

Assessing Young Learners

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UNIVERSITAS MAHASARASWATI DENPASAR

ASSESSING YOUNG LEARNER

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**UNIVERSITAS MAHASARASWATI DENPASAR
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ASSESSING YOUNG LEARNERS

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PREFACE

The author would like to express her gratitude to Almighty God because of His abundance of grace and blessing. Finally, the book "Assessing Young Learners" can be published. In assessing young learners, the assessment should focus on the development of language use in performance assessments to give the children opportunities to use the language for actual purposes and in natural or realistic situations.

This book may enrich the literature on assessment for young learners and broaden readers' knowledge of assessing young learners. This book contains various information and the nature of the evaluation for young learners, which may provide readers with theoretical foundations, principles, and practical guidance on the appropriate assessment for young learners.

The author would like to thank all people who supported and assisted in writing this book. Moreover, the author would like to thank the authors of websites and blogs whose materials were used as supplementary materials in this book and all parties whose names

cannot be mentioned individually. The author hopes that this book will contribute and be useful to readers.

The Writer

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INTRODUCTION

The way students learn English as a foreign language is different from that done by adults so there are some assessment issues to be aware of. According to Cameron (2001) because early childhood is in a period of growth both physical and mental, language, social and conceptual development need attention. Learning content is more focused on developing language skills, vocabulary, and usage of language at the discourse level with interactive learning methods such as through games, songs, rhymes, or stories. The learning objectives set are not solely on language acquisition, but to enhance students' social and cross-cultural understanding. The principles of language learning used generally adopt the zone of proximal theory development, namely, learning will occur optimally if done through interaction with other people as well as with the help of other adults who are more capable.

Children usually do not choose to learn a foreign language. The decision is made for them either by their parents or by the school authorities. They are still too young to recognize the usefulness of a foreign language. Therefore,

they need other reasons to motivate them and to keep them learning. A friendly environment can offer such motivations. A teacher can make learning as enjoyable as possible through drawing, games, songs, puzzles, and drama. Nevertheless, a teacher's hard work in establishing a motivating atmosphere and positive attitudes towards learning English can be severely damaged when it comes time for assessment. To avoid this, a teacher should carry out assessment in a way that protects the positive atmosphere and attitudes towards English and learning in general. Some of the methods we propose are structured assessment activities/tasks, take-home assessment tasks, portfolio assessment, and other methods discussed below. These methods are believed not only preserve but also enhance the positive learning atmosphere in a classroom.

Assessing young learners in this case is a way to assess the language skills of young learners. this is very important because assessing young learners might be challenging and offer some practical suggestions. English is taught to learners at an earlier stage of their education. Parents often attach a great deal of importance to how well their children are

progressing in English. This situation presents teachers with the challenge of having to assess young learners.

PART I

The Level of English Language Competence of Young Learners.

There is no single method used to describe the **learner level** of an English speaker, however, this chapter will provide brief ideas of how to classify a student and how they are generally classified in TEFL.

It is important to note down that no single system is definitive and there are overlaps and variations with all the systems used. Schools in different countries may well have their own system but if you look at most books for students you will find that the level is classified using one of these systems below.

A. Overview – Approximate Levels

Informally, students of English are often referred to as:

- Beginner
- Intermediate
- Upper-Intermediate
- Advanced

1. **Beginners**

Beginners are starting out learning English. They can talk about the present, give their name, have simple conversations, and so on. **False Beginners** are students who have had perhaps some exposure to English and have a very limited grasp of the basics. They have either learned English many years before (perhaps at school) and are coming back to the classroom later in life, or perhaps they have had some contact with English speakers but no formal training.

False Beginners often learn faster than **Total Beginners** who may well know nothing at all about English. On the other hand, False Beginners may well have imperfect English embedded in their minds and this can take some work to correct.

2. **Intermediate**

Students at the intermediate level can talk and read about a wide number of subjects using appropriate vocabulary and fairly correct if basic, grammar. They

can confidently use all the main tenses and are beginning to use phrasal verbs, modal verbs, and suchlike. Tone and style are not refined yet but there is an awareness of pronunciation and what it entails.

Intermediate-level students have generally enough knowledge of the language to branch out to more specific English courses. When you speak to an intermediate-level student you will hear mistakes and sometimes the verb tenses and forms get a bit confused, but generally, you can have an extended conversation with them.

3. Advanced

Advanced students can hold extended conversations and write extended texts. They are aware of differences between formal and informal English and whilst they may make occasional mistakes and their pronunciation is obviously not like a native speaker, they have little difficulty in communicating on everyday topics as well as specialized subjects.

B. Classification Bodies

The classification above is very general. However, several major examining bodies have developed their own system of classification which tries to place students in certain bands depending on their level of English. Two popular ones are:

ALTE is the *Association of Testers of Europe*. They use the following to describe those levels discussed above:

- 1. *Elementary*:** Basic command of the language needed in a range of familiar situations, for example: can understand and pass on simple messages.
- 2. *Lower intermediate*:** Limited but effective command of the language in familiar situations, for example: can take part in a routine meeting on familiar topics, particularly in an exchange of simple factual information.
- 3. *Upper-intermediate*:** Generally effective command of the language in a range of situations, for example: can make a contribution to discussions on practical matters.

4. *Lower advanced:* Good operational command of the language in a wide range of real-world situations, for example: can participate effectively in discussions and meetings.
5. *Upper Advanced:* Fully operational command of the language at a high level in most situations, for example: can argue a case confidently, justifying and making points persuasively.

The *Common European Framework of Reference for Languages (CEFR)* uses these levels. An abbreviated list is here:

1. *A1:* Can understand and use familiar everyday expressions and very basic phrases.
2. *A2:* Can understand sentences and frequently used expressions related to everyday subjects.
3. *B1:* Can understand the main points on familiar subjects encountered in work, school, leisure, etc.
4. *B2:* Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.

5. C1: Can understand well a wide range of demanding, longer texts, and recognize implicit meaning.
6. C2: Can understand with ease virtually everything heard or read.

The CEFR system is becoming more popular and has been adopted by many institutions around the world.

C. Basic Listening Skill for Young Learners

1. Definition of Listening

Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. It is one of the subjects studied in the field of language and in the discipline of conversation analysis. Listening is not just *hearing* what the other party in the conversation has to say. "Listening means taking a vigorous, human interest in what is being told us," (Alice Duer Miller).

An active listener not only pays attention but withholds judgment during the speaker's turn and reflects on what's being said. S.I. Hayakawa notes in "The Use and Misuse of Language" that an active listener is curious about and open to the speaker's views, wants to understand his or her points, and so asks

questions to clarify what's being said. An unbiased listener ensures that the questions are neutral, without scepticism or hostility (British Council).

Listening is **receiving and processing language through the ears and the brain.** Listening is an active process where patience, compassion, and determination play significant roles. Human behavior is such that it tends to block out most of the noises in the surroundings. It needs concentration to absorb the words and process their meaning so that they can make some sense. The process of listening promotes participation in a conversation to foster better relationships. It also assists in building trust, strengthening ties, resolving issues and most importantly inspiring people by making them realize you are giving due consideration to the words and are attentive toward the speaker (Basin. H, 2020). Listening involves identifying the sounds of speech, the message behind the words, and the use of language, voice, and body. Listening means paying attention, thinking, and understanding the message, as well as providing feedback. Listening requires different strategies and skills depending on the context and the purpose

Active listening skills need to be explicitly taught to kids, contrary to popular belief. We seem to think that active listening is a simple endeavor. How often have you spoken the phrase, "I just want you to listen!" or perhaps you've been on the receiving end of this comment?

As students in our classes have discovered, however, there is a lot more than "just" listening. There is a reason the skill is called active listening; it is an intentional, engaged process that requires a good deal of practice and effort, (Purdie. N & Hattie. J, 1999).

2. Some Active Listening Skills for Young Learners include:

Students in our classes have the chance to practice active listening skills in regular lessons. However, explicit instruction on listening allows students to explore these skills and also receive feedback. *(Example: asking your child to reflect on what they heard will provide a good gauge of how much they were actually listening.)*

1. Reflections

These can include a literal paraphrase of the content. (*"I heard that you got into a fight with your friend."*). This could also be a reflection of the underlying emotional content of speech (*"It sounds like you're upset."*).

2. Summaries

For longer stories, it can be helpful to summarize the message that the speaker is trying to communicate.

3. Clarifying questions

A simple question can go a long way in conveying that you are listening.

4. Body language

Minimal encouragement (*head nods, eye contact, "uh-huhs" and "ok's"*) are an easy way to show that you are listening.

3. Listening Challenges for Young English Language Learners

There are many difficulties an individual may face in understanding a talk, lecture, or conversation in a foreign or second language (and sometimes even in their first language). The speaker, the situation and the listener can all be the cause of these difficulties.

Contributing factors include the speaker talking quickly, background noise, a lack of visual clues (such as on the telephone), the listener's limited vocabulary, a lack of knowledge of the topic, and an inability to distinguish individual sounds. While the challenges posed by the speaker or the situation may be out of the listener's hands, there are a few skills or 'strategies' that English learners can use to help them along. In this activity, teachers can measure the basic English level of the young learners.

Listening skills are language skills that are included in receptive language, which must be mastered by children as the basis for other language skills. In Minister of education regulation No.58 the listening skills that children aged 4-5 years should have mastered include listening to what people are saying, understanding stories that are read, and retelling stories that have been heard.

According to British Council "Listening is an activity which is a process". There are several stages in the basic listening process in young learners, including:

- 1) Hearing stage; at this stage, we just hear everything that the speaker put

forward in the utterance of his talk. So, we are still in the hearing stage.

- 2) understanding stage; after we hear it, there is a desire for us to understand or understand properly the contents of the speech conveyed by the speaker. Then, we arrive at the understanding stage.
- 3) Interpretation stage; a good listener, who is careful and thorough, is not satisfied if he only hears and understands the contents of the speaker's speech, he wants to interpret or interpret the content, points of opinion contained and implied in that speech; thus, the listener has arrived at the interpreting stage.
- 4) Evaluation stage; after understanding and being able to interpret or interpret the contents of the conversation, the listeners begin to assess or evaluate the speaker's opinions and ideas regarding the strengths and weaknesses as well as the advantages and disadvantages of the speaker; Thus, it has reached the evaluating stage.

- 5) Responding stage; This stage is the last stage in listening activities. The listener welcomes, takes into account, and absorbs and accepts the ideas or ideas put forward by the speaker in his speech or conversation. Then, the listener arrives at the responding stage.

Based on the description above, it can be concluded that there are stages in listening, namely starting from listening to the speaker then understanding what the speaker is saying, after that interpreting the content of the utterance then judging the good and bad of the speaker and respond to what has been listened to earlier.

D. Basic Speaking Skill for Young Learners

Children in our Indonesian classes have very little opportunities in using English in communication. Therefore, with this limitation, each of them should have the opportunity to speak during our lesson. If the class is large, then we have to divide the class into several groups or place the students in pairs so that they can work and help each other.

Young learners in the communicative classroom should get as many speaking opportunities as possible and their speaking time should slowly but steadily rise so as to prepare them for various communicative situations. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge, confidence, motivation, and learning styles, a teacher should provide them with a proper environment that would help them develop their skills, independent of their basic characteristics and diversity.

Paul (2003) lists several principles that teachers need to consider in preparing students to communicate in English:

- 1) Introducing and practicing patterns in ways that feel meaningful to the children, such as in games, in a situation where the children genuinely want to express themselves, and through personalization.
- 2) Practicing new patterns in combination with the other patterns the children have learned, so the children can internalize them more easily.

- 3) Giving the children many opportunities to guess how to use the patterns flexibly in a novel situation.
- 4) Giving the children confidence to speak out in front of others by talking independently with other children and the whole class.
- 5) Building the children's inner strength to deal with confusing and novel situations, by presenting them with puzzles to overcome and solve, and making sure they are finally successful.
- 6) Focusing on the question forms of new patterns, so the children can ask about things they do not know. They can learn Who is it? before or at the same time as learning, it is a cat, and, what's she doing? before or at the same time as learning She's sleeping.

Teachers definitely want students to use English in most of the class activities, therefore we need to design the task most appropriate to meet their level. If the task is clear and not too difficult, students may eagerly speak in the target language. However, there are times when students find it difficult to express something in

English, in this kind of situation students may express something in their native language. Teachers can help them with the word they want to use.

E. Basic Reading Skill for Young Learners

The ability to read in early childhood has certain stages. This is quite important to know because the early age of 0 to 6 years is often termed a golden age. The golden age in children is the best phase where physical growth & memory are developing rapidly. If the golden age phase can be controlled properly, a child's reading ability will be optimally developed, and this will greatly support the child's learning process. In this phase, the child will understand the rules of language better, and the vocabulary will increase, besides that, the child can also use language not only to communicate about himself but also to listen to the feelings and views of others.

There are 5 Stages of Early Childhood Reading Development namely (1) the Magical Stage/fantasy stage, (2) Self Concept Stage, (3) the Bridging Reading Stage/image reading stage, (4) the Take of Reader Stage/reading

introduction stage, and (5) Reader Stages Independence

1) Stage Magical Stage

At this stage children begin to come into contact with books, parents who introduce books in this way are a form of initial support that is actually very meaningful. The child will start to think that the book is important, the child will look at or flip through the book, and sometimes the child will even carry the book wherever he goes.

