Teacher Practices in Classroom Assessment of Malay Language Reading Skills in Chinese National-Type Schools

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Abstract: *This research explores teachers' practices in implementing Classroom Assessment (PBD) for evaluating Malay language reading skills among students in Chinese National Type Schools (SJKC), utilizing the AGIL Model as a functional framework. A qualitative case study design was employed, with purposive sampling in selecting four Malay language teachers from four SJKC schools in the Tanjung area, Melaka. Research data was collected through interviews, observation and document analysis, then analysed descriptively. The findings indicate that respondents employed various approaches and assessment forms in conducting PBD for reading skills. However, differences were observed between native and non-native speaking teachers in their choice of approaches and assessment forms to suit the teaching and learning context. These findings have the potential to contribute to improving the quality of assessment and Malay language teaching in primary schools, particularly in SJKC.*

Keywords -*Implementation, Classroom Assessment, reading skills, SJKC, AGIL Model*

I. INTRODUCTION

The transformation of the Malaysian education system is now more comprehensive and holistic, no longer focused solely on examinations (Mohd Huzaimi et al., 2020). In 2018, the Ministry of Education Malaysia (MOE) introduced Classroom-Based Assessment (PBD) as part of the National Education Assessment System (SPPK) to enhance learning quality. PBD is implemented throughout the academic year during the teaching and learning process for all subjects, including Malay language (BPK MOE, 2018).

Learning Malay in SJKC is a second language acquisition process for Chinese students, differing from first language acquisition in patterns and mastery processes (Ooi &Vijayaletchumy, 2017). Mastery of reading skills is crucial and must be practiced repeatedly to ensure students acquire it effectively (Norlela Ahmad & Shamsudin Othman, 2020). The Standard Curriculum and Assessment Document (DSKP) outlines several reading skill components that students must master (BPK MOE, 2018a). Among them, students must be able to read various words, phrases, and sentences mechanically with correct pronunciation and intonation, comprehend explicit and implicit information, and read various materials to enrich vocabulary and knowledge and foster an interest in reading.

Therefore, PBD plays a crucial role in developing basic reading skills in Malay, involving the assessment of both technical and comprehension aspects. Teachers can identify students' strengths and weaknesses, allowing them to plan relevant teaching. Hence, teachers, as the primary implementers, must play a key role in managing PBD with school-based assessment approaches. This study uses the AGIL Model to explore teachers' practices in implementing PBD for Malay reading skills in SJKC.

II.   PROBLEM STATEMENT

Although PBD has been fully implemented in the KSSR curriculum since 2018, challenges in its implementation remain. Teachers express low confidence in the effectiveness of PBD as a replacement for the existing evaluation system, affecting its proper and effective implementation (Norazilawati Abdullah et al., 2015; Siti Nor Aisah et al., 2018). In addition, teachers face difficulties in understanding and implementing assessment according to the levels outlined in the DSKP (Abdul Said & Shanti, 2017; Arumugham, 2020). A lack of knowledge and effective training contributes to inconsistency in PBD implementation (Lee & Mohd ZahuriKhairani, 2018; Norazilawati Abdullah et al., 2020; Hillson &Maslawati, 2020). Consequently, there is a tendency for teachers to assess students based on their instincts, which can undermine the accuracy of PBD reporting (Mahaya et al., 2019; Nur Sabrina Aiman et al., 2024).

III.   LITERATURE REVIEW

3.1 Previous Studies

Studies have shown that Chinese teachers in SJKC tend to use their mother tongue when teaching Malay, arguing that it aids students' understanding (Mohd Ridhuan, 2020). However, the use of the mother tongue in teaching Malay has been found to impact students' understanding of the second language (Chew, 2016; Ooi &Vijayaletchumy, 2017). Students often mix their native language in both speaking and writing in Malay (Savitry Chelliah &Norasmah Othman, 2022). This scenario causes difficulty in fluent reading and lack of comprehension, hindering their learning of Malay (Mohd Saiful & Nor Azwahanum, 2021).

Other studies have identified inconsistencies in understanding the concept and implementation of PBD among teachers, likely due to a lack of effective training and guidance (Dorin & Yasin, 2019; Arumugham, 2020; Rosli et al., 2022). However, some studies (Salleh et al., 2019; Ilhavenil et al., 2020) found that while some teachers understand the concept of assessment, there remains room for improvement in realizing the full potential of PBD and applicable assessment methods.

