



**A Comparative Analysis between the Previous Curriculum and
the Curriculum Framework 2021: Assessment Literacy
Perspectives and Its Implementations in Secondary Classroom
settings in Bangladesh**

Arohe Roy Lazz

ID: 223055003

Department of English and Humanities

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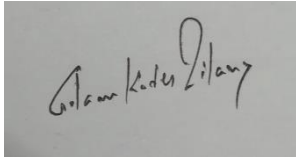
Arohe Roy Lazz
ID: 223055003

Thesis Supervisor: Golam Kader Zilany

Date of Submission: 10/10/2024
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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



Date:

(Golam Kader Zilany)

Lecturer

Centre for Language Studies (CLS)

University of Liberal Arts Bangladesh

DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

<u>Arohe</u>	<u>Roy</u>	<u>Lazz</u>
Date: 10/10/2024		
(Arohe	Roy	Lazz)
ID: 223055003		

Department of English and Humanities
University of Liberal Arts Bangladesh

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Abstract:

This research explores the comparative analysis of assessment practices between the previous and new curriculum 2021 in Bangladesh, with a specific focus on teachers' assessment literacy and its impact on English language classrooms. The 2021 competency-based curriculum aimed to introduce dynamic, skill-based learning methods, encouraging critical thinking, continuous assessment, and student engagement. The study uses a qualitative approach, with data collected through semi-structured interviews. Eight high school English teachers who have experience with both curriculum systems from different urban settings are interviewed for this purpose. This research shows how the previous curriculum assessment practice is competitive, the number grading system leads to competitiveness among students, whereas the new curriculum system does not have any number grading system, which leads to students' reluctance to study under the new curriculum 2021. The research reveals that despite the potential benefits of the 2021 curriculum, many teachers struggled to implement its assessment practices effectively, largely due to limited training and low assessment literacy. This lack of literacy impacted their ability to align assessment tasks with learning outcomes, which is crucial for fostering meaningful learning. The findings highlight the need for targeted professional development programs that equip teachers with the skills necessary to design, interpret, and apply assessments that promote student-centred learning. Additionally, in shaping educational reform and the long-term implications for curriculum development in Bangladesh.

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Introduction:

Despite the rapid changes that have happened in the education systems of various countries, more reforms focusing on these outputs have come up. Among these changes is the transformation of education from the traditional education models to the competency based education which brings controversy in many circles including academic and professional. Competency Based Education CBE is an educational philosophy where the students are required to learn specific skills and competencies which are considered as the objective of the educational activity (Suryanto, 2018). It is based on student centered approach where the students are given the freedom to learn at a given rate whenever they are competent in certain skills and abilities. This method utilizes practice, evaluations and feedback to ensure learners are appropriately prepared for their respective professions and for the outside world.

This debate primarily deals with assessment practices-understanding how these practices help Teachers measure progress of the students, the effectiveness of the instruction, and modify their teaching. Assessment then, is not simply a tool for grading but is an important constituent in creating optimal learning environments. This is especially pronounced in Bangladesh, where curricular changes in 2012 queried the status quo and sought to alter the way teachers and the learners assessed the learners, particularly in the English classrooms.

Amid these changing educational landscapes, Bangladesh's moving from the Past Curriculum to the newly introduced 2021 Curriculum which promotes Competency-Based Education. Competency-Based Education system was a response to the continuous calls on the world's institutions to adopt policies encouraging critical thinking, problem-solving and skills based learning. Efforts to support such an approach and its rapid introduction in schools were undermined by recent changes and the demand of world's growing education system. This shift is more than moving away to the new reforms.

The curriculum 2021 has its own set of challenges, both at student and teacher levels, who had already been used to all time nurtured tuition centered, memorization based summative

assessment methods. Suddenly, in order to fall in line with the new growing demand, the competency-based framework is introduced. As educators used to do traditional assessment methods focused on rote memorization and standardized testing, the momentum toward skills-based learning has been disrupted. A comparative analysis regarding assessment practices and literacy, therefore, between the 2021 curriculum and that which preceded it is of particular importance. Such a study can provide important insights into how these curricula align or fail to align with global educational standards and how assessment literacy plays a role in both systems.

Assessment tends to be a very important modality within education; besides furnishing judgments about the student's learning, it has to continually feed back into instructional decisions. Assessment has three major roles: enhancing student learning, showing proof that teaching is effective, and revealing the degree to which learning outcomes are accomplished (Quilter & Gallini, 2000). This would help the teachers identify the lacunae in their teaching methodology and thus encourage the students to participate more in learning. It helps the entire process of communication between the teacher and the student and hence positive results could be expected from such an analysis.

In the context of the previous curriculum in Bangladesh, assessment practices were quite conventional dominated by rote memorization and standardized testing, thus limiting the role of the teachers' judgment in assessing student performance. Surprisingly, however, the 2021 competency-based curriculum was introduced to serve a different purpose and practice of the assessments. This new model required the engagement of other tools such as performance tasks and projects, and presentations which would be more interactive and called for active participation of both the teacher and student. These ways of assessment were made possible by homogeneous assessments that would produce the intended results by mapping the knowledge and skills students were expected to learn.

Assessment literacy, which is said to be the "the ability to develop, select, interpret, and use assessment results properly for education decisions" (Quilter & Gallini, 2000), is extremely important if these new assessment methods are to be successful. Teachers who are skilled in assessment literacy are more advantaged to design both formative and comprehensive exams that meet the curriculum objectives and that give real-time reviews to the students. Not only do they facilitate the formulation

of the ideas of the teachers by theming their teaching, but they can also regularly track a kid's learning journey and give feedback to support their learning. Additionally, they can guide teachers to correct instructional tactics by systematically collecting and analyzing attendance data. In case of student learning, teachers can make informed decisions about their instructional practices, helping to ensure that all students receive equitable access to high-quality education (Buyukkarci & Sahinkarakas, 2021).

However, the introduction of the curriculum 2021 has shown not only the advantageous side but also introduced the disadvantageous traditions of the assessment. Many teachers become forefront of adopting the more interactive, competency-based assessment models, but the new curriculum is expected to be facilitated traditionally in the schools. The radical change has introduced a shift between the objectives of the curriculum 2021 and the teachers' capability to integrate these formative assessment strategies with their instructional practices. This shortfall is a clear token that assessment literacy among teachers should be enhanced as it has a direct impact on their capacity to link assessment tasks with the learning objectives intended (Quilter & Gallini, 2000).

The problem in this respect has been exaggerated by the fact that in Bangladesh, large opportunities for professional development are not provided, especially in rural areas, where access to resources and training is limited. The majority of the teachers are not skilled with the practices of assessment literacy and its implementations in the classroom. Thus, they are often incompetent to create the right assessments that are synchronized with the required learning outcomes as per the new curriculum (Buyukkarci & Sahinkarakas, 2021). Furthermore, the pressure of soaring marks in examinations continues to dominate the assessment arena, and as such schools and teachers doggedly stick to traditional methods of exam-based evaluation, which, are the bedrock of the education structure in the country.

Besides, the problem of teacher's assessment literacy is made worse by the lack of direct guidelines from the education authority. Teachers are faced with the problem that there is no precise guideline as well as no support from educational managers on how the transition to new methodologies will take place. In many instances, teachers have been forced to fly from the system plane without enough instruments and knowing how to fly it, resulting in the schools' failure in the

application of uniform assessments. Moreover, such issues illustrate the dire need for full-blown professional development programs with the main idea of equipping the teachers with the essential tools after they have absorbed the new curriculum.

Research Questions or Hypotheses:

This study seeks to answer the following research questions:

1. What assessment literacies are required for English teachers to effectively assess the learners under the curriculum framework 2021?
2. What are the key differences in assessment techniques between the previous curriculum and curriculum framework 2021?
3. How do the English teachers perceive the similarities and differences between the previous curriculum and curriculum framework 2021?

Significance of the Study:

This research holds significance in several respects. Firstly, it contributes to the ongoing debate on the relevance of curriculum reform and assessment literacy by presenting the evidence from Bangladesh, a country from where socio-economic and policy shifts have historically been coterminous. It also brings the curriculum shift of 2021 under close scrutiny in terms of how studies of change and reversal of reforms in assessment practices signal the intricate relationships between the politics, teaching, and assessment literacy. Secondly, findings from this study have practical implications for teachers, educationalists, and policymakers in Bangladesh. By presenting some of the key hurdles that teachers faced in adjusting and learning from the new assessment practices and their subsequent reinterpretation when the latter have disappeared, the research provides important lessons for future professional development programs on assessment literacy. Finally, research findings demonstrate how the question of a proper educational feedback landscape for students continuously raises concerns in an education system, that has not really understood the difference between assessment for learning and assessment of learning while designing curricula. If this lack of alignment between assessments, what students need to learn, and the wider objectives of the curricular objectives is not addressed, it is highly likely that the old curricula will continue to receive

assessments that are even less relevant to the students' learning objectives than what had been advised in the new one, and the educational objectives of neither the old nor the new curricula would have been achieved.

Literature Review

Falsgraf (2005, p. 6) defines "assessment literacy" as "the ability to understand, analyze, and apply information on student performance to improve instruction." Stiggins (1991) introduced the term. Webb's (2002) describes "assessment literacy" "as the knowledge of means for assessing what students know and can do, how to interpret the results from these assessments, and how to apply these results to improve student learning and program effectiveness." He emphasizes the importance of assessment literacy in education due to the emphasis on standardized testing and various assessment modalities. It involves understanding the different purposes of assessments, designing valid and reliable assessment tools, analyzing and interpreting assessment data, providing meaningful feedback, ensuring fair and equitable assessment practices, and using assessment results to inform instructional decisions and improve educational outcomes. Davies (2008) suggested a "skills + knowledge" approach to assessment literacy. "Skills" describe the practical know-how in assessment and construction, and "knowledge" refers to the "relevant background in measurement and language description." Assessment literacy is the knowledge and skills necessary to develop, administer, interpret, and use assessments effectively to support and enhance student learning. The skill-based learning approach is based on the understanding that everything is learned better when it is practiced in real life. While rote learning or the conventional "read and write" system are more the focus of knowledge-based learning. A test is a common method of assessing students' abilities. Teachers who have sufficient background knowledge about assessment are able to integrate testing into learning and adopt an instructional format that is appropriate for pupils (McMillan, 2000, cited in Volante & Fazio, 2007). Classroom assessment provides teachers with valuable data on their students' learning, which leads to further development and improvement of teachers' instruction and revision of curriculum content to better fit the students' requirements, allowing them to learn efficiently and effectively (Qualters, 2001). Classroom assessment literacy is required knowledge and competence for

accumulating data about students' accomplishments and effectively using the assessment process and outcomes to improve students' achievement (Chappuis et al., 2012). Teachers must continue to improve their evaluation skills. This is because teachers spend up to 50% of their classroom time on assessment-related tasks. (Stiggins, 1991, cited in Plake & Impara, 1997).

