

## ABSTRACT

### **“EFL Teacher’s Perspective in Designing Diagnostic Assessments for EFL Classroom.”**

Diagnostic assessment is a formative evaluation that is crucial for identifying students' strengths, weaknesses, and prior knowledge, enabling teachers to create effective learning experiences. This study aims to (1) describe teachers' perspectives on the usefulness of diagnostic assessment tools in the EFL classroom, and (2) analyze the appropriateness of teachers' diagnostic assessment tools in identifying students' abilities and learning needs. The theory applied in this study refers to Brown (2004) diagnostic test, designed to identify specific aspects of a language. This research was conducted with teachers from senior high schools in Bandung, West Java, Indonesia. Through qualitative methods, a case study was conducted involving in-depth interviews, questionnaires, and document analysis with six EFL teachers in senior high schools. Findings reveal that teachers positively view diagnostic assessments: cognitively, they understand their role in identifying student abilities; affectively, they see these tools as motivating and supportive for teaching; and conatively, they use assessment results to tailor instruction and group students by proficiency. Diagnostic assessments are typically administered at the semester's start or before new topics, using both app-based and paper-based formats. Document analysis reveals that the assessment tools used by teachers are appropriate and vary in terms of material suitability, clarity of language, item format, and indicator suitability, with application-based tools generally receiving higher scores. This study contributes to a deeper understanding and improvement of diagnostic assessment practices in English as a foreign language (EFL) classrooms.

**Keywords:** *Assessment Tools, Diagnostic Assessment, EFL Classroom, Learning Needs, Teacher’s Perspective.*