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LANGUAGE LEARNING ASSESSMENT

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UNMAS PRESS

LANGUAGE LEARNING ASSESSMENT

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Preface

Praise the Almighty God for His mercy and grace, so that the writer can finish the textbook. The writer would like to dedicate her gratitude to contributors who gave ideas, thought, and support during this book's writing. This book is not certainly the perfect one, however, the writer hopes that this book may benefit all readers to get a better understanding of Language Learning Assessment. Meanwhile, the textbook entitled 'Language Assessment Learning' has been designed for readers who need information and knowledge about Language Learning Assessment. This book is about language assessment and the forms of assessment used in English language learning.

The author is aware that there are still many omissions and mistakes which are far from perfect in this book. Therefore, the author requests that readers provide criticism and suggestions for the work of this textbook so that the author can continue to improve the book's quality. Thus, this textbook was designed, hoping that readers can understand the information and gain insight into assessment in learning English and can benefit society in a broad sense.

Denpasar, Desember 2022

Writer

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CHAPTER I

INTRODUCTION

Teaching and learning processes always consist of two main essential and inseparable activities, namely: teaching and assessment. The two cannot be separated since teaching is always followed by administering an assessment to get an insight into the students' ability and their understanding of the learning material taught. Moreover, assessment can be used to reinforce the students' learning achievement and to motivate the students to learn and develop their understanding of the learning material further and more deeply. It is also used as a tool to indicate whether the learning objectives have been achieved by the students or whether further intensive learning improvement should be made.

Assessment is a process of activity to find out whether a predetermined program is successful or not. In order to find out information about the assessment, measurements are used, both using test and non-test instruments. The test itself means presenting a set of questions or assignments to be answered or done. Non-test include questionnaires, interviews, observations, assignments and portfolios.

So, assessment is a process of collecting data to determine to what extent, and in what terms, how educational goals have been achieved, what and how have not been achieved and what are the causes, and what are the follow-up actions.

In classroom learning practices, teachers generally conduct two main types of assessment. They are formative and summative assessment. Dunn and Mulvenon (2009) point out that it is vital to deeply grasp the key concept of formative assessment because there is a lack of agreed definitions and limited empirical evidence concerning formative assessment practices. There is a lack of core concepts which distinguish formative assessment from other types of assessment. Therefore, in their study, the formative assessment and summative assessment is critically defined in context with educational purposes and formative assessment analysis is strongly focused on teachers' understanding and their follow up actions.

In recent decades, classroom assessment has gained more serious attention in education because it helps teachers improve the quality of learning. Therefore, in both local and global contexts, researchers and practitioners have tried to discover appropriate and efficient assessment methods for measuring and monitoring students' progress in learning. Assessment is conducted to

identify the success of learning, and it provides information about students' abilities that can be used as a basis to enhance learning to achieve instructional goals (Stiggins, 2002; Pantiwati, & Husamah, 2017). As a part of teaching and learning, assessment becomes a procedure used by teachers to find out their students' level of knowledge and skills, learning outcomes, the strengths, and weaknesses, so that they can motivate them to improve their abilities.

Additionally, the assessment makes teachers provide corrective feedback on what students are learning, how much learning material can be understood, and how well students learned (Box, Skoog, & Dabbs, 2015). The aims of classroom assessment are not only explicitly intended to determine the weaknesses and success of the students, but also to figure out the ways of improving the quality of students learning (Birenbaum, Kimron, & Shilton, 2011; Ashraf, & Zolfaghari, 2018). In English language teaching, all skills: listening, speaking, reading and writing should be thoroughly assessed by the teacher.

Recently, researchers found that there are two main categories of assessment used by the teachers. They are summative assessment and formative assessment. Summative assessment is a procedure to make a judgment or to summarize all the evidence up to a given point of the students'

achievement, or what a student has grasped at the end of a course or unit of instruction. This kind of assessment is often called an assessment of learning (Clark, 2012; Stiggins, 2002). The second type of assessment is formative assessment or assessment for learning (Derrick & Ecclestone, 2006; Stiggins, 2002). In English language learning, formative assessment is generally focused on helping the students to improve their language competence, to identify the learning improvement and achievement, and to detect students' needs. In contrast, formative assessment is embedded in the teaching and learning process used to adapt the teaching strategies/techniques to meet educational needs and standards (Black & Wiliam, 2009; Rivai, Ridwan, Supriyati, & Rahmawati, 2019). The focus of the assessment is to identify the problems faced by the students in learning and help them improve their knowledge and skills. Teachers are expected to make and give appropriate types of assessment to measure students' competence.

The roles of teachers, students, and interactions are designed to support learning, which is realized through gathering evidence and using feedback to inform learning. However, as suggested by the complications above, the theory and practice of formative assessment (Heritage, 2007) and feedback seem to be at a crossroads. Justification of their use and effectiveness, and

their specific development is increasingly present in the education literature, but the limited scope of their use in actual teaching practices has been repeatedly (Widiastuti, and Saukah, 2017). As a result, various research and development projects have been designed and conducted out investigating teacher understanding and formative feedback strategies in elementary schools (Black, and Wiliam, 2009) conducted research significant who have made important contributions in providing insight and understanding in assessment practices that support teaching and learning.

Both assessment and feedback assessment play an important role in directing students to learn, they must be incorporated into teaching and learning strategies (Black, and Wiliam, 2009). feedback consists of information "provided by agents (e.g., teachers, peers, books, parents, independent, experience) regarding aspects of a students' performance or understanding. Feedback needs to provide information that bridges the gap between what is understood and what is intended to be understood. To be effective, feedback needs to discuss certain tasks or learning processes (Budianto, Mukminatien, and Latief, 2016). Consequently, feedback should clearly be understood by the students in order that they can improve their learning achievement

CHAPTER II

Basic Concepts of Language Learning Assessment

A. Definition of Assessment

Assessment is one of the most important aspects of language teaching and learning. Assessment is an important component of successful teaching and learning. It enables teachers to see the extent of students' achievement towards the predetermined objectives, learning competencies, and students' actual performance in learning competencies. Moreover, through the appropriate assessment, teachers can see the effectiveness of the learning strategy being carried and enable teachers to make modifications if needed to be more effective for the upcoming teaching activities (Yahiji, Otaya, & Anwar, 2019).

Assessment has two main purposes: to make summative evaluations and to provide instructional feedback to help learners progress. Both summative and formative assessments can be formal (standardized) or informal (classroom-based). formative assessment which is conducted with appropriate feedback may continuously improve students learning achievement toward determining learning goals. (Widiastuti, 2018). Informally, assessment provides feedback from

peers and others; formally, it provides information against a standard about how the student is progressing in specific areas. On the other hand, students may use the results of the assessment to improve their learning achievement by acknowledging their weaknesses to make further improvement. Moreover, students may utilize their teachers' feedback to make changes to their learning strategies to attain a better learning outcome. Therefore, it indicates that learning assessment should be systematically obtained to enable teachers and students to make a suitable decision to enhance the teaching and learning processes (Widiastuti, 2021).

B. Definitions of Test, Measurement, Assessment, and Evaluation

1. Test

Test, measurement and evaluation are concepts used in education to explain how the progress of learning and the final learning outcomes of students are assessed.

Test may be called as a tool, a question, set of question, an examination which is used to measured a particular characteristic of an or a group of individuals. Test is an instrument or activity used to accumulate data on a person's ability to performed a specified task. It is an

assessment intended to measure a test-taker's knowledge, skill, aptitude, performance, or classification in many other topics. Test is a method, a tool or an instrument for measuring students' ability, mastery, or achievement of learning (Brown & Abeywickrama, 2010: 3). The tool or instrument here can be in the forms of questions to be answered by students, true-false items or multiple choice items for students to answer. The questions, true-false items, multiple choice items, or any other forms we make, are tools or instruments which are called tests.

2. Measurement

Measurement is defined as the system or act of measuring. It can be understood as a process of defining physical items using numbers.

Measurement" is the act of determining a target's size, length, weight, capacity, or other aspect. There are a number of terms similar to "measure" but which vary according to the purpose (such as "weight," "calculate," and "quantify.") In general, measurement can be understood as one action within the term "instrumentation."

In science, a measurement is a collection of quantitative or numerical data that describes a property of an object or event. A measurement is made by comparing a quantity with a standard unit.

Measurement refers to the quantifying of the result of a test. It is usually in the form of figures or scores (Brown & Abeywickrama, 2010: 4-5). For instance, student A gets 47, student B gets 75 from their test. The scores 47 and 75 are the results of measurement, and still do not mean anything, because there is no interpretation yet whether each of the scores is good or bad, whether it means pass or fail. In some cases, the scores are called raw scores.

3. Assessment

The next term is assessment which is claimed to have a wider meaning. Teaching and learning processes always consist of two main essential and inseparable activities, namely: teaching and assessment. The two cannot be separated since teaching is always followed by administering an assessment to see students' ability and their understanding of the learning material taught. Moreover, assessment can be used to reinforce the student's learning achievement and to motivate the students to learn and develop their understanding of the learning material further and more deeply. It can be used as a basis for decision-making, and improvement of the learning process that has been done. Therefore, a good curriculum and the correct learning process need to be

supported by a good planned and sustainable assessment system.

assessment is the process of gathering information and processing information to measure students' learning outcomes (Kearns, 2012).

Assessment is conducted through a series of steps, including planning, assessment preparation, and information collection through an amount of evidence showing the students' achievement, processing, and utilization of information about the student's competence.

4. Evaluation

The verb evaluate means to form an idea of something or to give a judgment about something. The term comes from the French word 'évaluer', meaning "to find the value of". The origin is from the Latin term 'valere' meaning "be strong, be well; be of value, or be worth".

An evaluation is one step further from traditional assessments. As we mentioned earlier, an evaluation is one step away from standardized testing. An evaluation aims to make an objective judgment on the value, quality, or significance of a subject using a set of well-defined criteria. In this sense, evaluations are high-stakes and have a huge impact on the individuals involved. evaluation determines the extent to which a program or

pedagogy achieves predetermined goals or outcomes.

According to Weiss (1972), evaluation refers to the systematic gathering of information for the purpose of making decisions. It is not concerned with the assessment of the performance of an individual, but rather with forming an idea of the curriculum and making a judgment about it. This judgment is made based on some kind of criteria and evidence. The purpose is to make decisions about the worth of instruction, a course, or even the whole curriculum. Evaluation is thus larger and may include an analysis of all the aspects of the educational system.

During an assessment, the instructor pays attention to the strengths and weaknesses of an individual, and it also aims to provide feedback that improves the indicator. On the other hand, an evaluation critically examines a subject and then assigns a grade or some other type of formal result based on how well they performed.

A good evaluation process is valid, reliable, and practical. Validity means that the evaluation must measure the subject using well-defined criteria that are tailored to the subject. Reliability means that the process must be consistent while practicality suggests that every evaluation should be realistic and achievable within its context of usage. Outcome evaluation measures the long-

term results of a program, and the extent to which it aligns with the original goals and objectives. While impact evaluation analyzes the immediate effects of a specific subject.

Advantages and Disadvantages of Evaluations

An evaluation helps you to match the resources and outcomes of a project. In this sense, it's a great way to measure returns on investments, and determine whether an endeavor is yielding the greatest benefit for stakeholders.

While assessments are spontaneous and flexible, evaluations are strict and artificial to an extent. This can affect the performance of individuals during this process. Also, if there's an error in the grading parameters, it affects the quality of data resulting from an evaluation process.

5. Teaching.

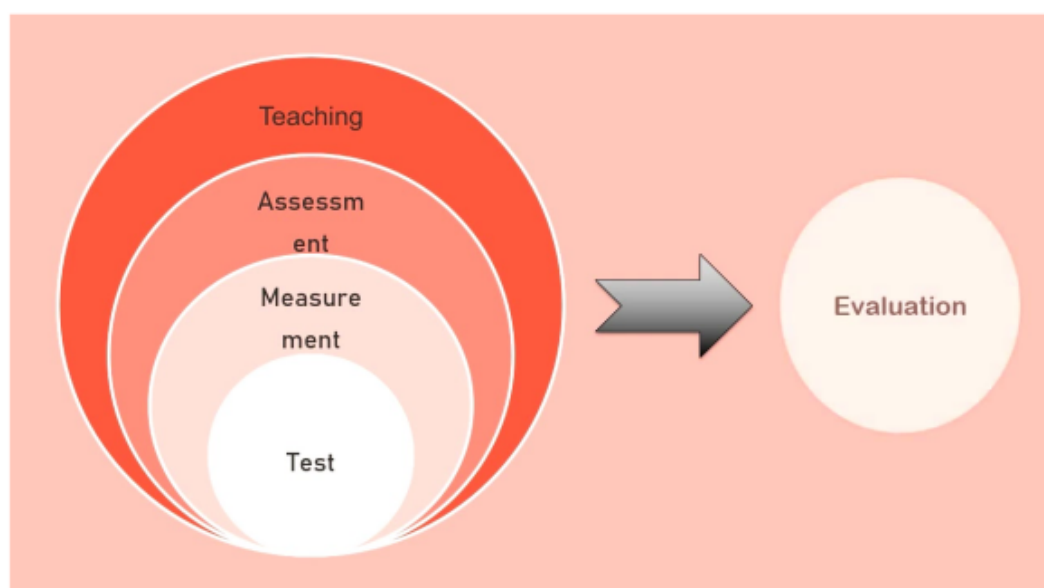
Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning. It is always possible to modify, improve and develop the new teaching-learning activities, and hence the flexibility is in-built into the system; and "The terminal behaviour of the learner in terms of learning structures can be established by appropriate teaching environments.

Davis and Glaser (1962) have pointed out that the entire structure of teaching has four steps:

1. Planning of teaching which includes content analysis, identification and writing of objectives.
2. Organization of teaching which indicates the teaching strategies for achieving the objectives of teaching.
3. Identification of suitable teaching learning strategies for effective communication of content.
4. Managing teaching-learning, whereby the focus is on the assessment of the learning objectives in terms of student performance, and this forms the feedback to teacher and students.

Teaching is a process of delivering knowledge or skill to students. Teaching usually involves testing or assessing. This is because in the process of teaching we need to know whether the students have understood what we teach, whether the students have achieved the target of competence, or how far the students have progressed. Therefore, there is a relationship of test, measurement, assessment, evaluation, and teaching. Different experts have different views about their relationships. relationship of test, assessment, and teaching was made by Brown (2004: 5), where test is a part of assessment, and assessment, in turn,

is a part of teaching. This relationship was then revised by Brown and Abeywickrama (2010: 6) to include measurement and evaluation. The following figure is the revised model as made by Brown and Abeywickrama.



