



## The Education Assessment Competence Structure of Primary Teachers in Vietnam

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**Abstract:** Education assessment is considered to be indispensable competence for teachers at all levels. However, there are currently many difficulties in assessing this competence, especially for primary teachers when there is a change in assessing students. In this report, we would like to suggest an education assessment competence structure for primary teachers and to demonstrate such structure through a survey of primary teachers' assessment competences in Vietnam. Survey results have shown that the education assessment competence structure consists of 6 component competencies which suitable for primary teachers in Vietnam. And, the report also points out that Vietnamese primary teachers' education assessment competences in Vietnam is currently evaluated.

**Keywords:** Education assessment competence, education assessment competence structure, primary teachers.

### 1. Introduction

It is the strong explosion of information technology and communication that has created new communication means and expanded learning opportunities for each individual. School-based teaching is no longer the only main source of information, so general education renovation is considered as an inevitable trend. When general education is renovated, there are also changes in the role of a teacher who wants to spend his whole life in practicing as a teacher [1]. Assessment is said

to be the most important step in the teaching process because it helps to adjust the whole teaching process of teaching, and to motivate learners and help them to make ceaseless progress [2, 3]. It is necessary for teachers to have the education assessment competence [4-6].

In scientific literature, the concept "competence" is defined as a system of internal mental structures and abilities assuming mobilization of knowledge, cognitive skills, practical skills, and also social and behavioural components such as attitudes, emotions, values and ethics, motivations for successful realization of activity in a particular context [7-9]. Competences are structured as sets of knowledge, skills and and attitudes acquired

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through learning; they allow identifying and solving, in a variety of contexts, problems that are characteristic for a specific domain of knowledge and field of activity [8-10].

In the annex the Council Recommendation on Key Competences for Lifelong Learning, “competences are defined as a combination of knowledge, skills and attitudes, where: (a) knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject; (b) skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results; (c) attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations” (P.14) [11].

Regarding the structural perspective and the intrinsic nature of the assessment process, the education assessment competence is defined as a set of abilities in: Defining assessment objectives, contents, methods; designing assessment tools; collecting information; processing collected data and giving feedback or reporting assessment results. Relating to the objectives of building a common competence framework for pedagogical students, school teachers, educators, some researchers suggest that the education assessment competence consist of sets of abilities: 1) Making an assessment plan; 2) Selecting and developing assessment tools; 3) Implementing the assessment work; 4) Using assessment results; 5) Notifying and giving feedback of assessment results; 6) Learning about education assessment knowledge [12, 13].

A number of studies have shown that, at a practical level, the education assessment competence of teachers is currently the weak point and least interested [1]. Teachers are weak in some abilities such as skills to use softwares in assessing students [14]; performing the renovation in examining and evaluating students [15]. Fostering teachers and educational administrators at general education institutions have not been done as effectively as expected. The majority of lecturers who teach

examination and assessment modules have not been deeply and well trained in term of the measurement and assessment in education. Teachers' knowledge and skills are largely obtained and improved thanks to their experience and self-reading while good sources of materials is scarce [16]. In 2017, the Ministry of Education and Training (Vietnam) announced the general education curriculum. Many researchers argue that in order to innovate curricula and general education textbook, it is necessary for teachers to possess appropriate new capabilities. If the general education curriculum is innovated immediately, teachers will not catch up this trend as well as not meet the requirements while teachers play a decisive role in the success of the reform. Therefore, it is necessary to give orientations and training courses to form the necessary capacity for teachers. However, in order to know what need to be fostered, it must be determined based on the actual situation [1].

It can be seen that theoretical studies on education assessment competence have identified abilities that teachers need to have to carry out a variety assessment tasks. However, it is necessary to carry out practical research on a reasonable structure of specific education assessment competencies associated with the functions, duties and assessment regulations and the development of assessment toolkits and practical surveys to demonstrate that the mentioned specific education assessment competencies are reasonable. In this report, we propose the structure of the education assessment competences for primary teachers based on in-country and off-shore studies, and demonstrate this structure through a survey over 648 primary teachers of the education assessment competences in 4 provinces/cities nationwide. This report was made to find a relatively stable structure of education assessment competences and to find the best and weakest indicators of primary teachers' education assessment competences in Vietnam.

