

ABSTRACT

Qolby, Annisa Nurul (2023). Investigating English Teachers' Language Assessment Literacy in Writing Assessment: A Case Study at A Junior High School in Bandung

In teaching a second language, proficiency in language assessment literacy is essential. It is essential because it supports teachers in comprehending, evaluating, and using information about student performance to enhance instruction. Furthermore, teachers' assessment literacy strongly influences the relationship between assessment quality and student accomplishment. This study investigated how the English teachers' language assessment literacy in a Junior High School in Bandung concerning writing assessment.

Moreover, through a qualitative approach, this study discusses how the teachers' language assessment literacy in writing assessment and how the teachers' assessment literacies are reflected in assessing writing applied by the English teachers. In this study, two English teachers in a private junior high school were involved in this research. The data was collected through a questionnaire, observation, interview, and document analysis.

The result found that the English teacher has an assessment literacy that is still at a poor level of knowledge or requires further growth, which cannot be satisfactory. The results also revealed that both teachers have practically implemented things that are appropriate for assessing writing but still need more understanding regarding writing assessment theoretically.

Keywords: *Teachers' language assessment literacy, writing assessment literacy*