaire is designed to gather information about fourth-year students' perceptions and experiences regarding reflexive assessment in teaching.

The participants in this study are fourth-year students in the Department of English at the College of Education for Women, Tikrit University. These students have recently completed their application period in secondary schools.

The primary method of data collection is a questionnaire specifically developed for this study. The questionnaire consists of items that address students' reflections on their learning experiences during the application period, their engagement with self-assessment practices, and the perceived impact of reflexive assessment on their academic development.

The questionnaire will be administered to the participants upon their return from the application period in secondary schools. The administration of the questionnaire will be conducted in a controlled environment to ensure consistency and minimize external influences.

The quantitative approach allows for the systematic collection and analysis of data, contributing to a better understanding of the effectiveness and impact of reflexive assessment strategies in teaching.

3.1 The Questionnaire

The questionnaire applied to the students is an MCQ form consisting of ten items. Each item includes five choices to be selected by the students as shown below:

1- How often do you engage in self-reflection on your teaching practices?

- a) Rarely or never
- b) Occasionally
- c) Monthly
- d) Weekly
- e) Daily

2- What methods or tools do you use to collect evidence of your teaching effectiveness?

- a) Classroom observations by peers or administrators
- b) Student surveys or questionnaires
- c) Self-assessment rubrics
- d) Video recordings of lessons
- e) Other (please specify): _____

3- How do you analyze and interpret the evidence you collect to inform your teaching practices?

- a) Review it independently
- b) Discuss it with colleagues
- c) Seek guidance from instructional coaches or mentors
- d) Attend professional development workshops or training
- e) Other (please specify): _____

4- To what extent do you involve students in the assessment and feedback process?

- a) Rarely or never involve students
- b) Occasional opportunities for student input
- c) Regularly seek student feedback
- d) Collaboratively set goals and track progress with students
- e) Fully empower students in self-assessment and reflection

5- How do you use student feedback to reflect on and improve your teaching?

- a) Disregard student feedback
- b) Consider student feedback but rarely act on it
- c) Act on student feedback sometimes
- d) Act on student feedback consistently
- e) Act on student feedback and regularly communicate changes made

6- How do you seek out and engage in professional development opportunities to enhance your teaching skills?

- a) Rarely seek professional development opportunities
- b) Attend conferences or workshops occasionally
- c) Engage in online courses or webinars

- d) Participate in school or district-led professional development
- e) Actively seek out a variety of professional development opportunities
- 7- How do you collaborate with colleagues to engage in reflective discussions about teaching practices?
 - a) Rarely or never engage in collaborative discussions
 - b) Occasionally engage in informal discussions
 - c) Participate in structured collaborative meetings
 - d) Engage in professional learning communities
 - e) Regularly collaborate with colleagues on reflective practices
- 8- How do you identify areas of strength and areas for improvement in your teaching?
 - a) Rely solely on self-perception
 - b) Seek feedback from colleagues or administrators
 - c) Analyze student performance data
 - d) Analyze student work samples
 - e) Engage in reflective writing or journaling
- 9- How do you set goals for your professional growth based on your reflections on teaching?
 - a) Rarely or never set goals
 - b) Set goals occasionally
 - c) Set goals annually
 - d) Set goals at the beginning of each semester or school year
 - e) Regularly set short-term and long-term goals for professional growth
- 10- How do you adjust your teaching strategies and approaches based on your reflective assessment?
 - a) Rarely or never make adjustments
 - b) Make occasional adjustments
 - c) Make adjustments based on annual reflections
 - d) Make adjustments based on regular reflections
 - e) Continuously adapt and refine teaching strategies based on reflection and feedback

4. DATA ANALYSIS, RESULTS AND DISCUSSION

The collected data will be subjected to qualitative and quantitative analyses. Descriptive statistics, such as frequencies and percentages, will be used to summarize and present the participants' responses to each item in the questionnaire. The percentages of the answers for each item are as follows:

N.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A	0%	21.73%	4.34%	0%	0%	0%	26.08%	8.69%	0%	4.34%
B	30.43%	47.82%	69.56%	26.08%	17.39%	8.69%	47.82%	13.04%	21.73%	52.17%
C	4.34%	21.73%	13.04%	60.86%	26.08%	56.52%	13.04%	30.43%	34.78%	4.34%
D	13.04%	8.69%	13.04%	8.69%	4.34%	26.08%	8.69%	47.82%	21.73%	26.08%
E	52.17%	0%	0%	4.34%	52.17%	8.69%	4.34%	0%	21.73%	13.04%

1. In relation to the first item of the questionnaire it can be seen that 52.17% of the students selected option "e) Daily" as the frequency with which they engage in self-reflection on their teaching practices. This indicates that a majority of the students in the sample actively reflect on their teaching practices on a daily basis. It suggests a high level of self-awareness and a proactive approach to professional development among these

students. The findings align with the importance and effectiveness of reflexive assessment in promoting self-improvement and critical thinking skills in teaching.