2) Self-Concept Stage

The child will interpret a book he has, he will see himself as a reader and will involve himself in reading activities. Even at this stage he will interpret the pictures in the book, or restate the book and not stick to the writing.

3) Bridging Reading Stage

At this stage, the child has begun to understand what is illustrated as well as know the alphabet and is able to find words that he is familiar with, in this

phase the child is usually able to repeat the written story.

4) Take Off Reader (Reading Introduction Stage)

At this stage, the child is already interested in reading and begins to respond to signs, signs that are read by children in their environment, such as billboards and others.

5) Independence of Reader Stages

At this stage the child already has insight into what he is reading, he can read different types of books freely. He could already understand the content and the simple flow of the book.

After getting to know the five stages of reading ability in early childhood, we can conclude that this ability can be trained and built. Here, the role of the family environment is needed. Remembering that the family is the first learning environment for children, where for the first time a child gains experience, insight, and basic knowledge. In this case, the role of the family is very important to build a positive

culture, good behavior as well as an interest in reading activities.

In introducing reading activities to children, it is important for you to understand the stages of reading development in children and adolescents. That way, you can find out what types of reading or books are appropriate for your age and abilities so you can be more optimal. Jeanne S. Chall, a psychologist, educator, and early childhood literacy expert in her book entitled *Stages of Reading Development* has identified these 6 stages of reading development along with the characteristics of each stage. The reading ability referred to here is not just being able to read or spell letters, but also the ability to understand a text.

1) Pre-Reading (6 months - 6 years)

This first stage is called pre-reading, because children's basic reading skills are still in the learning stage. Thus, it is said that children are still 'pretending' to read when they leaf through books. However, after they read a storybook by another person, they can begin to recognize the words, letters, and symbols in the reading.

They can also understand retelling stories they have heard.

The role of parents to develop children's ability and interest in reading is very important at this stage. Parents should often read children's story books, which should contain more pictures than writing. When reading a book, do it in an interactive style and invite children to dialogue to foster their curiosity.

2) Initial Reading & Decoding (6-7 years)

This stage is the actual reading stage because the child has begun to be able to recognize the relationship between letters and their sounds (phonology) and can also read short texts containing simple words. By the end of this stage, children can usually understand 4,000 words they hear and 600 words they read. To optimize their abilities, provide children with lots of simple story books for them to try reading independently. But apart from that, parents should still read stories to them often.

3) Confirmation & Fluency (7-8 years)

The independent reading ability at this third stage is getting more fluent and a child can understand the context of the story even more deeply. It is not only that, but a child also began to be able to associate what he read with what he experienced in everyday life. For example, stories with the theme of friendship at school, daily activities at home, and other themes that are close to him. At the end of this stage, usually, the child is able to understand the 9,000 words he hears and the 3,000 words he reads.

4) Reading for Learning the New (9-14 years)

In the fourth stage, child has started reading with the aim of learning new knowledge and ideas. At this stage, you can give him various types of literature for him to read, ranging from longer story books, newspapers, magazines, and so on. Then, the ability that is more emphasized to be honed is the ability to understand a text. For example, what is the main argument or idea that the author wants to convey? This

ability can be improved in various ways, such as asking children to make a summary of their reading or asking them what they got from the book they read.

5) Multiple Viewpoints (15-17 years)

At this later stage, children are actually able to read writing that is more abstract, complex, and contains many different perspectives. They are also expected to have started to be able to analyze and be critical of what he reads. Invite your teens to read books with various fields of knowledge and themes, so that their knowledge will increase. Then, you can also be a discussion partner for them about the book he is reading.

6) Construction & Reconstruction (18 years and over)

Someone who is in this stage has actually grown into an adult. Therefore, he is expected to be able to understand the reading well and be critical of what he reads. Reading can also function to integrate his knowledge with the knowledge of others. However, this

reading ability must be continuously honed, for example by reading various kinds of complex readings which are then followed by writing such as essays and term papers.

from the explanation above it can be concluded that children have the ability to read at every age level. this also affects the reading material given to young learners. different reading material for young learners will have an effect on the implementation of the assessment carried out. Reading assessment will be adjusted to the reading ability level of early childhood.

F. Basic Writing Skill for Young Learners

Writing is one of the basic skills that need to be introduced and learned from an early age. However, we should not rush to teach it. There are stages of early childhood writing that you need to know.

According to "Development of Writing Ability in Children Aged 4-5 Years at Primagama Kindergarten" which was published in the 2019 Children's Education Journal, early childhood is in the age range 0-6 years. In this age group,

children are in a unique growth and development process. Writing ability is one of the important skills for children to master, especially during their school years. These activities take up more than half of a child's school time and increase as the child gets older. This ability includes an interest in writing activities, including technical writing, such as making shapes correctly to assembling sentences. The resulting sentences are an expression of the child's mind.

It is not frequent; we meet children who find it difficult to do their assignments because they don't like to write. Usually, the complaints are tired, lazy, and embarrassed because the writing is bad or also because the child doesn't know what to write. These symptoms appear as a result of the child's habit of spending time with activities with minimal movements, such as watching TV or playing with gadgets. In fact, apart from being related to the flexibility of the fingers, the ability to write is also related to motivation, the ability to express, the ability to speak, and the ability to translate the forms that are seen and poured into writing (Pukas. A, 2017)

Writing activity is an activity that cannot be avoided in child development. Children will go to school and demand that they have the ability to write. Especially in our education system, grade 1 elementary school children have been introduced to writing. So, from the start, children should be introduced to and familiarized with the world of writing. Even so, we must understand that this activity should not be considered a burden by children. They have to do activities with pleasure and joy. Because the world of children is a world of play, writing lessons must be packaged as a medium of play. If we are able to package this writing activity in a game concept, then this writing ability can be introduced to children from infancy, which is around 1 (one) year old.

1) Strikeout or Make Scratches Stage

The streaking or scratching stage usually begins at the age of 2.5-3 years. At this stage, your little one starts to like scribbling, be it on paper, floors, walls, or anything a child thinks he can write on.

2) Linear Repetition Stage

The next stage of early childhood writing is linear repetition which usually starts at the age of 4 years. At this time, your little one will often trace horizontal forms of writing. The writing that the child produces is like making a picture of grass.

3) Random Writing Stage

At this stage, your little one learns about various shapes as writing, even though the letters that appear are still random. Quoted from the Agapedia PAUD Journal in a study entitled "Writing Skills for 4-5 Year Children" this early childhood writing stage usually starts at the age of 5 years.

4) Name the writing stage

Well, at this stage, children begin to understand that words represent sounds. They began to write down what he heard. This stage usually appears at the age of 5.5 years. Children will write names and sounds together. For example, your child writes "two" with "duwa" or "school" with "school".

5) Stage of Writing Short Sentences

In general, children over the age of 5 have started trying to compose short sentences, which consist of one subject and one predicate. For example, “Andi is studying” or “mom is dancing”.

EXERCISE

1. Mention the young learner’s level based on the *Association of Testers of Europe!*
2. What is beginners’ student meant?
3. There is no single method used to describe the learner level of an English speaker. Informally, students of English are often referred to as Beginner, Intermediate, Upper-Intermediate, and Advanced. Please describe briefly those levels of English learners!
4. Explain briefly the basic listening skill for young learners!
5. Explain briefly the basic speaking skill for young learners!
6. Paul (2003: 77) lists several principles that teachers need to

consider in preparing students to communicate in English. Explain them clearly!

7. Explain briefly the basic reading skill for young learners!
8. Please mention the five Stages of Early Childhood Reading Development!
9. Explain briefly the basic writing skill for young learners!
10. What is the Linear Repetition Stage in basic writing?

PART II
The Principles of Young Language
Assessment Concerning The Characteristics
of a Good Test

A. The Principles of Young Language Assessment

Assessment is the process of collecting and processing information to measure the achievement of children's learning activities. Assessment is carried out to monitor the process and progress of children's learning on an ongoing basis. From this, educators and parents can obtain information about achievement development to restore the attitudes, knowledge, and skills possessed by children after doing learning activities. The single most important consideration when conducting any assessment is that it is fair. When we design assessments, however small or informal, we have an ethical responsibility to ensure that any judgement resulting from that assessment has a valid and reliable basis (AERA, 2014).

There are several principles of assessment that can be used as a guide in conducting assessments of the process of learning English in early childhood. **First**, the assessment must

seen based on the principle of student-centered learning. According to Vygotsky's view (1962), learning occurs in a social context and through interaction with the help of adults or other more capable students. Based on that view, participation and student engagement should enable change in learning to occur, including the internalization of each individual child of the language used for the first time

To communicate with other people. We're not going to do a real assessment just by seeing what a child can do alone or without the help of others, because what a child can do with other people who are more capable too, can estimate the next learning stages and provide learning assessments better (Georgiou & Pavlou, 2003). Assessment is scaffolding (support or assistance before the child independently) does not support testing where the child sits isolated to work on test questions (Gipps, 1994).

Second, assessment must support the teaching and learning process. Therefore, you must understand the nature of the teaching and learning process and the surrounding socio-cultural context. You must be able to identify the impact of assessment on learning and acting based on that analysis. In addition, you also

have to try to communicate an overview of language learning to students and their parents so that they understand what information can be obtained from the results of the assessment. To make an impact positive in learning, assessment must have the following characteristics.

- 1) The process and results of the assessment must be able to motivate learners.
- 2) Assessment activities should be able to provide a useful model of language use for everyday life.
- 3) Assessment activities and feedback provided must support learning activities furthermore.
- 4) The results of the assessment should be able to help teachers plan further learning activities.
- 5) The results of the assessment must be able to provide information regarding the evaluation and improvement learning process.

Third, assessment is not just testing. A skilled teacher, in a way constantly assesses the success of his students through what he knows and interprets. The results are based on knowledge and experience. Assessment is not

only in the form of testing, but can also be done in other ways such as through portfolio assessment, performance appraisal, and self-assessment.

Fourth, assessment must be in line with learning. That is, the assessment must be based on what has been learned, as well as using assessment activities that are known to students every day. For example, if during learning activities, you never do activities role play, don't use the activity in the assessment. Assessment should also be interactive by ensuring the emergence of speaking activities in assessing discourse skills. That is, although those who are tested are reading or writing skills, speaking skills must appear. In reading skill, the test given can be in the form of reading loudly, answering questions about the text orally, or retelling the contents reading in the student's language. In testing writing skills, students can be asked to read or tell what they wrote to others.

Fifth, learning stakeholders such as teachers and students must understand the objectives and problems in valuation. This is important because no matter how strongly you want to change understanding that the

assessment must be in line with the development of the current paradigm happening now, without the support of students and parents, change is unlikely to occur. Stakeholders must be made aware that learning is not merely adding information on individual cognitive aspects, but also affective, psychomotor, social, emotional, morals, and others that are obtained socially such as through games, projects, assignments, and its kind. Thus, the stakeholders will not wonder if there is a change in appraisal practice, for example, from a conventionally oriented approach cognitive to alternative assessments such as performance appraisal. For example, parents of students involved in literacy activities in schools realize that in the early grades, reading stories to children will be more effective in improving reading skills and writing rather than a pronunciation test. As a result, they buy more books story rather than the workbook as previously done.

Assessment of children's learning processes and outcomes is based on the following principles:

- a. Educate The process and results of the assessment can be used as a basis for

motivating, developing, and nurturing children so that they can grow and develop optimally according to their stage of development.

- b. Ongoing Assessment is carried out in a planned, gradual and continuous manner to get an overview of the child's growth and development.
- c. Objective and accountable Assessment is based on clear procedures and criteria, using a set of instruments specifically designed for the assessment of children according to age groups. In this way it is hoped that the element of subjectivity in the assessment can be suppressed.
- d. Transparent The assessment is carried out in accordance with the procedures and the results of the assessment can be accessed by parents and all relevant stakeholders.
- e. Systematic Assessment is carried out regularly and programmed according to the growth and development of children using various instruments.

B. The Characteristics of a Good Test

One of the major goals of education is to prepare students for the next step in their future. They have to make sure that their learners have acquired enough knowledge about the field of study. Syaifudin (2010) states only good tests ensure this. A good test is not only a score that learners struggle to ace. It is feedback a student receives to improve his skills and knowledge and a good teacher loves to get back to, always, to make sure their teaching strategies are on point and whether they need development or not.

It is also feedback for decision-makers in all educational institutions and governmental positions who need good data to get to the next step of the institution or the State's education plan. It is not something centric that students spend days of anxiety on, wondering how well they will do in a given test and how well the test questions are actually written, and whether they are questions they do know the answer to or not. What is a good test in education? It is an evaluation through which teachers measure learners' abilities and points of weaknesses and strengths. It gauges their knowledge in the field of study and provides both sides with real

feedback. Language assessment is crucial for young learners' language development, and it is essential to ensure that the assessments used are effective and appropriate. Effective language assessments for young learners should have the following characteristics:

1. The Concept of Assessment Validity Principle

Understanding the characteristics of different types of assessments for young learners of English is crucial for teachers to choose the most appropriate assessment method to support their learners' language development. Formative assessments provide ongoing feedback and support, while summative assessments evaluate overall progress and achievement. Diagnostic assessments identify strengths and weaknesses, while performance-based assessments evaluate learners' ability to use language in context. Self-assessments encourage learners to take ownership of their own learning and evaluate their own language proficiency (Weiss, C.H, 1972)

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Validity is the degree to which an assessment measures what it is intended to measure. For language assessments, this means that the assessment should align with the learning objectives and accurately measure the targeted language skills and knowledge. For example, if the objective is to measure a young learner's ability to communicate in everyday situations, the assessment should include tasks that measure this ability. Validity is a key characteristic of good assessment. An assessment should accurately measure the skills and knowledge that it is designed to measure. If an assessment is not valid, the results will not provide an accurate picture of the learners' language proficiency, and teachers will not be able to make informed decisions about how to support their students (Weir. C.J. 2014).