Picture 1.1 the relation between Test, Measurement, Assessment, Evaluation and Teaching. (Adopted from Brown and Abeywickrama, 2010: 6)

From this model, we can see that test is a part of measurement, measurement is a part of assessment, and assessment is a part of teaching. All these parts are used as the bases for evaluation. However, there is also a view that in practice, assessment and evaluation have almost the same meanings, and are used interchangeably (Saukah, 2013: 3). The difference is only that assessment is

in the form of description, while evaluation is judgmental. In our course here, we acknowledge the different views as presented above.

C. Kinds of Assessment

Assessment is a process that follows a set of four components. These four stages or components are Plan, Do, Check and act. It is a process to evaluate the student's performance. Besides, it is an orderly process. This uses a test to check the student's performance. It divides into many types.

1) Diagnostic Assessment

This is an extremely useful type of assessment, where the teacher assesses their students before giving them instructions or conducting the classes. This pre-assessment will help the teacher understand how much their students know. For example, if you are teaching grammar, you can start by asking the students to state just one grammar rule and to cite an example of the same. This way, you will be able to analyze where the students stand in terms of the knowledge they have regarding that particular concept.

Based on this, the teacher can then chart out a proper plan of action. If you were to water a desert plant daily, it would just degrade by the day. You must understand

the plant and what kind of nutrients it needs to cater to them properly. Similarly, understanding your students by handing them a short quiz or assessment sheet before and after the classes, will help you get a clear idea of how much they knew before you began the class and how much they learned.

2) Formative Assessment

Formative assessment is considered one of the most influential ways to improve teaching and learning processes. This type of assessment is conducted to assess students' understanding, learning needs, and learning progress concerning a particular unit of learning materials (Karimi, 2014).

Formative assessments can help teachers identify the areas of students' difficulty in understanding the learning materials, acquiring the essential skills that they need to achieve the learning competence. The main objective of formative assessment is merely to collect detailed information about the teaching and learning processes that can be utilized for further instructional improvement to attain the highest learning standard needed by the students to continue their learning.

Formative assessment is essential because it helps teachers to make judgment on the students' ability and decide what improvement should be intensified in order that the students' learning achievement can reach the highest standard (Widiastuti, 2017).

As described above, formative assessment takes place during the teaching and learning activities and the primary objective is to help teachers to conduct more appropriate teaching and learning activities to enhance the students' learning achievement. Based on the above objectives, formative assessment can be characterized as follows: (a) it is an assessment carried out by teachers on a daily basis during the teaching and learning process; (b) it provides feedback for the teachers to do immediate revision; and (c) it aims at modifying teaching and learning activities in order to improve students' learning achievement. In line with the objectives of instructional processes, consequently, most classroom assessment is formative because it allows teachers to consider what improvement should be made immediately which will give significant learning impacts for the students in

achieving the learning objectives completely (Guado and Bursma, 2018).

3) Summative Assessment

Summative assessment is sometimes called assessment of learning and is a formal method to evaluate learning by comparing learning to a standard or benchmark. This is typically at the end of a unit, module or time period. Summative assessment often takes the form of a unit or module test.

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Summative assessment is a procedure to make a judgment or to summarize all the evidence up to a given point of the students' achievement, or what a student has grasped at the end of a course or unit of instruction. This kind of assessment is often called an assessment of learning (Clark, 2012; Stiggins, 2002).

Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic—i.e., they

are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.

Summative-assessment results are often recorded as scores or grades that are then factored into a student's permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

a. Characteristics of Summative Assessment

- **Validity**

Summative assessment measures a student's competence in a specific subject matter in line with the learning goals and objectives of the course or training. For instance, a science course will use experiments and other practical tests to evaluate a student's knowledge at the end of the course.

- **Reliability**

Summative evaluation is a standardized method of knowledge-based assessments. It has well-defined processes that reveal the student's competence in a field. These processes produce accurate and consistent results when they are used in similar contexts.

- **Practicality**

Summative evaluation has a flexible process that is practical and scalable. It is well-aligned and this makes it easy for the instructor to implement it as part of a training.

- **Ethical**

Summative assessment respects clear teaching and learning boundaries. Before the instructor implements any summative assessment methods in the classroom, he/she must obtain informed consent from the students.

- **Easily reported**

Since the key element of summative assessment is to evaluate what someone has learned up to that point in time, it always ends in having a concise summary of the outcomes of the assessment. This allows the teacher to compare the student's current performance with past performances, external standards, and other learners.

- **Variety**

Summative evaluation prompts students to exhibit skills and demonstrate knowledge in different ways.

Other things you should have in mind when it comes to summative assessment are:

1. It takes place at the end of a defined learning period such as a training or program.
2. It is limited to the information that was shared during the course or training. Summative assessment does not test students on what they have not been taught.
3. Summative assessment aligns with the learning goals and objectives of the course.
4. Summative assessment certifies a student's competence in a specific subject matter.
5. It is used for one clearly identified purpose.

b. Example of Summative Assessment

- **Written Assessment:**

Students will be tasked with writing an original piece, such as a narrative or analytical essay.

- **Performance Assessment**

With this type, students will be required to do an activity or task that will showcase their abilities.

- **Standardized Assessment**

Students will take an exam created for a given curriculum and will be measured against existing rubric, shared with the students throughout the course.

- **Oral Assessment**

Students will craft and deliver an oral piece, such as a speech or presentation.

- **Creative Portfolio**

Instead of an end-of-term examination, ask students to build a creative portfolio. A creative portfolio showcases the student's creativity, knowledge of the coursework, and how they have uniquely applied that knowledge.

- **Hands-on Performance Tasks**

These simple and creative tasks allow students to put their knowledge to work. Hands-on performance tasks are practical, straightforward and help the instructor to assess the students' abilities directly.

The instructor can ask students to solve a jigsaw puzzle and as they do this, she observes how they put a specific skill to work in the tasks. If you want to assess your students' counting and pattern skills, you

may observe how they play around with colored bricks or cotton balls.

- **Group Projects**

Getting students to execute tasks within small groups is a great way to test their knowledge. After a training on teamwork and conflict resolution, for instance, you should group the students, assign a task and watch how they create frameworks and solve a specific problem.

- **Formal Essays**

Formal essays allow students to demonstrate their level of knowledge about a subject matter. Essay writing is a useful skill that communicates one's idea and understanding of a concept. Ask your students to write essays on the core topics and themes discussed in class.

- **Observation**

This is a common method of summative assessment used in early childhood education. The instructor incorporates 1 or more standard activities into the student's playtime and then observes how the learners engage in the activity.

c. Advantages of Summative Assessment

1. The summative assessment determines the effectiveness of a course and the teaching method. This is measured in terms of how well the student mirrors his knowledge on his or her responses to the questions.
2. It is a standard method of tracking a student's academic performance over a period of time.
3. Summative assessment is an important part of the formal grading system. The results from summative assessments are often used to determine whether a student moves from one academic level to the next.
4. It helps the instructor to identify and address learning gaps. Summative assessment reveals the student's weakness and this gives the teacher enough context and information to review their methods.
5. It boosts self-evaluation because the students reflect on their goals as they take part in summative assessment.
6. Summative assessment improves the teaching and learning environment. It helps the students and instructions to align their goals and achieve desired outcomes.

d. Disadvantages of Summative Assessment

1. Measuring a student's performance against a standard benchmark can trigger demotivation and low self-esteem. This happens when the student's performance isn't up to par with the benchmark.
2. It does not provide an accurate reflection of the student's knowledge or learning.
3. Students can develop anxiety as they prepare for the single year that can make or mar their academic progress. Anxiety, fear, and nervousness affect the student's performance.

EXERCISE 1

1. What do you know about assessment?
2. Why is assessment considered one of the most important aspects of language teaching and learning?
3. Mention and briefly describe the two main purposes of assessment!
4. Why can a test be called a tool, a question, a set of questions, or an examination that is used to measure a particular characteristic of an or a group of individuals?
5. Explain the differences between test, measurement, assessment, and evaluation briefly!
6. Please explain the relationship between teaching and assessment!
7. Assessment is a process that follows a set of four components. These four stages or components are Plan, Do, Check and Act. It is a process to evaluate the student's performance. Besides, it is an orderly process. This uses a test to check the student's performance. It divides into many types. Mention the type of assessment that you know!
8. Why is formative assessment considered one of the most influential ways to improve teaching and learning?

9. What are the differentiation between summative and formative assessment?
10. Mention some examples of summative assessment!

CHAPTER III

Principles of Language Assessment

A. Definition of Language Assessment

The classroom results can be used as a reflection for both students and teachers to make more effective planning for the next teaching and learning activities (Box, Skoog, & Dabbs, 2015). Therefore feedback should be always provided so that students can maximally improve their learning. Moreover, feedback should be always comprehensively given in spoken and written ways. This statement is in-line with Clark (2012) who describes that comprehensive assessment may provide appropriate information concerning the actual learning condition. Therefore, teachers are urged to conduct assessments according to a good assessment criterion. Appropriate assessment planning is important to made accordingly. Appropriate assessment planning enables teachers to administer the assessment properly and the assessment can be easily achieved due to effective assessment administration (Coffey, Hammer, Levin, & Grant, 2011; Gan, He, & Liu, 2019).

Additionally, assessment is important to continuously monitor the students' achievement and continual feedback can be given to enhance students' performance (Kuze & Shumba, 2011).

Karimi & Shafiee (2014) confirm that classroom assessment is a device to help students develop their learning and help teachers modify their teaching strategies to enhance their ways of teaching to improve students' learning. This indicates that classroom assessment is one of the best ways to create positive learning conditions and eventually, quality paedagogical activities can be accomplished in every learning process.

Language assessment or language testing is a field of study under the umbrella of applied linguistics. Its main focus is the assessment of first, second or other language in the school, college, or university context; assessment of language use in the workplace; and assessment of language in the immigration, citizenship, and asylum contexts.

The assessment may include listening, speaking, reading, writing, an integration of two or more of these skills, or other constructs of language ability. Equal weight may be placed on knowledge (understanding how the language works theoretically) and proficiency (ability to use the language practically), or greater weight may be given to one aspect or the other.

B. The Nature of Classroom Assessment

Classroom assessment covers a wide range of classroom assessment activities ranging from testing and grading to interpreting and

communicating the test results and using the test results in making assessment decisions [1]. This complexity requires competent teachers to ensure assessment is carried out appropriately to gain real assessment purposes. The main purpose of conducting classroom assessments is to provide students with guidance on their performance so that they can use it to improve their learning [2] and [3]. Additionally, classroom assessment provides feedback on students' progress over a period of time so that learning constraints can be figured out and solutions and corrections can be given more accurately [4]. Therefore, as a consequence of successful learning efforts, teachers are urged to ensure that assessments are conducted to establish effective teaching and learning (William, 2006). In this case, teachers are expected to play a dual role in facilitating students' learning and implementing classroom assessments to boost meaningful learning outcomes [6].

Effective classroom assessment practices enable teachers to make informed decisions about the quality of teaching and the progress of students in the classroom [7]. Teachers are expected to have an adequate understanding of the use of assessment data and how to employ the information to their instructional planning to enhance learning practices [8]. Many research results advocate that classroom assessment is a vital aspect of the

teaching and learning process which should be always included in any classroom practices because it beneficially helps both teachers and students in attaining educational objectives [1], [9].

C. The Principles of Language Assessment

Assessment identifies and confirms the knowledge and competencies gained by a learner when undertaking a qualification. The functions and purpose of assessment are to measure a learner's knowledge, understanding, skills and standard of learning. The aim of assessment is to confirm that a learner has gained knowledge and can prove their competencies and skills. The principles of assessment are that assessment is Valid, Authentic, Current, Sufficient and Reliable – known as VACSR.

1) Practically

Every good assessment has to be practical. In an ideal world all assessments would be identical to what the target task is. If you are testing an English as a second language learner and their ability to provide customer service in English while working in a hotel, the ideal way to test and see if a learner can actually do that task is to actually have the learner go to a hotel and work with customers; however, this isn't very practical.

The first reason why this isn't practical is that if a student messes up, the business could really suffer. This however, wouldn't be an issue if the target task was something less risky. If the target task is using a foreign language to buy an item and you have access to speakers of that language, a student could go and try doing the actual task. If they fail the task, there really isn't much of a risk of losing anything. The bigger issue with practicality is that if you have a class of many students, it would be nearly impossible for all students to be able to complete a task like this in a reasonable amount of time. If you only needed one student to complete a task like shopping using a foreign language, it wouldn't be much of a hassle; however, imagine having a class of ten students. Practicality is a practical test

- Is not excessively expensive
- Stay within appropriate time constraints
- Is relatively easy to administer, and
- Has a scoring/ evaluation procedure that is specific and time efficient.

2) Valid

The last thing a good test needs is validity. Validity answers the question "does the test

actually measure what it is intended to measure?” There should be a strong relationship with what the assessment is measuring and how that reflects the student’s ability to do the test in a real life situation. Arguably, validity is the most important principle. The extend to which the assessment requires students to perform tasks that were included in the previous classroom lessons.

Five types of evidence below:

- a. Content validity
- b. Criterion-related Validity
- c. Construct Validity
- d. Consequential Validity
- e. Face Validity

3) Authenticity

In an authentic test;

- The language is as natural as possible
- Items are as contextualized as possible
- Topics and situations are interesting, enjoyable, and/or humorous
- Some thematic organization, such as through a story line or episode is provided
- Tasks represent real-world tasks. In an authentic test
- The language is as natural as possible

- Items are as contextualized as possible
- Topics and situations are interesting, enjoyable, and/or humorous
- Some thematic organization, such as through a story line or episode is provided
- Tasks represent real-world tasks.

4) Washback

Washback includes the effects of an assessment on teaching and learning prior to the assessment itself, that is on preparation for the assessment.

- Informal performance assessment is by nature more likely to have built-in wash back effects because the teacher is usually providing interactive feedback.
- Formal tests can also have positive wash back, but they provide no wash back, if the students receive a simple letter grade or a single overall numerical score.
- Classroom test should serve as learning devices through which wash back is achieved.
- Students' incorrect responses can become windows of insight into further work.