## 2. Contents

### 2.1. The proposed education assessment competence structure for primary teachers

2.1.1. The rationale of the proposed education assessment competence structure for primary teachers

\* *The regulations on the education assessment competence for teachers in some countries around the world:*

When regulations on the education assessment competences for teachers are mentioned, they must include a set of regulations on education inspection and assessment competences for teachers in the United States of America. The purpose of the standards is to guide the training of pedagogic students and teachers who are working in the education institutions, to evaluate teacher competence and training curricula, and to evaluate future educators in term of their examination and assessment capacity. The standards are shown in the Table 1 [17].

Table 1. The standards for teacher competence in educational assessment of students in the United States

The standards require that teachers be skilled in the following competencies:

- (1) choosing assessment methods appropriate for instructional decisions;
- (2) developing assessment methods appropriate for instructional decisions;
- (3) administering, scoring, and interpreting the results of both externally produced and teacher-produced assessment methods;
- (4) using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement;
- (5) developing valid pupil grading procedures which use pupil assessments;
- (6) communicating assessment results to students, parents, other lay audiences, and other educators; and
- (7) recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

In addition to the United States, Canada has also enacted a Code of Practice for Student Assessment in the education for teachers. In 1993, Joint Advisory Committee in Canada was developed The Principles for Fair Student Assessment Practices for Education. The table 2 shows five principles for fair student Assessment practices [18].

Table 2. The Principles for Fair Student Assessment Practices for Education in Canada

1. Developing and Choosing Methods for Assessment
2. Collecting Assessment Information
3. Judging and Scoring Student Performance
4. Summarizing and Interpreting Results
5. Reporting Assessment Findings

The United States of America and Canada are the two countries that separate teachers' education assessment competence into a separate set of rules, focusing primarily on the principles, standards and criteria that teachers must have in order to assess their students' academic performance and practicing results. These are the basics that help us to identify component competencies, competency assessment criteria, and to design questions in the survey toolkit.

\* *The regulations on the education assessment competence for teachers in Vietnam:*

*Regulations on duties, authority, standards for teachers* [19]: Playing an important role in ensuring the educational quality, primary teachers must perform their duties of teaching and educating students in primary schools and other educational institutions to implement primary education programs; Teachers have the right to be provided with favorable conditions for their teaching and educating students, to be trained and fostered to improve their qualification, and to enjoy the regimes according to the State's regulations; Primary teachers are required to have at least pedagogic intermediate professional degrees.

*Professional standards for teachers of general education institutions* [20]: is a system of qualities and capacities that teachers are

required to achieve in teaching and educating students in general education institutions. They consist of 5 standards, and 15 criteria and each criterion is evaluated according to the three levels such as "passed", "fair" and "good". In particular, the criterion No. 6, which belongs to the Standard No. 2 on examination and assessment in the development direction of students' qualities and competences, including: a) At the "passed" level: Use methods to check students' performance and progress; b) At the "fair" level: Actively update and apply forms, methods and tools for examination and assessment in the development direction of students' qualities and capacities; c) At the "good" level: Provide guidance and support to colleagues to effectively implement the examination and assessment of students' performance and progress.

*Primary student assessment* [21]: The Ministry of Education and Training (Vietnam) issued Circular No. 22/2016/TT-BGDĐT on amending and supplementing some articles of the Regulations issued with Circular 30/2014/TT- BGDĐT on the assessment of primary students. According to the provisions in Circular 22, general requirements for teachers on the assessment of primary students include: observing, monitoring, exchanging, examining and commenting on the learning and practicing process of students; Advising, instructing and motivating students; giving qualitative or quantitative comments on the learning and practicing results and the formation and development of some competences and qualities of primary students. Specifically, in term of assessment contents, they are regulations on the process and periodic assessment of students' learning; in term of assessment records, they are transcripts and a summary of education assessment results for the whole class.

Thus, up to now, Circular 22 is the official legal regulation which is currently applied in Vietnam on the assessment of primary students and which gives detailed regulations on the duties of teachers in the assessment of primary

students. Therefore, when we studied the education assessment competences of primary teachers, it is necessary to consider the task accomplishment level of teachers as stipulated in the Circular No.22.