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validity of a test can be achieved when the test measures what it is really intended to measure. Therefore, certain criteria must be selected. Validity is very important to gauge the quality of a given test as questions must be in line with the

selected criteria and measures. Here are some of the top different types of validity:

- a. Content Validity: A test should fairly represent the content of the course or the field of study.
- b. Criterion Validity: It is used to predict the performance of a job applicant or a student.
- c. Convergent validity: This is mostly used in the field of sociology or psychology.
- d. Discriminant Validity: Discriminant validity means that a test of a concept is not highly correlated

2. The Concept of Assessment Reliability Principle

Reliability is the degree to which an assessment produces consistent and reliable results. This means that if the same assessment is given to the same group of learners multiple times, the results should be consistent. This ensures that the assessment is accurate and trustworthy, allowing teachers to make informed decisions about learners'

language proficiency. Reliability is another important characteristic. An assessment should produce consistent results, which means that if the same assessment is given to the same group of learners' multiple times, the results should be consistent. Reliability is essential in ensuring that teachers can trust the results of the assessment and make informed decisions about how to support their learners.

Reliability or consistency of a test means that learners should perform the same or get the same score if they are exposed to different questions at different times and places. Syaifudin (2010) states a test is considered reliable when the same result is achieved over different tests. As James Carlson mentions in his research memorandum, "The reliability of test scores is the extent to which they are consistent across different occasions of testing, different editions of the test, or different raters scoring the test taker's responses." He also mentions some statistics to describe how a test can be

reliable. **How to Make Sure Your Test Is Reliable?**

- a. Score Distribution: The percentage of test takers at each score level.
- b. Mean Score: The average score, computed by summing the scores of all test takers and dividing by the number of test takers.
- c. Standard Deviation: A measure of the amount of variation in a set of scores. It can be interpreted as the average distance of scores from the mean. (Actually, it is a special kind of average called a “root mean square,” computed by squaring the distance of each score from the mean score, averaging the squared distances, and then taking the square root.)
- d. Correlation: A measure of the strength and direction of the relationship between the scores of the same people on two tests.

Reliability is the ratio of the true score and the observed score variance. To measure a test's reliability, we may

administer a test to the same group more than once. However, errors may occur as students may forget or have some physical problems. Thus, it is crucial to administer the same test in identical conditions to ensure that we will get the same results.

3. The Concept of Objectivity Principle

Objectivity is an important characteristic of a good test. It affects both the validity and reliability of test scores. Objectivity of a measuring instrument means the degree to which different persons scoring the answer receipt arrives of at the same result. Fulcher, G. (2007) defines objectivity in testing is “the extent to which the instrument is free from personal error (personal bias), that is subjectivity on the part of the scorer”.

According to Hughes, A. (2003) “Objectivity of a test refers to the degree to which equally competent scores obtain the same results,” the test should be away from any personal or subjective judgment. It should be based only on the evaluation of human development. For example, in an essay-type test, students answer

differently as each one has his/her own style of writing. Hence, when more than one instructor checks the test, they may give different scores according to whether they like the style or not. So, here, the test is less objective.

To avoid such bias, sharp rules should be set in evaluating such types of tests. There should be a unified guide for teachers to use while correcting such tests. Personal judgment does not occur in true or false or multiple-choice tests. Besides, teachers should receive training on how to score a test as untrained teachers may give wrong scores and not be able to maintain the required fairness and accuracy.

In this context there are two aspects of objectivity that should be kept in mind while constructing a test.” Objectivity in scoring, Objectivity in the interpretation of test items by the testee.

a. Objectivity of Scoring

The objectivity of scoring means the same person or different persons scoring the test at any time arrive at the same result without

may chance of error. A test to be objective must necessarily be so worded that only the correct answer can be given to it. In other words, the personal judgment of the individual who score the answer script should not be a factor affecting the test scores. So that the result of a test can be obtained in a simple and precise manner if the scoring procedure is objective. The scoring procedure should be such that there should be no doubt as to whether an item is right or wrong or partly right or partly wrong.

b. Objectivity of Test Items

By item objectivity, we mean that the item must call for a definite single answer. Well-constructed test items should lead themselves to one and only one interpretation by students who know the material involved. It means the test items should be free from ambiguity. A given test item should mean the same thing to all the students that

the test maker intends to ask. Dual-meaning sentences and items having more than one correct answer should not be included in the test as it makes the test subjective.

4. The Concept of Practicality

Practicality is the degree to which an assessment is practical and feasible for teachers to administer within the given time and resource constraints. This means choosing assessments that are easy to administer, score, and provide feedback on. Practical assessments can help teachers save time and resources, allowing them to focus on supporting learners' language development. Practicality is also important in designing good assessments. Assessments should be practical and feasible for teachers to administer within the given time and resource constraints. Geoffrey, C. (2011) states that choosing assessments that are easy to administer, score, and provide feedback on is essential to ensure that teachers can use the results of the assessment to inform their teaching and

support their learners' language development. Practicality in assessment means that the test is easy to design, easy to administer, and easy to score. No matter how valid or reliable a test is, it has to be practical to make, and to take this means that:

- a. It is economical to deliver. It is not excessively expensive
- b. The layout should be easy to follow and understand.
- c. It stays within appropriate time constraints
- d. It is relatively easy to administer
- e. Its correct evaluation procedure is specific and time-efficient

Characteristics of impractical tests are:

- a. the tests are excessively expensive
- b. the tests are too long
- c. the tests require a handful of examiners to administer and scored
- d. several hours to grade a test

5. The Concept of Authenticity

Authenticity is the degree to which an assessment reflects real-world language use and

is relevant to young learners' lives. Authentic assessments encourage young learners to engage in the language and provide a more accurate reflection of their language proficiency. For example, using authentic materials such as pictures, videos, or real-life situations can make the assessment more relevant and engaging for young learners. Authenticity is also a key characteristic of good assessment. An assessment that reflects real-world language use and is relevant to young learners' lives can help learners engage more fully with the language and provide a more accurate reflection of their language proficiency. Authentic assessments can also help motivate learners to continue learning by demonstrating the relevance of what they are learning to their everyday lives.

6. The Concept of Fairness

Fairness is the degree to which an assessment is fair to all learners, regardless of their background or linguistic ability. The assessment should not disadvantage learners who are not familiar with certain cultural or linguistic conventions. For example, using culturally neutral materials and avoiding

language or content that may be unfamiliar or biased towards specific groups can ensure fairness in the assessment. Fairness is an essential characteristic of good assessment. Assessments should not disadvantage learners who are not familiar with certain cultural or linguistic conventions. It is important to ensure that all learners have an equal opportunity to demonstrate their language proficiency.

7. The Concept of Accessibility

Brown, H. D (2004) states accessibility is the degree to which an assessment is accessible to all learners, including those with special needs or limited language proficiency. This means providing clear instructions, appropriate accommodations, and ensuring that all learners have equal access to the assessment. This can include providing extra time, modifying tasks, or using visuals to support learners with special needs. Accessibility is another critical characteristic of good assessment. Assessments should be designed to be accessible to all learners, including those with special needs or limited language proficiency. Providing clear instructions, appropriate accommodations, and ensuring that all learners have equal access to

the assessment is essential to ensure that all learners can participate fully in the assessment.

8. The Concept of Positive Washback

Positive washback is the degree to which an assessment has a positive impact on learners' language development and motivates them to continue learning. Providing constructive feedback and using assessment results to inform teaching strategies and support learners' individual needs can have a positive impact on learners' motivation and language growth. Positive washback is a final critical characteristic of good assessment. Assessments should have a positive impact on learners' language development and motivate them to continue learning. Providing constructive feedback and using assessment results to inform teaching strategies and support learners' individual needs can help learners feel more engaged and motivated to continue learning.

EXERCISE

1. Explain briefly the principles of young language assessment!
2. Explain briefly the characteristics of a good test!
3. Explain briefly the assessment concept of validity and reliability principles!
4. Explain briefly the assessment concept of objectivity and practicality principles!
5. Explain briefly the assessment concept of authenticity and fairness principles!
6. Explain briefly the assessment concept of accessibility and positive washback principles
7. How to make sure your test is reliable
8. Please explain briefly the meaning of the objectivity of the test
9. What is the difference between the objectivity of scoring and the objectivity of test items
10. What is the concept of authenticity

PART III

The Procedures for Designing Classroom Language Tests

1 Assessment can be categorized into two big categories, informal and formal assessment (Brown, H.D. 2001). Informal assessment can take several forms, including incidental, unplanned comments and responses, coaching, and other impromptu feedback on the student's performance. On the other hand, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge.

Based on its function, assessment can be formative or summative. Formative assessment is done to form students' competence and skills to help them continue that growth process. Summative assessment, on the other hand, aims to measure or summarise, what a student has grasped, and typically occurs at the end of a course or unit of instruction. Assessing what a student has learned implies looking back and taking stock of how well that student has accomplished objectives but doesn't necessarily point the way to future progress. Final assessments in a course and general proficiency

exams are examples of summative assessments. They are formal assessments.

Recent Developments in Classroom Assessment: One factor that has influenced the development of classroom testing is new views on intelligence. The categories of intelligence are:

1. Linguistic intelligence
2. Logical-mathematical intelligence
3. Spatial intelligence
4. Musical intelligence
5. Bodily-kinesthetic intelligence
6. Interpersonal intelligence
7. Intrapersonal intelligence.

The following recent development mentioned in Brown's book is performance-based testing. Performance-based testing can include open-ended problems, hands-on projects, student portfolios, experiments, labs, essay writing, and group projects. The advantage of performance-based testing is it has higher validity (Brown, H.D. & Abeywickrama, 2010).

Interactive language tests are constructed based on theories of intelligence as students are assessed creatively by interacting with others. Students can be actively involved and interested

participants when their task is not restricted to providing the only correct answer.

The alternative assessment was placed in the last point of recent developments in classroom testing. Such innovations in language classroom testing above have led to alternative assessment.

A. Principles of Designing Effective Classroom

Tests The first principle proposed by Brown was about strategies for test-takers. He divided the process into three parts: before, during, and after the test. Before designing the test, the teachers suggested doing these several actions:

1. giving students all information you can about the test, encouraging students to do a systemic review of material
2. giving them practice tests or exercises
3. facilitating the formation of a study group
4. reminding students to get a good night's rest before the test
5. reminding students to get to the classroom early.

During the test, the teacher should consider these actions:

1. telling students to quickly look over the whole test to get a good grasp of its different parts
2. reminding students to mentally figure out how much time they will need for each part
3. advising students to concentrate as carefully as possible
4. reminding students a few minutes before the end of the class period so that they can proofread their answer
- 1 5. checking errors.

After the test, the teacher should follow these actions:

1. When you return the test, include feedback on specific things the student did well
2. Checking what students did not do well and, if possible, the reasons for such judgment on your part
3. advising the students to pay careful attention in class to whatever they say about the test result
4. encouraging students to ask questions
5. advising students to plan to pay special attention in the future to points they could improve on.

The second principle is related to face validity. Brown (2001) declared face validity as validity from students' perspectives. To promote such students' perceptions, Brown (2001) suggested the teacher pay attention to several these things: a carefully constructed, well-thought-out format, a test that is doable within the allotted time limit, items are straightforward and uncomplicated, directions that are crystal clear, tasks that are familiar and relate to their course work, a difficulty level that is appropriate for your students.

The third principle is authenticity. To make a test authentic, the teacher has to make the test in the following ways: The language in the test is as natural as possible, Items are contextualised rather than isolated, Topics are meaningful (relevant, interesting) for the learner, some thematic organization to items is provided, such as through a storyline or episode, Tasks represent, or closely approximate, real-world tasks. The fourth principle given by Brown was Washback. Washback is the benefit that the tests offer to learn.

B. Practical Steps in Constructing Classroom Test ¹

The followings are some practical steps in constructing classroom tests based on Brown (2001):

1. Test toward clear, unambiguous objectives
2. List everything the teachers think their students should know or be able to do based on the material the students are responsible for. From your objectives, draw up test specifications.
3. The specifications indicate (a) which of the topics (objectives) will be covered, (b) what the item types will be, (c) how many items will be in each section, (d) how much time is allocated for each. Draft your test, Revise your test, Final-edit and type the test, Utilise your feedback after administering the test, Work for washback.