- Their correct responses need to be praised, especially when they represent accomplishments in a student's interlanguage.
- Wash back enhances a number of basic principles of language acquisition : intrinsic motivation, autonomy, self confidence, language ego, interlanguage, and strategic investment, among others.
- One way to enhance wash back is to comment generously and specifically on test performance.
- Wash back implies that students have ready access to the teacher to discuss the feedback and evaluation he has given.
- Teachers can raise the wash back potential by asking students to use test results as a guide to setting goals for their future effort.

5) Reliability

A test also have to be reliable. This means that the test results are consistent and dependable. If students of similar skill level take an assessment, they should should receive a similar grade. Additionally, if the

students were to retake the assessment, their scores should be similar to the previous score, assuming that the students didn't study more after taking the first assessment. A reliable test is consistent and dependable. The issue of reliability of a test be addressed by considering a number of factors that may contribute to the unreliability of a test. Consider following possibilities: fluctuations

- In the student (Student-Related Reliability)
- In scoring (Rater Reliability)
- In test administration (Test Administration Reliability)
- In the test (Test Reliability) itself

D. The Implementation of the Principles

Given our focus on the conference we decided to focus this discussion on 5 specific principles:

- 1) Using assessment to promote self-regulation and academic integrity
- 2) Fostering motivation and confidence through assessment
- 3) Using a variety of assessment methods to allow for some student choice in how they are assessed

- 4) Using a “feed-forward” approach to give student feedback in action-oriented, future-focused ways
- 5) Making assessment expectations transparent so that students understand how, why, and what they are being assessed

1. Assessment strategies

Participants formed groups and discussed what kinds of assessment strategies aligned with specific assessment principles. They were also encouraged to address both the benefits and challenges associated with the strategies. The room was bursting with energy, engagement, and excitement. By the end of the session, there were paper sheets filled with long lists of possible assessment techniques that brought these principles into practice. A few notable strategies include:

- 1) Weekly reflection activities to help develop student metacognition and self-assessment abilities
- 2) Incorporating current news and events into assignments to show the relevance of course material
- 3) Using student exemplars to clearly demonstrate the expectations for an assignment
- 4) Giving open-ended research projects to allow students to choose topics they care about

- 5) Using improvement-based grading methods to reduce anxiety (E.g. Replacing a student's grade on the first exam if they do better on the second exam)

2. Key take-aways for putting assessment principles into practice

Many of the discussions had similar conclusions, despite focusing on different principles.

- 1) Transparency is key, no matter what type of assessment is being used. Students should know how and why they are being assessed. The choice of assessment method should also be explained, especially if it is new to the students. This can reduce some of their anxiety and promote better interest and understanding.
- 2) Rubrics should outline expectations clearly and with sufficient detail, but they should not feel restrictive. There should be enough flexibility to assess qualities that vary between students' works. A balanced rubric can develop over time and in partnership with students' feedback and input.
- 3) Peer assessment is an untapped resource in many courses. It comes with some

difficulties, but if it is implemented thoughtfully with appropriate student guidance, it can become an effective assessment tool across disciplines

- 4) Teaching assistants (TAs) can help remove some barriers that instructors face when trying more learner-centered assessment techniques.
- 5) Students have different sources of motivations. Some students thrive in situations that are a source of stress for others. These varying needs can often be met by offering choices for students, and inviting them to participate in the course design process.

E. Exercises

Assessment scenarios

Read through the following four assessment scenarios and answer the questions at the end of each one.

Example 1: Validity

Adam is an apprentice motor mechanic, and is being assessed on his ability to operate a brake lathe. He is asked to write up a safe operating

procedure (SOP) for the lathe, showing how to start it up, adjust the calibrations, machine brake disks, check the tolerances and shut the lathe down safely. The assessor will check Adam's SOP to make sure he hasn't left out any important points. If everything is correct, the assessor will sign Adam off as 'competent'.

Questions

Is this a valid way to assess the skills required to operate a brake lathe? If not, why not? What activity would you propose to make sure your assessment task was valid?

Example 2: Reliability

Josie and Peter are trainee wood turners. They are about to be assessed on their ability to sharpen wood turning chisels quickly and precisely. Their assessment task is to sharpen six chisels each, with a maximum time of 30 minutes. When they are finished, the assessor will check each tool for sharpness and the accuracy of the angles. The only problem for Josie and Peter is that they will need to take the chisels out of a drawer full of blunt or damaged chisels, and it will be hard to tell in advance how much work will be involved to sharpen each one. There are also lots of different profiles and sizes, and chisels for different

purposes, such as gouges, scrapers, parting chisels, and so on.

Questions

Is this going to be a reliable assessment of their sharpening skills? If not, why not? How would you improve this assessment activity to make it more reliable?

Example 3. Flexibility

Lucy is an estimator for a building supply company. Her job is to look at the plans that customers bring in and work out the types, quantities and prices of the various products that her company is able to supply. She then produces a quotation for the customer. The assessor has arranged with Lucy to arrive on the Monday morning and watch her cost up the first job to arrive on her desk for that day. Once she has finished preparing a written quotation for the customer, he will decide whether she is competent in the unit: 'Take off and cost material quantities'. Unfortunately for Lucy, the first job she is handed on the Monday morning is an architect-designed beachfront house, with many special features and unusual requirements.

Questions

Should the assessor vary the parameters of the

assessment

activity?

What can he do to make the assessment criteria more flexible?

Example 4. Fairness

A group of six sales representatives for a large manufacturing company have been receiving sales training for several months. Today they are going to be assessed on their ability to handle difficult customers who are making a complaint.

The assessor has decided that the main assessment activity should be a role play. He has written out six little scenarios - each one describing a situation where a customer feels that the company's product has let them down, and they are now confronting the sales rep and demanding a refund or some other sort of restitution. The six role plays will be played out in front of the group. One learner will take on the role of the unhappy customer and the other will be the sales rep who is being assessed in their ability to handle the difficult situation. The assessor has told them that they can use the scenario as the starting point and let the conversation go in whatever direction it takes them. At the end of each role play, the assessor will ask the rest of the group how they thought the sales rep handled the situation, and whether the rep was able to bring the customer around and negotiate an acceptable outcome for the company. He will then

make his decision on the rep's competence in handling difficult customers.

Questions

Is this going to be a fair assessment of each learner?

What sorts of variables might affect the performance of individual learners, or the conditions they are faced with? How would you redesign the assessment activity to make it fairer for everyone?

EXERCISE 2

1. What do you know about language assessment?
2. The assessment identifies and confirms the knowledge and competencies gained by a learner when undertaking a qualification. What are the functions and purpose of assessment?
3. Mention the principles of language assessment!
4. Why should the assessment be practical?
5. A good test needs validity. What is validity means?
6. What do you know about washback
7. What is the difference between washback and feedback?
8. A test also has to be reliable. What does it mean?
9. There are some strategies for assessment. Please Mention them?
10. There are 5 specific principles of assessment implementation. Please mention them all!

CHAPTER IV

Types of Language Assessment Instruments and Authentic Assessment

Designing and writing a quiz or test, requires that we consider just what it is we want to measure and why. One way to describe language assessment instruments is according to their function or purpose – that is, for administrative, instructional, or research purposes (Jacobs, Zingraf, Wormuth, Hartfiel, & Hughey, 1981).

In fact, the same test could conceivably be used for twelve different purposes: five administrative purposes (assessment, placement, exemption, certification, promotion), four instructional purposes (diagnosis, evidence of progress, feed-back to the respondent, evaluation of teaching or curriculum), and three research purposes (evaluation, experimentation, knowledge about language learning and language use). The average test will probably only be used for one or perhaps two purposes by a given individual. Sometimes, teachers, administrators, and researchers will use the same test for their respective purposes

A. Types of Tests

Whether you like them or not, tests are a way of checking your knowledge or comprehension.

They are the main instrument used to evaluate your learning by most educational institutions.

A test is a method of measuring a person's ability, knowledge, or performance in a given domain. Generally, tests can be divided based on the purpose, response, orientation or the way to test, and based on score interpretation.

a. Based on the Purpose

There are five types of language tests that are given to language learners based on their purposes, namely: placement tests, diagnostic tests, achievement tests, proficiency tests, and aptitude tests.

1. Placement tests are a particular sort of proficiency test. They are given at the beginning of language-teaching programs, to help with the coming teaching program in mind. In most cases, students with similar language abilities should be grouped together. The instructor can place the students at the appropriate level of instruction within the program.
2. A diagnostic test is a test that is designed to serve as a pre-test. These tests are prepared in order to discover the strengths and weaknesses of language learners. The aim is

to find out what the student or participant knows at the moment. This information is useful to language instructors in helping the trainees make improvements in their language skills.

3. Achievement tests are devised to measure how much of a language someone has learned with reference to a particular course of study or program of instruction. An achievement test would be designed to determine what a student already knows about a specific subject. Students do this test at the end of the course to measure students' achievement of the course objectives or goals.
4. Proficiency tests provide an opportunity to test the language skills of the learners when the testing objectives are tied not to the instructional objectives, but to abilities in a language regardless of any specific instruction in it. Teachers design this test to measure students' knowledge and ability in a language. Example Most students take this type of test to admit to a foreign university, get a job, or obtain some kind of certificate

5. An aptitude test is designed to determine the potential for success in a certain area. Aptitude tests seek to provide some indication of an individual's ability to learn a language. Teachers design this test to discover whether a student has a talent or basic ability for learning a new language or not. For example, a student might take an aptitude test to help determine which types of career they might be best suited for. Aptitude tests are used as a screening device to exclude some individuals from language study or as an initial placement test, thus allowing a language program to group learners scoring high or low on the aptitude test in separate classes. But caution should be used when administering an aptitude test. Some factors, such as language learning strategies, attitude, motivation and personality factors, may not be measured in aptitude tests.

b. Based on the Response

Based on the response, there are two kinds of tests based on response. They are subjective tests and objective tests.

1. Subjective Test

A subjective test is a test in which the learner's ability or performance is judged by

the examiner's opinion and judgment. An example of a subjective test is using an essay and short answer.

2. Objective Test

An objective test is a test in which learners' ability or performance is measured using a specific set of answers, meaning there are only two possible answers, right and wrong. In other words, the score is according to the right answers. Type of objective test includes multiple-choice tests, true or false test, matching, and problem-based questions

c. Based on Orientation and The Way to Test

Language testing is divided into two types based on orientation. They are a language competence test and a performance language test. A language competence test is a test that involves components of language such as vocabulary, grammar, and pronunciation while a performance test is a test that involves the basic skills in English that are writing, speaking, listening, and reading. Moreover, language testing is also divided into two types based on the way to test. They are direct testing and indirect testing. Direct testing is a test that the process to elicit students' competencies uses basic skills, like speaking, writing, listening,

or reading while indirect language testing is a test that the process to elicit students' competencies does not use basic skills.

1. Direct Competence Tests

The direct competence test is a test that focuses on measuring the student's knowledge about language components, like grammar or vocabulary, and the elicitation uses one of the basic skills, speaking, listening, reading, or writing. For example, a teacher wants to know about students' grammar knowledge. The teacher asks the students to write a letter to elicit students' knowledge of grammar.

2. Indirect Competence Test

The indirect competence test is a test that focuses on measuring the student's knowledge about language components, like grammar or vocabulary, and the elicitation does not use one of the basic skills, speaking, listening, reading, or writing. The elicitation in this test uses other ways, such as multiple choice. For example, the teacher wants to know about students' grammar knowledge. The teacher gives a multiple choice test for the students to measure students knowledge of grammar.

3. Direct Performance Test

A direct performance test is a test that focuses on measuring the student's skill in reading, writing, speaking, and listening and the elicitation is through direct communication. For example, the teacher want to know the students skill in writing, the teacher ask the students to write a letter, or to write a short story.

4. Indirect Performance Test

Indirect performance test is a test that focus on measure the students skill in reading, writing, speaking, and listening that the elicitation does not use the basic skill. For example, the teacher want to measure the sutedents skill in listening. The teacher gives some picture and asks the students to arrange the students the pictures into correct order based on the story that they listen to.

d. Based on Score Interpretation

There are two kinds of tests based on score interpretation. They are norm-referenced test and criterion-referenced test.

1. Norm-Referenced Test

Norm-referenced tests are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers (Stiggins, 1994). School systems might want to classify students in this way so that they can be properly placed in remedial or gifted programs.

2. Criterion-Referenced Test

Criterion-referenced tests determine what test takers can do and what they know, not how they compare to others (Anastasi, 1988). Educators may choose to use a criterion-referenced test when they wish to see how well students have learned the knowledge and skills which they are expected to have mastered. This information may be used as one piece of information to determine how well the student is learning the desired curriculum and how well the school is teaching that curriculum.

B. Some Practical Steps to test construction

1. Assessing clear, unambiguousIn addition to knowing the purpose of the test you're

creating, you need to know as specifically as possible what it is you want to test. Sometimes teachers give tests simply because it's Friday of the third week of the course, and after hasty glances at the chapter (s) covered during those three weeks, they dash off some test items so that students will have something to do during the class. This is no way to approach a test. Instead, begin by taking a careful look at everything that you think your students should "know" or be able to "do," based on the material that the students are responsible for. In other words, examine the objectives for the unit you are testing.

2. Drawing up test specifications Test specifications for classroom use can be a simple and practical outline of your test. (for large-scale standardized tests that are intended to be widely distributed and therefore are broadly generalized, test specifications are much more formal and detailed). In the unit discussed above, your specifications will simply chunking (a) a broad outline of the test, (b) what skills you will test, and (c) what the items will look like. Let's look at the first two in relation to the

midterm unit assessment already referred to above.

3. Devising test tasks our oral interview comes first, and so you draft questions to conform to the accepted pattern of oral interviews for information on constructing oral interviews). You begin and end with nonscored items (warm-up and wind-down) designed to set students at ease, and then sandwich between them items intended to test the objective (level check) and a little beyond (probe).

4. Designing multiple-choice test items

In the sample achievement test above, two of the five components (both of the listening sections) specified a multiple-choice format for items. This was a bold step to take. Multiple-choice items, which may appear to be the simplest kind of item to construct, are extremely difficult to design correctly. Hughes (2003, pp. 76-78) cautions against a number of weaknesses of multiple-choice items: The technique tests only recognition knowledge. Guessing may have a considerable effect on test scores.