3.2 Theoretical Framework

This study applies the AGIL Model as a framework and guide in exploring the research concept. The process of examining how teachers implement PBD in teaching Malay reading skills in SJKC is aligned with the AGIL Model. According to Rusydiyah and Rohman (2020), the AGIL Model developed by Talcott Parsons is based on structural functionalism theory. It serves as a functional framework that outlines essential work dimensions to ensure effective task performance and the achievement of specific goals.In this study's context, the AGIL Model comprises four dimensions: Adaptation, Goal Attainment, Integration, and Latency, which adapted from Rusydiyah and Rohman (2020) (Fig.1).
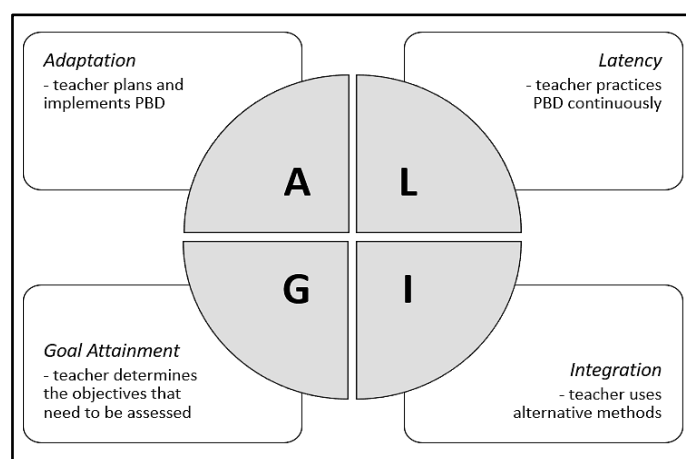

Figure 1. Adapted four-dimensional AGIL model schematic

IV. RESEARCH OBJECTIVES

This study aims to:
1. Explore the implementation of PBD in assessing Malay reading skills between native-speaking (NS) and non-native-speaking (NNS) teachers.
2. Identify the types of PBD used by NS and NNS teachers to assess Malay reading skills.

V. METHODOLOGY

This study adopted a qualitative case study approach to explore in depth how teachers implement PBD for Malay reading skills in SJKC. The study involved four SJKC located in the Tanjung area of Melaka. Respondents were selected through purposive sampling, consisting of four Malay language teachers from different backgrounds—two native speakers (NS) and two non-native speakers (NNS)—in line with the study objectives. The selected respondents were experienced and able to provide relevant information on the implementation of PBD in Malay reading skills, as detailed in Table 1.

Table 1. Profile of Research Respondents

Respondent	School	Background	Position	Teaching Experience
R1	SA	Malay Teacher	Malay Language Teacher	>5 years
R2	SB	Malay Teacher	Malay Language Teacher	>5 years
R3	SC	Chinese Teacher	Malay Language Teacher	>5 years
R4	SD	Chinese Teacher	Malay Language Teacher	>5 years

The instruments used were interview protocols, field notes, and document analysis. To collect authentic data, the researcher employed semi-structured interviews, which offer more flexibility (Noraini Idris, 2013). Observations were conducted directly via video recordings of the respondents' teaching and learning sessions. Additionally, document analysis was carried out on daily lesson plans (RPH) and respondents' assessment record forms (transit forms).

The data were analyzed descriptively using thematic analysis based on the study objectives (Kamarul Azmi Jasmi, 2012), focusing on the implementation of PBD for Malay reading skills among NS and NNS teachers. Thematic coding followed a grounded theory approach to ensure systematic and detailed analysis (Zalmizy Hussin, 2014).

VI. FINDINGS

6.1 Implementation of PBD in Malay Reading Skills between NS and NNS Teachers

The findings show a variety of assessment approaches involving four main aspects: mechanical reading, reading comprehension, translation methods, and peer assessment. These approaches are summarized in Table 2.

Table 2. Summary of Implementation Methods of PBD.

