

ABSTRACT

DEVIYOLA FEBRIANA. 2021. **Pre-Service Teacher's Diary Regarding Assessment Practices in the Abrupt Online Teaching: An Autobiographical Narrative Inquiry**. English Education Department, Faculty of Educational Science and Teacher's Training, Siliwangi University, Tasikmalaya.

This autobiographical narrative inquiry explores my teaching experience in the teaching practicum program. The focus of this research is how to overcome the challenges of providing assessments with online teaching during the pandemic. Using a narrative inquiry method, I was able to retell how the online teaching occurred during the pandemic and in assessing as a pre-service teacher. The data collected through a handwritten diary containing stories about online teaching experiences and activity notes during online teaching. The data used narrative analysis including abstract, orientation, complicating action, evaluation, resolution, and coda. The results of the study adopted the concept of language assessment literacy to overcome the assessment challenges, namely: a) socio-historical understanding, b) theoretical and procedural, c) practical knowledge. The findings in my autobiographical narrative inquiry have allowed me to develop my pedagogical knowledge of teaching and developing Language Assessment Literacy by highlighting assessment practice during online teaching.

Keywords: Autobiographical Narrative Inquiry, Pre-service Teacher, Language Assessment Literacy, Online Teaching