B. Authentic Assessment

Authentic assessment is an assessment that is integrated with learning and is an evaluation of the results of student learning activities in the disciplines of knowledge (cognitive), attitudes (affective), and skills (psychomotor). By using a variety of appropriate techniques to prove that students have achieved learning objectives.

Authentic assessment is a course evaluation method where the students apply their knowledge to unique real-life contexts or situations. It is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. This is why authentic assessment tends not only to measure what students know but to put more emphasis on what students can do in real life.

An example is when students know the theory of how to play soccer, then students must be able to play soccer directly on the field. Authentic assessment is an attempt to provide assignments according to the problems encountered in learning activities for students. This includes, listening, researching, analyzing, revising, writing and explaining every problem of daily life verbally, working with groups etc (Wiggins, 1998).

1. Authentic Learning and Authentic Assessment

In the application of authentic assessment there are conditions that must be met, namely in the learning process students also use authentic learning models. The characteristic of authentic learning is that the assignments and problem-solving given to students must be appropriate and related to the real life of students (outside of school).

2. Techniques used in authentic Assessment

There are three techniques used in authentic assessment. Testing students directly about the value of knowledge, skills, and affective results in long-term education. Success when finished studying for example. The assessment of the assigned tasks must be broad and in-depth. Student responses to the results of affective, cognitive, and psychomotor are the results of activity analysis in learning.

The character of authentic learning is to collect all data with a scientific approach, try to read various events and symptoms related to one another broadly and deeply, and be able to connect whatever has been learned with everyday life. Authentic assessment requires students to build, combine, analyze, explain and measure various data to be developed into

new insights. The role of the teacher in authentic learning is that teacher must have original characteristics so that the teacher's function is not only to explain but also to assess students.

3. Characteristics of Authentic Assessment

- a) Authentic assessment simulates real-life situations. Students are asked to participate in real-world tasks and activities to demonstrate their knowledge of the course or subject matter.
- b) There are no right or wrong answers in authentic assessment. It is all about showing how the student can use the knowledge from the course in real-world contexts and scenarios.
- c) Authentic assessment questions are presented as poorly-structured problems.
- d) It requires in-depth creativity and originality. The students have to think outside the box to create unique solutions to the problem.
- e) Authentic assessment methods are tailored to 1 specific and well-defined purpose.
- f) It is complex and action-oriented. Alternative assessments spur the

students to research and look for answers. The students need to leverage a variety of skills and data collection methods to find practical solutions.

- g) Authentic assessment involves both oral tests like presentations and written tests with open-ended questions.
- h) Students get feedback from the instructor at different points as they engage in the tasks. It allows the students to leverage feedback and improve their solutions and suggestions until they arrive at the most practical and effective answers.
- i) The instructor collaborates with the students to create alternative assessments.

4. Kind of Authentic Assessment

- a) Performance assessment

Steps that can be implemented for performance-based assessment:

- Checklist: Used to see the existence of certain factors from the existing parameters in a phenomenon.
- Narrative notes and anecdotes: Used by the teacher to explain narrative reports of what students do in carrying out learning activities.

- Rating Scale: use a numbering scale with an explanation. Like 1=very low, 2=low, 3=moderate, 4=good, 5=Excellent.
- Memorizing approach: used by paying attention to students when carrying out or doing assignments, the teacher pays close attention and does not take notes.
- In paying attention to students' abilities, they can use tools such as: affective assessment, verbal questions, self-assessment, attitude investigations and questions that are private.

b) Project Assessment

Activities in project assessment are the completion of tasks with a deadline system. The essence of project assessment is project planning, implementation and results. Project results have a specific assessment. Project outcome assessment consists of assessing student performance in producing project outcomes. Examples of the results of this project are works in the form of paintings, sculptures, food, drinks and other concrete objects.

c) Portfolio Assessment

In portfolio assessment, it is a measurement of the collection of all works produced by students, whether done individually or in groups. Examples of works that include a portfolio are works of art, paintings, web designs, etc.

d) Written Assessment

This is the same as the tests carried out in ancient learning, namely determining answers from multiple choices, causation, yes-no, and true-false. This written assessment is a combination of multiple choice and essays, in which students are given HOTS (high order thinking skill) questions as much as possible. So that it can translate affective, cognitive and psychomotor disciplines.

5. Examples of Authentic Assessment

a) Studio Portfolios

This is a meaningful collection of student's performance and an in-depth evaluation of how they have put their knowledge to work. Studio portfolios show clear patterns of a student's growth and this helps the teacher to quantify the student's progress and

performance. As students create their portfolios, they reflect on their goals and engage in some degree of self-assessment.

b) Role-Play

This is a type of experiential learning where the student takes on a specific role or character in a well-defined learning context. Unlike simulation games, role play places students in distinct roles. The students may be asked to imitate characters in unfamiliar contexts.

c) Memos

A memo relays information about a defined subject matter using the first-person point of view. Students collate data and then, use their imagination to weave texts from different perspectives. Sometimes, they can write like a real or imagined historical individual for a real or imagined audience.

d) Presentations

Presentations are the most common method of authentic assessment. Students get to discuss their work and validate their ideas in the presence of a mixed audience made up of their classmates, teachers, and external stakeholders like parents and technocrats.

e) Fishbowls

A fishbowl is a special type of group discussion involving hot seats. The teacher selects a small group of students who sit on these “hot seats” and respond to questions, ideas, and suggestions from the rest of the class on a specific topic or subject matter.

f) Simulation Games

Sometimes, the teacher creates a case study with different scenarios mirroring the specific topic or subject matter discussed in the class. Students are then assigned different roles within the case study or asked to play different characters within the scenarios.

g) Case Studies

You can ask your students to build up case studies of real-life contexts related to the subject matter. For instance, in gender and reproductive health training, students may conduct an in-depth evaluation of maternal mortality rates in their community, and present their findings.

h) Proposals

A proposal is a well-researched document that shows how a student will solve a

particular problem. Here, the student needs to outline his or her ideas, tie these ideas to specific goals and objectives, and justify the methods to be used for solving the problem.

i) Policy Briefs

A policy brief is a formal, structured, and professional presentation of a proposal. It is written in industry jargon for a specialized target audience who already know about the problem and may have even carried out some level of research on the subject matter.

j) Reports

Students may observe real-life contexts related to a particular subject matter and submit a report on their observations within a specific period.

6. Advantages of Authentic Assessments

1. It encourages students to actively participate in the evaluation process.
2. Authentic assessments provide verifiable evidence of a student's knowledge and application of that knowledge.
3. It prepares students to take on real-life challenges. Learners apply top-level logical and analytical skills to solve different real-world situations.

4. Authentic assessments provide teachers with a holistic overview of the student's performance in the classroom. Its detailed processes reveal the strengths and weaknesses of the students and also show learning gaps.
5. It integrates assessment and instruction to create a detailed evaluation process.
6. Authentic assessments build the student's problem-solving skills and enhance one's ability to apply knowledge to real-life contexts.
7. More than assessing the student's performance, authentic evaluations focus on accelerating the student's growth.
8. It enhances teacher-student collaboration and creates positive teaching and learning relationships in the classroom.

7. Disadvantages of Authentic Assessment

1. It is difficult to grade students using authentic assessment methods. These methods do not have any right or wrong answers; they depend on how well the students interpret and uniquely address the challenges and contexts.
2. Authentic assessment is highly subjective and the results can be unreliable.

3. The validity of authentic assessment methods is affected by the absence of a standardized evaluation benchmark.
4. It is time-consuming and requires a lot of hands on deck; especially when you have a large class.
5. Authentic assessments typically require detailed, personalized, and specific feedback which can take a lot of time.

EXERCISE 3

1. What is a test?
2. How many types of language tests are carried out for language learners based on their purposes? Mention them!
3. What do you know about placement tests? And why do we need a placement assessment test?
4. What is the purpose of conducting an achievement test?
5. Please mention and explain briefly the types of tests based on the responses!
6. There are two kinds of tests based on the score interpretation. They are norm-referenced tests and criterion-referenced tests. Please differentiate between the two!
7. Multiple-choice test items are one example of test construction. Give one example of a multiple-choice item.
8. What do you know about authentic assessment?
9. What is the goal of conducting an authentic assessment?
10. What are the difference between authentic assessment and conventional assessment?

CHAPTER V

Assessing of Language Skills

Language skills are a person's ability and speed in using language. This ability is important to master because it is an important element of the success of a communication. Basically, a teacher has the ability to assess the skill level of his students even without instruments. This may occur when the relationship between teacher and student has been closely intertwined, or has been fostered for a certain period of time.

When we say that someone is fluent in a language, we usually mean that they have high-level skills in all five key linguistic areas – speaking, writing, reading, vocabulary and grammar knowledge. However, everyone has their strengths and their weaknesses, and while they may be able to achieve a high level of writing, they may be unable to speak at a similar level. When evaluating language skills, we should take into account every relevant aspect, on a case-by-case basis

The ability to use a foreign language in various contexts requires many different language skills. Therefore, if we need to verify the language proficiency for a given job or university position, it is necessary to carry out an accurate test covering the five basic skills, to increase the accuracy and reliability of the assessment.

1. Assessing Listening

Listening is related to receiving stimuli, the word receiving confirms that someone absorbs stimuli and processes them in a certain way. In the listening process requires high concentration and attention to the message conveyed, because not only receive the message but also must understand the contents of the message conveyed by the other person. So listening is not as easy as one might think.

Listening Skills Stage

- **Hearing**

Hearing is a physiological process of receiving stimuli. We cannot do listening without going through a hearing process first, but it is possible for us to do hearing without actually listening (listening) to what someone is saying.

- **Understanding**

At this stage, we try to understand and understand what is conveyed by other people, both thoughts and intonation conveying messages that represent emotions. Things to consider when understanding are:

Connect the latest information from the speaker with what is currently happening in fact.

- Questions to clarify.

Changing the communicator's sentences into their own sentences that are easier to understand. Understanding the communicator's message from the core of the message conveyed.

- Remembering

In addition to listening, humans also need memory, to remember the message that has been conveyed. Messages need to be remembered so that we are not mistaken or confused.

- Interpreting

This process consists of two parts: first, paying attention to all the verbal and non-verbal behavior of the person speaking so that we can determine the meaning of the message said by that person. Second, it gives a signal about how to interpret the message from that person.

- Evaluating

Evaluation means conclusion. Often evaluation occurs unconsciously or comes naturally in the form of criticism or analysis. Evaluation is an attempt to equate the message with the reality and facts that occur.

- Responding

The process by which we respond to the interlocutor. There are two phases in this stage, the first is the response shown when the person is still talking, for example smiling, nodding his head or frowning. Second, the response given after the person has finished speaking, for example by asking clarifying questions, giving suggestions or criticism.

There are four basic types of listening, which are intensive, responsive, selective, and extensive. Assessments are designed to cater to these four categories and assess them accordingly.

a. Intensive Listening is a typical assessment that assesses phonological and morphological elements of language. Example tasks include minimal phonemic

and morphological pair recognition. These assessments are great to assess students with past-tense markers as well as stressed and unstressed parts of words.

This type of assessment is not quite authentic but does serve the purpose for assessing parts of words. Students must listen carefully for components in a large stretch of language, such as phonemes, intonation, discourse markers, ect. The assessment example I am presenting is an assessment that recognizes phonological and morphological elements. This example assessment as well as other speaking/ listening tasks were

Example: Recognizing Phonological and Morphological Elements.

This form of listening assessment assesses students' ability to correctly identify different phonemes and morphemes commonly found in the English language.

1) Phonemic Pair, consonants

Students hear: (He's from South Korea. She's from South Korea.) Students hear: (We are from the U.S.A. We're from the USA.) Students hear: (Come here. Come there.) Students hear: (He is walking. He is working.)

- 2) Phonemic Pair, vowels
Students hear: (Is he living? Is he leaving?)
Students hear: (Is he staring? Is he steering?)
Students hear: (sitting. Setting.)
- 3) Morphological Pair, en ending Students hear:
(I love you very much; I loved you very much)
Students hear: (We miss you; We missed you)
Students hear: (We walk to school; We walked to school).
- 4) One word stimulus
Students hear: (read, lead) Students hear:
(bad, mad) Students hear: (pass, past)

2. Responsive Listening

Responsive listening can be assessed in more than one manner. A less practical manner but possibly more authentic (depending on the format of question) is open-ended response questions. Students will be asked a question such as “How much time did it take to do your homework” and test-takers will write or speak their response. This format is to encourage full meaningful answers that the individual knows or feels. These question reflects the test-takers knowledge and require the skills of listening and speaking (also writing if applicable).

Example: Open-ended Response

This type of assessment focuses on the students' ability to understand what is being said by responding to a question that has been asked

Students hear: (Can you help me, please?)
Students respond or choose from 4 choices, the correct one must be verbally given: (yes, I can.)

Students hear: (What time is it?)
Students respond: (It is time for me to go home.)

3. Selective Listening

Selective listening is when a student listens to a piece of information and must discern specific information. A Listening Cloze task is a popular assessment that requires the student to listen to a story, monologue, or conversation. Students see a transcript of the passage they are listening to and must fill in the missing information (deleted words or phrases). Students must filter out information that is irrelevant and retain the relevant information. Listening cloze tasks may focus on grammatical categories such as verb tenses, articles, prepositions, etc. I have included an example of a Listening Cloze.

Example: Listening Cloze

This form of listening assessment assesses students' ability to identify key vocabulary from within a brief monologue.

Example

Students hear a dialogue and input the missing key words:

Minsu : What time is it, mom?
Minsu's mom : It is _____.
Minsu : What _____ is it?
Minsu's mom : It's eight.
Minsu's mom : Oh, no. It's
_____.
Minsu : Nine. _____?
Minsu : Oh _____! I am late!

4. Extensive Listening

Extensive listening tasks focus on macro-skills of listening, producing larger stretches of language. These tasks are used for advanced English Language Learners. Extensive listening tasks include lectures, long conversations, and lengthy messages that require listeners to decipher information and derive meaning. Dictation is a widely researched genres used for assessing listening comprehension. Students taking this test listen to a passage about 50 to 100 words in length three times (normal speed/ slow speed/ then normal again). Students write down what they heard, which requires good listening skills as well as writing. Dictation provides a reasonable method

of integrating listening and writing skills implied in short passages. Depending on passage length, this method places more strain on memory and process of meaning. I have included an example of a dictation with short reading passages.