Nasreen (2019) investigated language assessment literacy (LAL) among English teachers in Bangladesh. They lacked essential assessment skills due to inadequate academic and professional training. This gap significantly impacts the quality of English education, as teachers struggle with testing responsibilities and fail to leverage assessments to improve teaching. A study explored the disconnection between curriculum assessment principles and classroom practices in Bangladesh, focusing on high-stakes testing's impact (Islam, et.al, 2021). The study found that heavy reliance on such testing stifles both teachers and students, highlighting a deficiency in teachers' assessment literacy. This situation calls for reforms to shift towards learner-centered approaches and improve English proficiency. Ali and Hamid's study on Bangladeshi teachers highlights the negative impact of high-stakes testing on learning, emphasizing the need for comprehensive reforms to promote engaging, learner-centered teaching methods (2020). Karmakar's study on Bangladeshi assessment practices highlights the complex relationship between assessment and learning, emphasizing the need for a holistic understanding of cultural, institutional, and pedagogical factors (2020).

Sound assessment and grading practices assist teachers in improving instruction, increasing student motivation to learn, and raising student success levels (Brookhart, 1999). Recent studies (Campbell, Murphy, & Holt, 2002; U.S. Department of Education, n.d.) have focused on standardized achievement exams as a measure of student success. Teachers' evaluation expertise was also expected to improve. According to Campbell et al. (2002), teachers must create classroom evaluations that correlate with states' new curriculum criteria to improve test performance. According to Stiggins (1995), assessment literates understand the distinction between valid and invalid assessments. "They are not intimidated by the sometimes mysterious and daunting technical world of assessment" (p. 240). The study by Mertler found that assessment literacy among teachers, particularly inservice teachers, was found to be significantly higher than that of preservice teachers in administering,

scoring, and interpreting results, while preservice teachers scored higher in choosing appropriate assessment methods but also had lower scores in developing valid grading procedures (2004). Proper assessment plays a vital role in ensuring students are meeting instructional objectives and plays a vital role in enhancing their learning experience (Beziat, & Coleman, 2015). Johnson and Green emphasize the importance of teachers providing equal access to education by maximizing learning and using sound assessment practices to measure student growth (2010). According to Alkharusi et al. (2011), pre-service teachers benefit from combining course content with field-based experience to improve their understanding of assessing student learning. Recent studies (Cheng, Rogers, & Hu, 2004; Davison & Leung, 2009; Fulcher, 2012; Rea-Dickins, 2004; Tsagari & Csépes, 2011) have highlighted the importance of teachers' LTA (Language Testing and Assessment) competency.

Assessment literacy enables teachers to create successful assessments that effectively assess students' learning and competencies. Teachers with high assessment literacy may design valid and reliable exams that fit with learning objectives. This expertise aids in offering useful feedback and directing instructional changes. Finally, it improves student performance by precisely identifying strengths and areas for improvement. So, assessment literacy to effectively implement the basis of the new curriculum is crucial for teachers. Assessment Literacy helps teachers to design, interpret, and use assessments effectively to enhance student learning. It is essential for real-time assessment, summative assessment, and assessment of the learning environment. Professional development in assessment literacy is crucial for teachers to ensure effective practices. Without assessment literacy, teachers may face challenges in creating valid assessments, interpreting data, providing differentiated instruction, giving feedback, and implementing formative assessment effectively. Addressing these challenges and ensuring successful curriculum implementation requires professional development and support in assessment literacy. It is significant because Scarino (2013) observes that teachers are struggling with the construct of assessment on a theoretical, practical, and institutional level. She pointed out the necessity of building LAL for teachers through in-service training that takes a comprehensive approach that extends beyond a knowledge-based understanding of LAL.

Types of assessments:

There are mainly two types of assessment used worth mentioning in the classroom. One is summative assessment, and another one is formative assessment. In the National Curriculum Framework 2021, evaluation methods include a mix of formative and summative examinations. While there is less emphasis on examination-centric summative assessment, it is not entirely abandoned. The program emphasizes real-time evaluation for learning, as well as summative examinations. To successfully evaluate student learning and progress, the approach combines formative assessments (such as real-time assessments) with summative evaluations. Formative assessment is a practice in a classroom where evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better or better funded than the decisions they would have taken without the evidence (Black, & Wiliam, 2006). Formative assessment means assessment for learning, or AFL. Summative assessment stands for assessment of learning, or AOL. AFL, or Assessment for Learning, is “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there” (Assessment Reform Group, 2002). 80% of respondents define summative assessment as being tied to the 'end' or 'final' component of a learning process, with 36% referencing the term 'grade' in relation with it. (Taras, 2008). This will serve as another framework, as formative assessment will guide the teacher on how to improve teaching and get the best learning outcome from students. Formative assessment helps teachers improve student motivation and engagement by providing regular feedback on language competency and progress. Formative assessment helps teachers customize lessons to address language issues and gaps. This boosts students' motivation and self-assurance while identifying learning needs early on, enabling teachers to offer support and interventions to help them catch up and succeed. Many countries, including New Zealand and China, have pledged to improve continuous evaluation (Flockton, 2012; Kirkpatrick & Zhang, 2012). The summative assessment encourages memorization-based learning. Formative or continuous assessments enhanced motivation for skill-based learning. Students must plan assignments, presentations, group projects, and other real-world tasks. These

activities improved their leadership, communication, and problem-solving skills (Jahan, 2023). Assessment literacy is important because it allows educators to create fair, effective assessments that measure student progress accurately. This helps improve teaching, inform educational decisions, and support student learning and achievement in a meaningful way. Language teachers must be skilled in creating and implementing effective classroom assessments to promote student development and demonstrate higher-order language skills.

The New National Education Curriculum 2021 in Bangladesh is focused on developing practical skills and defined learning outcomes rather than rote memorization. It uses both formative and summative assessments to continuously measure and support student progress. But the National Curriculum Framework 2012 is originally focused on the curriculum also emphasizes holistic development, integrating academic learning with life skills and technology. Competency-based education is characterized by Spady (1977), "a data-based, adaptive, performance-oriented set of integrated processes that facilitate, measure, record, and certify within the context of flexible time parameters the demonstration of known, explicitly stated, and agreed upon learning outcomes that reflect successful functioning in life roles." Assessment literacy is crucial in Competency-Based Education (CBE) as it enables educators to design, interpret, and use assessments effectively to measure and support student mastery of competencies. This ensures personalized instruction and accurate feedback, enhancing student learning outcomes. The main objectives of the National Educational curriculum 2021 are knowledge acquisition, skill development, personal growth, preparation for Further education or careers, fostering lifelong learning, and promoting societal engagement. Teachers' assessment literacy allows them to design assessments aligned with curriculum objectives. It enables them to use formative assessments to monitor student progress and adjust teaching. Assessment skills help develop and interpret summative assessments to evaluate whether curriculum goals are met. Differentiated assessments cater to diverse learner needs and ensure curriculum accessibility. Assessment data also informs curriculum evaluation and improvement. The National Curriculum Framework 2021 emphasizes assessment principles, ensuring validity and reliability in competency-based learning. It emphasizes the use of various strategies, objectivity, and

accurate outcomes, such as descriptive certificates and report cards, to reflect learners' progress. Fulcher (2012) asserts that test designers require expertise in designing, maintaining, and evaluating tests, both large-scale and classroom-based. They must understand test processes, ethical principles, and consider broader historical, social, political, and philosophical contexts to assess testing's societal impact.

Curriculum before 2021

Before 2021, the education curriculum of Bangladesh followed a structured framework across various levels, from primary to higher secondary education.

Primary Education (Grades 1-5): Focused on basic literacy, numeracy, science, social studies, and religious/moral education. Bengali was the medium of instruction, with English introduced as a subject from Grade 1. Continuous assessment and a public examination at the end of Grade 5 called the Primary Education Completion (PEC) exam.

Secondary Education (Grades 6-10): Included core subjects like Bengali, English, Mathematics, General Science, Social Science, and Religious Studies. From Grade 9, students chose a stream (Science, Arts, or Commerce). Internal assessments and a public examination at the end of Grade 10 are called the Secondary School Certificate (SSC). Before the 2021 reforms, the education curriculum in Bangladesh was heavily reliant on government-approved textbooks as the primary teaching materials. The predominant teaching method was lecture-based, with limited use of interactive or student-centered learning techniques. Teacher training quality varied widely, with urban schools generally having better-trained teachers compared to rural ones.

The education system faced several challenges and criticisms. There were concerns about the quality of education, particularly regarding the emphasis on rote learning and the lack of critical thinking skills. Significant disparities existed in educational quality between urban and rural areas, and among different socio-economic groups. Inadequate infrastructure was a notable issue, especially in rural regions. Additionally, dropout rates were high, particularly among girls, due to various

economic and social factors. Various initiatives aim to improve the curriculum and overall quality of education. The National Education Policy 2010 emphasized the need for competency-based education and updated curricula. There were efforts to distribute textbooks for free to primary and secondary students. Digital resources and ICT were introduced into education, although their implementation varied. Before 2021, the education system was characterized by traditional methods and a heavy emphasis on exams, with significant disparities in educational quality and access. The reforms aimed to address these issues by modernizing the curriculum, improving teacher training, and incorporating more technology and interactive learning approaches.

The **National Curriculum Framework (NCF) 2012** also aimed to create a competency-based curriculum that emphasizes critical thinking, problem-solving, and practical skills. This initiative included revisions to textbooks and the introduction of continuous assessment. But due to inadequate training on teachers' assessment literacy, the curriculum couldn't fully reach its demanded outcome. Both the National Curriculum Framework 2021 and 2012 are competency-based, focusing on the desired values, attitudes, skills, and knowledge of learners. The 2021 framework emphasizes the spirit of the Liberation War and transforming demographic advantages into resources. In contrast, the 2012 framework focuses on empowerment, social justice, inclusion, employability, and lifelong learning as key aspects of personal development.