The psychophysiological characteristics and learning activities of primary school students:

As stipulated in the Charter of primary schools, the ages of primary students start from 6 to 11 years old [19]. In this age, primary students have some psychophysiological characteristics and learning activities as follows: 1) *In term of psychophysiological characteristics*: The nervous system is in a strong development period, however, the inhibition of the nervous system is weak, so it is easily stimulated. When children are 6 years old, they are psychologically ready to go to school. These are the basic conditions to help students participate in learning activities; 2) *In term of learning activities*: They are considered to be key activities and play an important role in the development of the psychology of children. Primary students are able to correctly understand simple and monotonous words and to make relatively clear expressions on their own thoughts and feelings with others. Children show their curiosity, eagerness and game-loving. However, it is necessary to give children time to familiarize themselves with the learning and practicing activities after their key activities are changed from having fun to learning [22].

In summary, through domestic and foreign rationale, especially MoET's regulations on primary students and the education assessment competences of primary teachers, primary teachers must implement the following basic tasks:

*The first one is to* determine the purposes, contents, methods, tools, time and plan for formative assessment and for sumative assessment at the beginning of the school year. To accomplish this task, teachers are required to have the competence to make assessment plans.

*The second one is to* prepare questions and tests which are done in accordance with the

standards of knowledge, subject skills and capacity-based approaches for primary students. To accomplish this task, teachers are required to have the competence to develop assessment tools.

*The third one is to* carry out activities that have been outlined in the assessment plan in a rhythmic manner in accordance with the planned schedule. To accomplish this task, teachers are required to have the competence to implement the assessment work.

*The fourth one is to* let students to know their correct and wrong points for correction; To take specific measures to support students in time; To mark and correct tests carefully, correct errors, give comments, and score on the 10-point scale to help students to make better study progress. To accomplish this task, teachers are required to have the competence to use assessment results to make decisions about students and teaching plans for the development of programs and schools.

*The fifth one is to* inform parents of the comments and assessments about students and coordinate with parents to motivate students for better studying and practice; To complete the summary of education assessment results for the whole class and enter results and comments in the school reports of students. To accomplish this task, teachers are required to have the competence to give feedback on assessment results.

Five basic tasks are the five component competencies of education assessment competency for each primary teacher in implementing the student assessment.

#### 2.1.2. Practical bases

Researches on the reality of Vietnamese education have pointed out that there are many shortcomings in general education in Vietnam. For example, there is no regulation on fostering teachers and managers in primary and secondary schools; Opinions, goals, methods and modes of dealing with assessment data are outdated; etc. Especially, there are not many research and surveys on measurement and evaluation in Vietnam to set bases for organizing subjects, courses and training

activities on the inspection and assessment for teachers at general education institutions [23]. From these perspectives, many scholars agree that it is necessary to re-design the general education curricula, focus on learning outcomes orientations and develop learner competences. Developing general curricula towards competence-based approaches to meet the needs of socio-economic development is considered a reasonable solution to address most of the identified weaknesses [24]. To assess the competency that is formed in the learners clearly, teachers must have the education assessment competences. Assessment trends have changed constantly over the years and will continue to change in the upcoming years, which is the movement and development law. In order to catch up with that trend, Vietnamese education in general, general education (especially primary education) in particular are required to make some changes. Therefore, one of the tasks of teachers is to approach and innovate in accordance with the education assessment trends which are changing in the world and Vietnam. To do this, primary teachers should be able to self-study on education assessment.

On the basis of theoretical and practical basis, we propose the education assessment competence structure which consists of six component competencies: 1) Making assessment plans; 2) Developing assessment tools; 3) Implementing the assessment; 4) Using assessment results; 5) Giving feedback on assessment results; 6) Self-studying on education assessment.

### 2.2. *The education assessment competence structure of primary teachers in Vietnam*

#### 2.2.1. Survey tools and samples

\* *Survey tools:* To demonstrate that there are a close relationship between this education assessment competence structure with six component competencies and its component competencies with the purposes of ensuring the relatively stable existence of this structure and of showing the education assessment

competence situation of primary teachers, a survey toolkit designed by the authors for the education assessment competence of primary teachers consists of six component competencies: 1) Making assessment plans (22 items), 2) Developing assessment tools (22 items), 3) Implementing the assessment work (22 items), 4) Using assessment results (22 items), 5) Giving feedback on assessment results (15 items), 6) Self-studying on education assessment (20 items). This education assessment competence scales includes 123 items, each of which is evaluated on the 5 point Likert Scale (1 = *Not implemented yet, not done yet*; 2 = *Less implemented, less done*;

3 = *Implemented, done some times*; 4 = *Implemented quite often, done quite well*; 5 = *Implemented very often, done very well/smoothly*).