No.	Theme	Subtheme	R1	R2	R3	R4	Total
1	Mechanical Reading Assessment	student reads individually	✓	✓	✓	✓	4
		student reads in pairs	✓	✓	✓	-	3
		student reads in groups	✓	-	-	✓	2
		focus on student pronunciation and intonation	✓	✓	✓	✓	4
2	Reading Comprehension	students divided by different ability groups	✓	-	-	-	1
		student identifies main points from reading	✓	✓	✓	✓	4

	Assessment	materials					
		student retells the reading material	✓	-	-	✓	2
		student summarizes the reading material	✓	✓	-	-	2
3	Assessment through Translation Methods	use of bilingual dictionary	✓	✓	-	-	2
		teacher explanation using mother tongue	-	-	✓	✓	2
		student explanation using mother tongue	-	✓	✓	✓	3
4	Peer Assessment	student evaluates other students' reading	✓	✓	-	✓	3
		student shares opinions and answers	✓	✓	-	✓	3

(a) Mechanical Reading Assessment

All respondents conducted individual reading assessments focusing on pronunciation and intonation. Pair and group reading activities were also used, though NS teachers tended to use group-based approaches more frequently than NNS teachers. This suggests that mechanical reading is prioritized by Malay language teachers, but NS teachers are more inclined to assess it through collaborative methods.Interview and document analyses confirmed that NS teachers integrated peer guidance and group interaction during reading tasks, while NNS teachers mostly used one-on-one reading sessions for direct observation and correction.

Table 3. Interview Findings on Mechanical Reading Assessment

Subtheme	Interview Findings
student reads individually	*I asked the students to read aloud individually. I can assess their pronunciation, intonation, and fluency directly.* (R4, SD, Chinese Teacher)
student reads in pairs	*Pairs must be at the same level or use simpler words; students who are better in Malay can help their partners.* (R2, SB, Malay Teacher)
student reads in groups	*I will conduct PBD with students in groups according to differentiated instruction.* (R1, SA, Malay Teacher)
focus on student pronunciation and intonation	*Students must read aloud with clear pronunciation and correct intonation.* (R1, SA, Malay Teacher)

Table 4. Data of Mechanical ReadingAssessment

Observation Notes	Document Analysis
The teacher guided students to read the passage with correct pronunciation and intonation, then selected students to guide others in reading the passage again. (R3, SC, Chinese Teacher)	RPH R3
The teacher instructed students to take turns reading one sentence each from the first paragraph. (R1, SA, Malay Teacher)	RPH R1
The teacher asked students to read the passage alternately in groups with a loud voice. (R4, SD, Chinese Teacher)	RPH R4

(b) Reading Comprehension Assessment

All respondents assessed students' ability to identify key points in reading materials, indicating the importance placed on comprehension. NS teachers went further by incorporating retelling and summarization activities, promoting higher-order thinking. Meanwhile, NNS teachers mostly used question-and-answer sessions to check for basic understanding.

Table 5. Interview Findings on Reading ComprehensionAssessment

Subtheme	Interview Findings
student identifies main ideas from reading materials	*Students who can answer questions with accurate responses based on the text show that they have mastered reading comprehension skills.* (R3, SC, Chinese Teacher)
student retells the reading material	*Students read the entire passage, then retell its content.* (R1, SA, Malay Teacher)
student summarizes the reading material	*Some students will summarize and restate the main content of the text in their own words.* (R2, SB, Malay Teacher)
students divided by ability groups	*I divide my students into groups based on differentiated instruction. I assess their comprehension in ability-based groups, such as basic, intermediate, and advanced.* (R1, SA, Malay Teacher)

Table 6. Data of Reading ComprehensionAssessment

Observation Notes	Document Analysis
The teacher posed questions based on the passage to the students. The students searched for answers within the passage based on the questions asked, then stated the important points. (R4, SD, Chinese Language Teacher)	RPH R4
The students were asked to recount the benefits of reading guidebooks that were evident in the passage they had read. (R4, SD, Chinese Language Teacher)	RPH R4
The Malay Language teaching and learning session ended with the teacher guiding students to summarize the lesson content and the passage discussed earlier. (R2, SB, Malay Language Teacher)	RPH R2

In addtion, only R1 used differentiated groupings based on students' reading levels (basic, intermediate, advanced) to assess comprehension, demonstrating a structured approach to cater to diverse learner needs.The implementation of PBD in this manner can be explained through data triangulation with observational data.

"Students moved to form three groups: Group A, Group S, and Group T. The teacher then gave different instructions and tasks to each group. Group A (basic) received a direct explanation of the passage; Group S (intermediate) was asked to discuss the passage in pairs; while Group T (advanced) was asked to complete comprehension tasks independently."