ELT challenge in Bangladesh

English language teaching (ELT) remains a challenge in Bangladesh, with attempts at curriculum reform such as communicative language teaching (CLT) introduced in the 1990s. While GTM is commonly utilized in Bangladesh, Ali and Walker assert that CLT has significantly impacted English language learning and teaching (2014). CLT has been the primary strategy in ESL and EFL countries since the 1970s (Wei, Lin, & Litton, 2018). CLT aims to improve learners' communicative skills (Richards & Rodgers, 1986). CLT may not be appropriate for all situations (Bax, 2003). There has been no essential outcome identified after implementing CLT for so many years (Kabir, 2023).

The purpose of transitioning from GTM to CLT remains unsuccessful. Many related studies have indicated that CLT has not been implemented adequately due to a lack of facilities (Rahman, 2019; Kabir, 2023). Ali (2016) discussed the outdated assessment system at the secondary level in Bangladesh, which heavily focuses on reading and writing despite a communicative curriculum. Teachers struggle to implement communicative approaches due to large class sizes, limited resources, and insufficient training. The study calls for meaningful reforms in curriculum and teacher training to align practices with communicative goals. This is a complete obstacle to implementing any type of new curriculum. In Bangladesh, teachers are specially trained to accept public examinations, neglecting the purpose of teaching English to develop language proficiency (Sultana, 2019). Davidheiser (2013, p. 1) states that “assessment has been historically used as a prime indicator of student success related to education and used to detect and highlight differences in student learning in order to rank students according to their achievement.”

By adopting a social-constructivist framework and focusing on higher-order thinking and problem-solving, teachers can enhance classroom-based assessment and create an assessment-centered environment. Professional development opportunities are essential for fostering an environment that supports student progress and critical thinking skills (Abell & Siegel, 2016).

The new curriculum has introduced significant changes, including a shift from summative to continuous assessment, the elimination of pen-and-paper exams, and a focus on task-based learning and skill development. The new curriculum, despite its potential, is perceived as challenging to implement, particularly in large classrooms, and lacks flexibility to accommodate diverse learning needs (Jahan, 2023). Previously, authorities believed the 'Srijonshil Method' would boost creativity and reduce reliance on memory-based assessments. However, there are ongoing disagreements and disappointments among teachers, students, and parents. The Shrijonshil method, a creative approach, promotes student-centered learning, critical thinking, and interactive learning. It encourages holistic development and project-based learning. The Shrijonshil method's flexible and informal nature can lead to challenges such as a lack of structure, teacher dependency, and difficulty in standardizing and measuring student performance. It is resource-intensive, poses classroom management issues, and

may face resistance in traditional education systems, making it hard to scale effectively in larger settings. While the purpose of creative education was noble, it was not well implemented in Bangladesh. According to Uddin et al. (2016), one-fourth of students struggle to understand the education system, and 92% rely on multiple guidebooks to pass exams. The system aimed to reduce memorization-based education. According to a study by Yasmin and Tanny (2020), students do not favor creative education. Only 45% of instructors can comprehend the creative education policy, according to a report by the "Directorate of Secondary and Higher Education," and 13% of teachers do not understand this strategy (Jamil, 2016). Many students attend private tuitions to understand better and earn good marks on the examination (Jamil, 2016). Nevertheless, most of those private tutors do not have any training related to creative methods. In this way, students have become more dependent on guide books and memorization-based education instead of creative and skill based education.

A contradictory opinion exists among students regarding the examination day. Some students prefer the current curriculum and classroom assessment, while others believe there is no exam and no preparation. However, one student argues that there is an individual task for all students, and they must complete it, as previous exams had the same questions (Jahan, 2023). And many suggested that the curriculum should incorporate pen-and-paper exams.

Bridging Gaps in Bangladesh's 2021 Curriculum Reform

Bangladesh's new education curriculum, introduced in 2021, aims to address the shortcomings of the previous curriculum by focusing on competencies, inclusiveness, interactive learning, and global citizenship. Both curricula cover a range of subjects, including language, mathematics, science, social studies, and religious/moral education. Teacher training is also a crucial aspect of the curriculum, with updated strategies for teacher development. The curriculum is designed to meet the needs and challenges of Bangladesh's national education system, emphasizing the development of competencies in learners for their overall growth and success. The new curriculum also emphasizes digital integration and experiential learning, promoting global citizenship and

awareness of international issues. The competency-based education approach aims to develop desired values, attitudes, skills, and knowledge in learners. Bangladesh's new curriculum, introduced in 2021, aims to address the shortcomings of the previous curriculum by focusing on global citizenship, inclusiveness, and digital integration. The new curriculum emphasizes interactive, student-centered learning, gender sensitivity, and digital integration, promoting diverse learning opportunities. It also emphasizes global citizenship and awareness of international issues. The competency-based education approach focuses on developing desired values, attitudes, skills, and knowledge in learners. This shift towards a more modern and comprehensive approach to education is expected to foster a more holistic educational experience.

The National Curriculum Framework 2021 for Bangladesh faces potential gaps in implementing competency-based education and assessment systems, ensuring inclusiveness and gender sensitivity, and effectively disseminating and training stakeholders. Challenges in curriculum implementation and monitoring may hinder achieving the desired outcomes. Addressing these gaps through targeted interventions, professional development, and continuous evaluation can enhance the curriculum's effectiveness and support holistic learner development.

To minimize gaps in the National Curriculum Framework 2021 and ensure effective implementation, comprehensive professional development should be provided for teachers and stakeholders on competency-based education, inclusiveness, gender sensitivity, and assessment strategies. Adequate resources and technology must be allocated to support curriculum objectives. Establishing robust monitoring and evaluation systems is essential for making data-driven improvements. Engaging stakeholders in curriculum development, implementation, and decision-making is crucial, as is building institutional capacity for effective curriculum dissemination and implementation. Promoting inclusive practices and gender sensitivity in curriculum design is necessary. Establishing feedback mechanisms will help continuously improve the curriculum based on input from teachers, students, and parents. By focusing on these strategies, the curriculum can support the holistic development of learners in Bangladesh. Effective implementation of the National Curriculum Framework 2021 involves a comprehensive needs assessment, strategic budget planning,

prioritization, equitable distribution of resources, and partnerships. Capacity building, monitoring and evaluation, and maintaining flexibility are crucial to adapting and supporting evolving educational goals. This strategic approach ensures quality education and student success. Capacity building programs enhance the knowledge, skills, and competencies of individuals and organizations through training, skill development, professional growth, and knowledge transfer. These programs include technical assistance, monitoring and evaluation, and sustainability planning. They aim to improve performance, adaptability, and achieve long-term goals across various sectors. Continuous learning and development are central to their effectiveness. Teachers have undergone training sessions to enhance their knowledge and implement the new curriculum effectively (Jahan, 2023).

This study will highlight that teachers' level of education (BA, MA, or Ph.D.) does not impact their assessment literacy levels. Teachers need in-depth training in assessment skills and principles, including classroom assessment (Popham, 2004). Teachers must be assessment literate; this priority is so important that it is “professional suicide” for teachers to ignore it (Popham, 2004). The assessments that serve formative purposes are meaningful and impact teaching and learning (Díaz- Larenas et al., 2012; López-Mendoza & Bernal-Arandia, 2009). Teachers need clear, practical text on large-scale testing, practical guidance, and feasible activities undertaken amidst classroom constraints and resources (Fulcher, 2012). For this reason, they need effective assessment related training that will ensure their professional development. Designing, implementing, and evaluating assessments, such as tests, quizzes, or assignments to measure knowledge, skills, or abilities, are frequently included in assessment-related training. To enhance the assessment process, this training may cover subjects including developing accurate and valid questions, reviewing outcomes, and making data-driven decisions. Wiliam and Thompson (2008) aptly summed up that “Teacher professional development is more effective when it is related to the local circumstances in which the teachers operate, takes place over a sustained period rather than being in the form of sporadic one-day workshops, and involves the teachers in active, collective participation. (Wiliam & Thompson, 2008). The study of Malleti and Khademi (2018) reveals that assessment-literate instructors emphasize the importance of formative assessment, which stimulates effective instructional programs and appropriate techniques. The mixed-

methods study of Vogt & Tsagar (2017) revealed that 60.1% of teachers in Greece require advanced LTA training, emphasizing innovative assessment aspects for professionalization in high-stakes test cultures. The study of Koh (2011) found that the authentic intellectual quality of teachers' assessment tasks and student work significantly improved after the intervention, aligning with their improved assessment literacy and conceptions about authentic assessment. According to the AIQ standards, the two years of professional development resulted in measurable improvements in the caliber of teachers' assessment assignments and students' work (Koh, Ann Burke, Luke, Gong, & Tan, 2018). Language assessment programs have a positive impact on teachers' perceptions of language assessment, particularly in preservice teacher education. Workshops for language assessment prioritize a design-based course, allowing teachers to become aware of the necessary procedures to create high-quality assessments and intertwine theory and practice (Giraldo, 2021). Teachers' experience can have an impact on assessment literacy, but it is not the only factor.

Assessment literacy was higher among participants who had taken a measuring course. The training had a positive impact on teachers' work, particularly in creating tasks for exams (Delgado, Rodriguez, 2022). Teachers' assessment literacy includes the major generic ingredients of assessment knowledge and skills, such as planning, designing, and constructing items and tasks to match assessment objectives (Levi & Inbar-Lourie, 2019). Teacher training has a substantial impact on formative performance, since it improves pedagogical abilities, classroom management approaches, and student engagement. Continuous professional development ensures teachers stay updated with educational methodologies, technology integration, and subject knowledge, creating a dynamic learning environment. For students to become self-regulated learners, they must be able to evaluate their work, recognize its strengths, pinpoint its weaknesses, and identify ways to enhance it (Nicol 2009; Sadler 2009). Once students began assessing the quality of the work before them, they could use that evaluative mindset to self-monitor their own work during its creation and identify ways to enhance its quality (O'Donovan, Price and Rust, 2004). Formative assessments play a crucial role in the effectiveness of the new education curriculum 2021 in Bangladesh. These assessments provide continuous feedback to students and teachers, enabling them to gauge understanding, identify learning

gaps, and adjust instructional strategies accordingly. With the curriculum's emphasis on competency-based education and student-centered learning, formative assessments help in tracking the progress of individual learners, fostering self-regulated learning, and promoting higher-order thinking skills. By incorporating formative assessments, teachers can create a more interactive and responsive classroom environment. This approach encourages students to actively engage in their learning process, reflect on their performance, and develop critical thinking skills. Additionally, formative assessments support inclusiveness and gender sensitivity by addressing diverse learning needs and providing equitable opportunities for all students to succeed. The continuous nature of formative assessments aligns with the curriculum's goals of holistic development, ensuring that learning is a dynamic and adaptive process. Through regular feedback, students can understand their strengths and weaknesses, set personal learning goals, and take ownership of their educational journey. This ongoing assessment process not only enhances academic achievement but also builds essential skills for lifelong learning and personal growth.