Alternative Assessment Options, Teachers and students were becoming aware of the shortcomings of traditional standardized tests. Some assemble additional measures of students should also be considered, such as portfolios, journals, observations, self-assessments, peer

assessments, and the like, to triangulate data about students. Alternatives assessment options: Self- and Peer assessment; self-assessment comes from several well-established principles of second language acquisition. Autonomy is one of the primary foundation stones of successful learning. Journals, the categories or purposes in journal writing, such as the following: language-learning logs, grammar journals, responses to readings, strategies-based learning logs, self-assessment reflections, diaries of attitudes, feelings, and other affective factors, and acculturation logs. Most classroom-oriented journals are what have now come to be known as dialogue journals. Conferences become a standard part of the process approach to teaching writing, in which the teacher facilitates the improvement of the written work in a conversation about a draft. The portfolio is a purposeful collection of students' works that demonstrates to students and others their efforts, progress, and achievement in given areas. Portfolios include materials such as essays and compositions in the draft and final forms; reports, project outlines; poetry and creative prose; artwork, photos, newspaper or magazine clippings; audio and video recordings

of presentations, demonstrations, etc.; journals, diaries, and other personal reflections; tests, test scores, and written homework exercises; notes on lectures; and self and peer-assessments-comments, evaluations, and checklists.

Several benefits of Classroom Assessment: Periodic assessments, both formal and informal, can increase motivation as they serve as milestones of student progress. Assessments can spur learners to set goals for themselves, Assessments encourage retention of information through the feedback they give on learners' competence, Assessments can provide a sense of periodic closure to various units and modules of a curriculum, Assessments can encourage students' self-evaluation of their progress, Assessments can promote student autonomy as they confirm areas of strength and areas needing further work, Assessments can aid in evaluating teaching effectiveness.

In preparing a test, there are three steps to follow: defining general purposes, drawing up test specifications, and devising test tasks or items.

a. Defining general purposes

Purposes of tests are usually in accordance with the type of test being constructed, whether it is an aptitude test, a proficiency test, a placement test, a diagnostic test, or an achievement test. It is better for us to know the nature of those tests.

b. Assessing clear, unambiguous objectives

In addition, to know the purpose of the test you are creating, you need to know as specifically as possible what it is you want to test. You can do this by examining the objectives for the unit you are testing.

c. Drawing up test specification

Test specifications for classroom use can be a simple and practical outline of your tests. Test specifications are much more formal and detailed for large-scale standardized tests that are intended to be widely distributed and therefore are broadly generalised. For class-use tests, your specifications will only comprise: a) a broad outline of the tests, b) what skills you will test, and c) what the items will look like. Specifying item format or types of items to be used is a complex choice. These informal, classroom-oriented specifications indicate

the topics (objectives you will cover, the implied elicitation and response formats for items, the number of items in each section, and the time to be allocated for each.

d. Devising test tasks

Devising test tasks or writing test items is central to test construction. Here you have to express and write what your students must do to show what ability or competencies you want to see. After writing your first draft of the task or test items, you need to ask yourself some essential questions:

1. Are the directions to each section absolutely clear?
2. Is there an example item for each section?
3. Does each item measure a specified objective?
4. Is each item stated in clear, simple language?
5. Does each multiple-choice item have appropriate distractors; that is, are the wrong items clearly wrong and yet sufficiently alluring that they aren't?
6. Is the difficulty of each item appropriate for your students?

7. Is the language of each item sufficiently authentic?
8. Do the sum of the items and the test as a whole adequately reflect the learning objectives?

After answering these questions, when you find any answer, it is no need for you to revise or improve your test. Ideally, you should try out all your test before administering the tests. But the tryout phase is almost impossible in our daily classroom teaching. Alternatively, you could enlist a colleague's aid to review your tests. And so you must do what you can to bring to your students an instrument that is, to the best of your ability, practical and reliable.

e. Tryout of Test Items

If the test you constructed is meant for a standardized test, you must try it out. These are the components of the tryout, what is being tried out and what needs to be done after the test has been triedout. The tryouts cover the sample tryout, item tryout and analysis, student directions, administration direction, and time limit. Then we need to do technical analysis, including estimating the test score means,

estimating the standard deviation of test scores, and estimating reliability and item validity.

f. Construction of the test items (objective tests: multiple choices)

Suggestions for writing multiple-choice items:

1. The stem of multiple-choice items should state a specific direct question. The stem should clearly formulate a problem.
2. Choose words that have a precise meaning.
3. Avoid complex word arrangements.
4. Adapt the range of difficulty of the item to the group and propose for which it is included.
5. Keep the options as short as possible
6. Use negative statements as sparingly as possible.
7. The distractors in a multiple-choice item should be definitely incorrect but plausibly attractive to the weak students
8. Multiple choice items should provide at least four alternative answers.
9. Some of the most effective multiple-choice items call for a best answer rather than an absolutely correct answer.

10. Be sure no unintentional clues to the correct answers are given
11. Distractors should be related to the problems
12. Alternatives should be randomly ordered for each item.

C. The Process of Assessing Clear, Unambiguous Objectives

It is essential to construct an assessment to have clear and unambiguous objectives to conduct appropriate assessments. This is to ensure that the test is targeted to the right purposes. There are several steps to be considered, such as:

1. Determining the language skills to be tested
2. Defining the objectives of the test based on the curriculum and lesson plan
3. Determining the scope of the test
4. Developing the test specification
5. Constructing the test items
6. Developing the scoring criteria or rubric
7. Ensuring the test is clear, unambiguous and relevant to the objectives.
8. Administering the assessment
9. Evaluating the test results

D. The Process of Drawing the Test Specification

In constructing test items, it is essential to draw the test specification. It is intended to ensure the test is aligned with the learning objectives. There are several procedures to be taken in drawing the test specification, as presented below:

1. determining the objectives of testing
2. selecting the approach of the assessment
3. determining the resources which are going to be used in conducting the assessment.
4. Developing specific test cases or topics
5. Defining which case or topic to be tested first
6. Determining test/assessment environment
7. Determining the data from the test environment may influence the test results.
8. Developing a plan for test administration
9. Defining the system of scoring the test results
10. Writing a report for the student's results

11. Obtaining feedback from the students to revise the test for upcoming/future test

Revising the test is highly important in language assessment because it helps teachers provide fair, reliable, and valid tasks to check students' learning progress.

Below are some essential steps to be considered, such as:

1. Collect feedback concerning the test from the students, language experts, other teachers, assessment experts, and education stakeholders.
2. Analysing the feedback to revise the test
3. Reviewing the test specification and making revisions based on the feedback
4. Revise the test task based on the test specification and feedback
5. Trying out the test sample to ensure the effectiveness of the test
6. Validating the test to ensure the test is constructed appropriately

EXERCISE

1. Explain briefly the categories of intelligence of young learners!
2. Explain briefly the principles of designing effective classroom!
3. Explain briefly the practical steps in constructing classroom tests!
4. Explain briefly the construction of the test items for objective tests!
5. Explain briefly the process of assessing clear, unambiguous objectives!
6. In constructing test items, it is essential to draw the test specification. Please mention them!
7. What is meant by defining the system of scoring the test results
8. Why does the stem of multiple-choice items should state a specific direct question?
9. How to develop a multiple-choice test?
10. Give an example of multiple-choice test item!

PART IV

The Effective Types of Language Assessment for Young Learners

Many assessment methods can be designed, structured, and used to assess progress and obstacles in aspects of early childhood development. Each method certainly has its own advantages and disadvantages; therefore, the various methods can be used complementary according to the needs of educators. Box, C., Skoog, G., Dabbs, J.M, (2015), claim the accuracy of selecting the assessment method used, the greater the information obtained to develop students and the program of activities provided. The design and preparation of the assessment instrument will be discussed and trained in another session. In education, the results achieved are usually assessed by certain methods, so that the achievement of the expected goals can be well known.

In a person's life span, the learning outcomes achieved are generally called development. To assess whether the development achieved by a child is adequate, in accordance with the norms in general, or

whether there are certain obstacles in the process of development, all data can be obtained using certain methods. In the following, we will describe the meaning of measurement and assessment, the principles of assessment, the function of assessment, and the commonly used development assessment methods, accompanied by examples of each method. Society often uses the terms measurement and assessment with the same meaning, even though the two are closely related but different from one another.

Measurement is an action to identify the size of the symptoms. Measurement results can be in the form of numbers (quantitative) and or descriptions of reality that describe the degree of quality. For example, the result of measuring the length of a newborn is 57 cm, the result of measuring the weight of a 10-year-old child is 20 kg, and the result of measuring the condition of a 2-year-old child who cannot walk, cannot speak, and so on. The results of these measurements are meaningless if they are not interpreted by comparing the measurement results with certain norms, standards or criteria.

Assessment is an act of interpreting measurement results based on certain norms with the aim of knowing how high or low something is, how heavy an object is, or whether a condition is good or bad. Thus, if a newborn has a body length of 57 cm, the length or height can be assessed according to the average body length of Indonesian babies. Likewise, the condition of a 2-year-old child who cannot walk or speak can be assessed as late in development according to normal child development norms. Thus, it can be concluded that measurement is the identification of a symptom, while assessment is the interpretation of measurement data based on certain norms.

In order for the assessment carried out to achieve adequate results, and be beneficial for the child being assessed as well as for the program implemented, the assessment must meet several requirements:

1. Comprehensive, the assessment carried out must cover all aspects of educational goals, in this case, the aspects of development that are the target of the assessment, covering aspects of (a) moral development and religious values, (b) physical

development, (c) language development, (d) cognitive development, (e) social-emotional development, and (f) artistic development. With a comprehensive picture, it will provide a more meaningful picture of child development, both for educators and parents (Ministry of National Education).

2. Continuous, assessment is carried out in a planned, gradual, and continuous manner to get an accurate picture of developments, and enable it to be used as a basis for decision-making.
3. Objective, the assessment of a symptom must be what it is, and avoid subjectivity. For example, if the child is assessed by himself, the results tend to be good. A subjective assessment will actually be detrimental to child development efforts.

Assessment on the basis of the use of good measuring instruments, namely: (a) Valid: measure what is to be measured. For example, measuring height with a tape measure, not with scales (b) Reliable: the results of the assessment

have a high level of trust, regardless of who is assessing, and when the assessment is carried out. For example, if a 5-year-old child whose height is 120 cm is rated high by anyone who evaluates it, and whenever people evaluate it, the results of the assessment remain stable 5.

Meaningful, the results of the assessment have meaning for educators, parents, children concerned, as well as parties who need it. Assessment has several functions, but specifically related to development, the main functions of assessment in preschool children are:

1. Descriptive function: assessment used to describe the growth and development of children.
2. Predictive function: the judgment used to know the ability of children in the future. Thus, the function of developmental assessment in preschool children is to describe the growth and development of children and predict or know the child's abilities in the future based on this description of growth and development.

Linguistic knowledge includes structural problems (phonology, morphology, syntax),

semantics, vocabulary, spelling, and others. Mastery of knowledge (competence) of this language will ultimately reflect the learner's language behavior. In other words, the skills of the target language learner are largely determined by their knowledge of the target language they are learning. The realm of knowledge is related to intellectual learning outcomes. Evaluation of the realm of knowledge is intended to determine the extent to which the learner has mastered the linguistic theories he is studying. The realm of knowledge can be tested by conducting (1) knowledge tests, (2) interviews, and (3) observations. The test score is determined by how far the learner can answer each question asked. The more students answer correctly, the better their knowledge of the language will be. The language tests include: language sounds test, vocabulary test, and grammar (structure) test.

1. Formative Assessment

Formative assessment is an assessment activity that aims to seek or obtain feedback, which then the results of the assessment can be used to improve a teaching and learning process that is being or has been implemented

(Widiastuti, I.A.M.S, et all: 2020). So, actually, the formative assessment is not only done at the end of each lesson but can also be done when the learning process is in progress. For example, when the teacher is teaching, the teacher asks several questions to students to check or get information on whether students have understood what the teacher has explained. If it turns out that there are still many students who do not understand, then the teacher's next action is to add or improve the way of teaching so that it can really be absorbed by students. From these examples, it is clear that formative assessment is not only in the form of a written assessment and only at the end of the lesson, but can also take the form of oral questions or assignments given during the lesson or after the lesson is over. In this connection, the processes and post-assessments that can be carried out in the learning system are included in formative assessment.

Formative assessment is an assessment of learning outcomes where the evaluation has the purpose to be able to find out, how far the students have been formed (already in accordance with predetermined teaching objectives) after they have followed a learning

process within a certain period of time, then it should also be noted that the term formative comes from the word form which can be replaced as form. Thus, formative assessment is a type of evaluation that is presented in the middle of a teaching program that has a function to monitor, where to be able to find out students' willingness to learn in their daily activities in the process of teaching and learning activities in order to provide feedback, both to students and a teacher. Usually in schools, formative assessment is generally emphasized on lesson materials that will be taught by a teacher, after the teacher has held or carried out a formative assessment, it would be better to follow up again if there are parts that have not been mastered, then before proceed to the new subject matter first repeated or explained again which parts if students have not mastered or understood. Thus, the purpose of formative evaluation is to improve the level of mastery of the material from students and at the same time to improve learning process. Formative understanding can also be interpreted as an assessment carried out at the end of the teaching and learning program to see the level of success of the teaching and learning process itself.

2. Summative assessment

A summative assessment is an assessment that is carried out at the end of the year or the end of the program, or more specifically an assessment that is carried out at the end of the semester from the end of the year. So, the goal is to see the results achieved by students, namely how far the curricular goals have been successfully mastered by students, and even this assessment is focused on product-oriented assessment, not on a process.