2. In relation to the second item of the questionnaire it can be seen that 47.82% of the students selected option "b) Student surveys or questionnaires" as the method or tool they use to collect evidence of their teaching effectiveness. This suggests that a significant portion of the students in the sample rely on feedback from their students to assess their teaching performance. Student surveys or questionnaires can provide valuable insights into students' perceptions of the effectiveness of teaching methods, classroom dynamics, and overall learning experiences. The findings highlight the importance of incorporating student feedback as an essential component of reflexive assessment in teaching. It demonstrates an acknowledgment of the student's role in evaluating teaching practices and the value placed on their perspectives for continuous improvement.

3. In relation to the third item of the questionnaire it can be seen that 69.56% of the students selected option "b) Discuss it with colleagues" as their approach to analyzing and interpreting the evidence they collect to inform their teaching practices. This indicates that a majority of the students in the sample value collaborative discussions with their colleagues as a means of gaining insights and perspectives on their teaching effectiveness. Engaging in professional conversations with colleagues allows for the exchange of ideas, sharing of experiences, and receiving constructive feedback. It suggests a collaborative and reflective approach to professional development, where educators actively seek input from their peers to enhance their teaching practices. The findings highlight the significance of peer collaboration and the collective growth mindset among the students in their quest for continuous improvement in teaching.

4. In relation to the fourth item of the questionnaire it can be seen that 60.86% of the students selected option "c) Regularly seek student feedback" as the extent to which they involve students in the assessment and feedback process. This indicates that a majority of the students in the sample actively seek feedback from their students on a regular basis. Regularly seeking student feedback allows educators to gain valuable insights into the effectiveness of their teaching methods, classroom environment, and student learning experiences. It demonstrates a student-centered approach to teaching, where the voices and perspectives of students are valued and integrated into the assessment and feedback process. By involving students in the process, educators can better understand their needs, preferences, and areas for improvement, leading to more targeted and effective teaching practices. The findings highlight the importance of student agency and collaboration in the assessment and feedback process, fostering a more inclusive and empowering learning environment.

5. In relation to the fifth item of the questionnaire it can be seen that 52.17% of the students selected option "e) Act on student feedback and regularly communicate changes made" as their approach to using student feedback to reflect on and improve their teaching. This indicates that a significant portion of the students in the sample actively incorporate student feedback into their teaching practices and make changes based on that feedback. By acting on student feedback, educators demonstrate responsiveness and a commitment to meeting the needs and preferences of their students. Regularly communicating the changes made based on student feedback fosters transparency and enhances the teacher-student relationship. It also reinforces the importance of ongoing reflection and improvement in teaching practices. The findings highlight the value placed

on student perspectives and the active role of students in shaping the learning environment and instructional strategies.

6. In relation to the sixth item of the questionnaire it can be seen that 56.52% of the students selected option "c) Engage in online courses or webinars" as their primary method of seeking out and engaging in professional development opportunities to enhance their teaching skills. This suggests that a significant portion of the students in the sample actively utilize online courses and webinars as a means to further develop their teaching skills. Online courses and webinars offer flexibility and accessibility, allowing educators to engage in professional development at their own pace and convenience. These platforms often provide opportunities to learn from experts, access resources, and explore new teaching strategies and methodologies.

The findings indicate a proactive approach to professional growth and a recognition of the importance of continuous learning in the field of education. It reflects a desire to stay updated with the latest research, trends, and best practices in teaching. Engaging in online courses and webinars demonstrates an openness to self-directed learning and leveraging technology for professional development.

7. In relation to the seventh item of the questionnaire it can be seen that 47.82% of the students selected option "b) Occasionally engage in informal discussions" as their approach to collaborating with colleagues to engage in reflective discussions about teaching practices. This suggests that a significant portion of the students in the sample engage in informal discussions with their colleagues to reflect on their teaching practices. Informal discussions may occur during breaks, lunchtime, or in casual settings, providing opportunities for educators to exchange ideas, share experiences, and seek input on teaching strategies.

