Digital and Performance-Based Assessments in Teacher Education: A Study on Pupil Teachers' Readiness and Challenges

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Abstract

Integrating digital and performance-based assessments in teacher education is reshaping the way pupil teachers are evaluated, moving beyond traditional examination methods toward more authentic, skill-based assessments. This study examines pupil teachers' readiness for adopting digital and performance-based assessments and explores the challenges they face in implementing these alternative strategies. Using a quantitative survey from pre-service teachers, the study evaluates their familiarity with digital assessment tools, confidence in using them, and perceived effectiveness compared to conventional assessments. The findings indicate that while pupil teachers recognize the potential of digital and performance-based assessments in developing critical thinking and practical skills, several challenges hinder their adoption, including limited technological access, insufficient training, and institutional resistance. Performance-based assessments also require greater time investment and structured rubrics, which many pre-service teachers find challenging to design and implement effectively. The study concludes by recommending enhanced teacher training programs, improved technological infrastructure, and policy interventions to seamless integration of digital and performance-based assessments in teacher education.

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