\* *Reliability of the survey tools*: To assess the reliability of the education assessment competence scales, we have used the Cronbach's Alpha. Analysis results show that the Cronbach Alpha values of six component competences are from 0.942 to 0.952, the general Cronbach Alpha of the total scale is 0.987. This indicates that the education assessment competence structure is high-reliable.

Table 3. Cronbach Alpha of the education assessment capacity scales

Scales	Cronbach Alpha
Competence to make assessment plans	0.942
Competence to develop assessment tools	0.952
Competence to implement the assessment work	0.939
Competence to use assessment results	0.952
Competence to give feedback on assessment results	0.947
Competence to self-study and self-research on education assessment	0.951
<i>Education assessment Competence (Total Scale)</i>	<i>0.987</i>

\* *Survey samples*: The research was conducted on the self-assessment data of 648 primary teachers in 4 provinces/cities, including Hanoi, Ho Chi Minh City, Ha Nam and Lao Cai, representing the mountainous, urban and rural areas.

#### 2.2.2. Research results

2.2.2.1. Correlations between component competencies and educational assessment competency

In order to check the correlation between the six component competencies with the education assessment competency, we have used the Pearson test in linear relationships, as shown in Table 4.

The analysis results of the correlations between the 6 component competencies with the education assessment competency in Table 4 show that there are very close correlations. Specifically, the Pearson's correlation ( $r$ ) between six component competencies has a correlation value from 0.611 to 0.847. The Pearson's correlation ( $r$ ) of the education

assessment competency with component competencies ranges from 0.810 to 0.938. This shows that the component competencies are closely related and strongly correlated with the education assessment competency.

#### 2.2.2.2. Correlation between items and component competencies

In order to evaluate the correlation between items and each component competence, we have examined whether the items of each component competence are correlated with each other and they measure in the same direction or not, contributing to the stability of each component competence and of the education assessment competency, we have used the exploratory factor analysis (EFA). Based on the EFA conditions, we have conducted the analysis by using the Maximum-Likelihood Estimation. The analysis results for items in each component competence are shown as follows (Table 5):

Table 4. Correlation matrix between the six component competencies with the education assessment competency

	Competence to make assessment plans	competence to develop assessment tools	competence to implement the assessment work	competence to use assessment results	competence to give feedback on assessment results	competence to self-study and self-research on education assessment	competence to education assessment
Competence to make assessment plans							
Competence to develop assessment tools	0.817**						
Competence to implement the assessment work	0.000	0.847**					
Competence to use assessment results	0.842**	0.000					
Competence to give feedback on assessment results	0.742**	0.718**	0.842**				
Competence to self-study on education assessment	0.000	0.000	0.000	0.854**			
Education assessment competency	0.673**	0.656**	0.759**	0.000	0.000		
	0.629**	0.664**	0.668**	0.654**	0.611**		
	0.000	0.000	0.000	0.000	0.000		
	0.892**	0.899**	0.938**	0.901**	0.842**	0.810**	0.892**
	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N = 648	N = 648	N = 648	N = 648	N = 648	N = 648	N = 648

The KMO analysis results of the education assessment competency in Table 5 show that Sig value is 0.000 ( $<0.05$ ) and KMO is 0.977 ( $> 0.5$ ). Thus, the items in the scale are interrelated, so using the exploratory factor analysis is appropriate.

The exploratory factor analysis results of six component competencies of the education assessment competency (Table 6) show that the correlation coefficients between items and the education assessment competency are in the

accepted range of 0.422 to 0.828 (Factor Matrix  $> 0.4$ ). This shows that there is a strong correlation between all the items in the education assessment scale. The percent rate of scale total variance explained are in the accepted range of 45.96% to 58.33%. This shows that the items of each component scale are part of a dominant factor and measure the same direction (all are towards measuring the teachers' evaluation competency).