In summary, the integration of formative assessments within the new education curriculum 2021 in Bangladesh is essential for fostering a supportive and effective learning environment. It helps in achieving the curriculum's objectives by promoting self-regulated learning, inclusiveness, and the overall development of students.

Methodology

1. Research Design

The study employs the qualitative methodology oriented to explore and compare assessment practices in the old and new curriculum with a focus on teachers' assessment literacy and the influence on learning in the classroom in the situation of high school English language education. Qualitative research is fundamentally premised on understanding human life and perspectives, and thus it fits very well with the practice in this study that aims to illuminate the subtle perspectives and practices of educators in the context of quality teaching in a changing educational setting (Fossey et. al., 2002). This research allows for engaged, contextualized understandings of high school classroom teachers'

perspectives and experiences. By examining qualitative data processes, the research will highlight how these teachers comprehend assessment literacy and how this comprehending translates to their assessment practices in context that allows them to shape learning and the learning outcomes of students in new curriculum.

2. Research Approach

This study uses semi-structured interviews to collect qualitative data. We picked this method because it blends structure with flexibility, which helps when looking into complex subjects like assessment literacy and how teachers use it in schools. Semi-structured interviews have a set of open-ended questions prepared beforehand. This gives all participants the same basic framework but lets the interviewer dig deeper into specific areas based on what people say. This mix of structure and adaptability makes semi-structured interviews great for understanding the complex nature of teachers' thoughts and experiences about curricula and how they assess students. With this approach, the interviewer can easily make questions clearer, explore new ideas that come up during the talk, and ask more about interesting points participants bring up. This leads to richer, more detailed information. The flexibility also helps build a good relationship with participants, encouraging them to share their thoughts and feelings more. The semi-structured format works well in education research, where people might feel more or less comfortable talking about their experiences and views (Husband, 2020).

While creating the interview questions, it is focused on making teachers cover the main topics of the study. These include comparing different ways of assessing students and how well teachers understand assessment. Participants are encouraged to share their own stories, problems they've faced, and things that worked well for them. With open conversations, it is hoped to get deep insights that will help to better grasp of all the complicated parts of assessment when the curriculum changes.

3. Participants

Eight English teachers are selected to conduct the interviews. These teachers have at least five years of teaching experiences. As it is a comparative analysis, the participants have both knowledge and experience of conducting classes in previous and new curriculum. The high school teachers are chosen to see and analyze the practical picture of the new curriculum that has just been withdrawn by the interim government. Teachers for this interviews were picked from both Dhaka and outside Dhaka city. Chattogram and Cumilla City high school teachers are selected to give an overview of the urban areas new curriculum and assessment implementations.

Profile of participant teachers:

Teachers	Academic Degree	Gender	City	Teaching Experience
1.	BA in English literature and MA in English language teaching	Female	Dhaka	7 years
2.	BA and MA in English Literature	Male	Dhaka	10 years
3.	BA in English literature and MA in English language teaching	Female	Dhaka	5 years
4.	BA and MA in English Literature	Male	Chattogram	13 years
5.	BA in Economics and MA in English language teaching	Female	Cumilla	20 years
6.	BA and MA in political science	Male	Cumilla	15 years

7.	BA and MA in Economics	Female	Chattogram	11 years
8.	BA and MA in English Literature	Male	Dhaka	24 years

4. Data Collection Methods:

Cross-sectional data for this study were collected from July 1 to September 20 through semi-structured interviews; the outcomes of knowledge, attitude, perception, and practice (KAP) were measured by self-reported questionnaires. The interviews were guided by templates of the open-ended questions that were also used to provoke teachers' ability about their understandings on assessment literacies and how the new curriculum compares with the previous one and what implication these changes have upon students' learnings in the English classroom.

The duration of the interviews is generally between 30 to 40 minutes, so participants could explain their thinking and experiences. Interviews were completed in a flexible manner that suited participants' circumstances and preferences (e.g., face-to-face or over Zoom or phone) to encourage participation.

Semi-structured interview questions:

1. Tell us how long you have been teaching?
2. What about the way you assess your students in the classroom with the new curriculum?
3. So, what has changed now with classroom assessment techniques? Can you provide an example of what you have done to change your assessments to come into alignment with the core curriculum?
4. You all were chuffed with the new curriculum system right? why? Or why not?

5. Have you seen a change in student engagement and achievement after introducing the new curriculum & your evaluation practices?
6. How much training did you get on the new curriculum? What do you think about classroom teaching using it? How?
7. Can you give us examples of where and how such programs, workshops or efforts truly helped you understand better the sense of assessment?
8. What new curriculum are you introducing, and what challenges are there that have to be met during implementation? So how do you address these challenges?

These questions were intended to produce rich descriptive qualitative data that would allow participants to think through their experiences and express their views on assessment and literacy for the new curriculum system.

So as to shield the privacy of the data collection process, interactions were recorded on mobile phones with the participants' approval. The audios were a reliable source of the participants' original responses and, thus, could be carefully analyzed during the transcription process. Each interview was transcribed exactly what was said on the records only, capturing all the subtleties that were given to the participants during the subsequent analysis.

5. Data Analysis

For data analysis, thematic analysis is chosen. Thematic analysis, a common and trustworthy method of qualitative analysis, was used to study the interview data. Thematic analysis seeks to identify, analyze, and report themes within qualitative data. As this study needs to analyze participants' perspectives and experiences in an organized way, thematic analysis is the best choice.

Coding Process:

According to Braun and Clarke's (2006) six-stage theme analysis approach, the first step is to become familiar with the data. The moment the participants completed the interviews. This was followed by full transcripts that focused on the data. According to Ochs (1979, p. 44), "A more useful

transcript is a more selective one.” The researchers began with a general overview of the data, which was followed by their immersion in the narratives of the participants and the identification of the preliminary ideas for coding. The data immersion step in thematic analysis entails not just capturing everything, but also recognizing important material pertinent to the research objectives (Naeem et al., 2023). The familiarization phase was followed by open coding to detect the initial themes and categories which were bubbled up from the data. This stage included the highlighting of significant sentences, ideas, but initial codes assigned based on their content were given. The purpose of this process was to take the data and break it down into smaller, more manageable pieces that capture the essence of the participants' responses. Initially, the codes were collapsed into thematic theories in line with research questions. Theme development is grouping codes into meaningful groups in order to identify patterns and linkages, which provide insights into the research subject (Naeem et. al., 2023). Themes were selected, such as assessments' dissimilarities, the place of assessment literacy in teaching, and evaluation's influence on students' studies. This step involved the analysis of codes, considering them in relation to each other, towards the development of the main features of such a research stage that will reveal the way participants have experienced and perceived the issue. Now, I redid the identified themes and added correct descriptions so they truly conclude the purpose of the data. The process of revisiting the transcripts and ensuring that the data could support the themes repeatedly was the main part of the iterative process. The final themes of the study were then discriminated and named, making it clear what each theme represented in the research questions. The identification of those themes was an essential step to the subsequent reporting and interpretation of the findings.

Ethical Considerations

One of the aspects of research that stands out is the fact that it is bound to observe ethics, especially when it involves human subjects. This study was conducted under the careful watch of the ethical control officers which means that the rights, dignity, and welfare of the participants were protected throughout the research process. Participants were fully informed about the study's purpose,

significance, and methodology. They gave informed consent, through which they voiced their understanding of their rights and the nature of the study before the interview. Participants were guaranteed their privacy, with pseudonyms used in reporting to protect their identities. Therefore, this anonymity was essential in forming trust among participants and giving more candid responses to interviewers.

Participants in the research were not ordered to join the research as it was entirely their volition, work, or decision to participate. They were told that they could withdraw from the study at any time without any negative consequences. This openness is part and parcel of the ethical research process, which is necessary to empower individuals so that they can make informed choices about their engagement.

Besides that, the study also obtained ethical approval from [insert relevant institution or review board]; the process, which included an independent review of the research proposal, was done to meet the requirements as per the ethical standards and protocols. This added layer of verification is of great value to the research, both accountability and integrity-wise.

Thematic Analysis of English Teachers' Assessment Literacy

The analysis of eight interviews conducted with experienced English teachers provides critical insights into the assessment literacies required for effective learner evaluation under the Curriculum Framework 2021. This thematic analysis explores the themes of assessment practices, curriculum changes, and teacher training perceptions, while also considering the implications of these findings on teaching effectiveness and student outcomes.