A summative assessment is an assessment carried out to obtain data or information on the extent to which a student's mastery of learning achievement of the subject matter he has studied over a certain period of time. Carrasquillo, A. L. (2018) says the function and purpose are to determine whether, with the grades obtained, students can be declared passed. The definition of passing and not passing here can mean: whether or not students can continue to the next module, whether or not a student can take lessons in the following semester, and whether or not a student can be promoted to a higher class. From what has been

stated, it is clear that summative assessment is not only an assessment that is carried out at the end of each semester, but also carried out for example in each module, at the end of each school year or, in the final learning evaluation. From the description above, it can be concluded that the difference between formative assessment and summative assessment does not lie in when or when the assessment is carried out, but mainly in the function and purpose of the assessment or assessment being carried out. If the assessment or assessment is functioning and aims to obtain feedback and then used to improve the teaching and learning process, then the assessment is called a formative assessment. However, if the assessment functions and aims to obtain information on the extent to which student achievement or mastery and learning achievements are then used to determine whether or not a student passes, then the assessment is called a summative assessment.

3. Performance-based assessment

Performance assessment is an assessment that is carried out by observing students' activities in carrying out a job/task.

The purpose of performance assessment is to find out what students know and what they do. Thus, the performance assessment must be meaningful, authentic and can measure student mastery. Authentic means realistic or in accordance with real life. This assessment is suitable for assessing the achievement of mastery of competencies that require students to perform certain tasks. This method of assessment is considered more authentic than the written assessment, because what is assessed reflects the true abilities of the students. Performance appraisal must consider the following:

1. Performance steps that are expected to be carried out by students to show the performance of a component.
2. The accuracy and completeness of the aspects to be assessed
3. Special abilities needed to complete the task
3. Strive for the ability to be assessed not too much so that all can be observed
5. The ability to be assessed is sorted based on the order in which it will be observed. Observation of performance needs to be carried out in various contexts to determine the level of

achievement of certain abilities. Observe students' work, it can be done by using a checklist instrument or rating scale.

4. Diagnostic assessment

The term diagnostic can be described from the origin of the word, namely diagnosis, which means identifying a disease from the symptoms it causes. Just like the work of a doctor, before determining the disease and the right medicine to cure it, a doctor will carry out a careful examination, for example: checking the pulse, breath sounds, knee reflexes, pupil reflexes, urine, blood, and so on. (Brown, H. D :2001). Initial examination like this is called diagnosing while treating is called therapy. Likewise, a teacher to his students. Before being able to provide appropriate assistance, the teacher must administer a diagnostic assessment The analogy of a teacher's work with a doctor's work can be seen in the chart on the side, it can be said that a diagnostic assessment is an assessment used to find out student weaknesses so that these results can be used as a basis for providing follow-up in the form of

appropriate treatment and in accordance with student weaknesses.

Diagnostic assessment has the following characteristics:

1. designed to detect student learning difficulties, therefore the format and responses captured must be designed to have a diagnostic function
2. developed based on an analysis of sources of errors or difficulties that may be the cause of problems (disease) students
3. using questions in the form of supply responses (forms of descriptions or short answers), so that they are able to capture complete information. If there are certain reasons for using the selected response form (for example the multiple-choice form), an explanation must be included why you chose a particular answer so that you can minimize guessing answers, and you can determine the type of error or problem
4. accompanied by a follow-up plan (treatment) in accordance with identified difficulties

In completing a basic competency, the teacher is faced with several questions, first: Which student learning tasks have been satisfactorily accomplished and which ones still need help; Second: Which students are having problems in their studies and need help. To monitor student learning progress the teacher gives formative assessments. This assessment is structured to measure learning completeness or minimum competency completeness. If from the results of the formative assessment it is known that there are students who have not completed it, the teacher conducts an assessment to diagnose the possible sources of the problem.

Where the diagnostic assessment is carried out, it is closely related to the characteristics of the material or aspects of the ability to be assessed (Black, P., and William, D, 1998). Diagnostic assessments can be carried out in the classroom, in the laboratory, outdoors, or even at home in the form of assignments. For example: (a) a skill performance assessment using a microscope, of course, the teacher will choose a laboratory for reasons of safety, work safety, and lighting support capacity, (b) if a problem occurs, for example, students cannot distinguish the shape

of the spine between the finger and pinnate forms, then the assessment the diagnostic is more effective if it is carried out by inviting students who are suspected of having problems to the school garden to distinguish them directly.

A diagnostic assessment is carried out by the teacher, the time needed really depends on the type of problem you want to diagnose (Top.H:2023). For example, to diagnose misconceptions you can use short questions, but to diagnose certain skills requires relatively longer observations. Scoring activities are needed because something that is measured by a diagnostic assessment is a non-physical quantity that cannot be measured directly as we measure the length of wood using a ruler. The scoring of a diagnostic assessment is in principle no different from the scoring of other assessments, but requires more careful tracking and interpretation of responses because it has to find its diagnostic function.

Below are described a number of things that need to be considered in order to properly follow up on the results of diagnostic assessments.

1. Follow-up activities are carried out strictly based on the results of careful diagnostic assessment analysis. Follow-up is not always in the form of remedial activities in class, but can also be in the form of homework, environmental observations, peer tutoring activities, and others according to problems or difficulties faced by students. Follow-up activities are also not always carried out individually, but can also be carried out in groups depending on the characteristics of the problems faced by students.
2. Overcoming problems caused by misconceptions requires the teacher's patience, tenacity, and intelligence.
3. Follow-up activities are given in stages and continuously. Diagnostic assessments are essentially part of daily assessments, so their implementation also needs to be regulated so they don't overlap and don't burden students or teachers.
4. It is necessary to design school programs that support and make it

easy for teachers to administer, report and follow up on the results of diagnostic assessments, for example providing technical facilities and personnel, providing incentives or awards, and other programs that support teacher professionalism.

5. Self-assessment

Self-assessment is an assessment technique by asking students to express their strengths and weaknesses in the context of attitude competence, both spiritual attitudes and social attitudes. Self-assessment is an assessment technique in which students are asked to assess themselves in relation to the status, process, and level of achievement of the competencies they have learned in certain subjects. Self-assessment techniques can be used to measure cognitive, affective, and psychomotor competence.

1. Assessment of cognitive competence in class, for example students are asked to assess their mastery of knowledge and thinking skills as a result of learning from a particular subject. Student self-

assessment is based on the criteria or references that have been prepared.

2. Assessment of affective competence, for example students can be asked to make writing that contains the outpouring of their feelings towards a particular object. Next, students are asked to make an assessment based on the criteria or references that have been prepared.
3. In connection with the assessment of psychomotor competence, students can be asked to assess the skills or skills they have mastered based on the criteria or references that have been prepared. So, it can be concluded that self-assessment is an assessment technique in which students state their weaknesses and strengths in achieving competence both in the cognitive, affective, and psychomotor domains, and in this study students state their strengths and weaknesses. the weakness is about the character of students and this is competence in the affective domain.

There are several types of self-assessment, including:

1. Direct and Specific Assessment

Direct assessment, during or after completing assignments, to assess certain competency aspects of a subject.

2. Indirect and Holistic Assessment

Assessments carried out over a long period of time to provide an overall assessment. Socio-affective assessment, namely an assessment of affective or emotional elements.

The principles that must be considered in self-assessment are:

1. The aspects that students want to assess through self-assessment must be clear.
2. Determine and determine the methods and procedures used in self-assessment, for example with a checklist or with a scale.
3. Determine how to process and determine the value of self-assessment results by students.
4. Make conclusions on the results of the self-assessment carried out by students.

The advantages of self-assessment are:

1. Teachers are able to recognize the strengths and weaknesses of students.
- 2) Students are able to reflect on the subjects that have been given.

2. Statements made in accordance with the wishes of the asker.
3. Provide self-motivation of students in terms of assessing student activities.
4. Learners are more active and participate in the learning process.
5. Can be used as a reference for compiling teaching materials to know the input standards of the students we will teach.
6. Students can measure their ability to follow lessons, students can find out their learning completeness.
7. Train the independence of students.
8. Students know the part that must be repaired. 10) Students understand their abilities.
9. Teachers obtain objective input about the absorption of students.
10. Learners learn to be open with others.
11. Students are able to assess themselves.
12. Students can find their own material.
13. Students can communicate with their friends. While the weakness of the self-assessment.

While the weaknesses of self-assessment are:

1. It tends to be subjective.
2. There may be data that is filled in dishonestly.
3. It is possible for students to rate with a high score.
4. Requires careful preparation and measurement tools.
5. At the time of assessment, students can do their best but outside the assessment there are students who are inconsistent.
6. The results are less accurate.
7. Less open.
8. Maybe students do not understand the abilities they have.
9. Students who are less active usually score less

6. Traditional Assessment

The most widely used traditional assessment tools are multiple-choice tests, true/false tests, short answers, and essays.

1. True/false tests: True/false items require students to make a decision and find out which of two potential

responses is true. Since they are easy to score, it is easy to administer true/false tests. However, guessing might increase the chance of success by 50%. Especially, when the test item is false, it is quite hard to find out whether the student really knows the correct response. One possible solution is to ask the student to provide an explanation for the incorrect item, or rewrite the statement correctly. However, this affects the ease in scoring negatively (Simonson et al., 2000).



TRUE or FALSE

1	There is a clock on the wall.	FALSE	TRUE
2	The book is on the desk.	FALSE	TRUE
3	The cat is sleeping on the bed.	FALSE	TRUE
4	The skateboard is under the desk.	FALSE	TRUE
5	There is a computer in the bedroom.	FALSE	TRUE
6	There are no flowers.	FALSE	TRUE
7	The ball is near the cat.	FALSE	TRUE
8	The window is closed.	FALSE	TRUE
9	The toy car is on the floor.	FALSE	TRUE
10	The guitar is next to the bed.	FALSE	TRUE
11	There is a trophy on the dresser.	FALSE	TRUE
12	The book is opened.	FALSE	TRUE

2. Multiple-choice tests: Multiple-choice tests are commonly utilized by teachers, schools, and assessment organizations for the following reasons (Bailey, 1998, p. 130): 1. They are fast, easy, and economical to score. In fact, they are machine scorable. 2. They can be scored objectively and thus may give the test appearance of being fairer and/or more reliable than subjectively scored tests. 3. They “look like” tests and may thus seem

to be acceptable by convention. 4. They reduce the chances of learners guessing the correct items in comparison to true-false items.



3. Essays: Essays are effective assessment tools since the questions are flexible and assess the higher order learning skills. However, they are not very practical due to the fact that it is very difficult

and time consuming to score the essays. Moreover, subjectivity might be an issue in scoring. Creating a rubric might be helpful to grade the essays (Simonson et al., 2000).

A rubric can be defined as “a criteria-rating scale, which gives the teachers a tool that allows them to track student performance” (Abrenica, online document). Instructors have an option to create, adapt, or adopt rubrics depending on their instructional needs. The templates provided on the web might be helpful for them to adjust the generic rubrics into their own instruction (Shohamy, E. 2001).

4. Short-answer tests: In short-answer tests “items are written either as a direct question requiring the learner fill in a word or phrase or as statements in which a space has been left blank for a brief written answer” (Simonson et al., 2000, p.

270). Furthermore, the questions need to be precise. Otherwise, the items that are open to interpretation allow learners to fill in the blanks with any possible information (Simonson et al., 2000).

SHORT ANSWERS



Fill in the gaps with short answers.

1. Are you happy? Yes,
2. Can he swim? No,
3. Should we tell them? No,
4. Do you like playing football? Yes,
5. Has she got a bike? Yes,
6. Can you send me a postcard from Italy? Yes,
7. Will he come to class next year? Yes,
8. Does his cat catch mice? No,
9. Can she ski? Yes,
10. Do the girls play the piano? Yes,

A. The Process of Selecting Appropriate Assessments for Young Learners

A learning assessment procedure is carried out through five stages. Namely planning, data collection, data verification, data analysis, and interpretation. In the first stage alias planning, the teacher must do several things. Namely

formulating the purpose of the evaluation, identifying the range of competencies to be assessed, making a grid of questions as an initial guide in compiling the evaluation, describing the various indicators listed in the grid into items, testing the validity of the questions made to determine their quality, and rewriting the questions. - questions that have been perfected into the format according to plan.

The next stage is data collection. The teacher checks the results and gives grades from the tests students have done. Then, the teacher carries out the data verification stage by grouping data according to high or low scores, gender, or other things depending on the purpose of the grouping.

The fourth stage analyzes or processes data using statistical and non-statistical analysis techniques. Finally, the teacher interprets or interprets the data. Data interpretation is done by reviewing certain criteria that have been standardized before. The results of the evaluation are then expressed in terms of good/fair/bad, high/moderate/low, pass/fail, and so on. Those are a number of things that must be considered when evaluating learning. Teachers really need to master the things above

so that the assessment given can measure the level of success of learning objectively.

The following steps can guide the process of selecting appropriate assessment for young learners.

1. Identify the purpose of the evaluation. The purpose of the review determines the type of review that is appropriate. For example, if the goal is to assess a young learner's language skills for placement in a language program, an aptitude assessment may be more appropriate than a diagnostic assessment.
2. Decide which skills to assess. The skills assessed should be based on the learning goals of the language program. For example, if your learning goals include speaking and listening skills, assessments that focus on these skills may be more appropriate than assessments that measure reading and writing skills alone.
3. Consider the age and language level of young learners. Assessments should be appropriate to the young learner's development and language level. For example, assessments using complex

language structures and vocabulary may not be appropriate if young learners are unfamiliar with the language.