Table 5. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.977
Approx. Chi-Square	62547.067
Bartlett's Test of Sphericity df	7503
Sig.	0.000

Table 6. The Exploratory Factor Analysis (EFA) results of the education assessment competency

Competence to make assessment plans		Competence to develop assessment tools		Competence to implement the assessment work		Competence to use assessment results		Competence to give feedback on assessment results		Competence to self-study and self-research on education assessment	
Item	Factor Matrix	Item	Factor Matrix	Item	Factor Matrix	Item	Factor Matrix	Item	Factor Matrix	Item	Factor Matrix
N1	0.670	N23	0.741	N45	0.422	N67	0.749	N89	0.754	N104	0.612
N2	0.684	N24	0.770	N46	0.446	N68	0.793	N90	0.677	N105	0.483
N3	0.622	N25	0.775	N47	0.574	N69	0.800	N91	0.737	N106	0.607
N4	0.632	N26	0.729	N48	0.634	N70	0.734	N92	0.751	N107	0.663
N5	0.619	N27	0.696	N49	0.586	N71	0.725	N93	0.645	N108	0.653
N6	0.465	N28	0.678	N50	0.642	N72	0.649	N94	0.758	N109	0.673
N7	0.688	N29	0.703	N51	0.738	N73	0.626	N95	0.744	N110	0.669
N8	0.733	N30	0.703	N52	0.699	N74	0.679	N96	0.788	N111	0.706
N9	0.675	N31	0.673	N53	0.695	N75	0.780	N97	0.819	N112	0.671
N10	0.689	N32	0.730	N54	0.674	N76	0.732	N98	0.828	N113	0.735
N11	0.737	N33	0.727	N55	0.756	N77	0.709	N99	0.786	N114	0.679
N12	0.744	N34	0.707	N56	0.833	N78	0.669	N100	0.798	N115	0.780
N13	0.679	N35	0.597	N57	0.765	N79	0.735	N101	0.787	N116	0.802
N14	0.688	N36	0.723	N58	0.657	N80	0.629	N102	0.705	N117	0.767
N15	0.544	N37	0.682	N59	0.609	N81	0.644	N103	0.531	N118	0.761
N16	0.726	N38	0.693	N60	0.473	N82	0.729			N119	0.752
N17	0.751	N39	0.719	N61	0.685	N83	0.681			N120	0.738
N18	0.681	N40	0.700	N62	0.692	N84	0.485			N121	0.792
N19	0.656	N41	0.687	N63	0.672	N85	0.703			N122	0.772
N20	0.498	N42	0.702	N64	0.621	N86	0.732			N123	0.760
N21	0.621	N43	0.494	N65	0.638	N87	0.650				
N22	0.647	N44	0.641	N66	0.636	N88	0.645				

This explains why the reliability of the education assessment scale in the Table 3 is very high. Therefore, when any observable variable is deleted from this scale, the Cronbach's Alpha coefficient of education assessment competency will reduce. Thus, 123 items in the six component competencies in the education assessment competency are interrelated and create the stability of the education assessment competence structure.

In summary, through the analysis results of correlations between education assessment capacity and its component competencies and the EFA results, it can be seen that the education assessment competence structure with six component competencies is rational; component competencies are closely linked to each other, which creates the stability of the education assessment competence structure. This suggests that, in order to perform well the evaluation, it is necessary for teachers not to

lack one of the six component competences. These component competences are closely interrelated, requiring teachers to grasp the basic tasks of each component competence and apply it to the assessment process. The above results contributes to educators and educational agencies, Departments of Education and Training in developing policies, learning and training contents on education assessment for primary teachers properly and effectively.

### 2.2.3. The current status of primary teachers' education assessment competency

In order to find the best and weakest items of primary teachers in the education assessment competency, we analyzed the average score and standard deviation of items in each component competence. The analysis results are the basis for proposing solution groups to improve the education assessment competency of primary teachers.



Table 7. The best items of primary teachers in the education assessment competency

TT	Contents of the items	Mean	Std. Deviation	Range
1	Praising and encouraging each student through assessment results	4.18	0.65	1
2	Inserting assessment results into the summary sheet, commenting on the school reports of students in accordance with the regulations	4.12	0.69	2
3	Taking responsibility for the assessment results recorded in the school report and the summary of assessment results	4.10	0.68	3
4	Explaining the questions of students with a respectful and gentle attitude	4.09	0.67	4
5	Making positive comments when students do something well	4.08	0.66	5
6	Providing feedback on the learning and practicing results for students in time	4.04	0.67	6
7	Providing feedback on the learning and practicing results of students to their parents	4.01	0.69	7
8	Knowing how to create positive self-confidence for students through assessment results	4.01	0.66	8
9	Listening to feedback from students about their learning and training results with an objective spirit and a wholehearted attitude	4.01	0.67	9
10	Knowing how to motivate, instead of making negative comments when students give wrong answers	4.01	0.69	10

Table 7 shows the best items of primary teachers in terms of education assessment competency. The average score of items is in the highest group when it reaches from 4.01 to 4.18 points. The above items belong to two component competencies, namely, using the assessment results and giving feedback on assessment results. They are: Praising and encouraging each student through evaluation results; Providing feedback on the learning and practicing results for students in time;

Providing feedback on the learning and practicing results of students to their parents; Knowing how to motivate, instead of making negative comments when students give wrong answers. Results have also showed that primary teachers who have grasped and successfully implemented the transition from the score-based assessment method to the comment-based assessment, meeting the requirements for assessing primary students according the MOET's regulations.