(Observation Notes: R1, SA, Malay Language Teacher)

(c) Assessment through Translation Methods

Translation was commonly used by NNS teachers. They employed the mother tongue (Mandarin) for explanations and allowed students to translate texts or vocabulary using bilingual dictionaries. NS teachers also encouraged dictionary use but relied less on direct translation during instruction.

Table 7. Interview Findings on Assessment Through the Translation Method

Subtheme	Interview Findings
teacher explanation using mother tongue	*I use the medium of instruction, which is the Chinese language, to explain the content or meaning of difficult words.* (R4, SD, Chinese Teacher)

	I created a peer-pairing group. The aim is for proficient students to translate into the language for their peers to understand. (R2, SB, Malay Teacher)
use of bilingual dictionaries	*Usually, I encourage Chinese students to use bilingual dictionaries, which is Chinese-Malay. It improves their understanding of the vocabulary they have read.* (R1, SA, Malay Teacher)

Table 8. Data of Assessment through Translation Methods

Observation Notes	Document Analysis
The teacher also suggested that students use dictionaries to look up the meaning of unfamiliar words and then write the meanings next to the words. (R1, SA, Malay Teacher)	RPH R1
The teacher guided students in explaining the meaning of words and their contextual usage in Mandarin. (R4, SD, Chinese Teacher)	RPH R4
The teacher explained a passage to the students. At the same time, the teacher asked more proficient students to translate the explanation for those less proficient. (R2, SB, Chinese Teacher)	RPH R2

In the context of reading comprehension in the Malay language, R3 and R4 argued that using the mother tongue does not hinder comprehension if students can explain content accurately, PBD assessments still emphasized students' ability to respond in Malay.

"*Student who can explain the content of what has been read shows that they have understood it, even if it is in the instructional language. However, assessment of skills still focuses on the ability and proficiency of students in answering comprehension questions in Malay.*"

(R4, SD, Chinese Teacher)

"*If a student can give an oral explanation based on a passage, it means they understand the material. If we refer to the DSKP (Curriculum Standard Document), comprehension involves not only reading skills but also writing. Therefore, students need to be taught techniques for answering comprehension questions in Malay based on their basic understanding.*"

(R3, SC, Chinese Teacher)

Hence, it can be concluded that teachers accept and assess students' comprehension through their ability to convey the content of the reading material, regardless of the language used. In fact, oral translation is seen as an alternative method to assess and evaluate NNS (non-native speaker) students' understanding of certain reading materials or passages.

(d) Peer Assessment
Three out of four respondents (R1, R2, R4) used peer assessment, where students evaluated each other's reading fluency and shared ideas or responses. This method fostered a collaborative and active learning environment, allowing students to develop communication skills and mutual support in reading tasks.

Table 9. Interview Findings on Peer Assessment

Subtheme	Interview Findings

students assess peers' reading	*I usually encourage students to give comments on their peers' reading without mentioning names to ensure they are aware of the issues among their friends.* (R2, SB, Malay Teacher) *...Students also assess themselves after listening to what their peers read.* (R4, SD, Chinese Teacher)
students share opinions and answers	*Students can help interpret peers' reading, discuss how to answer comprehension questions, and compare answers together.* (R1, SA, Malay Teacher)

Table 10. Data of Peer Assessment

Observation Notes	Document Analysis
The teacher selected two students to read texts aloud. Then, the teacher chose two other students to assess their peers' reading by awarding star stickers on a Reward Chart. (R2, SB, Malay Teacher)	RPH R2
A group representative explained the group's results, while other group members moved around to observe and assess the results of other groups. (R4, SD, Chinese Teacher)	RPH R4

In summary, Table 2 outlines the diverse approaches identified in the implementation of PBD by the study's respondents. R1 and R2, who are native speaker (NS) teachers, were found to employ a wider range of collaborative approaches in conducting PBD for Malay language reading skills. In contrast, R3 and R4, who are non-native speaker (NNS) teachers, tended to use methods that focus more on basic comprehension and translation using the mother tongue. This may be attributed to the level of confidence NNS teachers have in using Malay fully during the PBD process. Nevertheless, this diversity reflects the need for teachers to adapt assessment methods to suit the context and background of their students.