4. Evaluate the reliability and validity of reviews. Evaluations should include evidence of reliability and validity to ensure that results are accurate and meaningful. The reliability of an evaluation relates to its consistency, and validity relates to whether the evaluation measures what it is intended to do.
5. Decide on the format of the evaluation. The format of the assessment should be appropriate to the skill being assessed and the context in which the assessment will be used. For example, if the assessment will be used for scoring purposes, an online multiple-choice assessment may be appropriate. However, if the assessment is used for diagnostic purposes, a performance-based assessment that requires young learners to produce the language may be more appropriate.
6. Consider cultural and linguistic diversity. Assessments must be culturally and linguistically appropriate for the young

learners being assessed. For example, if an assessment contains images or cultural references that are unfamiliar to some young learners, this can affect assessment performance.

7. Ensure accessibility and shelter. Assessments should be accessible to all young learners, including those with disabilities and those requiring housing. Accommodations may include writers or readers for longer periods.
8. Consider ethical considerations. Evaluations should be consistent with ethical considerations such as informed consent, confidentiality, and impartiality. Also, reviews must not be biased or discriminatory.

A. Characteristics of Different Types of Assessment

The learning process in the 2013 curriculum focuses on changing mindset. The change had an effect on the scoring system so five were born characteristics of the 2013 curriculum assessment that must be mastered by educators in carrying out assessments of their students. The five characteristics of the assessment are

1. Study Complete Learning completeness is the minimum achievement of the competence of each content lessons that must be mastered by students within a certain learning period. The completeness of the attitude aspect (Core Competence-1 and Core competence-2) is shown by the good behavior of the participants educate. If the student's behavior has not shown good criteria then it is done by giving feedback and coaching attitudes directly and continuously so that students show good behavior. Mastery of learning aspects of knowledge and skills are determined by the education unit. Students who have not achieved learning mastery are given the opportunity for improvement (remedial teaching), and students are not allowed to continue learning the next competency before the competency is complete. The completeness criteria are used as a reference by educators to find out the competencies that students have or have not mastered. In this way educators know as early as possible the difficulties of students so that the achievement of

competencies that are less than optimal can be corrected immediately.

2. Authentic The assessment is carried out to measure competence holistically. Aspects of attitudes, knowledge and skills are assessed simultaneously according to real conditions. Assessment is carried out to find out the achievement of student competencies related to real situations not in the school world. Therefore, in conducting the assessment, various forms and assessment techniques are used. Authentic assessment does not only measure what students know but places more emphasis on measuring what students can do.
3. Ongoing Continuous assessment is intended as an assessment that is carried out continuously and continuously during learning. The aim is to get a complete picture of the development of student learning outcomes, monitor processes, progress, and continuous improvement of results using various forms of assessment.
4. Using a variety of assessment forms and techniques Assessment of attitudes,

knowledge and skills uses a variety of assessment techniques in accordance with the characteristics of the competencies to be measured or assessed. Various assessment methods or techniques can be used such as written tests, oral tests, assignments, performance assessments (practice and product), project assessments, portfolios, and observations.

5. Based on the reference criteria Assessment of attitudes, knowledge, and skills using reference criteria. The ability of students is not compared to the group but is compared to the set completeness. The completeness criteria are determined by the education unit by taking into account the characteristics of students, the characteristics of the subjects, and the conditions of the education unit.

Assessment characteristics are divided into 7 types, namely as follows:

1. Consistent teaching and learning activities using the curriculum
The teaching and learning process that takes place refers to a predetermined curriculum.

2. Implementation by the teacher

The ongoing process of teaching and learning activities in accordance with the program activities that have been implemented by a teacher without experiencing obstacles.

3. Implementation by students.

The implementation by students can be seen in several aspects, namely understanding and following the instructions given by the teacher, students participating in learning activities, learning assignments can be completed properly, and utilizing learning resources provided by the teacher.

4. Student learning motivation.

The success of the learning process cannot be separated from the motivation given by the teacher to students before the implementation of the learning process begins. Students' learning motivation can be seen from the student's interest and attention to the lesson, the enthusiasm of students to do the assignments, the responsibility in doing the assignments, and the existence of feedback between the teacher and students.

5. Student Activity

One of the assessments is carried out by looking at the activeness of students during learning.

6. Teacher interaction with students

The two-way reciprocal relationship between teachers and students in the learning process greatly influences assessment.

7. The ability of the teacher to teach

The ability or skill of the teacher to teach is important, in transferring knowledge to students and being able to see the condition of students during learning.

The characteristics described, above can be concluded that the characteristics of the assessment of learning outcomes are absolutely certain teaching and learning activities with the existence of a curriculum, implementation by the teacher, students, liveliness, teacher interaction with students, teacher ability in teaching, complete learning, authentic, continuous, always using a variety of assessment techniques and based on reference criteria.

1) Observation

Teachers need to know the achievements of children in learning, Is the child's growth and development in accordance with established standards? or conversely, the child experiences developmental delays that will bring problems for the child in the future. The teacher's way of knowing things is through observation or observation. Observation is a process of systematic observation and recording of behavior for purposes of the creation of instruction, management, and other services for children.

Observation of children's behavior requires full observation of the child observer. Through observation, the teacher will be able to recognize and understand children as unique individuals, not just as part of a group. Teachers need to know the importance of observation as well the importance of developing the teacher's ability to observe. By practicing a lot and continuing to learn to make observations, the teacher will become more sensitive and able to observe students well. There are three objectives of observing children are: (1) understanding children's behaviour, (2) evaluating child

development, and (3) evaluating progress in learning.

The ability to make observations is a basic asset for teachers can understand children. This ability is very important for development and if it has been mastered properly will give teachers satisfaction. Not only useful to be able to understand children, but also to plan better, as well as useful for evaluating teacher teaching methods. The teacher's observation of children is a process to obtain information about child development as a whole, then the next decision is taken in the interest of children's education. According to Nilsen (2004:2), teachers are estimated to make thousands of decisions in one day. Everything is based on the results of the evaluation of observations regarding the meaning and response appropriate. Observing, deciding and acting activities are carried out over and over again throughout the day.

The observation process is divided into 3 components:

- 1) Observation, namely activities carried out by the teacher to collect information about children. An effective child observer must have the ability to wait and see what it really is.

- 2) Recording is the process of recording and documenting information obtained through observation, to be further compiled and organized so that it becomes a very useful data/tool for children's interests.
- 3) Interpretation, namely the process of reflecting on what the results mean and observations that have been made and documented. The usual interpretation is referred to as conclusions, which are drawn based on what we see and hear. Even though the behavior is observable it is the cause of the emergence of the behavior that appears unobserved.

The advantages of conducting observation are as follows:

1. Increase sensitivity to children in general, in the form of sensitivity about the area of child development, also heightens sensitivity to unique qualities of the world of children. This gives the teacher a deeper understanding of kindness and empathy for children.
2. Deepen understanding of children individually, ie how they think, feel, and

perceive the world, as well what interests, abilities, and response characteristics they have, as well as which are their strengths and weaknesses. This will come in handy when planning a curriculum that meets the needs of the child and in communicating child development to other parties such as parents of children, therapists, or medical personnel.

3. Understand the social relations between fellow children as well as between children and the adults around him. This allows teachers to facilitate relationships between children in the classroom.
4. Sharpen sensitivity about how the environment is used by family children, and school staff so teachers can improve and improve the quality of the environment. e. Increase the ability to share meaningful aspects of child development and the ability to display strength from children's learning. This helps teachers to be able to optimize children's abilities.

Observation or observation as an assessment tool is widely used to measure individual behavior or the process of occurrence

of an activity that is observable, both in the actual situation and in the situation artificial. Observation can measure or assessing results and learning processes such as student behaviour during the study, teacher behaviour during teaching, student discussion activities, student participation in simulations, and the use of visual aids during teaching.

2) Anecdotal records

Anecdotal records are very suitable for use in early childhood learning, considering that they will include behavioral symptoms, attitudes, and behavior of each child during learning. Things that can be written in anecdotal notes can be in the form of achievements, works or an attitude and behavior that occurs in children. The purpose of having anecdotal notes in early childhood learning includes the following: Educators can record all the facts that they see during learning to observe students. Educators are able to develop learning models that suit the needs of students. Educators can understand patterns of behavior in each student easily. Anecdotal records are one of the evaluation instruments that contain recording of behavioral symptoms related to attitudes and

behavior in an activity, both positive and negative.

Anecdotal records are the result of notes that are broad in nature from a situation. Consists of words that describe the actual situation. Anecdotal notes are an observational data collection technique, but this assessment technique is rarely used by educators because they do not understand observing students and have difficulty recording truly meaningful events. There is another meaning which explains that anecdotal records are instantaneous notes containing deep and interesting events or facts about something being observed. For example, if a teacher is teaching in class, he sees students showing certain behaviours, such as paying less attention to lessons, often sleeping in class, often making noise, or incidents outside the classroom, for example in the school canteen the teacher sees students who eat not in accordance with the religious rules, so the teacher immediately takes note of the student's behaviour.

Anecdotal notes are daily journals that record students' actions during the learning process. This note is in the form of a description

of the facts, telling the situation that occurred, the behaviour and speech of the child. These notes are written objectively, without subjective interpretation from educators, for example whiny, lazy, and so on. Because the track record observes many important developmental behaviours of a child, the track record was chosen as the method used in conjunction with development to evaluate a child's developmental abilities.

The purpose of making these notes is for further development of students. The main things recorded in the notes include the name of the child whose development is recorded, the play activities or learning experiences that the child participates in and behavior, including the speech the child conveys during the activity. Anecdotal notes are made by writing down what the child is doing or talking about accurately (accurately), objectively and teacher notes related to emerging indicators of child behavior,

Here are some kinds of anecdotal notes, namely as follows:

1. Evaluative form, describing behavior, activities or situations in the form of an assessment by the teacher based on good-bad, right-wrong, appropriate-

inappropriate, and acceptable-unacceptable measures.

2. The form of general descriptions, notes and general statements about the behavior of students in certain situations.
3. Forms of special descriptions, notes and special statements about the behavior of students in special situations. For example: During recess the weather outside is raining, the children who usually play outside the classroom because of the rainy weather they play in the classroom.
4. Interpretive form, interpretation of the behavior that has been observed by the teacher which is supported by the observed factors.

The characteristics of the anecdotal records are as follows:

1. Simple notes, only record what the child says, the attitude the child expresses both through words and body language, and the behavior displayed by the child.
2. Noting any unusual behavior, both positive and negative.
3. Accurate, and specific objective.

The following are some of the purposes of making anecdotal notes, namely as follows:

1. Bring up more appropriate learning situations to bring back the expected behavior and prevent the reappearance of less rapid behavior
2. Strengthen the teacher's understanding of each child as a pattern or the emergence of a child's profile

Here are some pointers when making anecdotal notes, namely:

1. Consists of words that describe actual events/situations
2. Record incidental/sudden events
3. What is recorded is not in the form of interpretation
4. Recording is coherent, event after event is listed sequentially

Recording should be done immediately after the incident occurred Simple tips for writing anecdotal notes:

1. Carry small paper and writing materials in your pocket
2. Whenever necessary, take it out of the pocket

3. Write a short word or picture that reflects the meaningful behavior that is currently occurring
4. After the children come home, copy anecdotes in a special book/note, just a few sentences

3) Checklist

The checklist is a note that contains indicators of the learning objectives to be achieved. The checklist may include a short anecdotal note to explain the appearance of the checked indicator. Systematic and strategic observation will enable teachers to gather information about children across developmental domains that are within the curriculum.

The purpose of the assessment checklist provides a tool for systematically recording observations provide tools for self-assessment provide examples of criteria for students before collecting and evaluating data about their work record the development of specific skills, strategies, attitudes, and behaviours needed to demonstrate learning clarify students' instructional needs by presenting a record of current achievement.

The assessment technique is a set of ways that must be used and mastered by the teacher in carrying out learning assessments. The assessment technique is a way used to find out information on children's development in participating in activities learning. Checklist is one of the assessment techniques used to assess learning in children early age. The checklist is a list of notes about aspects of child development used to check whether something happened or not. The checklist sheet contains indicators of child development early age for each Basic Competency. Method fills in the table on the checklist sheet, namely by put a check mark or tick (v) in the appropriate column with the results of observations that have been made on child. The results of the checklist are used by educators as material material in communicating with parents to convey about how the child process in learn and what the child has learned.

Steps that must be taken educators in carrying out the assessment check list as following: 1) Identify each skill development 2) Make a list of the expected behavior 3) Make a learning plan that written on the checklist 4) Fill in the check list sheet based on predetermined

rating scale, 5) Keep records of check lists to be reported.

Check list is one technique to do assessment of learning in early childhood. Checklist is a list of notes about aspects of child development used to know if something happened or not by providing a check list or tick (v). Results Assessment can later be used by the teacher to be made guidelines in improving the quality of learning and can reported to parents about the process of child development in participating in learning activities according to achievement standards child development.