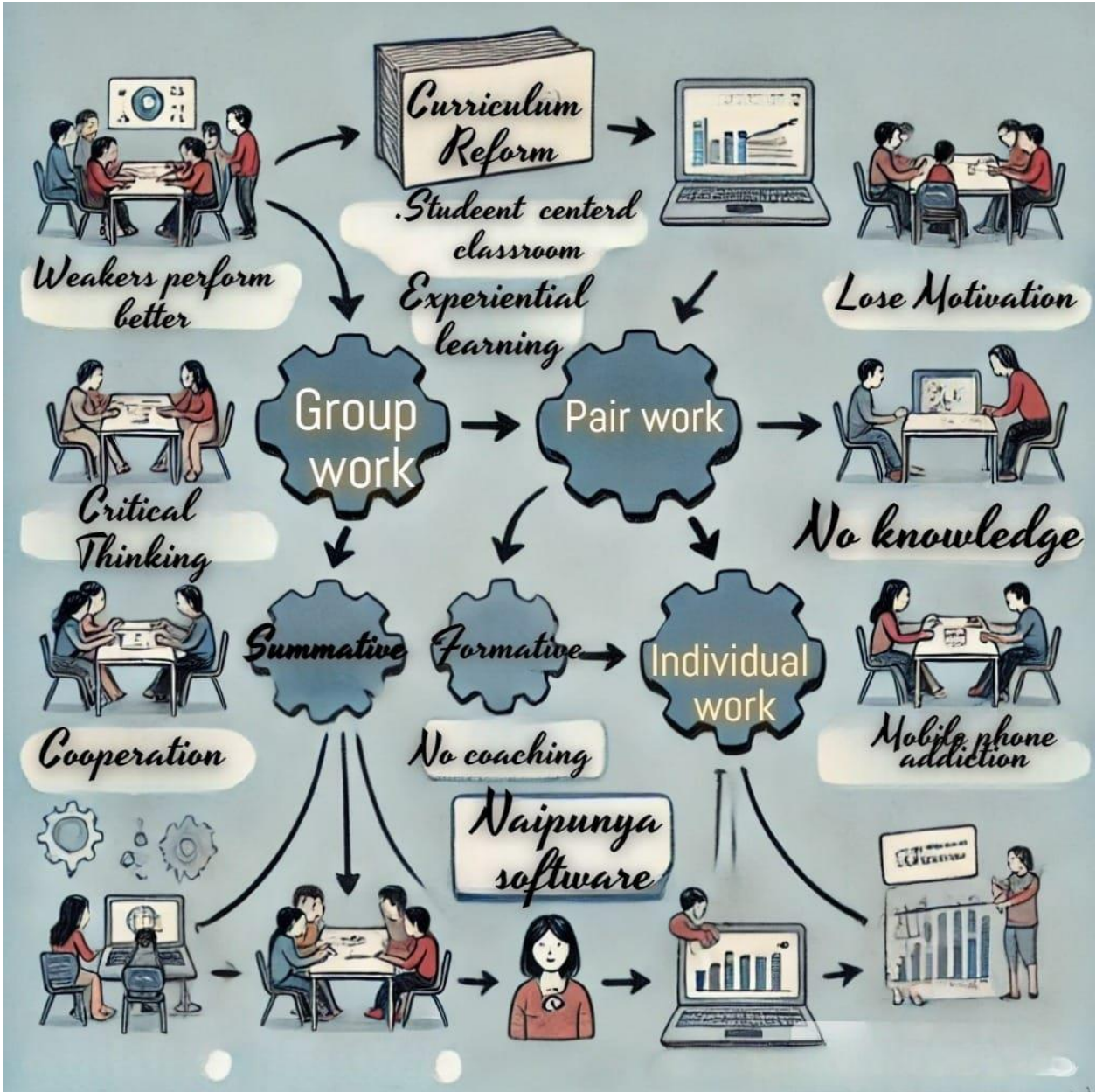


Figure 1: Interview analysis diagram (Features of the curriculum framework, 2021)

Findings

The assessment practices emerge as a core theme within an understanding of what is required of teachers operating within the new curriculum framework. In this regard, a set of codes became

Transcripts							
Getting familiar with data							
Assessment literacies	Holistic Evaluation	Formative assessment	Real world application	Critical thinking and Analytical	Active Participation	Comprehensive training	Professional Development

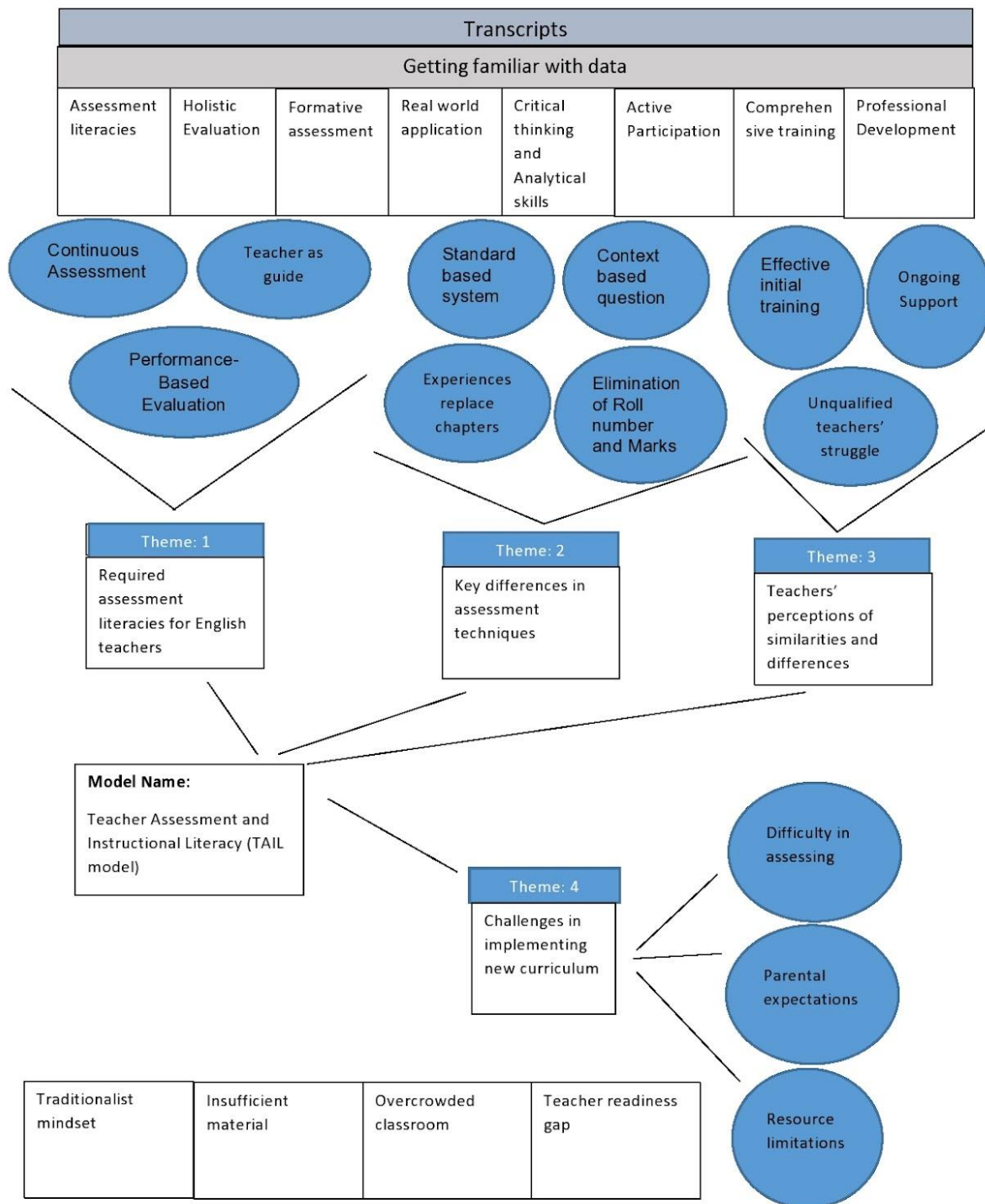


Figure 2: Thematic analysis process and Model development

1.1 Continuous Assessment (CA)

As eight teachers were interviewed, every teacher mentioned the continuous assessment system that is found as the core of the curriculum framework 2021. They mentioned how the classroom assessment practice engages students in different activities. So, for continuous assessment practice, formative and summative assessment both are being prioritised in curriculum framework 2021. They also mentioned how it is completely different from the previous curriculum, which is only focused on summative assessment. There was no ongoing assessment to develop their learning and understanding of subject matter. So, Teachers highlighted that there was a dire need for there to be ongoing assessment integrated into daily teaching. So, while mentioning classroom assessment Rubina sheikh says, “we do Continuous assessment. For this, students are given classwork like projects, group works, pair works, presentations, etc. They are assessed through these classworks.” So, all the time students are engaged in the classroom. The use of continuous, phased assessments encouraged students to work consistently through the year (Marriott and Lau, 2008). Another teacher Nurul islam said, “Students love doing such projects but some of them show remissness to their work. Maybe a group of five students has been formed and three or four students take active participation, one or two may not do any work.” It is a negative side of the curriculum 2021 which is contrasted with the old curriculum system, when students were not being assessed in the classroom. As Faridul Islam mentioned, “we took classes and gave homework to them. Next day, Students come and show us the homework written or we took the memorized homework from them.” So, this type of Traditional assessments are way too inclined towards one-time performance, especially in high-stake tests. CA helps teachers collect student performance evidence over a certain period of time. This approach is longitudinal. That actually enables the educator to identify patterns of learning. Giving students a richer, more nuanced view of their capability. As the teacher of class six, Lina Nasreen mentioned, “from the results of CA, we have been able to establish the students' progress in many different skills. Not just written exams and speaking, listening, and writing skills.” The shift in focus

is now appropriate in light of current educational theories, which promote the idea of formative assessment as a means of informing instruction and improving learning.

1.2 Performance-Based Evaluation

There was an ongoing theme during the interviews concerning the need for teachers to be involved in performance-based evaluations. As students are given multiple tasks in the classwork, they perform and are assessed in the classroom. On summative evaluation day, which is mentioned as final evaluation and semester evaluation, their performance in group work, pair work, and individual work are being evaluated. Rubina Sheikh mentioned, “We give them a question paper, in previous curriculum, we used to call it final exam or term exam but now the word “exam” has been declined. And we call it semester evaluation and final evaluation.” So, by termination of the term “exam”, there are a whole lot of possibilities for widening the path of performance based evaluation. Such an approach compels teachers to gauge the capability of their students using practical means of demonstration instead of the classroom assessment techniques of examination. Another teacher Lily Gomez mentioned, “We assess their performance. We assess them through bi and pi. Bi means behaviour indicator, Pi means performance indicator. So, we see how they are performing and their etiquette, cooperative nature toward others. We see how they are managing to complete a task and that’s how we evaluate their performance.” Performance-based evaluation could take many forms, for example, role-play, making a presentation, or undertaking a project. Though the curriculum framework 2021 has these activities, it is highly competency based not skill based like previous curriculum. Pabel Sarder, the class teacher of class eight said, “Previously we used to assess them through skills like writing, reading mainly. And now skill is just a small part of competency. We evaluate them through their performance and we see if the certain desired competencies are being achieved or not and to what extent.” So, these performances of the students engaged them in various real-life activities added more engagement, unlike the previous curriculum. As Nurul Islam mentioned about the previous curriculum, “We give lectures, make them understand grammar structures, we give exercises at homework or sometimes in classwork. Later on, we set a question

paper in term or class tests to see how much they have learned." So, the previous curriculum was knowledge based. We see how much knowledge they have gathered. Performance- based evaluation encourages the use of language skills beyond the classroom. Teachers attempt to involve pupils in projects that use critical thinking skills to solve real-world challenges (Dutta, 2022).