Table 8. The weakest items of primary teachers in the education assessment competency

TT	Contents of the items	Mean	Std. Deviation	Range
1	Having suggestions for renovating the assessment of primary students in the subject group	3.17	0.87	114
2	Knowing how to edit evaluation tools after testing to complete the tools	3.17	0.9	115
3	Using the software (Excel, SPSS, etc.) to process evaluation data	3.17	1.02	116
4	Ensuring that research results are of practical values	3.11	0.92	117
5	Clearly identifying research questions	3.06	0.9	118
6	Proposing specific and feasible solutions to renovate the assessment of primary students	3.02	0.94	119
7	Processing data collected by appropriate software	3.00	0.94	120
8	Learning about and updating trends in education assessment around the world	2.93	0.94	121
9	Developing survey tools for research topics	2.87	0.95	122
10	Carrying out studies to ensure the scientific requirements	2.85	0.98	123

The weakest self-evaluation items of primary teachers are mainly: self-studying education assessment; Developing assessment tools and implementing the assessment work (Table 8). Primary teachers is the weakest at combining methods, techniques and softwares to assess primary students' abilities and qualities and self-studying to draw restrictions and new things and to suggest solutions for education assessment.

In general, the current education assessment competency of primary teachers in Vietnam has not been high yet; primary teachers still lack many basic skills in education assessment capacity. Of the six above said component competences, the best implemented competence by primary teachers is to use evaluation results while the weakest one is to self-study education assessment. In the four surveyed provinces, primary teachers in Hanoi have the highest education assessment competency while those in Ha Nam province have the lowest one.

### **3. Conclusion**

Education assessment is indispensable competency to teachers at all levels, including primary teachers. In this report, we have clarified some following contents: 1) Theoretically, through the regulations on the education assessment competences of some countries in the world and through the regulations on assessing primary students for primary teachers in Vietnam, we have proposed the education assessment competence structure for primary teachers in Vietnam consists of six component competencies: Making assessment plans; Developing assessment tools; Implementing the assessment work; Using assessment results; Giving feedback on assessment results; Self-studying education assessment; 2) Practically, analysis results show that the education assessment competence structure with 6 component competencies is reasonable, and that there is a close relationship in the component competences when the

correlation values of such six component competencies are from 0.611 to 0.847 and that there are very strong correlations between the education assessment competency and such six component competencies when their correlation values are from 0.810 to 0.938; There is a positive correlation with the same direction among the items of six component competencies when their correlation coefficients are from 0.422 to 0.828, the percent rate of scale total variance explained are in the accepted range of 45.96% to 58.33%. When any observation variable in the component competencies is removed from the scale, it can make the Cronbach's Alpha of the education assessment capacity reduce. Thus, the education assessment competence structure consisting six component competencies with a total scale of 123 items is reasonable. The analysis results of education assessment capacity situation have indicated the best and weakest items of primary teachers. Basically, primary teachers' education assessment competency is evaluated at levels which are from average to fairly good and there is a lack of primary teachers who have the good education assessment competency.

Based on the above analysis results, the authors made some recommendations to MoET, the leaders of provincial/city departments of education and training and primary teachers as follows: 1) It is recommended to develop and promulgate regulations/standards on the educational assessment competency of primary teachers (not included in the professional standards of education teachers), including specific criteria in line with the real situation in Vietnam, in order to create a basis for primary teachers and administrators at all levels to self-assess the educational assessment competency annually; 2) It is necessary to develop a training program which is conformity with the education assessment competency of primary teachers, in which primary teachers' weaknesses should be paid more attention to. Such training program should include: new assessment methods and techniques; ways of using assessment softwares; methods of self-

studying education assessment; analyzing educational practices and proposing solutions for innovation in education assessment; 3) Primary teachers should constantly gain new knowledge of education assessment, improve their own education assessment competency through practical assessment activities.

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