4) Portfolios

Understanding Portfolio Assessment is an assessment technique that is carried out by assessing the work of students in the form of a collection of assignments, work, academic / non-academic achievements, which are done / produced by students. Examples of essays, poems, letters, paintings, research reports, group work reports, certificates or tokens of appreciation that have been received by students. This collection describes the interests, development, achievements and creativity of students in a certain period.

The assessment portfolio is not just a collection of student work, but rather a collection of student work from activities that students intentionally do to show evidence of student competence, understanding, and achievement of competence in certain subjects. Portfolio is also a collection of information that teachers need to know as material for consideration in determining steps to improve learning, or increase student learning.

The student portfolio for assessment is a collection of student products, which contains various types of work by a student, for example:

1. Results of student projects, investigations, or practices, presented in writing or with written explanations.
2. Pictures or reports of student observations, in order to carry out assignments for the subject concerned.
3. Situation analysis related or relevant to the subject concerned.
4. Description and diagram of solving a problem, in the subject concerned
5. Reports on the results of investigations about the relationship between concepts in subjects or between subjects.
6. Completion of open questions.

7. The results of typical homework assignments, for example in a way that is different from the way taught at school, or in a way that is different from the way classmates choose.
8. Group work reports.
9. Student work results are obtained by using video recording equipment, audio recording equipment, and computers.
10. Photocopy of certificate or certificate of appreciation that has been received by the student concerned.
11. Work in the subject concerned, which is not assigned by the teacher (at the student's own choice, but relevant to the subject in question).
12. Stories about students' pleasure or displeasure with the subject in question.
13. Stories about students' own efforts to overcome psychological barriers, or self-improvement efforts, in studying the subject concerned.

Portfolio Assessment Steps Portfolio assessment can be carried out in the following steps:

1. Explain to students the purpose of portfolio assignment.

2. Describe portfolio samples that can be used.
3. Students are required to collect and archive portfolios.
4. Include the date of manufacture on each evidence (evidence of learning outcomes)
5. Determine the criteria for evaluating portfolio samples.
6. Make improvements to portfolios that do not meet the criteria.

Each student's work according to Competency Standards/Basic Competency that is included in the portfolio list is collected in one file (place) for each student as proof of work. Scores for each criterion use a rating scale of 0 - 10 or 0 - 100. The better the results seen from the student's writing, the higher the score given. The description column is filled with the teacher's notes about the weaknesses and strengths of the writing being assessed.

Portfolio is a collection of files or archives stored in the form of bindings such as folders. Portfolios can be defined as a collection of the work of a person either in written form, works of art, as well as various performances stored in cassette form videos or videos. But a portfolio is not a collection of someone's work. Portfolios

need to be organized according to the purpose of the assessment. A portfolio assessment is an ongoing assessment based on the accumulated information that shows the development of students' abilities in a period certain. This information can be in the form of students' work from the process of learning that is considered the best by students.

In portfolio assessment, the teacher acts as a facilitator. Students are required more activities thus demanding independence which is the responsibility of the student. By because as a facilitator, the teacher must encourage this responsibility. As has been stated portfolio assessment is an assessment that consists of a collection of student work that is arranged systematically to demonstrate and prove learning efforts, learning outcomes, and learning processes progress (progress) made by students within a certain period of time. Collection or a collection of students' work requires the full participation of students to participate in determining the criteria and selection of materials to be included in the portfolio.

A portfolio assessment basically assesses student works on an ongoing basis, individuals

in one period for a subject. End of a year period the work is collected and assessed by teachers and students. Based on information on these developments, teachers and students themselves can assess the development of student abilities and continue to make improvements. Thus, the portfolio can show the development of learning progress of students through their work, for example in the form of recordings of learning progress and child psychosocial (developmental), records of special achievements achieved by students (showcase), a thorough record of student learning activities from start to finish (comprehensive), or a collection of competencies that have been mastered by children cumulatively (exit), essays, poems, letters, and others. Must be distinguished understanding between a portfolio as a collection of works that are placed in one folder, with a portfolio as an assessment model to monitor development and improve student performance in education school which is commonly known as portfolio assessment.

Things that need to be considered and used as a guide in the use of portfolio assessment in schools, include:

1. The portfolio should have clear assessment criteria
2. Documented information or works can come from all people who know students well, such as teachers, peers students, and teachers in other subjects.
3. Portfolios can consist of various forms of information, such as essays, results paintings, test scores, photos of work, and others.
4. Portfolio quality must be continuously improved from time to time-based on works that meet the criteria.
5. Each subject may have a very portfolio form different from other subjects.
6. Portfolios should be open to people who are directly involved interested in the work, such as teachers, schools, parents of participants students, and students themselves.

Using portfolio assessment in the classroom requires the following steps.

1. Explain to students that the use of portfolios, not only is a collection of student work that is used by the teacher for assessment but also used by students themselves.

2. By looking at the portfolio students can know their ability, skills, and interests. This process will not occur spontaneously. but it takes time for students to learn to believe in the results of their own judgment.
3. Determine with students concerning what portfolio samples are Portfolios will be made between students, one and the other can be the same could be different.
4. Collect and store the works of each student in one folder or folders at home or each locker at school.
5. Give the date of manufacture on each material development information students so that you can see the difference in quality from time to time.
6. Determine the criteria for assessing portfolio samples and their weights with para learners.
7. Ask students to assess their work on an ongoing basis. Teachers can guide students, on how to assess with provide a description of the advantages and disadvantages of the work, as well as how to fix it.

8. After a work is assessed and its value is not satisfactory, then the participant students are given the opportunity to improve. However, between students and teachers need to make a "contract" or agreement regarding the time period of revision.
9. If necessary, schedule a meeting to discuss the portfolio.

There are some types of portfolios such as:

1. Process Portfolio This type of portfolio contains all of the student's work in a particular field and within a certain time. This type of portfolio contains stages of experience students have in doing learning tasks. This type of portfolio can describe the overall process and student development, the difficulties experienced by students, the stages of experience experienced by students, and the abilities of students to achieve a learning goal.
2. Exhibition Portfolio Portfolios of this type contain the best results of the student's work to be exhibited to school principals, parents and the community. Type portfolios served as

storefronts that showcased certain merchandise. Portfolios of this type tend to be final products. In addition, the function of This type of portfolio is rewarding and increases the self-esteem of students through the publication of their works.

3. Reflection Portfolio This type of portfolio focuses on reflecting on learning processes and outcomes which has been done. This type of portfolio contains a collection of processes and results of student work in a certain field within a certain period of time, self-assessment by students towards the work produced, the teacher's assessment of student work, and conclusions about quality and yield. This portfolio is used by teachers as an assessment tool and also to help students reflect on what they have studied.

The advantages of Portfolio Assessment include:

1. Student learning progress can be seen clearly at any time

2. The focus on the best work of students gives an influence positive for learning
3. Comparison of past and present student work provides greater motivation than comparing the work results of students with one another. Comparisons like this will show the development of students' work from time to time.
4. Personal assessment skills are enhanced through the selection of examples of the best work and providing an assessment on choice.
5. Presenting an assessment of individual differences
6. Presenting clear communication in the progress of learning to students, parents, and others.

An interview is a method to collect information materials carried out by doing a question and answer verbally unilaterally, face to face, and with the same direction has been determined. As an assessment tool, interviews can be used to assess the results and learning process. The advantage of the interview is that you can make direct contact with students so that they can express answers more freely and deeply. Through interviews, data can be

obtained in the form of qualitative and quantitative. Questions that are not clear can be repeated and explained again.

There are two types of interviews are structured interviews and free interviews.

1. Structured interview is a structured interview possible answers have been prepared so that students just categorize it into alternative answers that are made. The advantage is that it is easy to process and analyze for manufacturing conclusions.
2. Free interview In a free interview, answers do not need to be prepared so students are free to express their opinions. The advantage is more information-dense and complete even though we have to work hard in analyzing it because the answers vary. There are three aspects What must be considered in conducting interviews the initial stage of conducting interviews, using questions, and recording the results interview.

In the early stages of the interview aims to condition the situation interview. After the initial conditions were good enough, then questions were asked according to the purpose of the

interview. Questions are asked in stages and systematically. Then the final stage, is to record the results of the interview. The results of the interview should be recorded at that time so as not to forget. noted The results of structured interviews are quite easy because all you have to do is give a mark of alternative answers. Whereas in open interviews we need to take notes on the main contents of student answers on a separate sheet

7. Interviews/Conferences

Interviews are a way of gathering information material which is carried out by conducting oral debriefing unilaterally, face to face, and with a predetermined direction. As an assessment tool, interviews can be used to assess learning outcomes and processes. The advantage of interviews is that they can have direct contact with students so that they can express answers more freely and in-depth. Through interviews, data can be obtained in qualitative and quantitative forms. Questions that are not clear can be repeated and explained again. There are two types of interviews namely structured interviews and free interviews.

1. Structured interview

In structured interviews, possible answers have been prepared so that students just categorize them into the alternative answers that are made. The advantage is that it is easy to process and analyze to make conclusions.

2. Free interview

In free interviews, answers do not need to be prepared so that students are free to express their opinions. The advantage is that the information is more dense and complete, even though we have to work hard to analyze it because the answers vary. There are three aspects that must be considered in conducting interviews, namely the initial stages of conducting interviews, the use of questions, and the recording of interview results.

In the early stages of the interview aims to condition the interview situation. After the initial conditions were good enough, then questions were asked according to the purpose of the interview. Questions are asked gradually and systematically. Then the final stage is to record the results of the interview. The results of the interview should be recorded at that time so as not to forget. Recording the results of structured

interviews is quite easy because all you have to do is mark the alternative answers. Whereas in open interviews we need to record the main contents of student answers on a separate sheet.

8. Project and presentation

Project appraisal is an appraisal performed on a task that must be done completed within a period or term certain time. The task is a form of investigation or inquiry. The form of an investigative task or investigation makes this task takes a long time in the solution. Hence, the task project starts with planning, data collection, organizing, processing, and presentation of data. Project appraisal is an assessment of the task which contains investigative activities and must be completed within a certain time. Project assessment is a form of authentic assessment. Project appraisal is a task that is given to students group. Given project assignments is a context-related tasks in real life. Hence the task can increase the participation of learners. Meanwhile, project appraisal is an evaluation of a process investigation to be completed within a certain time. Project appraisal has a wider range with regard to its benefits where the task given

have meaning for human life. Based on some of the opinions above can it was concluded that project appraisal was used to assess a task that is shaped by investigation or inquiry. which task given takes a long time in its solution because it starts from planning to reporting. The final result of a project assignment is a results report investigation or inquiry. It's this report which will be the object of evaluation on project appraisal. The difference between Project Appraisal and Performance and Products Project appraisal is different from performance and product appraisal. Difference This can be seen in several ways. Project appraisal is used to assess investigative activities. While assessing performance is used to assess the ability of students in doing something. Performance is the assessments of students' ability to perform tasks in real-life contexts". Because it can be assessed through observation. Assessed project assignments take time relatively long completion while performance requires a relatively short time. Project appraisal is used to assess common project tasks in groups considering the workload which is heavy while performance appraisal is for assessing the performance of students who tend to be more individual.

Project appraisal also has a difference from the assessment of the product in several things. Product ratings are used to assess the ability to make products, technology, and arts. That is, more product ratings focused on the assessment of which there are objects produced or produced. These objects are between other food, technological tools, and works of art. While on project appraisal, object Assessment is the result of an investigation in the form of an investigative report. On the assessment product, the resulting object possible to have the same characteristics accordingly to the teacher's instructions. In this case, The product emphasizes a lot of quality the result alone is not in the manufacturing process. Meanwhile, on project appraisal though using the same object of investigation different reports may be generated due to the focus or research question being investigated differently.

The advantages possessed by the assessment project are as follows:

1. Project work is an internal part of a standardized learning process, pedagogically charged and meaningful to learners.

2. Provide opportunities for students to express competence mastered completely.
3. More efficient and produce products (report).
4. Generate competency mastery values that can be held accountable. On a practical level, there are a number of research results that show the advantages of project appraisal.

Project appraisal also has several lacks. The disadvantages of project assessment are as follows.

1. It takes a lot of time for good teachers in the appraisal process
2. Requires a lot of time in terms of supervision in order to guarantee the implementation of tasks by students
3. Learners can experience a level of unequal difficulty for tasks same project. This is because of the unequal abilities
4. There is no opportunity to repeat the same project task if experiencing failure given the time availability

Basically the use of a learning assessment technique in the form of whatever has the same goal viz able to know or measure the level of

student success in learning. therefore, any evaluation model learning must have assessment criteria so that the assessment will be can be implemented later to assess and measure the ability of participants to educate not only from an aspect for example only cognitive aspects but from several aspects. Apart from that it is necessary for a completely objective assessment. There are seven criteria to determine the quality of the project assessment. The seven criteria are described below

1. Generability. Generability is related to level capabilities and whether the project tasks are adequately done by students used in generalizing other tasks. The meaning is increasingly a project task can be compared with another task then the quality of the task is better. The assumptions used for project assignments are weighted as another form of assignment.
2. Authenticity. Authenticity means to what extent tasks given are similar or have a resemblance to real-life practice faced by students on a daily basis.