1.3 Teacher as a Guide

In the light of Curriculum Framework 2021, the teacher's role has graduated from mere knowledge transmitter to that of a guide in the process of learning, which requires in-depth knowledge about assessment literacies. Teachers reported that their central role in the classroom nowadays is discussion leader, feedback provider, and creator of an atmosphere that puts no pressure on students to feel afraid to try the language. One of the teachers named Bikram Sarker mentioned, "Now my job is not giving mere lectures, I just guide them to do a task. For example, I gave them group work and I just made them clear about the instructions of doing group work and levels and process. I divide them into groups. But they choose their part of tasks. A group leader divides these tasks among them." This not only takes some heat off the teachers but also empowers the students with responsibilities in learning and assessment. In such a supportive role, the teacher will be in a better position to monitor each student's needs and adapt their approach. Lily Gomez mentioned, "We are given a teachers' guide and we follow it strictly to instruct students." so, it is clear that the teacher is more like a guide, unlike the previous curriculum. As Shima Haque said, "In the old system, the classroom was more teacher-centred. I would lecture, and the students would listen. My job was to deliver the content, and their job was to memorise it for the exam." so, previously the teacher was a lecturer in the classroom, who gave lectures to the students.

2. Key Differences in Assessment Techniques

The theme of curriculum changes focuses on a number of key changes the new assessment techniques of the Curriculum Framework 2021 brought about. Indeed, from the interviews, a number of key differences are recorded in contrast to the previous curriculum.

2.1 Standards-Based System

Perhaps the most significant change for the teachers was moving to a standards-based system. No numerical grades; the new curriculum categorized students in basic, intermediate, and advanced levels of proficiency. It means more personalized learning or recognition that students learn at a different pace, which alleviates pressure to reach certain numerical grades. One of the teachers named Pabel Sarder give emphasis on this change saying, “Now we evaluate them in three ways Square, Circle and Triangle. Square for basic, Circle for intermediate and Triangle for advanced level. If a student performs his best without any help we give him a Triangle. If he can do the work with any help, we give him a Circle and if he needs improvement, we give him a square.” So, there is no marking system. In the absence of specific numerical grades, instructors can foster an environment that lets students focus more on growth and maturation processes and not spend their energies competing with peers. One of the teachers, Faridul Islam, was reflecting on the previous curriculum, said, “There was a competition of positions and numbers. And they learn to compete with each other and don't help anyone in the exam hall. If they help, they may give false answers to each other to gain higher marks.” So, the previous curriculum system is totally opposite, as Nurul Islam says, “Students had to memorize paragraphs, letters, and applications from the syllabus and regurgitate them in exams. The assessment was solely based on exam performance, and grades like A+, A, and B created competition among students.” It is a syllabus-based curriculum. As Lily Gomez highlighting the demerits of syllabus-based system, says, “When we tell them to write an application on sinking tube well, all of them reply, saying, as it was not in their syllabus, they can't write it.” So students heavily relies on memorization, and they follow the exam syllabus strictly. Lily Gomez further says, “Now they learn how to write an application, there is no syllabus but certain competencies are evaluated.” So, in standard based evaluation, there is no competitions, cooperations among students to learn

something new is the main motto. Here, tutors noted that learners are no longer graded on fixed scores but rather on competencies, allowing students to progress with relevant constructive feedback that informs their learning process. This potentially cushions the students from anxiety created previously due to the grades attained at school.

2.2 Context-Based Questions

Another important divergence in the methods of assessment is the introduction of context-based questions. The teachers underlined that the new curriculum encourages assessments requiring students to use material in a meaningful way. Afroza Nidhi mentions, "First we check their current knowledge, then we give them some lectures, we give them a conversation to make in the classroom while focusing on speaking. These practices are made to see how they can use English practically." Through context-based questions, students are being stimulated to practice their knowledge against situations in real life, enabling them to think more critically and learn more profoundly. Rather than recalling facts, students would be encouraged to interpret and analyze information given in any particular context. Bikram Sarker explains, "I gave students a scenario visually, and they were asked to highlight different kinds of nouns. This approach tested not just their grammatical knowledge but also their ability to apply language in real-life situations." This method illustrates how the new curriculum emphasizes practical, performance-based learning, moving away from the previous focus on rote memorization. Another teacher, Shima Haque said about the old curriculum, "We teach them grammar structures and let them do some exercises. Those exercises are book-oriented. There are some common exercises like 'The patient had died before the doctor came' While these hard and fast exercises had nothing to do with the real life context" They mere learn anything that is applicable. They just understand and memorize the rules and do some certain exercises like fill in the gaps, identifys, etc to pass the exam. Which completely deviates them from using the language. They may achieve good writing skill but it is not helpful for other skill development at all.

2.3 Experiences Replace Chapters

The second most distinctive change is the use of the term "experiences" instead of "chapters." This is part of a general rebranding for an educational philosophy focused on experiential learning. As Rubina Sheikh mentions, "Previously, we used to call it chapters, but now we call it experiences. In the sixth grade English book, there are 12 experiences. The first six are for semester evaluation; the last six are for final evaluation." By structuring learning as a series of experiences, the curriculum embraces the idea that education is an active process whereby each experience offers opportunities for exploration and engagement that can enhance students' motivation and interest in the subject matter. Rubina sheikh further says, "Each experiences has 10 to 12 activities. From checking the background lastly to assessment." So, learning in the new curriculum is learning from experiences. A study shows three learning models: Dewey's Model of learning, Piaget model of learning and cognitive development and Lewinian experiential learning is described as a process that is continuously modified by experiences (Klob, 2014). So, the new curriculum is set in beliefs of such theories. Teachers related that because of such a concept, students are more eager to take part in discussions and activities since they consider learning as some form of experience rather than just a chapter to be completed. This can, to a great extent, increase student motivation and give them a more positive approach towards learning the English language. Pabel Sarder says, "They don't need to listen to the monotonous lecture now. They sit, gossip and learn through helping each other and we teachers try to give them particular experiences that they can gain through discussions in pair work and group work. So, they feel free to actively participate now." Thus, the concept of learning, has changed now, now they don't study chapters rather experiences help them to learn English.

2.4 Abolishment of Roll Numbers and Marks

Curriculum Framework 2021 also brought with it the abolition of ancient roll numbers and marks; thus, teachers reflected that this very change was welcomed as positive yet challenging. Nurul Islam says, "Giving marks was positive for them, as they and their parents understand the progress

more.” Another teacher Faridul Islam from Chattagram city says, “There are no rules for giving marks, but we calculate a percentage unofficially and then in this way we give them a circle, triangle or a square. If any guardian wants clarification about his children's progress we tell them the unofficial percentage to make clear.” The removal of numerical marks removes stigma, many teachers agreed. The implementation of score intervals for grades, such as 90 to 100 as A+, and 80 to below 90 as A, reflects a shift from the 101-point scale and acknowledges the potential for measurement error (Dutta, 2022). But now, students are invited to reflect more about the learning process and not their place in some ranking system. Still, this move has also created confusion among parents and students who were used to traditional grading. Rubina Sheikh says, "Though many students had taken to it quite well, parents often showed their concern about how to understand their child's progress." The switch to ID numbers from roll numbers is meant to reduce competition and the stigma of ranking but requires comprehensive communication with the stakeholders to ensure understanding. This switch caught the attention of some problems as students were highly used to the previous marking systems. Rubina sheikh further says, “They lost their appetite for study. They go home and do nothing. They think that they can pass without any effort. As there is no failure and no competition.” This shows how demotivated they are to study at home. Faridul islam also says, “This curriculum grading system is good but it should be activated from the primary level.” Primary level is the basic level and here students make themselves accustomed to the number system. So, if this has been activated from the primary level, most of them don't lose interest in studying that is to be believed.

3. Similarities and Differences as Perceived by Teachers

The theme of teachers' training involves various perceptions of the English teachers regarding similarities and differences between the previous and current curricula.

3.1 Initial Training

One of the key outcomes of the interviews was an appreciation of the initial training given to teachers in moving to the new curriculum. Quite a good number of teachers were grateful for the depth of the training sessions by highly experienced master trainers. Lima Gomez mentions, “we receive two trainings but in the first training sessions we are not that much clear about assessment procedures. Later on, in the second training session, we get clear”. Nurul Islam as a master trainer of Cumilla district, mentions, “I give training to many teachers but though not clear about everything as the curriculum is still progressing, I don't know many answers sometimes asked by other teachers.” Rubina Sheikh says, “I received two in house training, and the second training is really effective.” The initial training was somewhat foundational in understanding the new modes of assessment and pedagogies. Teachers reported a greater degree of confidence to teach the curriculum after comprehensive training. The training itself focused on what would be useful in a classroom, such as how to assess the performance of the students. Afroza Nidhi says, “The initial training we received wasn't enough. While it covered some basic aspects, it didn't dive deep into practical implementation, especially with assessment techniques. We were left to figure out how to apply the changes on our own in the classroom.” This emphasizes the need for more effective and practical training for teachers.

Shima Haque says, “The training session was more like fun sessions, teachers are asked to recite, sing. And they pass the time like that.” When asked about mentioning one of the queries in the training sessions Bikram Sarker says, “I asked my trainer about the rubrics for assessing a student's proficiency. The rubrics indicated how many triangles and circles a student had earned. The numbers were meant to be positive, but many showed negative results. I asked how we would judge these negative numbers since a student should always progress positively. The trainers could not provide an answer to why negative scores would occur.” Though initial training is effective in some ways but they are inadequate, some of them mention receiving only one training. That is really challenging for them to conduct and implement the whole opposite curriculum in the classrooms.