Example: Dialogue & multiple-choice comprehension questions

This form of assessment tests students' ability to gather the information they just listened to and apply it in answering questions.

Ex.

(Students hear) *Okay students, it is time to go outside. Please put on your mittens or gloves and your sweaters. You do not want to be cold as we will be outside for some time. Does anyone have any questions? Alright, let's go!*

1. What is the weather like outside?

- A. Hot
- B. Rainy
- C. Cold
- D. Cloudy

2. Which of these items were not mentioned in the story?

- A. Mittens
- B. Boots
- C. Gloves
- D. sweaters

2. Assessing Speaking

There are many speaking activities that can be applied by the teacher to improve students' motivation and to improve their speaking skills. Brown 2001: 271-274 proposes some types of oral production that students are expected to carry out in the classroom. Brown (2001: 266-268) identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are:

1) Imitative

Imitative speaking is a kinds of practicing an intonation or trying to pinpoint a certain vowel sound.

It is carried out not for the purpose of meaningful interaction, but for focusin g on some particular element of language form. This activity is usually performed in form of drilling;

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair or activity

- 3) Responsive,
Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one;
- 4) Transactional, in this case transactional is mere done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language;
- 5) Interpersonal,
Like in the transactional, interpersonal speaking is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood;
- 6) Extensive
extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended

monologue in the form of oral reports, summaries, or perhaps short speeches.

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

3. Assessing Reading

The ability to read is one of the skills that must be possessed by a child. These abilities must continue to be developed in children to improve their proficiency in reading. Reading is a matter of making sense of written language rather than decoding print to sound. It is the process by which we make sense of a text.

According to Brown (2004: 187-188), he divided micro and macro skill of reading as stated below:

1) Microskills

- a) Discriminate among distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macroskills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc. Infer links and connections between events, deduce

causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Genres of Reading

Genre is a type or a kind of reading text commonly found in writing. Reading text is one of the four skills that students must master in English. According to Aslamiah, S (2021) genre of reading is the various types that can help students learn to improve their skill. Moreover, the benefits from reading genre analysis are the students can understand the content of the text as a whole, both in term of grammar, factions and so on.

1. Academic reading

- General interest articles (in magazine, newspaper, etc.)
- Technical reports (e.g. lab reports), professional journal articles, referencematerial (dictionaries, etc.)
- Textbooks, theses
- Essays, papers Test directions
- Editorials and opinion writing

2. Job-related reading

- Messages (e.g. phone messages)
Letters or emails
- Memos (e.g., interoffice)
- Reports (e.g. job evaluations, project report) Schedules, labels, signs, announcements Forms, applications, questionnaires
- Financial documents (bills, i
nvoices, etc.) Directories (telephone, office, etc.)
- Manual, directions

3. Personal reading

- Newspapers and magazine
- Letters, emails, greeting cards, invitationsMessages, notes, lists
- Schedules (train, bus, plane, etc.) Recipes, menus maps, calendars

- Advertisements (commercials, want ads) Novels, short stories, jokes, drama, poetry
- Financial documents (e.g. check, tax forms, loan applications)
- Forms, questionnaires, medical reports, immigration documents
- Comic strips, cartoons

Text genres allow readers to apply certain schemes that will help them in extracting the appropriate meaning. The content validity of the assessment procedure is largely determined through the genre of the text. For example, if students in English for tourism program have learned how to deal with customers who need to arrange bus tours, then their proficiency assessment should include guidebooks, maps, transport schedules, calendars, and other relevant text.

Kinds of reading.

1) Intensive Reading

Intensive reading is the close reading of a short text. It is a kind of reading that aims at accuracy of comprehension. It involves the reader in great attention to detail. Here, the reader has to learn the meaning of each and

every word. It is considered a useful tool of learning a foreign language.”

4

2) **Extensive Reading**

This kind of reading emphasis less on accuracy and more on gaining fluency. It is done out of the classroom and meant for reader's own pleasure. Day and Bamford suggest that the motto of extensive reading “*reading gain without pain.*”

3) **Skimming**

Skimming means to go through the text quickly to grasp the overall meaning or gist of it. It is to extract the main theme or the core of the text by a quick reading process. The reader does not pronounce each and every word of the text, rather he focuses his attention on the subject matter, an overall view of the text, and prepares himself to answer such questions:

- a) Summarize the given text.
- b) Give main points of the text.
- c) Rewrite the subject matter in your own words.
- d) Give a suitable title to the given passage.
- e) Extract the central idea of the text.

Such questions indicate that skimming is like global listening.

4) **Scanning**

The sub-skill of reading by which the reader collects a particular information from the given text is known as scanning. The technique of scanning involves the ability to reject or ignore irrelevant information. In order to locate a specific piece of information, the reader has to go through the text quickly and focus his attention on the relevant part of the text.

For example:

- a) Look up a word in the dictionary for meanings.
- b) Search out a telephone number in the directory.
- c) Find out result of a candidate from the Gazette.
- d) Locate weather conditions or functions in town in the newspaper.
- e) Extract the list of works from the biographical sketch of a writer.

Procedure for Scanning

- a) The required information has to be kept in the mind of the reader.
- b) Decide which clues will be helpful in finding out the specific information.

- c) A brisk eye movement on the pages of the text.
- d) Read the part of the text which contains the clues leading to the required information.

The clues which help the reader to find out a particular piece of information may be a full sentence some words, a single word, a punctuation mark, alphabetical order, or numbers etc. The development of scanning skill needs training of eyes to move quickly, looking for the clues related to the required information. Scanning is useful to answer the questions such as:

1. Fill in the blanks.
2. Mark True or False.
3. Multiple Choice Items
4. Short answer/question

Reading Speed

By adopting following important points about reading we can develop a foundational work to enhance reading speed;

Reading is:

- An active as well as a receptive skill.
- Decoding a message.
- Extracting information from a text.
- Getting specific questions answered.

- Making sense of the text an interactive process.
- Predicting and interpreting.
- Referring to and inferring information from a text
- A constant process of guessing
- Constant making and remaking of hypothesis

The following principles of learning to read may also be considered as pre-requisite for developing appropriate speed in reading:

1. The reader must develop the basic sense of what print looks like and how it works.
2. The learner needs to develop the basic sense of what print looks like and how it works.
3. He has to develop the ability to think about words as a sequence of phonemes or building blocks of spoken language. He should understand that sentences are made up of strings of separate words.
4. Awareness of spelling patterns that recur across words hastens progress in reading.
5. Although the ability to sound out words is important for learning to read, it is not enough. Written language is not just speech written down. Instead text brings new vocabulary new language patterns new thoughts etc. The reader must also learn to

take the time to reflect on these aspects of the text.

B. Designing Assessment Perceptive Reading

1) Reading Aloud

Test-takers read aloud one by one the separate letters, word, or short sentences to get reading comprehension.

2) Written Responds

The test-takers reproduce the probe in writing. If the test taker made a mistake in writing, it's probably there is a mistake in reading.

3) Multiple Choice

The multiple choices are useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter and matching.

4) Picture – Cued Items

Test-takers are shown a picture and they write down the points from the picture. In designing perceptive reading assessment the teacher can use Picture-cued items. Test-takers are shown a picture along with a written text and are given one or a number of possible tasks to perform. Example of Picture-cued items:

4. Assessing Writing

According to Sukirman (2012) that in assessing writing is not easy, because before starting to evaluate writing we must know the purpose of our assessment.

There are several types of writing regarding performance are typically identified and these will serve as organize of various assessment tasks of writing.

1. Imitative

To produce written language, the learner must attain skills the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. Writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

2. Intensive (*controlled*)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining corrections and

appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3. Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genre of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

3

C. Designing Assessment Tasks

1. Imitative Writing

Tasks in Hand Writing Letters, Words, and Punctuation

- Copying. There is nothing innovative or modern about directing a test-taker to copy letters or words. The test-taker will see something like the following:

Handwriting letters, words, and punctuation marks

Test-takers read: Copy the following words in the spaces given:					
bit	bet	bat	but	Oh?	Oh!
_____	_____	_____	_____	_____	_____
bin	Din	gin	Pin	Hello, John.	
_____	_____	_____	_____	_____	

- Listening cloze selection tasks. The test sheet provides a list of missing words from which the test-taker must select. The purpose at this stage is not to test spelling but to give practice writing. To increase the difficulty, the list of words can be deleted, but then spelling might become an obstacle. The test-taker will see something like the following:

Listening cloze selection task

<p>Test-takers hear: Write the missing word in each blank. Below the story is a list of words to choose from.</p> <p>Have you ever visited San Francisco? It is a very nice city. It is cool in the summer and warm in the winter. I like the cable cars and bridges.</p> <p>Test-takers see: Have _____ ever visited San Francisco? It _____ a very nice _____. It is _____ in _____ summer and _____ in the winter. I _____ the cable cars _____ bridges.</p>			
is	you	cool	city
like	and	warm	the

- Picture-cued tasks. Familiar pictures are displayed, and test-speaker are told to write the word that the picture represents.
- Form completion tasks. A variation on pictures is the use of simple form registration, application, etc. That asks for name, address, phone number, and other data.

Spelling Tasks and Detecting ³Phoneme-Grapheme Correspondences

a. Spelling tests

In a traditional, old-fashioned spelling test, the teacher dictates a simple list of words, one word at a time, followed by the word in a sentence, repeated again, with a pause for test-takers to write the word. Scoring emphasizes correct spelling. You can help to control for listening errors by choosing words that the students have encountered before—words that they have spoken or heard in their class.

b. Picture-cued tasks

Pictures are displayed with the objective of focusing on familiar words whose spelling may be unpredictable. Items are chosen according to the objectives of the assessment, but this format is an opportunity to present some challenging words and word pairs: “boot/book,” “read/reed,” “bit/bite,” etc.

c. Multiple-choice techniques

Presenting words and phrases in the form of a multiple-choice task risks

crossing over into the domain of assessing reading, but if the items have a follow-up writing component, they can serve as a formative reinforcement of spelling conventions. They might be more challenging with the addition of homonyms.

Multiple-choice reading-writing spelling tasks:

Test-takers read:

Choose the word the correct spelling to fit the sentence, then write the word in the space provided.

1. He washed his hands with....
 - A. soap
 - B. sope
 - C. sop
 - D. soup
2. I tried to top the car, but the ... didn't work.
 - A. braicks
 - B. brecks
 - C. brakes
 - D. bracks
3. The doorbell rang, but when I went to the door, no one was ...
 - A. their
 - B. there
 - C. they're

D. thair

d. Matching phonetic symbols

If students have become familiar with the phonetic alphabet, they could be shown phonetic symbols and asked to write the correctly spelled word alphabetically. This works best with letters that do not have one-to-one correspondence with the phonetic symbol (e.g., /æ/ and a).

Converting phonetic symbols

In each of the following words, a letter or combination of letters has been written in a phonetic symbol. Write the word using the regular alphabet.

Test-takers read:

In each of the following words, a letter or combination of letters has been written in a phonetic symbol. Write the word using the regular alphabet.

- | | | |
|----------------|-------|-----------|
| 1. tea /tʃ/ er | _____ | [teacher] |
| 2. d /e/ | _____ | [day] |
| 3. /ð/ is | _____ | [this] |
| 4. n /aʊ/ | _____ | [now] |
| 5. l /aɪ/ /k/ | _____ | [like] |
| 6. c /æ/ t | _____ | [cat] |

3

2. Intensive (Controlled) Writing

This next level of writing is form-focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is

display writing as apposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation and not necessarily to convey meaning for an authentic purpose.

a. Dictation and Dicto-Comp

Dictation is simply the rendition in writing of what one hears aurally, so it could be classified as an imitative type of writing, especially since a proportion of the test-taker's performance centers on correct spelling. A form of controlled writing related to dictation is a dicti-comp. Here, a paragraph is read at normal speed, usually two or three times, then the teacher asks students to rewrite the paragraph from the best of their recollection. In one of several variations of the dicto-comp technique, the teacher, after reading the passge, distributes a handout with key words from the paragraph, in aequence, as a cues for the students. In either case, the dicto-comp is genuinely classified as an intensive if not a responsive, writing task. Test-takers must internalize the content of the passage, remember a few phrases and lexical

items as key words, then recreate the story in their own words.

b. Grammatical Transformation Tasks

In the heyday of structural paradigms of language teaching with slot-filler techniques and slot-substitution drills, the practice of making grammatical transformation-orally or in writing was very popular. To this day, language teachers have also used this technique as an assessment task, ostensibly to measure grammatical competence. Numerous versions of the task are possible:

- a) Change the tenses in a paragraph
- b) Change full forms of verbs to reduced forms (contractions)
- c) Change statements to yes/no or some questions
- d) Change questions into statements
- e) Combine two sentences into one using a relative pronoun

- f) Change direct speech to indirect speech
 - g) Change from active to passive voice
- c. Picture-Cued Tasks
 - a) Short sentences
 - b) Picture description

3. Responsive and Extensive Writing

Criteria in responsive writing creates is begin to include the discourse and rhetorical conventions of paragraph structure and of connecting two or three such paragraphs in texts of limited length. The learner is responsible for accomplishing a purpose in writing, for developing a sequence of connected ideas, and for empathizing with an audience. The genres of the text that are typically addressed here are:

- Short reports (with structured formats and conventions)
- Responses to the reading of an article or story
- Summaries of articles or stories
- Brief narratives or descriptions
- Interpretations of graphs, tables, and charts.

Both responsive and extensive writing tasks are the subject of some classic,

widely debated assessment issues that take on a distinctly different flavor from those at the lower-end production of writing.

1. Authenticity, is a trait that is given special attention. If test-takers are being asked to perform a task, its face and content validity need to be assured in order to bring out the best in the writer. The teacher becomes less of an instructor and more of coach or facilitator.
2. Scoring, is the thorniest issue at these final two stages of writing. With so many options available to a learner, each evaluation by a test administrator needs to be finely attuned not just how the writer strings words together (the form) but also to what the writer is saying (the function of the text).
3. Time, yet another assessment issue surrounds the unique nature of writing it is the only skill in which the language producer is not necessarily constrained time, which implies the freedom to process multiple drafts before the text become a finished product.