6.2 Types of PBD Used by NS and NNS Teachers in Assessing Malay Reading Skills
The study identified three main types of PBD utilized by both NS and NNS teachers when assessing Malay reading skills, which are oral activities, written activities and through observation. These approaches are summarized in Table 11.

Table 11. Summary of Types of PBD Used in Assessing Malay Reading Skills.

No.	Theme	Subtheme	Respondents				Total
			R1	R2	R3	R4	
1	Through oral activities	mimicry-memorization activity	✓	✓	✓	-	3
		loud reading activity	✓	✓	✓	✓	4
		Q&A activity	✓	✓	✓	✓	4
		discussion activity	✓	✓	-	✓	3
		feedback activity	✓	✓	-	-	2
2	Through written activities	worksheets / student activity books	✓	✓	✓	✓	4
		student thinking maps	✓	✓	✓	-	3
		group assignment outcomes	✓	✓	✓	✓	4
		quiz activity	✓	-	✓	✓	3
		summative test	-	✓	-	-	1
3	Through observation	transit form	✓	✓	✓	✓	4

teaching reflection	✓	✓	✓	✓	4
assessment form	-	✓	-	-	1

(a) Oral Activities

All respondents consistently used oral reading and question-and-answer sessions as key strategies to assess fluency and comprehension. NS teachers more frequently engaged students in discussion activities and mimicry-memorization practices, which helped students internalize reading structures and vocabulary. NS teachers also provided verbal feedback either by summarizing lessons or commenting on students' performances.

NNS teachers applied these oral techniques more selectively and typically within specific lesson contexts. Interview responses indicated that while all teachers recognized the value of oral assessment, NS teachers tended to implement it more comprehensively and confidently.Classroom observations supported this, showing NS teachers guiding group discussions and prompting students to summarize key points. In contrast, NNS teachers focused more on individual oral reading and direct questioning.

Table 12. Interview Findings on Oral Activities

Subtheme	Interview Findings
loud reading activity	*I asked students to do individual loud reading. I can assess their pronunciation, intonation, and fluency.* (R4, SD, Chinese Teacher)
Q&A activity	*Students will do Q&A with the teacher about the text to improve understanding and highlight key points.* (R1, SA, Malay Teacher)
discussion activity	*I ask students to contribute general input on the content of the text.* (R1, SA, Malay Teacher)
mimicry-memorization activity	*...Whereas students with weaker fluency can easily be guided by the teacher on correct pronunciation.* (R2, SB, Malay Teacher)
feedback activity	*Students give comments about their peers' reading without mentioning names to help them recognize their friends' problems.* (R2, SB, Malay Teacher)

**Table 13.** Data of Oral Activities

Observation Notes	Document Analysis
After that, the teacher chose two students to stand and read the text aloud together. (R2, SB, Malay Teacher)	RPH R2
The teacher asked questions related to the story excerpt. The student answered the teacher's questions while pointing at the story excerpt. (R3, SC, Chinese Teacher)	RPH R3
Students completed comprehension activities by discussing in groups. Meanwhile, the teacher moved between student groups while giving feedback. (R4, SD, Chinese Teacher)	RPH R4
The teacher guided the student in reading the excerpt with correct pronunciation and intonation. (R3, SC, Chinese Teacher)	RPH R3
The teacher selected several students from Group T, who were more proficient, to summarize the topic learned today. (R1, SA, Malay Teacher)	RPH R1

(b) Written Activities

All respondents used worksheets and group tasks as consistent tools for assessing understanding (Fig.2). These tasks often included comprehension questions aligned with lesson texts.Findings show three teachers (R1, R2,

R3) used mind maps, especially NS teachers, as a strategy to help students organize and retain information visually. Meanwhile, quizzes were more commonly applied by NNS teachers to evaluate individual comprehension.Table 14 below shows the results of the joint interview findings with the research respondents, while Table 15 presents the triangulation of observation data and lesson plan (RPH) analysis.
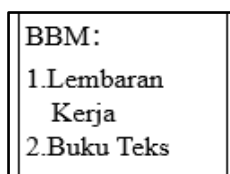
Figure 2. Example of teaching aid notes in lesson plan RPH R2