3.2 Challenges Faced by Unqualified Teachers

Although initial training was helpful to some extent, many teachers were also worried that these difficulties persisted amongst teachers who lacked either the qualification or experience to successfully implement the new curriculum. Faridul Islam mentions, “There are some languages of doctors that are only known by doctors, we don't know the term, the language. In the same way, there are some terms an EL teacher only knows, but there are many teachers who are not from ELT background, still teaching English in different schools. As they don't know many ELT terms, they face challenges during training sessions” Some of the newly recruited teachers might lack expertise in negotiating the latest changes in assessment practices. Interviews in the classroom setting suggested such teachers find it hard to understand the concept of continuous assessment and performance-based assessment. Faridul Islam further says, “Many teachers lack experience and they find it difficult to adopt the system.” Shima Haque says, "In the previous curriculum, teachers could get by with just giving lectures and focusing on exams. But now, with the new curriculum's focus on continuous assessment and interactive learning, many unqualified teachers are struggling. They aren't equipped to manage group work or project-based assessments, which requires a different skill set." To deal with this problem, experienced teachers highlighted that the mentorship programs would help, wherein less experienced teachers can get support and guidance from others. Collaborative initiatives where teachers are allowed to observe classes of their colleagues and give feedback improve the overall quality of teaching.

3.3 Need for Ongoing Support

Initial training was in name good, but teachers said that follow-up support from the very outset of its inception remained an imperative part. Many called for continuous professional development opportunities in order to stay updated on best practices both in assessment and pedagogy. As Lilly Gomez mentions, “Unfortunately, we received only two training sessions and these are not enough to implement the curriculum into the classrooms. As the curriculum is not fully

developed, ongoing training will be the best for the teachers.” Faridul Islam, “ we didn’t need that many ongoing training sessions for the previous curriculum, as the curriculum assessment system is familiar to us from the very beginning but for the new curriculum, we have so much confusion, so we need more training sessions.” Regular workshops, webinars, and collaborative planning sessions as a way of continuing the learning and development process are recommended. It is in having this support structure that teachers are able to meet the expectations that come with changing educational standards and practices. Analysis of interview data showed that the teachers of English face different challenges in the daily implementation of Curriculum Framework 2021. These challenges are both logistical and attitudinal, impacting the teachers' potential to deliver the new curriculum and assessment methods correctly. Pabel Sardar says, “ As our classroom has a large number of students. It is really a problem for us to maintain it with one facilitator. We are told to have a student- teacher ratio of 1:25 or 1:30. But the classroom exceeds 60 students. And the classroom chaos makes it difficult to assess students.” The classroom structure does not support the students. In the previous curriculum, teachers followed text books and gave lectures. So exceeding 60 students was not that bad for that classroom. Faridul Islam says, “Class time is really short, we need at least an hour for each class. As many of us are not accustomed to it. More training sessions will make it clear how we can conduct it in less time.” This highlights the growing demand for professional development as Teachers transition from the exam-focused past to the dynamic, continuous assessment model of the new curriculum.

4. Challenges in Implementing the Curriculum Framework 2021

4.1 Resistance to Change

One of the leading challenges highlighted is the general resistance to change among teachers, especially those with long-standing careers in the profession of teaching. For instance, the sudden introduction of new assessment methods such as continuous assessment and performance-based

evaluation has been received with some degree of reluctance. Those teachers who are used to relying on one assessment technique or another for many years often find it hard to adapt to new techniques, which may appear very new and sometimes superfluous to them. When asked, Bikram Sarker says, "With the old curriculum, we were used to preparing students for exams, everything was about memorization and scoring high marks. But now, with continuous assessments and performance-based evaluations, it's a whole different approach. Many of us feel unprepared and unsure how to shift from the exam-based system to something more practical and experience-based. It's not easy to change habits we've developed over years of teaching."

This is because many teachers felt that they are more at ease with the old system based on high-stakes exams and numerical grades. Indeed, the new system requires a change in their concept from a system of continuing assessment to one which is contextualized with learning experiences. Afroza Nidhi says, "It's not easy for us at all. Still we made it somehow. Though with many confusions, we never lose hope. But the previous curriculum was more in ease." So, teachers who have given time and developed practices over many years find it quite hard to shift to a new paradigm of teaching and assessment. This resistance to change can be related to deeper problems, such as a fear of failing expectations within the new system and uncertainty regarding how to integrate new techniques into established classroom routines. Many of the teachers observed that, even in cases where they could see the theoretical merit of the new curriculum, implementation had proved more difficult than anticipated. Pabel Sardar says, "Though it sounds easy but not all easy to practise."

4.2 Resource Limitations

The second key challenge emerging from these interviews is related to the limitation of resources that would effectively actualize the new curriculum. As stated by the teachers, for full engagement in continuous assessment and performance-based evaluations, schools need increased access to more resources. For instance, a small number of students' classrooms set up. Afroza Nidhi says, "We need a classroom of 35 to 40 students, not more than that." Rubina Sheikh pointed out, "It is not a classroom anymore, it becomes a fish selling market where everyone is bargaining." So, it is

clear that large class sizes are difficult to handle. There is a lack of modern teaching aids. Shima Haque mentions, “we need a digital classroom, a computer in each classroom. This can make it effective.” This has made the integration of new assessment techniques rather difficult on the part of teachers due to the absence of modern teaching aids in the form of updated textbooks, access to reliable internet, or even computers that can help use multimedia instruction. Performance-based evaluation requires practical demonstrations and the usage of technological tools, which are difficult to practise in low-resource-classrooms. Bikram Sarker says, "In the past, we didn't need all these extra resources for assessment, just the exam papers and textbooks were enough. But now, with performance-based evaluations, we need technology, project materials, and a reliable internet connection, especially for multimedia presentations. Many schools, especially in rural areas, don't have access to these things, so we're struggling to implement the new curriculum properly. It's not just about changing our teaching methods; we simply don't have the tools to make it happen."

Such resource limitations are not only a deterrent to the implementation of newer methodologies but also manifest themselves in the diffidence of teachers with regard to the new system. With such general inadequacy of resources, teachers feel that it is practically impossible to live up to the expectations and standards set by the curriculum.

4.3 Misalignment between Curriculum Goals and Implementations and Parents' Expectations:

The transition into the new curriculum has also been marked by a mismatch between the ambitious aims of the curriculum and the preparedness of teachers toward such a vision. Whereas the new curriculum articulates an explicit scope that focuses on holistic and continuous assessment, many teachers feel they have not been adequately prepared to execute such expectations. As Afroza Nidhi says, “As a teacher I will say the curriculum is good, but as a parent I don't like it.” Though this teacher tells it good because, they don't need to prepare for extra hard hours of lectures. But as childrens become more addicted to mobile phones, parents don't like it. Rubina Sheikh says, “These students don't have any homework. They don't do any coaching classes. They just sit home cutting poster papers and using markers. Later on, they stop doing anything and just use phones instead of

studying and knowing.” As teachers can't fulfil parents' expectations, although initial training is conducted, many teachers feel that it was not comprehensive enough to prepare them for the eventual embracing of the new curriculum. “Though we receive training sessions, we are trying but we can't fulfil parents' expectations.”

In this regard Faridul Islam says, “The training we received was mostly theoretical, with no real examples of how to apply it in class. There's a big gap between what the new curriculum expects and how ready we actually are to implement those changes.”

On the other hand, Parents often expect clear numerical indications of the progress their children have made, and growth and competencies emphasized in the new system do not offer the clarity required. As Lilly Gomez mentions, “Parents are used to seeing numerical grades and rank positions. With the new system, they feel confused and even frustrated because proficiency levels like 'basic' or 'advanced' don't give them the clear picture they want. We spend a lot of time trying to explain why continuous assessment is better for their child's growth, but many still prefer the old way of grading. Because in the new curriculum, students don't study at home. They use mobile phones more. We can see how parents are worrying about their children. Parents are also not clear about curriculum objectives, they are only seeing the negative sides.

4.4 Challenges in Using Naipunya Software:

As interviewed, eight of the teachers mentioned Naipunya Software. They use this software to make the final result. They tell their difficulties in using the software. The software is not fully up to date. As a result, teachers face difficulties updating the scores of the children. When asked about difficulties, Bikram Sarker says, “This software has its new version available each time. As a result when we update the score like square triangles and circles in the morning, then at night it is such a hassle for us.” Rubina Sheikh says, “Most of the time the server is down and we need to input multiple times.” Lilly Gomez mentions, “We believe more in pen and paper, than the software as it is not stable.” So, because of the unstable issues of the software, new assessments make it extra difficult

for teachers to evaluate students more profoundly. Teachers struggles a lot to align with the new curriculum.

Discussion:

With a focus on the main themes arising from the findings. The following are the responses of the teachers in front of the new curriculum, emerging assessment literacy, the role of competency-based learning, and its impacts on students' engagement and classroom learning. Competencies allow learners to revisit previously not mastered skills without having to repeat standard courses (Voorhees, 2001). The competency based education system, I have found in my literature review that there is a growing demand for the education system in the world. So, a competency based curriculum is crucial to develop students' practical skills, knowledge and real world challenges. Another important thing, found from the finding is how much teacher instructions have changed from the previous curriculum. So, to conduct classes in the curriculum framework 2021, a teacher needed to be proper instruction literate. Though not found in the literature section, it is now one of the most frequently held views, both nationally and internationally, that educational development activities are the most effective strategy to increase instructional quality. Improve teachers' content and pedagogical expertise via higher levels of instruction (Shulman, 1986).

Another term 'assessment literacy' which is also mentioned in the literature section. It is crucial for any type of classroom education, but here for the new curriculum, teachers are facilitators. So, to perform their role as facilitators, which is completely different from the previous role of teachers, they needed to be instructionally literate as well as assessment literate. As the findings find that the assessment techniques go into tremendous changes. So, combining assessment with teachers' instruction, the new model may therefore be called the TAIL Model, which stands for Teacher Assessment and Instructional Literacy. The TAIL Model can thus be developed to capture how assessment literacy, instructional methods, and curriculum change come into play in influencing

classroom learning. This model rests on the following elements from an analysis of the themes arising from the findings:

1. Teacher Assessment Competency

This aspect is representative of the growing competence of the teachers in respect of assessment practices under the curriculum framework 2021. Teachers have a constant need for training on the use of assessment techniques that are ever-changing (Kulshrestha and Kshama, 2013). For instance, from numerical grades to standards-based assessment. The teachers are expected to be conversant with the different forms of assessment: formative, summative, and performance-based; they should further understand when each of these is utilized appropriately in order to realize valid student performance measures. Literacy applied by the teachers gives scope for constructive feedback which aids in students' improvement by focusing on competencies rather than fixed scores.

2. Learning in Context

Among the biggest changes brought in by the new curriculum is the use of contextual questions and experiential learning. These two are found in the finding sections. The following feature looks at aspects of how instruction should take up real-life situations and situational questions for developing critical thinking and engagement (Min, 2021). The very concept of moving away from strict, content-based teaching-learning in the form of chapters to experience-based, exploratory learning, which can easily adapt to real situations in life. Lessons and assessments are designed in ways to bring in real-life situations to the process of learning, and thereby make the learning relevant to the students.