3

In this section we consider both responsive and extensive writing tasks. They are regarded here as a continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing to more open-ended tasks such as writing short reports, essays, summaries, and responses, to texts of several pages or more.

a. Paraphrasing

One of the more difficult concepts for second language learners to grasp is paraphrasing. The initial step in teaching paraphrasing is to ensure that learners understand the importance of paraphrasing: to express something in one's own words, to avoid plagiarizing, to offer some variety expression. With those possible motivations and purposes in mind, the test designer needs to elicit a paraphrase of sentence or paragraph, usually not more.

b. Paragraph Construction Tasks

The participation of regarding performance is inevitable in writing effective paragraphs. To a great extent,

writing is the art of emulating what one reads. You read an effective paragraph, then you analyze the ingredients of its success, you emulate it. Assessment of paragraph development takes on a number of different forms:

a) Topic sentence writing

- Specifying the writing of a topic sentence
- Scoring points for its presence or absence
- Scoring and/or commenting on its effectiveness in stating the topic

b) Topic development within a paragraph

- The clarity of expression of ideas
- The logic of the sequence and connections
- The cohesiveness or unity of the paragraph
- The overall effectiveness or impact of the paragraph as a whole

c) Development of main and supporting ideas across paragraph

- Addressing the topic, main idea, or principal purpose

- Organizing and developing supporting ideas
- Using appropriate details to undergird supporting ideas
- Showing facility and fluency in the use of language
- Demonstrating syntactic variety

Scoring Methods for Responsive and Extensive Writing

At responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used by test designers, there are:

1. Holistic Scoring

In holistic scoring, a rater assigns a single score. Each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive a score. Descriptors usually but not always follow a prescribed pattern. Note in the holistic scoring guide here that descriptors are qualitative and require judgement on the part of the evaluator.

Holistic scoring guide for writing

Score	Description
6 (Superior)	Essay is superior writing but may have minor flaws.
5 (Strong)	Essay demonstrates clear competence in writing. It may have some errors, but they are not serious enough to distract or confuse the reader.
4 (Adequate)	Essay demonstrates adequate writing. It may have some errors that distract the reader, but they do not significantly obscure meaning.
3 (Marginal)	Essay demonstrates developing competence in writing but is flawed in some significant way(s).
2 (Very Weak)	Essay shows little competence in writing and has serious flaws in content, organization, and grammar.
1 (Incompetent)	Essay demonstrates fundamental deficiencies in writing skills.

From: Educational Testing Service (2012). Scoring guide. Retrieved from https://www.calstate.edu/eap/documents/scoring_guide.html

3

Advantages of holistic scoring include:

- Fast evaluation
- Relatively high inter-rater reliability
- The fact that scores represent “standards” that are easily interpreted by lay persons
- The fact that scores tend to emphasize the writer’s strengths
- Applicability to writing across many different disciplines

Disadvantages of holistic scoring include:

- One score masks differences across the subskills within each score
- No diagnostic information is available (no washback potential)
- The scale may not apply equally well to all genres of writing
- Raters need to be extensively trained to use the scale accurately

2. Primary Trait Scoring

Primary trait focuses on “how well students can write within a narrowly defined range of discourse.” This type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text’s achieving that one goal. But the advantage of this method is that it allows both writer and evaluator to focus on function. In summary, primary trait scoree would assess:

- The accuracy of the account of the original (summary)
- The clarity of the steps of the procedure and the final result (lab report)
- The description of the main features of the graph (graph description)
- The expression of the writer’s opinion (response to an article)

3. Analytic scoring

As we know, holistic scoring provides little washback into the writer’s further stages of learning. Primary trait scoring focuses on the principal function of the text and therefore offers some feedback potential, but no washback for any of the aspects of the written production that enhance the ultimate accomplishment of the purpose. It’s different

with analytic scoring, it may be more appropriately called analytic assessment in order to capture its closer association with classroom language instruction than with formal testing. In the scale presented by Brown and Bailey (1984) each category has descriptors that differentiate five scoring is like:

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

³ Analytic scoring of compositions offers writers a little more washback than a single holistic or primary trait score. Score in five categories help call writers attention to areas of needed improvement. Practically is lowered in that more time is required for teachers to attend to details within each of the categories in order to render a final score

or grade, but ultimately students receive more information about their writing.

EXERCISE 4

1. What is the difference between hearing and listening?
2. The listening process requires high concentration and attention to the message conveyed because one not only receives the message but also must understand the contents of the message conveyed by the other person. Please mention the listening Skills Stage!
3. There are four basic types of listening. Mention them!
4. What is the difference between intensive, responsive, selective, and extensive?
5. Brown (2001: 266-268) identifies six categories that apply to the kinds of oral production that students are expected to carry out in the classroom. Mention them!
6. What do you know about intensive and extensive speaking?
7. What do you know about assessing reading?
8. Mention the kind of reading?
9. What is the difference between scanning and skimming?
10. Mention various assessment tasks of writing!

CHAPTER VI

Scoring, Grading, and Giving Feedback

A. Definition

A scoring rubric is an efficient tool that allows you to objectively measure student performance on an assessment activity. A rubric is a scoring guide used to assess performance against a set of criteria. At a minimum, it is a list of the components you are looking for when you evaluate an assignment. Scoring is the process of changing the answers to test questions into numbers or it can be called an act of quantification of the answers given by the testee in a learning achievement test.

Giving a score is usually referred to as giving a number. Scoring is a decision-making technique in a process that involves factors together by assigning a value to each factor. In determining the scoring assessment, subjective scoring can be carried out, namely by determining a score based on certain considerations and based on an understanding of the process or objective scoring, namely by statistical calculations.

B. Types of Scoring Rubric

Here are 4 (four) types of rubrics as well as specific examples so that we understand more clearly.

1) Analytic Rubrics

An analytic rubric resembles a grid with the criteria for a student product listed in the leftmost column and with levels of performance listed across the top row often using numbers and/or descriptive tags. The cells within the center of the rubric may be left blank or may contain descriptions of what the specified criteria look like for each level of performance. When scoring with an analytic rubric each of the criteria is scored individually.

	Needs Improvement (1)	Developing (2)	Sufficient (3)	Above Average (4)
Clarity (Thesis supported by relevant information and ideas.)	The purpose of the student work is not well-defined. Central ideas are not focused to support the thesis. Thoughts appear disconnected.	The central purpose of the student work is identified. Ideas are generally focused in a way that supports the thesis.	The central purpose of the student work is clear and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author's ideas.	The central purpose of the student work is clear and supporting ideas always are always well-focused. Details are relevant, enrich the work.
Organization (Sequencing of elements/ideas)	Information and ideas are poorly sequenced (the	Information and ideas are presented in an order that a	Information and ideas are presented in a logical	Information and ideas are presented in a logical

	author jumps the audience sequence sequence around). The can follow which is which flows audience has with followed by naturally and difficulty minimum the reader is engaging to following the difficulty. with little or the audience. thread of no difficulty.			
Mechanics (Correctness of grammar and spelling)	There are five or more misspellings and/or systematic grammatical errors per page or 8 or more in the entire document. The readability of the work is seriously hampered by errors.	There are no more than four misspellings and/or systematic grammatical errors per page or six or more in the entire document. Errors distract from the work.	There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	There are no more than two misspelled words or grammatical errors in the document.

Advantages of Analytic Rubrics

- Provide useful feedback on areas of strength and weakness.
- Criterion can be weighted to reflect the relative importance of each dimension.

Disadvantages of Analytic Rubrics

- Takes more time to create and use than a holistic rubric.

- Unless each point for each criterion is well-defined raters may not arrive at the same score

2) Developmental Rubrics

The main distinction between developmental rubrics and other analytic trait rubrics is that the purpose of developmental rubrics is not to evaluate an end product or performance. Instead, developmental rubrics are designed to answer the question, “to what extent are students who engage in our programs/services developing this skill/ability/value/etc.?”

Generally, this type of rubric would be based on a theory of development

3) Holistic Rubrics

The next type of rubric are holistic rubrics. This is the type consisting of one scale with all the criteria for inclusion in the evaluation being considered together. For example, clarity, organization, and mechanisms.

Rubric

	4	3	2	1
Focus 8 pts	Essay has a focus throughout.	Essay mostly has a focus throughout.	Essay sometimes loses focus.	Essay does not have a focus.
Organization 8 pts	Essay has a clear introduction, body and conclusion.	Essay has an introduction, body and conclusion, though not always clear.	Essay is missing an introduction, body or conclusion.	Essay is missing two of the following: an introduction, a body or conclusion.
Grammar 4 pts	Essay has no grammatical mistakes.	Essay has 1–2 grammatical mistakes.	Essay has 3–4 grammatical mistakes.	Essay has more than 4 grammatical mistakes.
Effectiveness 4 pts	Essay makes an effective argument.	Essay makes a mostly effective argument.	Essay does not make an effective argument.	Essay does not make an argument.
Length 4 pts	Essay has more than 140 words.	Essay has 138–140 words.	Essay has 130–138 words.	Essay has fewer than 130 words.
Completes Assignment Requirements 4 pts	Essay has more than three reasons to support the position.	Essay has three reasons to support the position.	Essay has two reasons to support the position.	Essay has one or no reasons to support the position.

4) Checklists

Checklists are a distinct type of rubric where there are only two performance levels possible. Checklists tend to be longer than other types of rubrics since each aspect of performance you are looking for in students' work/performances essentially becomes its own criterion. When you are using a checklist, every decision is binary (yes/no, present/absent, pass/fail, etc.). Most rubrics can be converted rather directly into a checklist. For example, here is a rubric for grading journal entries:

Criterion	Yes	No
All Sites have Notes		
Sites Notes are Thorough		
Site Notes are Thoughtful		
Answers all Site Questions for All Sites		
Provided Reflection on each of the 6 Site Visits		
Reflection on Site Visits was Thoughtful		

Advantages of Checklists

Checklists are generally a simpler and faster way to grade than using a more traditional rubric since you are making discrete decisions for each individual performance criterion rather than trying to determine where students' work fall into performance criteria that generally encompass a range of difference performance expectations. This also makes the grading clearer to students. Using checklists may result in less arbitrary (and more consistent) grading decisions. For example, most instructors are clear on what the top performances look like and what the bottom performances look like, but the middle gets fuzzier.

Disadvantages of Checklists

Creating checklists for your assignments might be a slightly onerous

process. This is both because checklists are longer than a traditional rubric and because identifying each of the discrete elements of “clearly written” or “well organized” might be difficult. You may find that cannot easily convert every performance element you are looking for into a checklist format. Performance criteria that are difficult to operationalize will also be difficult to convert into a checklist. It may also be difficult to decide on the exact level of granularity that might be appropriate for each assignment. For example, “uses good grammar” might be appropriate for most classes, but would be far too broad if you are teaching a course on grammar.

C. Constructing Scoring Rubric

Steps to Create a Rubric

The following six steps will help you when you decide to use a rubric for assessing an essay, a project, group work, or any other task that does not have a clear right or wrong answer.

1) Define Your Goal

Before you can create a rubric, you need to decide the type of rubric you'd like to

use, and that will largely be determined by your goals for the assessment.

2) Choose a Rubric Type

Although there are many variations of rubrics, it can be helpful to at least have a standard set to help you decide where to start.

3) Determine Your Criteria

This is where the learning objectives for your unit or course come into play. Here, you'll need to brainstorm a list of knowledge and skills you would like to assess for the project. Group them according to similarities and get rid of anything that is not absolutely critical.

4) Create Your Performance Levels

Once you have determined the broad levels you would like students to demonstrate mastery of, you will need to figure out what type of scores you will assign based on each level of mastery. Most ratings scales include between three and five levels.

5) Write Descriptors for Each Level of Your Rubric

This is probably your most difficult step in creating a rubric. Here, you will need

to write short statements of your expectations underneath each performance level for every single criteria. The descriptions should be specific and measurable. The language should be parallel to help with student comprehension and the degree to which the standards are met should be explained.

6) Revise Your Rubric

After creating the descriptive language for all of the levels (making sure it is parallel, specific and measurable), you need to go back through and limit your rubric to a single page.

D. Grading

Grading is a method of evaluating a student's performance. It is done in the form of percentages, marks, letter grades, and more. Grades are usually given on activities like projects, assignments, tests, and more. In addition, they can also be allotted on the basis of behavior as well.

Generally, the goal of *grading* is to evaluate individual students' learning and performance. Although grades are sometimes treated as a proxy for student learning, they are not always a reliable measure. Moreover, they may incorporate criteria –

such as attendance, participation, and effort – that are not direct measures of learning. Grades may or may not be an accurate measure of student learning, depending on what is being evaluated.

For example, attendance, on-time assignment submission, formatting, and participation may not reveal a lot about how much a student has learned, but they can offer indicators or signals for instructor intervention. Grades alone, while useful as a standardized measurement, don't provide enough personalized feedback for what a student does or does not know and what they need to do to further their learning. According to Thomas Guskey, when grades are used alone, “even accurate, task-involving grades don't lead to improved student learning. Students get no direction for improvement from a letter, number, word, phrase, or symbol attached to the evidence of their learning. Only when grades are paired with individualized comments that offer guidance and direction for improvement do they enhance achievement and foster learning progress” (Guskey, 2019).

E. Giving Feedback

Feedback after any form of assessment or evaluation helps in mirroring the information regarding their performance to the candidate and also initiates the learning process in them. An

objective, transparent and respectful conversation needs to be conducted during feedback to drive home the points that the participant needs to work upon. Giving feedback is never easy not even for an external consultant conducting an assessment in the organization and when assessments are done internally, it becomes all the more important that the feedback process is handled delicately. It sure does not mean that the points which address the negative aspects of a candidate's personality are left un-discussed; neither has it to be sweet talked or disguised.

Feedback has a significant impact on learning; it has been described as "the most powerful single moderator that enhances achievement" (Hattie, 1999). The main objectives of feedback are to:

- justify to students how their mark or grade was derived
- identify and reward specific qualities in student work
- guide students on what steps to take to improve
- motivate them to act on their assessment
- develop their capability to monitor, evaluate and regulate their own learning (Nicol, 2010).

To benefit student learning, feedback needs to be:

- *constructive*. As well as highlighting the strengths and weaknesses of a given piece of

work, it should set out ways in which the student can improve the work.