Table 14. Interview Findings on Written Activities

Subtheme	Interview Findings
worksheets / student activity books	*I ask the students to complete exercises in the activity book which encompass practice questions about the content they have read.* (R4, SD, Chinese Teacher)
group assignment outcomes	*Sometimes I give students the opportunity to present their learning outcomes in turns according to their group.* (R3, SC, Chinese Teacher)
student thinking maps	*This group of students created a concept map from the excerpt, and students were given the opportunity to add other important content to demonstrate their understanding more clearly.* (R1, SA, Malay Teacher)
quiz activities	*Peer assessment is done through a reading quiz.* (R4, SD, Chinese Teacher)

Table 15. Data of Written Activities

Observation Notes	Document Analysis
The teacher asked Group S to answer comprehension questions in the worksheet. (R1, SA, Malay Teacher)	RPH R1
The teacher asked students to present their group work results through a 'Gallery Walk'. (R4, SD, Chinese Teacher)	RPH R4
The teacher asked students to transfer information from the passage into a flow chart. (R2, SB, Malay Teacher)	RPH R2
Students were asked to answer a quiz related to the story they had read. (R3, SC, Chinese Teacher)	RPH R3

Furthermore, interview findings indicate that only R2 explicitly used summative testing, while others expressed reservations about its comprehensiveness. Most respondents believed summative tests alone were insufficient to capture students' full range of reading skills.

Table 16. Interview Findings on Summative Tests

Subtheme	Interview Findings

summative test	*All topics and subtopics are accompanied by questions to determine whether students have mastered and understood every aspect that was taught.* (R2, SB, Malay Teacher)
	Summative tests only measure part of the assessment. I usually use more holistic assessments. (R4, SD, Chinese Teacher)
	Only some reading skills can be assessed through this test. (R1, SA, Malay Teacher)
	Not necessarily... The level of reading skills varies depending on time and context. (R3, SC, Chinese Teacher)

(c) Through Observation

All respondents used transit forms and lesson reflections as observational tools to track student progress in reading. The transit forms were based on DSKP standards and used to rate reading proficiency levels from 1 to 6.Teachers also recorded daily reflections in their lesson plans to evaluate the effectiveness of instructional strategies and adjust future lessons accordingly.

Table 17. Interview Findings on Observation

Subtheme	Interview Findings
transit form	*I make observations, and after that, I will record them in the transit form provided at the beginning of the year according to the learning standards.* (R3, SC, Chinese Teacher)
	I assess according to proficiency levels 1 to 6 as stated in the transit form. (R1, SA, Malay Teacher)
teaching reflection	*I always record students' progress during lessons in the transit form and in the RPH (Lesson Plan) achievement section.* (R4, SD, Chinese Teacher)

However, interview findings indicate that only R2 used a specific reading assessment form, complete with criteria such as fluency, pronunciation, and need for assistance. This form allowed for a structured evaluation of students' mechanical reading skills (Fig.3).

"*I also use a reading assessment form instrument that I created based on the concept of assessment bands. If a student can read fluently and smoothly, I mark them as fluent and smooth; if they read with frequent pauses, I mark them as less fluent and smooth; and if they need guidance to read, I mark them as having low proficiency.*"

(R2, SB, Malay Teacher)

Figure 3. Example of reading assessment formfrom R2

In summary, the findings revealed that NS teachers employed a greater variety of PBD methods—often more interactive and collaborative—while NNS teachers leaned towards structured and comprehension-focused assessments. However, both groups showed effort and adaptability in designing relevant assessment tools tailored to their students' contexts.

VII. DISCUSSION

The findings of this study demonstrate that the implementation and forms of Classroom-Based Assessment (PBD) used to evaluate Malay reading skills differ between NS and NNS teachers. These differences are evident in their assessment approaches, evaluation methods, and teaching strategies during the teaching and learning process.

In terms of mechanical reading, NS teachers tended to employ group reading strategies to assess students' pronunciation and intonation. In contrast, NNS teachers preferred individual reading to provide focused attention to each learner. The group reading approach practiced by NS teachers reflects the integration function of the AGIL Model, which emphasizes collaborative learning among students. Conversely, a study by Lau, Lambri, and Kiting (2020) found that NNS students face challenges in pronunciation and intonation. Therefore, the individualized approach used by NNS teachers aligns with the adaptation function in the AGIL Model, addressing student needs based on individual capabilities.