3. Student-Centered Engagement

Concurrently entwining with the rise of experiential learning, the TAIL model incorporates students' proactive role in his/her learning journey. Classrooms are designed for interactive learning (Grau, & Rockett, 2022) where the student would participate through discussions, projects, and collaborative exercises. Students learn more when we teach less yet teach better (Dempster, 1996). With self-assessment and peer review, students are given ownership of the learning process, which means that students will be more connected to their learning process on a deeper level. Discontinuation of roll numbers and marks ensures that learning is holistic in terms of emotions and intellect rather than for competition (Duta, 2022). First, teachers' instructional methods needed to change with the demands of this new curriculum. Teachers adapt the way they teach and make practices align more with the new standards-based and competency-focused curriculum. With specific mentorship and professional development, less-experienced educators learn new ways to teach and continue to implement new teaching strategies and techniques for assessment. Teachers base instruction on assessment data. For example, teachers can identify an area in which a student needs additional practice and adjust teaching accordingly.

5. Holistic Impact on Classroom Learning

Assessment literacy, contextualized learning, student-centered engagement, and adaptable instructional strategies in concert can finally culminate in an overall transformation in the holistic classroom learning outcomes (Barrett et. al., 2017). Overall learning outcomes improve as students become more engaged and teachers develop their skills in using diverse assessments. Relieved from traditional pressures to grade, the TAIL model provides an environment that is less anxious and more motivating, developed through growth and development aspects. A core paradigm switch is that teachers and students are partners in the learning process—a continuum of unending improvement.

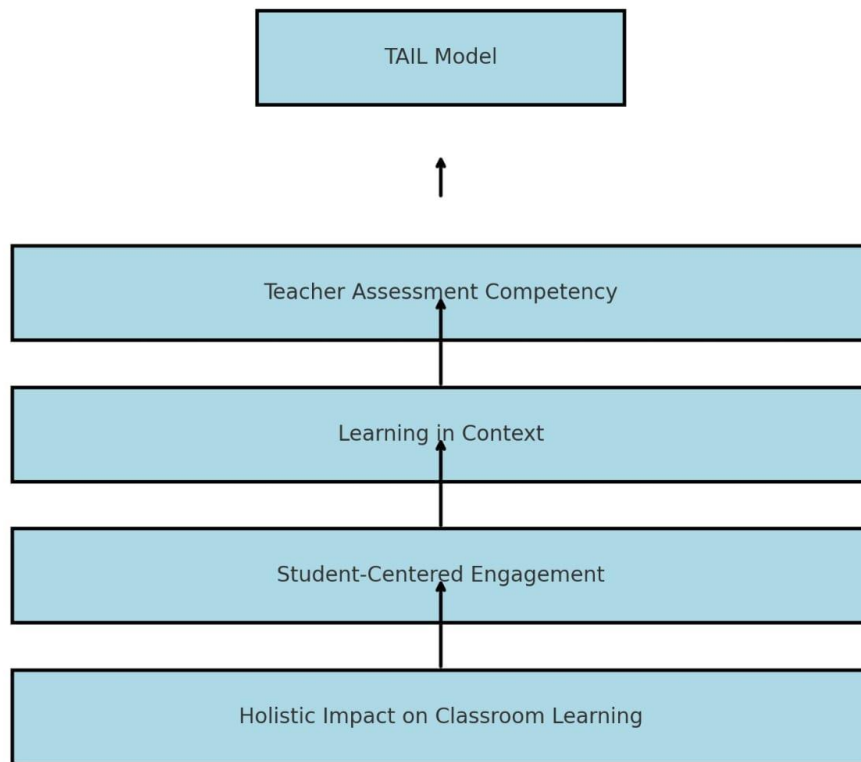
TAIL Model (Teacher Assessment and Instructional Literacy)

Figure 3: Visual Representation of the TAIL Model

Implications for Future Research and Practice

The results of this thematic analysis have great implications for both future research and educational practice. The understanding of nuances in assessment literacy and challenges being faced by teachers is needed to support the stakeholders better in efforts aimed at supporting English educators to become implementers of Curriculum Framework 2021.

1. Future Research Directions

Other future studies might embark on the long-term implications of Curriculum Framework 2021 regarding student learning outcomes and student engagement. In addition, studies investigating the impact of continuing professional development on teachers' assessment practices would be very informative with respect to effective support structures.

2. Supporting Educators

These people should go the extra mile to allow the process of successful implementation of the new curriculum through full resources and support for teachers. This would entail designing training programs that would highlight how to assess the practical strategies, including mentorship networks that provide sharing and exchange among educators.

3. Engaging Parents and Stakeholders

Communication strategies should thus be employed to make stakeholders understand why the change in policies is necessary. With the concerns raised by the parents regarding the new assessment policy, it encourages parents in the education process to offer a friendly environment to the students in adjusting to a new curriculum.

Recommendations:

In developing the recommendations for the Curriculum Framework 2021, the TAIL Model provides a comprehensive basis in the form of teacher training, assessment competency, student engagement, and adaptability of the curriculum. Recommendations, in this view, obtain a more focused approach toward the development of teachers and students.

Comprehensive Professional Development Programs

The educational authorities should, therefore, invest in the TAIL-based professional development programs matching the evolving needs of English teachers within the new curriculum. Initial training is useful, but ongoing development will surely enable teachers to hone their practices with regard to assessment and instructional literacy (Moeini, 2008). The TAIL model guides these programs since it focuses on assessment competency and instructional techniques.

Provide TAIL-centered needs assessment to identify specific gaps in competency and instructional skills of teachers. Design workshops, seminars, and planning sessions on assessment literacies through which teachers can make connections to assessments with real-world applications. Include in the plan TAIL-driven technology integration strategies, making sure the assessments are interactive and dynamic to help raise teacher competency and student engagement.

Mentorship Programs for Less Experienced Teachers

Leverage the TAIL model in structuring mentorship programs that match experienced teachers with those with less experience. Such mentorship programs would have as a core function the building of the assessment and instructional literacy of new teachers to ensure effectiveness in curriculum implementation. According to the TAIL model, support and mentorship must be given continuously to refine teaching efficacy. With structured guidance, new teachers can develop their skills to be aligned with new assessment practices and instructional strategies. The TAIL-oriented mentor training gives the experienced educators the necessary skills to guide their mentees through performance-based evaluations and continuous assessment practices. Organize the mentoring session to focus on sharing the techniques of assessment, strategies for the engagement of students, and alignment of instructional goals with assessment results. Encourage the mentor-mentor pairs in co-designing assessments and lesson plans that would emphasize curriculum flexibility and address the diverse learning needs of students.

Improved Stakeholder Communication

Utilize TAIL's focus on stakeholder engagement to ensure that communication of both the new curriculum and its assessment methods is improved with parents and the broader school community. The TAIL model invites the inclusion of stakeholders in the education venture to ensure wholeness of understanding. Clear communication about changes in the curriculum should involve competency-based assessment and no traditional grading. Such open communication will alleviate a lot of confusion while building a sense of collaboration. Develop TAIL-aligned resources to describe new methods of assessment and how these support students' learning outcomes. Offer workshops where instructors use the TAIL method themselves to describe how the new curriculum creates opportunities for critical thinking and engagement that are conducive to long-term academic growth. Ensure that there is systematic feedback among the teachers, parents, and students. This will ensure that concerns are understood, and assessment literacy is communicated appropriately.

Focus on Collaborative Assessment Practices

Develop shared assessment practices consistent with the TAIL model by encouraging teachers in the collective effort of devising methods of assessment that enhance critical thinking and students' participation in classes. Indeed, it is important to note that the TAIL model encourages collaboration amongst educators for effective improvement of the whole teaching-learning and assessment process. Sharing insights and best practices and collaborative development of assessment strategies stand in line with nurturing a community of practice within schools. This encourages TAIL-based PLCs where teachers collaborate to develop assessments aligned with instructional goals and student-centered engagement strategies. Encourage interdisciplinary assessments within the integration of learning across subjects; for example, focusing on curriculum adaptability according to the model of TAIL. Technology use for facilitating teacher collaboration, while the work of TAIL would focus on instructional literacy development that is continuous and assessment-driven.

Continuous Feedback and Curriculum Framework Evaluation

Creating a continuous feedback loop based on TAIL for the effectiveness of Curriculum Framework 2021 for policies on assessment to be at par and progress with learning attained within the classroom. Continuous reflection, informed by the emphasis of the TAIL model on assessment competency and workplace learning, ensures that the curriculum remains agile and responsive to the experiences of teachers and students. Utilize TAIL-driven feedback mechanisms that will enable teachers to continually evaluate the efficiency of their assessment and teaching methods. Set up a system where regular teacher feedback will be used to continuously update the curriculum to ensure that assessment literacy and student engagement remain key drivers in the curriculum.

Conclusion and Limitations:

The recommendations will give the proper underpinning by embedding into them the TAIL model, making a thorough base to advance teachers' development, assessment practices, and students' engagement with the new curriculum. Ongoing and adaptive professional development; structured and efficient mentorship; communication to ensure transparency; collaboration at the forefront; and feedback mechanisms integral to the evolving educational landscape-the TAIL model assures all these.

This study, like all other analyses, is limited and may influence the interpretation of their applicability to different populations. The research is conducted with a large dependence on self-reported data from the participants, which might lead to biased responses due to various reasons such as social desirability or memory recall. The participants might feel that they were giving socially desirable and positive responses or that they appear to reflect reality, not how it is truly practiced. Instead, participants may provide erroneous data due to recall bias, thereby introducing response errors based on experiences and practices. A short-time span would undermine the thorough and wide/extensive results reached through data collection. Interviews of lesser duration or briefer observer intervals would have likely only allowed limited insights into teachers' assessment literacy in

and effects on the curriculum. The research focused on the curriculum being utilized currently due to the possibility for full extension of the project to not be occurring until after implementation within former curriculum approaches, in place today. This change, however, is where potential trouble comes in when evaluating the long term outcomes of the study. As with all qualitative methods, there exists the potential for subject bias in terms of how data results are interpreted. I tried to be as objective as possible, yet I probably was influenced by my most subjective interpretations of the responses in those interviews.

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