

## Classroom-Based Language Assessment: Perceptions, Practices, and Literacy in Vietnamese High Schools

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### Abstract:

Assessment, especially formative assessment, is believed to be an integral part of teaching and learning. However, compared with teaching methods, less attention has been paid to classroom-based language assessment in both research and educational institutions, especially in the Vietnamese high school context. This study used a mixed-methods approach, including questionnaires from 19 teachers and 87 students, interviews with four teachers and nine students, and an evaluation of six assessment instruments. It aimed to explore Vietnamese EFL high school teachers' perceptions and practices on classroom-based language assessment, students' views on these assessments, teachers' language assessment literacy, and their training needs. The results showed that most students were satisfied with their assessments, and most teachers had basic or advanced training in language assessment. However, disparities were found between teachers' perceptions and practices, particularly in assessment methods, student involvement, reliability, and authenticity. These mismatches highlighted teachers' insufficient literacy in formative assessment, signaling a strong need for future training. The findings offer valuable insights into classroom-based language assessment in Vietnamese high schools and suggest areas for training, educational reform, and further research.