While informal discussions serve as valuable platforms for collaboration and reflection, it is important to note that a substantial number of students did not indicate regular or structured collaborative practices. Incorporating more structured collaborative meetings (option "c") or engaging in professional learning communities (option "d") can further enhance reflective discussions among colleagues. These structured approaches provide dedicated time and space for educators to engage in in-depth conversations, share best practices, and collectively problem-solve.

The findings suggest that there is room for further development in fostering a culture of collaborative reflection among the students. Encouraging more regular and structured collaborative practices can strengthen professional growth and create a supportive learning community where educators can learn from one another and collectively improve their teaching practices.

8. In relation to the eighth item of the questionnaire it can be seen that 47.82% of the students selected option "d) Analyze student work samples" as their method of identifying areas of strength and areas for improvement in their teaching. This indicates that a significant portion of the students in the sample rely on analyzing student work samples to gain insights into their teaching effectiveness. By examining student work, educators can assess the level of understanding, identify patterns or gaps in learning, and reflect on the effectiveness of instructional strategies.

While analyzing student work samples is a valuable method, it is important to note that other options, such as seeking feedback from colleagues or administrators (option "b") and engaging in reflective writing or journaling (option "e"), can provide additional

perspectives and insights for self-assessment. Feedback from colleagues or administrators can offer external observations and suggestions, while reflective writing or journaling allows for introspection and deeper self-reflection.

The findings suggest that a combination of methods can be beneficial in identifying areas of strength and areas for improvement in teaching. By incorporating multiple approaches, educators can gain a holistic view of their teaching practices and make informed decisions for professional growth.

9. In relation to the ninth item of the questionnaire it can be seen that 34.78% of the students selected option "c) Set goals annually" as their approach to setting goals for their professional growth based on reflections on teaching. This indicates that a significant portion of the students in the sample set goals on an annual basis. Setting annual goals allows educators to have a more long-term perspective and plan for their professional development over the course of a school year.

While setting goals annually is a common practice, it is important to note that other options, such as setting goals at the beginning of each semester or school year (option "d") or regularly setting short-term and long-term goals for professional growth (option "e"), can provide more frequent opportunities for reflection and adjustment of goals.

The findings suggest that there is room for further development in terms of setting goals based on reflections on teaching. Incorporating more frequent goal-setting practices can enable educators to adapt and refine their goals as they progress throughout the school year. By regularly setting goals aligned with their reflections, educators can ensure a more dynamic and responsive approach to their professional growth and improvement.

10. In relation to the first item of the questionnaire it can be seen that 52.17% of the students selected option "b) Make occasional adjustments" as their approach to adjusting teaching strategies and approaches based on reflective assessment. This suggests that a significant portion of the students in the sample make occasional adjustments to their teaching practices based on their reflections.

While making occasional adjustments is a positive step towards improving teaching, it is important to note that other options, such as making adjustments based on regular reflections (option "d") or continuously adapting and refining teaching strategies based on reflection and feedback (option "e"), indicate a more proactive and dynamic approach to reflective assessment.

The findings suggest that educators are aware of the importance of reflecting on their teaching practices and making adjustments. However, there is room for further development in terms of regular and continuous reflection, as well as ongoing adaptation of teaching strategies based on feedback and self-assessment. By embracing a continuous improvement mindset and actively seeking opportunities to refine their teaching, educators can enhance student learning experiences and optimize their teaching effectiveness.

5. CONCLUSION

Based on the data analysis and research findings, several conclusions can be drawn:

1. Collaborative discussions with colleagues play a significant role in analyzing and interpreting evidence for teaching practices. Seeking input and perspectives from colleagues can offer valuable insights and promote professional growth.

2. Regularly seeking student feedback is a common practice among the students surveyed. This demonstrates a student-centered approach and a willingness to adapt teaching practices based on student input.
3. Engaging in online courses and webinars is a popular method for seeking professional development opportunities. This reflects a recognition of the convenience and accessibility of online platforms for ongoing learning.
4. Analyzing student work samples is a prevalent method for identifying areas of strength and areas for improvement in teaching. However, incorporating additional methods such as seeking feedback from colleagues or administrators and engaging in reflective writing or journaling can provide a more comprehensive self-assessment.
5. Setting goals for professional growth on an annual basis is a common practice among the students surveyed. However, there is potential for more frequent goal-setting practices to ensure continuous reflection and adjustment.

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