- *timely*. Give feedback while the assessed work is still fresh in a student's mind, before the student moves on to subsequent tasks.
- *meaningful*. It should target individual needs, be linked to specific assessment criteria, and be received by a student in time to benefit subsequent work.

Feedback is valuable when it is received, understood and acted on. How students analyse, discuss and act on feedback is as important as the quality of the feedback itself (Nicol, 2010). Through the interaction students have with feedback, they come to understand how to develop their learning.

EXERCISE 5

1. What do you know about scoring, grading and feedback?
2. There are four types of scores. Please mention them!
3. What are the advantages and disadvantages of Analytic Rubrics?
4. What is the distinction between developmental rubrics and analytic trait rubrics?
5. What is a checklist? Mention the advantages and disadvantages of using a checklist!
6. Creating scoring rubrics is very important in carrying out the assessment. There are steps for making a scoring rubric. Please mention them!
7. How will you determine your Criteria for creating a scoring rubric?
8. What is grading?
9. When you become a teacher, how do you ensure that the grading decisions you make can measure students' true abilities?
10. What is feedback? How important is feedback in the teaching and learning activities?

CHAPTER VII

Innovation in Language Assessment

Assessment involving the use of information and communication technologies (ICT). ICT can be used (a) to deliver traditional assessment formats more effectively and efficiently, and (b) to change the way competencies are assessed and develop formats that facilitate the assessment of competencies that have been difficult to capture with traditional assessment formats. ICT can be used to develop tests such as computer-based tests (often a digital version of the traditional paper-based tests), computer adaptive tests (e.g. able to change their form in response to the input from the learner being tested), and test-creation applications. ICT-based assessments may also incorporate simulation, interactivity and constructed response formats (Bethany Christian,2018).

2

A. Role of ICT in Language Assessment

Technology has a vital role to play in effective and efficient assessment of learning. Modern technology offers educators a variety of new tools that can be used in the classroom. Technology can help teachers assess their students' learning as

well as their performance in the classroom. Use of ICT in assessment involves the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback.

Geoffrey Crisp (2011) in the Teacher's Handbook on e-Assessment stated that the ICT based assessment can be undertaken with many devices, such as traditional desktop computers or laptops, with portable communication devices such as smart mobile phones, with digital devices such as iPads or through the use of electronic gaming devices. ICT based assessment can use a multitude of formats, including text documents or portable document formats, multimedia formats such as sound, video or images; it can involve complex simulations or games; it can also be undertaken by students in groups or individually and it can occur with large numbers of students in a synchronous or asynchronous manner.

Teachers can use computers to construct their assessment tasks, to deliver these tasks to relevant students and to record and provide feedback and grades to these students. Computers can also be used to analyse students' responses, both to provide feedback to the student on the quality and relevance of their response, as well as to provide feedback to the teacher on whether the task can differentiate between students with

different abilities. ICT based assessment can be used to test many different capabilities and skills that are developed by students. There are only a few tasks that might not be suitable for completing and recording electronically, but the number of such tasks is rapidly diminishing as technology becomes more sophisticated and widespread. In many disciplines laboratory equipment can be manipulated remotely and students can undertake real time physical performances that are able to be recorded and used for assessment purposes. We are quickly approaching the stage where our imaginations will be the limiting factor in designing e-assessment tasks.

Christine, (2013) identified two conceptually different approaches to assessing Key Competencies using ICT. On the one hand, Computer-Based Assessment (CBA) approaches have been employed for more than two decades and now go beyond simple multiple choice test formats. With this new "Generation Re-Invention" or "transformative" testing, questions are increasingly integrated into more complex and authentic problem contexts, so that the full range of Key Competencies can be assessed. Additionally, due to technological advances, a wider range of answer formats, including free text and speech, can be automatically scored.

On the other hand, technology-enhanced learning environments offer a promising avenue for embedded assessment of the more complex and behavioral dimensions of Key Competencies, based on Learning Analytics. Many of the currently available technology-enhanced learning environments, tools and systems recreate learning situations which require complex thinking, problem-solving and collaboration strategies and thus allow for the development of generic skills. Some of these environments allow learners and teachers to assess performance, understand mistakes and learn from them.

2

1. Computer Assisted Assessment (CAA)

Computer-assisted assessment refers to the use of computers to assess students learning and performance. Computer-assisted assessment is a term that covers all forms of assessments, whether summative or formative, delivered with the help of computers. This covers both assessments delivered on computer, either online or offline, and those that are marked with the aid of computers, such as those using Optical Mark Reading (OMR).

Computer Assisted Assessment is typically formative, in that it helps students to discover whether they have learned what the educator intended and provide timely feedback on how best to teach a subject. Increasingly, it can be

summative, with limited feedback typically being given at the end of a course and serving to grade and categorize the student's work. It can also be diagnostic, e.g. by testing for pre-knowledge.

Advantages

- a. Computer assisted testing is more likely to be objective testing; testing that can be marked objectively and thus offer high reliability.
- b. The benefit is that the tests can be marked quickly and easily, and adapted to meet a wide range of learning outcomes.

Disadvantages

- a. It is usually associated with testing knowledge and skills rather than conceptual understanding, because of the frequent use of multiple choice questions (MCQ) formatting, which is believed to test at a lower level of understanding when related to Bloom's Taxonomy;
- b. Construction of good objective tests requires skill and practice and so is initially time consuming;
- c. Hardware and software must be carefully monitored to avoid failure during examinations.
- d. Security issues can be a problem in Web based CAA;

- e. Students require adequate IT skills and experience of the assessment type.

2. Computer Adaptive Testing

One of the recent advancements in assessment is the design and use of computer-adaptive tests, which add a great deal of efficiency to the testing process. Depending on the student's responses, the software will automatically adjust the level of difficulty of the questions it poses (after a number of correct answers, it will move on to harder items; too many incorrect responses, and it will move back to easier ones), quickly zeroing in on student's level of mastery of the given material.

Further, the technology makes it a simple matter to include items that test content from previous and subsequent grades, which allows measurement of a very wide distribution of knowledge and skills (from below grade level to far above it) that might exist in any given class or testing group.

CAT components: There are five technical components in building a CAT.

1. Calibrated item pool
2. Starting point or entry level
3. Item selection algorithm
4. Scoring procedure
5. Termination criterion

Advantages

- a. Adaptive tests can provide uniformly precise scores for most test-takers.
- b. An adaptive test can typically be shortened by 50% and still maintain a higher level of precision than a fixed version.
- c. This translates into a time savings for the test-taker.
- d. Test-takers do not waste their time attempting items that are too hard or trivially easy.
- e. Like any computer-based test, adaptive tests may show results immediately after testing.

2

Disadvantages

- a. The first issue encountered in CAT is the calibration of the item pool.
- b. Although adaptive tests have exposure control algorithms to prevent overuse of a few items, the exposure conditioned upon ability is often not controlled.
- c. In a CAT with a time limit it is impossible for the examinee to accurately budget the time one can spend on each test item and to determine if he/she is on pace to complete a timed test section.

EXERCISE 6

1. What is ICT-based assessment?
2. What is the function of ICT-based assessment?
3. What is Computer-assisted assessment?
4. What are the advantages of Computer-assisted assessment?
5. What are the disadvantages of Computer-assisted assessment?
6. What is Computer Adaptive Testing?
7. What are the advantages of Computer Adaptive Testing?
8. What are the disadvantages of Computer Adaptive Testing?
9. There are five technical components in building a CAT. Mention them!
10. What is the benefit of Computer-assisted assessment?

CHAPTER VIII

Designing Lesson Planning and Assessment

A. Taxonomy Bloom

Bloom's Taxonomy is a classification of the different outcomes and skills that educators set for their students (learning outcomes). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning. These 6 levels can be used to structure the learning outcomes, lessons, and assessments of the teaching and learning activities:

1. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying: Carrying out or using a procedure for executing, or implementing.
4. Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall

structure or purpose through differentiating, organizing, and attributing.

5. Evaluating: Making judgments based on criteria and standards through checking and critiquing.
6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

As an educator, the teacher's duties and responsibilities are not just conveying learning material from books to students. But teachers also have to prepare various teaching tools, one of them is a lesson plan. Before entering the classroom, of course the teacher has prepared what teaching material will be taught and what goals will be the learning objectives in the classroom, or what competencies will be achieved by students in learning. Until now, teachers in Indonesia usually determine an indicator of achieving learning objectives based on the taxonomic bloom level.

Bloom's taxonomy is a hierarchy levels of thinking skills starting from the lowest thinking level (C1) to the highest thinking level (C6). Bloom's taxonomy consists of three domains, namely: cognitive, affective and psychomotor.

The cognitive domain is divided into 6 levels starting from the lowest level to the highest level.

Following are the six levels of Bloom's taxonomy that have been revised, namely remembering, understanding, applying, analyzing, evaluating and creating. This is operational verb from the cognitive domain that is often stated or used as the basis for formulas in determining indicators of learning achievement and learning objectives in the classroom. Now the question is how to apply Bloom's taxonomy in classroom learning? The teacher will also think of ideas so that learning activities in class can reach the top three levels (high order thinking skills) from bloom's taxonomy, namely analyzing, evaluating and creating.

Therefore, teachers in classroom learning need to design lesson plans in such a way that the learning objectives can achieve high order thinking skills in students. Of course, this is not something that is easy to implement, therefore teachers need to continue to equip themselves in planning meaningful learning in the classroom. Similar to other taxonomies, Bloom's Taxonomy is a hierarchical learning method. The rationale behind it is that learning at the higher levels is dependent on having attained the prerequisite knowledge and skills at lower levels.

B. Bloom's (updated) Taxonomy in the Language Classroom

Bloom's Taxonomy is often displayed as a pyramid to help illustrate this hierarchy. Here are some ways in which we can use Bloom's levels in lesson planning to define the learning objectives for a concept/activity. Alan Bloom's taxonomy (1956) is a classification system used to define and distinguish different levels of human cognition (thinking, learning, understanding). Teachers use Bloom's taxonomy to guide assessments, curriculum, and instructional methods.

- Knowledge: Learner's ability to recall information
- Comprehension: Learner's ability to understand information
- Application: Learner's ability to use information in a new way
- Analysis: Learner's ability to break down information into its essential parts
- Synthesis: Learner's ability to create something new from different elements of information
- Evaluation: Learner's ability to judge or criticize information



Benjamin Bloom's classic 1956 learning taxonomy was revised and refined by¹ Lorin Anderson and David Krathwohl in 2000. In 2001, David Krathwohl (one of Bloom's original collaborators) and co-editor Lorin Anderson published a revision to the 1956 hierarchy with contributions from cognitive psychologists, curriculum theorists, instructional researchers, and testing and assessment specialists. This new revised version introduced a key change to the cognitive domain of Bloom's Taxonomy. It shifted the language used from nouns to verbs and thereby focused the attention away from acquisition and toward active performance of the types of learning involved in each stage of the hierarchy. "Synthesis" was also dropped and "create" was moved to the highest level of the domain

- Remember: Learner's ability to recall information
- Understand: Learner's ability to understand information

- Apply: Learner's ability to use information in a new way
- Analyze: Learner's ability to break down information into its essential parts
- Evaluate: Learner's ability to judge or criticize information
- Create/Design: Learner's ability to create something new from different elements of information



These updates reflect of a more active thought process and include three main changes:

- Category names were revised from nouns to verbs.
- The last two stages of Bloom's Taxonomy were switched so that evaluation (evaluating) comes before synthesis (creating).
- The knowledge (remembering) category was updated to reflect four knowledge dimensions instead of three.

More specific to foreign language learning it is important to recognize that these skills are not a

hierarchy, but are interrelated and dependent on each other to function most efficiently and effectively. Language creation is dependent on understanding, analyzing, evaluating and applying knowledge.

1 **C. Bloom's Taxonomy in practice**

To provide a deeper look at how Bloom's Taxonomy works in practice, we break down each domain — the cognitive, affective, and psychomotor — in the following sections of this Teaching

1 **1) Cognitive domain**

The cognitive domain is focused on intellectual skills such as critical thinking, problem solving, and creating a knowledge base. It was the first domain created by the original group of Bloom's researchers. The cognitive hierarchy extends from simple memorization designed to build the knowledge of learners, to creating something new based on previously-learned information. In this domain, learners are expected to progress in a linear manner, beginning at "remember" and ending at "create."

1

Cognitive hierarchy

a. Remember

- Sample learning outcome: Remember the names and relationships of a cast of characters in a play.
- Sample assessment/activity: A multiple-choice test designed to test the memory of learners.
- Rationale: A multiple-choice test will allow educators to see whether students have effectively memorized the given material.

b. Understand

- Sample learning outcome: Understand and explain the main ideas of a play or piece of literature.
- Sample assessment/activity: Write a short paper summarizing the plot and most important events in the play.
- Rationale: Writing a summary encourages learners to think about what the most important parts of a piece of literature are, and to decide which aspects of

the plot to disregard in favor of a concise summary. It allows educators to evaluate whether or not they have understood the main idea of the play.

c. Apply

- Sample learning outcome: Apply the main ideas/themes in the play to another context.
- Sample assessment/activity: Write an advice column responding to one of the characters.
- Rationale: In doing this assignment, learners will consider the implications of a character's actions outside of the consequences shown in the play.

d. Analyze

- Sample learning outcome: Be able to analyze the relative roles of each character in the play and their relationships to each other.
- Sample assessment/activity: Write an analytical paper comparing the antagonists and protagonists of the play.

- Rationale: Through this assignment, as learners consider what makes each character an antagonist or a protagonist, they need to use both their knowledge of the play and critical thinking skills.

e. Evaluate

- Sample learning outcome: Evaluate the decisions of characters in the play, and support your evaluation with textual evidence.
- Sample assessment/activity: Write a response to one of the events in the play, either supporting or rejecting their actions on the basis of evidence from the play as well as personal opinion and projected/actual consequences of action.
- Rationale: Through this assignment, learners will consider the rationale and consequences for actions in the play, leading them to understand and make

judgements about the validity of a character's decision making.

f. Create

- Sample learning outcome: Create a new and unique piece of writing using similar plot devices.
- Sample assessment/activity: Create a short story using similar plot devices in a new time or setting.
- Rationale: Through this activity, learners must integrate the plot devices and writing techniques into a new setting, allowing them to practice their creative writing skills and showing their full understanding of the writer's techniques.