For reading comprehension, both NS and NNS teachers employed the technique of identifying main ideas from reading texts as a core assessment strategy. However, NS teachers emphasized activities such as retelling and summarizing, which aim to enhance critical thinking and higher-order thinking skills (HOTS). In contrast, NNS teachers focused more on basic comprehension through individual question-and-answer sessions. This suggests that NS teachers promote student-centered learning that fosters creativity and advanced language use (Abd Khahar& Hapsah, 2021), while NNS teachers adapted their strategies to match students' current language proficiency levels before introducing more complex reading tasks.

The use of translation methods also emerged as a key strategy, particularly among NNS teachers. By incorporating the mother tongue in teaching, students were better able to understand difficult words and concepts, thus improving overall text comprehension (Nurhijrah& Mohd Mahzan, 2020; Siti, Rosaida & Julie, 2024). NS teachers, on the other hand, preferred using bilingual dictionaries to expand students' vocabulary. This approach supports the integration function of the AGIL Model, as translation acts as a bridge to strengthen students' understanding of the second language.

Peer assessment was also identified as an important element in PBD implementation. Both NS and NNS teachers involved students in evaluating their peers' reading and sharing ideas collaboratively. This

approach aligns with the integration function of the AGIL Model, as social interaction during peer assessments improves students' communication skills and self-confidence. Collaborative learning activities such as these foster an active and supportive learning environment (Sendil & Erden, 2012).

In terms of the forms of assessment, the study found that both NS and NNS teachers used a variety of methods, including oral, written, and observational assessments. For oral assessment, reading aloud and question-and-answer were the most common techniques to evaluate fluency and understanding. NS teachers were more inclined to implement discussion activities and mimic-memorization exercises, while NNS teachers preferred individualized reading. However, these findings differ from Lazaraton's (2014) study (as cited in Halimah Jamil, 2023), which noted that oral assessments are often seen as subjective and less reliable. Nonetheless, oral assessment remains relevant because it enables immediate, real-time evaluation of student performance.

Written assessments—such as summative tests, worksheets, and mind maps—were also widely used. This aligns with Faezah Saliman and Zamri Mahamod's (2023) findings that written assessments are a preferred method among teachers in small schools when conducting PBD. Written assessments offer tangible evidence of learning progress and support the latency function in the AGIL Model, which emphasizes the maintenance and monitoring of learning effectiveness.

In addition, observational assessments were used to monitor students' mastery of reading skills. Teachers employed transit forms, lesson reflections, and reading assessment rubrics. These tools enabled teachers to evaluate student progress and adjust instructional strategies as needed. While Faezah Saliman and Zamri Mahamod (2023) found that observation was less favored due to concerns about subjectivity, in this study, it was aligned with the goal attainment function of the AGIL Model, allowing teachers to set clear objectives and assess whether students had achieved them.

In conclusion, differences in approach between NS and NNS teachers reflect their efforts to adapt assessment forms to their specific teaching contexts. The diverse strategies used by both groups fulfill the functions of the AGIL Model, ensuring effective classroom assessment. Ultimately, the successful implementation of PBD for assessing Malay reading skills depends on teacher commitment, flexibility in choosing assessment methods, and readiness to tailor strategies to student needs and learning objectives.

VIII.   CONCLUSION

This study highlights the importance of adopting diverse assessment approaches in evaluating and enhancing students' reading skills. The findings imply that ongoing professional development is essential to strengthen the competencies of SJKC teachers in implementing Classroom-Based Assessment (PBD). For instance, SJKC teachers should be provided with continuous training on the preparation and use of comprehensive PBD instruments. Such training can help teachers gain a more holistic understanding of assessment concepts and improve their ability to effectively assess students' reading skills.

Additionally, teachers should adapt their teaching strategies based on students' proficiency levels. The study shows that differentiated learning approaches and the use of transit forms in PBD help teachers plan instruction that is more relevant to student needs. By focusing on aspects such as pronunciation, comprehension, and reading fluency, teachers can better support non-native speakers (NNS) in achieving stronger proficiency in the Malay language.

Overall, this study concludes that the implementation of PBD in assessing Malay reading skills in SJKC involves a variety of approaches and assessment formats. Through the application of the AGIL Model, it is evident that effective PBD implementation depends on teachers' ability to adapt strategies, define clear objectives, and sustain consistent assessment practices. These findings are expected to serve as a foundation for improving the quality of Malay language teaching and learning, ultimately fostering meaningful and effective PBD at the primary school level, particularly in Chinese National-Type Schools (SJKC).

IX. ACKNOWLEDGEMENT

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