2) Affective domain

The affective domain focuses on the attitudes, values, interests, and appreciation of learners. The hierarchy associated with it begins with receiving and listening to information, and extends to characterization or internalizing values and acting upon them. It focuses on helping learners understand what their own values are and how they have developed.

Affective hierarchy

a. Receiving

- Sample learning outcome: Listen to other students with respect.
- Sample assessment/activity: Be an audience member to another student's presentation, and then write a summary.
- Rationale: Through this assignment, learners will learn how to listen effectively to others as well as remember key details about their presentation (used in writing the summary).

b. Responding

- Sample learning outcome: Speak effectively in front of an audience and actively respond to others.
- Sample assessment/activity: Present on a subject in front of the class, and answer questions from peers about their presentation.
- Rationale: Through this, learners will become more comfortable with public speaking as well as more comfortable with contributing to a discussion in the form of answering questions.

c. Valuing

- Sample learning outcome: Demonstrate and explain own values regarding various topics.
- Sample assessment/activity: Write an opinion piece on any issue, explaining one's own stance and reasons supporting that stance.
- Rationale: Through this, learners will explore not only their own values but why they support their values, giving them a chance to understand more fully their own value system.

d. Organization

- Sample learning outcome: Compare value systems and understand evidence behind values.
- Sample assessment/activity: Organize and compare different cultural value systems, evaluating the differences between them and why these differences may have arisen.
- Rationale: In doing this activity, learners will consider how value systems are put into place and organized, as well as the evidence that supports different value systems across the world.

e. Characterization

- Sample learning outcome: Work well in a team of peers.
- Sample assessment/activity: A group project, including group work on any assignment.
- Rationale: By working in a group, learners must balance their own values with the values of the team, as well as prioritize tasks and practice teamwork.

3) Psychomotor domain

The psychomotor domain encompasses the ability of learners to physically accomplish tasks and perform movement and skills. There are several different versions including different hierarchies – the examples here fall into Harrow's (1972) theory of the psychomotor domain. This hierarchy ranges from reflexes and basic movement to non-discursive communication and meaningfully expressive activity.

Psychomotor Hierarchy

a. Reflex

- Sample learning outcome: Instinctively respond to a physical stimulus.
- Sample assessment/activity: A game of dodgeball.

- Rationale: Learners must react (dodge) the balls that are being thrown at them, allowing them to develop their reflexive skills.
- b. Basic fundamental movements
- Sample learning outcome: Perform a simple action (including running and throwing).
 - Sample assessment/activity: A game of dodgeball.
 - Rationale: Learners must run and throw to actively engage the opposing team, allowing them to develop these skills.
- c. Perceptual abilities
- Sample learning outcome: Use more than one ability to integrate different sensory perceptions.
 - Sample assessment/activity: A game of catch or soccer (or other game involving movement and passing).
 - Rationale: Learners must integrate running, visual information about the position of the ball, and predictive

information about the future position of the ball.

d. Physical abilities

- Sample learning outcome: Sustain an activity for a set period of time.
- Sample assessment/activity: Run for 25 minutes steadily.
- Rationale: This activity is a measure of the learner's stamina and physical fitness.

e. Skilled movements

- Sample learning outcome: Adapt one's behaviour and movement to better achieve goals.
- Sample assessment/activity: A soccer or other strategic game (football, hockey).
- Rationale: This activity allows teams to change their strategy and individuals to change their physical behaviour depending on the response of the other team.

f. Non-discursive communication

- Sample learning outcome: Express oneself

through purposeful movement and activity.

- Sample assessment/activity: A soccer or other strategic game (football, hockey)
- Rationale: These games all involve teamwork, strategy, and integrative and purposeful movement. Successful teams must integrate all of their senses, communicate through movement, and use a variety of adaptive strategies.

D. Lesson Activities Inspired by Bloom's Taxonomy

Bloom's Taxonomy can be an inspirational tool for coming up with lesson activities. Bloom's Taxonomy is a hierarchy of thinking skills. It includes six levels ranging from Remembering to Creating. Being familiar with these levels can help you develop lesson activities



Taxonomy Blooms Level	Learning Activities
Remembering	Make a list, Label, Memorize, Recite, Practice, flash cards, Make a mind map, Create a timeline, Make a chart or graph, Draw a picture or diagram, Locate and label items on a map, Do copywork, Do dictation, Answer multiple choice questions, Do fill-in-the-blanks, Take notes from a book or lecture Spell, Relate observations (what did you see), Listen, Read.
Understanding	Write a summary, Do a verbal or written narration, Write a book report, Do an analogy, Make an outline, Make a Venn diagram, Write a description of a character, Do sequencing activities Alphabetize, Draw a picture of the main idea or the most important events
Applying	Role play, Demonstrate or teach someone a skill, draw a map, Make a model to show how something works Apply something learned in one subject to another, Make a crossword puzzle (or other puzzle) of concepts and terms learned, Make a Powerpoint presentation or some other multi-media presentation, Make a diorama of an event, Make a collage about a certain theme or concept,

Taxonomy Blooms Level	Learning Activities
	Write instructions for doing a certain activity, Use vocabulary words in a sentence
Analyzing	Make an outline, make a questionnaire or survey, Debate, Dissect, make a chart, showing facts and opinions, Label the parts of something, conduct an investigation, Make a family tree Make a flow chart to show steps or stages, Compare and contrast, Diagram a sentence
Evaluating	Conduct an experiment, lead a discussion on the value of some concept, write about the advantages and disadvantages of something, Evaluate the effectiveness of some item, do a self-evaluation, Write a review, Rate something, Estimate the value of an item
Creating	Build, Design, invent Journal, Do a KWL chart, Create a product, Do creative writing, Write a song, Do an art project, Create a game, Write a new ending for a story, Write non-fiction, Develop your own science experiment or project, Write a diary entry of some person from history, Create a new way of solving a problem.

EXERCISE 7

1. What is bloom taxonomy revision?
2. The terminology of taxonomy bloom has been recently updated. Please mention 6 levels that can be used to structure the learning outcomes, lessons, and assessments of the teaching and learning activities!
3. Why were the last two stages of Bloom's taxonomy switched?
4. Is Bloom's taxonomy difficult for English language learners?
5. What level of taxonomy do the teachers need to ask?
6. Please design a lesson plan by using taxonomy bloom revision theory!

GLOSSARY

Achievement	A thing done successfully with effort, skill, or courage
Achievement Tests	Test are designed to measure acquired knowledge or skills.
Aptitude	A natural ability to do something
Aptitude Test	A systematic means of testing a job candidate's abilities to perform specific tasks and react to a range of different situations.
Assessment	The action of assessing someone or something
Assessment For Learning	Formative assessment which focuses on students' ongoing development or learning process to indicate the gap between the assessed work level and the required standard and how students need to improve.
Authenticity	Trait that is given special attention
Authentic Assessment	A way of assessing students' learning that doesn't use standardized tests or checklists
Competence.	The ability to do something successfully or efficiently
Competencies	Knowledge, skills, abilities, and behaviors that contribute to individual and organizational performance
Component	Constituting part of a larger whole; constituent
Computer Adaptive Testing	An algorithm that drives how a test is delivered
Computer Assisted Assessment	The use of computers to assess students learning and performance
Corrective Feedback	A frequent practice in the field of learning and achievement. It typically

	involves a learner receiving either formal or informal feedback on their understanding or performance on various tasks
Creative Portfolio	An organised collection of creative work showcasing your creativity, your practical abilities and/or your design-thinking skills
Criterion-Referenced Test Curriculum	An assessment and test that measures student's performance Systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings
Decision-Making	cognitive process resulting in the selection of a belief or a course of action among several possible alternative options
Diagnostic Assessment	Type of pre-evaluation that allows the teacher to discover how much knowledge a student has on a subject matter.
Dictation	The rendition in writing of what one hears aurally, so it could be classified as an imitative type of writing
Direct Competence Tests	A measure of an individual's ability to complete a task or series of tasks.
Educational	Process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development.
Effectiveness	The ability to produce a better result, one that delivers more value or achieves a better outcome
Encourages	Stimulate the development of (an activity, state, or belief)

Established	Having existed or done something for a long time and therefore recognized and generally accepted
Ethical	Relating to moral principles or the branch of knowledge dealing with these.
Evaluate	To judge the value or condition of (someone or something) in a careful and thoughtful way
Evaluation	Methodical, providing information that is credible, reliable, and useful to enable the incorporation of lessons learned into decision-making process of users and funders
Evidence	Any information so given, whether furnished by witnesses or derived from documents or from any other source
Essential	Absolutely necessary; extremely important
Examination	A formal test of a person's knowledge or proficiency in a subject or skill
Experts	A person who is very knowledgeable about or skilful in a particular area
4 Extensive Reading	Kind of reading emphasis less on accuracy and more on gaining fluency
Feedback	Information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement
Fishbowls	A fishbowl is a special type of group discussion involving hot seats
Formative Assessment	A wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Hands-On Performance Tasks	A performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency.
High-Stakes	A high-stakes test is one that is very important for the person who takes it.
ICT-Based Assessments	CT in Assessment discusses about the basics of assessment practices and explores how various technology tools can be integrated effectively for assessing student learning.
Immediately	Without any intervening time or space
Imitative	Following a model or example without any attempt at originality
Imitative Writing	Simply copying letters, words or sentences. 25 b. Intensive or controlled writing Intensive writing usually appears in grammar practice exercises.
Improvement	A thing that makes something better or is better than something else
Inseparable	unable to be separated or treated separately
Instruments	A tool or implement, especially one for precision work
Intensive	Concentrated on a single subject or into a short time; very thorough or vigorous
Intensive Reading	close reading of a short text
Interpreting	An activity that consists of establishing oral or manual communication between two or more speakers who are not speaking (or signing) the same language
Interviews	Verbal interactions between an interviewer and one or more respondents.

Instructional Goals	A clear statement of observable behaviors that learners are to demonstrate as a result of the instruction. Creation of instructional goals is separate from how the instruction will be carried out
Judgment	The ability to make considered decisions or come to sensible conclusions
Knowledge	Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject:
Learning	A process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning
Material	A substance (most often a solid, but other condensed phases can be included) that is intended to be used for certain applications.
Measurements	The quantification of attributes of an object or event, which can be used to compare with other objects or events. In other words, measurement is a process of determining how large or small a physical quantity is as compared to a basic reference quantity of the same kind.
Morphological	Relating to the form or structure of things
Multiple Choice Test	A form of an objective assessment in which respondents are asked to select only correct answers from the choices offered as a list.
Norm-Referenced Test	A standardized test or assessment that attempts to rank an individual test-taker in comparison to a subset of the population that also took the same test. Normally, a specific skill,

Objectives	<p>trait, or criterion is defined for the comparative assessment.</p> <p>The purpose toward which we aim an endeavor.</p>
Objective Test	Measures in which responses maximize objectivity, in the sense that response options are structured such that examinees have only a limited set of options
Observations	The action or process of closely observing or monitoring something or someone:
Oral Assessment	A direct means of assessing students learning outcomes by questioning them.
Peer Assessment	A type of performance evaluation that is done by individuals who are of equal status as the person who is being assessed. During this process, peers can reflect on each other's works, identify strengths, and also highlight areas needing improvement.
Perception	The ability to see, hear, or become aware of something through the senses
Performance Assessment	Assessing a student based on their ability to demonstrate their mastery of knowledge or skills through tasks, rather than choosing an answer from a ready-made list
Picture-Cued Tasks	Pictures are displayed with the objective of focusing on familiar words whose spelling may be unpredictable
Placement Tests	
Policy Briefs	A policy brief is a formal, structured, and professional presentation of a proposal

Portfolio Assessment	A collection of student works that are associated with standards you are required to learn. This collection of work is often gathered over a long period of time to reflect what you have been taught as well as what you have learned.
Practicality	The aspects of a situation that involve the actual doing or experience of something rather than theories or ideas
Predetermined Principles	Established or decided in advance a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning
Proficiency Tests	Test measures a learner's level of language. It can be compared with an achievement test, which evaluates a learner's understanding of specific material, a diagnostic test, which identify areas to work on, and a prognostic test, which tries to predict a learner's ability to complete a course or take an exam
Project Assessment	A systematic process of addressing and determining the needs of an ongoing project.
Quantifying Questionnaires	Express or measure the quantity of Is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent.
Reinforce	Strengthen or support (an object or substance), especially with additional material:
Reliability	The overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions.

Responsive Listening	A communication activity with a specific objective: to comprehend, evaluate, and retain what is being transmitted by the speaker
Rubrics	Explicit grids, schemas, lists, to evaluate and classify products of learning outcomes assessment into different categories that vary across a given continuum. Rubrics are handy in measuring student learning given some specific learning outcomes.
Scanning	Collects a particular information from the given text
Significance	The quality of being worthy of attention; importance
Skill	The ability to do something well; expertise:
Skimming	go through the text quickly to grasp the overall meaning or gist of it
Stakeholders	A group or individual that is connected in any way to a business and that will be affected by, or be able to affect, the business and its operations. The connection can be a strong and close relationship like that of an owner, supplier, or customer.
Standardized Assessment	A test consisting of a set of questions pulled from a common bank. All test takers are required to answer the same questions so the test can be scored in a consistent manner.
Subjective Test	A qualitative assessment based on established standards as interpreted by a suitably qualified person
Summative Assessment	Any method of evaluation performed at the end of a unit that allows a teacher to measure a student's understanding, typically against standardized criteria.

Teaching	Is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given
Test-Taker	Any individual authorized to take a Test
Understanding	Ability to understand something; comprehension:
Validity	Judgment is based on various types of evidence. The relevant evidence includes the measure's reliability, whether it covers the construct of interest, and whether the scores it produces are correlated with other variables they are expected to be correlated with and not correlated with variables that are conceptually distinct.
Washback	The influence of testing on teaching and learning. It can be positive or negative.

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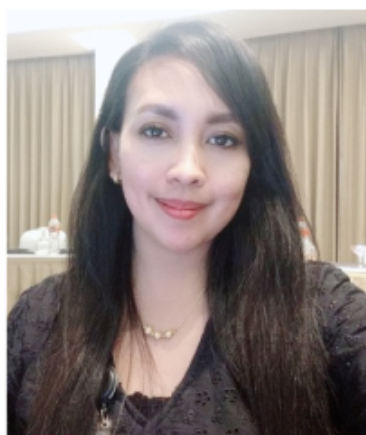
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