Steps that can be taken in evaluating different projects with other ratings. One of The cause is

project appraisal requires careful planning. This matter is because the project appraisal requires sufficient completion time long. Determination of project tasks that too suddenly or in the middle of the semester can result in unfinished project tasks. So, assessment project becomes difficult. The project appraisal step can be carried out in two stages. First is step beginning. The first step is more aimed at an effort to prepare students to face a project appraisal technique. Following is the first step that can be taken by teachers in conducting project assessments.

1. Determine the type of project tasks in a year.
2. Arrange a schedule for each project if there is more than one task project. Scheduling can be done with students. The schedule mentioned is the schedule in general and yet a detailed implementation plan.
3. Provide some examples of project reports that have been completed by students. Matter it serves to illustrate the form of the project report to be they make.

4. Indicate the assessment criteria to be used. Make sure students know what is only to be assessed.
5. Attempt students to do the exercise evaluation in order to know the report's good project work.

Based on the above description can be said that the project appraisal is an assessment of a task that is Investigation starting with planning up to reporting. The project appraisal object is an investigative report. Evaluation The project has advantages especially related to the development of critical-thinking learners. Project tasks must fulfill seven criteria for guaranteeing project assignments have good quality.

9. Quizzes and Assessments

A quiz is a simple, informal assessment of a student's knowledge. Quizzes are commonly used to easily test a student's understanding of course material and provide teachers with insight into student progress and knowledge gaps. A quiz is a short knowledge test often using multiple-choice, fill-in-the-blank, true/false, and short-answer question formats. Quizzes are much shorter than traditional tests

and exams and have little impact on your final grade in a course.

C. The Examples of Assessment and The Instruments

1. Assessment for Reading → assessment reading which can be used in assessing students' English reading skills include

a. Multiple-choice items

CONTAINERS MULTIPLE CHOICE TEST
Look at the pictures, choose and circle the correct option.

1  a) box b) cup c) bowl d) tube	2  a) glass b) tin c) basket d) pocket	3  a) bottle b) tub c) jar d) mug	4  a) can b) spray can c) carton d) jug
5  a) tub b) mug c) pocket d) jug	6  a) tube b) glass c) spray can d) jug	7  a) box b) bowl c) cup d) can	8  a) jar b) basket c) bottle d) can
9  a) bottle b) basket c) tin d) cup	10  a) can b) jar c) box d) tub	11  a) jug b) spray can c) carton d) mug	12  a) bowl b) can c) tube d) pocket
13  a) carton b) jug c) can d) bowl	14  a) walk b) spray can c) cup d) bottle	15  a) pocket b) tin c) glass d) basket	16  a) tub b) mug c) box d) jar

b. True-false items



TRUE or FALSE

1	There is a clock on the wall.	FALSE	TRUE
2	The book is on the desk.	FALSE	TRUE
3	The cat is sleeping on the bed.	FALSE	TRUE
4	The skateboard is under the desk.	FALSE	TRUE
5	There is a computer in the bedroom.	FALSE	TRUE
6	There are no flowers.	FALSE	TRUE
7	The ball is near the cat.	FALSE	TRUE
8	The window is closed.	FALSE	TRUE
9	The toy car is on the floor.	FALSE	TRUE
10	The guitar is next to the bed.	FALSE	TRUE
11	There is a trophy on the dresser.	FALSE	TRUE
12	The book is opened.	FALSE	TRUE

c. Matching items

Match the words

fish

chair

dog

fan

egg

dad

boy

door

cup

cat

abcdefghijklmnopqrstuvwxyz



d. Short answer


SHORT ANSWERS

Fill in the gaps with short answers.



1. Are you happy? Yes,
2. Can he swim? No,
3. Should we tell them? No,
4. Do you like playing football? Yes,
5. Has she got a bike? Yes,
6. Can you send me a postcard from Italy? Yes,
7. Will he come to class next year? Yes,
8. Does his cat catch mice? No,
9. Can she ski? Yes,
10. Do the girls play the piano? Yes,

e. Gap filling tasks


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Passive Voice — Gap filling

Fill in the gaps with **is, was, has** or **will**, as in the example.

Example:
My sister _____ been invited to visit the USA.
Answer:
My sister **has** been invited to visit the USA.

1. James _____ asked to close the door.
2. The airport _____ be finished next year.
3. English _____ taught as a second language in many countries.
4. The computer _____ been repaired.
5. The bicycle _____ bought last month.
6. Ava _____ been asked to stay for a while.
7. A new mall _____ be opened in three days.
8. This table _____ made of wood.
9. The burglar _____ been caught by the police.
10. The plant _____ watered twice a week.

- a. Essay items
- b. Reading and doing
- c. Reading and retelling

2. Assessment for Listening → Listening assessment which can be used in assessing students' English reading skills includes Circling the different sounds or

the same sound, Pointing to a picture or object, Pointing to a word, Responding to simple commands (just like in Total Physical Response) or a song like Head and Shoulders Knees and Toes) or following oral directions, Selecting the appropriate picture, drawing or coloring a picture, matching two pictures or a word with a picture, indicating Yes/No with thumbs up/down, numbering or putting pictures in sequence.

3. Assessment for Speaking → Brown and Abeywickrama suggest five different categories of speaking performance assessment tasks: imitative, intensive, responsive, interactive and extensive tasks.

4. Assessment for Writing → assessment for writing can be done by these instruments, such as constructing paragraph, picture description, writing monologue/dialogue, text construction task.

5. Assessing Vocabulary → Vocabulary assessment which can be used in assessing students' English reading skills includes:

a. **Matching pictures with words**



b. Matching opposites,

opposite

match the words with it's opposite

<ul style="list-style-type: none"> • cold • big • begin • back • dry • east • enter • on 	<ul style="list-style-type: none"> • end • front • hot • small • off • exit • west • wet
--	--

c. Matching synonyms,

Name _____

Synonyms

Directions: Match each word to its synonym.

hard	silly
fast	tug
funny	yell
listen	quick
pull	difficult
shout	hear

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c. Labeling pictures,

My classroom

Label the objects in the picture

blackboard	clock	toys	lamp	calendar	ball
plants	pencil	schoolbag	books	globe	table
paintbrush	pen	pictures	bookshelf	chair	map
eraser					

LIVEWORKSHEETS

d. Unscrambling words,

WORD SCRAMBLE

Unscramble the letters and write the names of pictures!

	rudm		baml
	slfh		feal
	rife		kasm
	toag		kora
	fitg		pihs
	lgue		tras

ACADEMYSIMPLE

- e. **Providing missing letters in words,**


Missing Letters

 c o m <input type="text"/>	 <input type="text"/> o o r	 <input type="text"/> o o k
 <input type="text"/> o g	 <input type="text"/> u s	 <input type="text"/> i r d
 b e <input type="text"/>	 <input type="text"/> a l l	 t a <input type="text"/> l e
 b r e a <input type="text"/>	 <input type="text"/> e a r	 <input type="text"/> a g
 a <input type="text"/> p l e	 <input type="text"/> o n u t	 <input type="text"/> o x

f. **Completing word puzzles,**

WORD SEARCH PUZZLE

IN THE OVEN



The words appear UP, DOWN, BACKWARDS, and DIAGONALLY. Find and circle each word.

Y	D	S	D	E	G	R	E	E	S	A
A	I	A	B	I	E	K	A	C	D	E
L	N	G	R	A	G	O	P	O	R	L
C	N	P	E	V	K	I	B	U	S	E
O	E	R	A	R	Z	E	T	E	S	C
O	R	O	D	Z	E	A	H	A	A	T
K	K	G	A	N	R	L	G	D	L	R
M	C	R	A	E	A	K	I	G	G	I
H	A	A	P	T	C	S	L	O	I	C
E	R	M	E	O	H	K	C	I	R	B
A	E	M	L	A	I	D	N	A	P	B
T	C	C	L	E	A	N	R	O	O	D

BAKE	CLOCK	DOOR	PAN
BREAD	COOK	ELECTRIC	PIZZA
BRICK	DEGREES	GAS	PROGRAM
BROILER	DIAL	GLASS	RACK
CAKE	DIGITAL	HEAT	TEMPERATURE
CLAY	DINNER	LIGHT	
CLEAN	DISH	METAL	

Summary for this Chapter

Assessment is not just to find out the achievement of student learning outcomes. Assessment can improve students' abilities in the learning process. So far, assessments tend to be carried out only to measure the results learned by students. Thus, the assessment is positioned as if activities are separate from the learning process. Collecting information on the achievement of student learning outcomes requires assessment techniques and instruments, as well as analytical procedures according to the characteristics of assessment of each. educators must formulate a number of competency achievement indicators. Educators or educational units (schools) must also determine achievement minimum completeness criteria. Assessment of learning outcomes by educators consists of an assessment of attitudes, knowledge, and skills.

EXERCISE

1. What is the differentiation between formative and summative assessment
2. What are the purposes of conducting a diagnostic assessment?
3. Please mention the characteristics of the Diagnostic assessment!
4. There are some principles of self-assessment. Please mention and describe them briefly?
5. Mention the Process of Selecting Appropriate Assessments for Young Learners!
6. Assessment based on the systematic collection of learner work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or the learner's developmental progress. The advantages of Portfolio Assessment include
7. Interviews are a way of gathering information material which is carried out by conducting oral debriefing unilaterally, face to face, and with a predetermined direction. There are two types of interviews. Please mention and describe them briefly!
8. What is assessment project and what are the advantages possessed by the assessment project?

9. There are seven criteria to determine the quality of the project assessment. Please mention them clearly!
10. Give an example of assessment type for assessing the young learners speaking, writing, listening and reading!

PART V
Designing Effective Assessment
Activities to Assess Young Learners'
Receptive Skills

Teaching a particular language involves teaching its various skills. The major language skills include: reading, listening, speaking, and writing. The first two are referred to as receptive skills. Receptive skills, also known as *passive skills* are meant to be used for receiving or understanding a language. The main objective of receptive skills is not the teaching of more grammar and vocabulary, but the development of the learners' ability to understand and interpret texts using their existing language knowledge.

Assessing young learners' language receptive skills can be challenging due to several factors. Firstly, young learners may have limited attention spans and may find it difficult to concentrate for extended periods of time. This can make it difficult to assess their listening and reading comprehension skills, as they may not be able to fully engage with the material being presented to them (Pukas, A. 2017).

Secondly, young learners may not yet have fully developed language skills, which can make it difficult to assess their receptive skills accurately. Children may struggle with vocabulary or sentence structure, which can make it hard for them to understand spoken or written language, even if they have good listening or reading comprehension skills.

Thirdly, young learners may have different levels of language exposure and proficiency, which can make it challenging to compare their receptive skills accurately. Children who come from homes where English is not the primary language spoken may have different levels of exposure to English and may have varying levels of proficiency.

Fourthly, young learners may experience anxiety or nervousness during assessments, which can affect their performance. Children may feel overwhelmed by the testing environment or may be intimidated by the examiner, which can impact their ability to demonstrate their true receptive skills.

Finally, the assessment instruments used to assess young learners' receptive skills must be age-appropriate and engaging. Traditional assessment methods, such as written tests, may

not be appropriate for young learners who are still developing their reading and writing skills. Alternative assessment methods, such as interactive games or activities, may be more appropriate and engaging for young learners.

Assessing young learners' language receptive skills can be challenging due to factors such as limited attention spans, varying language exposure and proficiency levels, and anxiety or nervousness during assessments. However, by using age-appropriate and engaging assessment instruments and taking into account individual differences in language development, educators can gain valuable insights into young learners' receptive skills and provide targeted support to help them develop these skills further.

There are two approaches to be adapted to the 'receptive' skills (Gabrielatos, 1995):

1. Reading and listening for Gist: students read or listen for an overall, general understanding of a particular text, story, or tape script. Students are encouraged to devote less attention to the individual meaning of words and phrases.
2. Reading and listening for Specific Information: students read or listen for

specific information. Students are encouraged to understand information or specific language items in more detail.

Surely, receptive skills development can be combined with language input in the same lesson, but the procedures need to be staged in such a way that the 'language' component does not cancel out the 'skills' one. This means that explaining all the unknown lexis before learners read or listen to a text will cancel out training in inferring the meaning of lexis in the text.

A. Constructing Assessment for Reading Skills

Good readers enjoy reading, get better at it, read more, and consequently improve both their reading skills and their general language ability. When children have difficulties with reading, however, they start to dislike it, read less, don't improve, and consequently have more reading problems and grow to dislike it even more. To prevent spiralling negative attitudes, we need to help children to improve their reading skills and learn to enjoy reading from the very beginning. One way to help children improve their reading skills is to train them to use the sub-skills involved, such as skimming and scanning. Poor

readers have often learned only one style of reading, usually intensive reading. The inability to differentiate between reading skills usually makes readers slow and dependent on every single word they read, whereas good readers are fast, and are able to predict content and guess the meaning of words from the overall context of the passage. These are skills that can be developed by training.

The most common reading comprehension assessment involves asking a child to read a passage of text that is leveled appropriately for the child, and then asking some explicit, detailed questions about the content of the text (often these are called IRIs). There are some variations on reading comprehension assessments, however. For example, instead of explicit questions about facts directly presented in the text, the child could be asked to answer inferential questions about information which was implied by the text, or the child's comprehension might be tested by his or her ability to retell the story in the child's own words or to summarize the main idea or the moral of the story. Another common reading comprehension assessment is called a "cloze" task-words are omitted from the passage, and

the child is asked to fill in the blanks with appropriate words. Also, young children's reading comprehension can be assessed by asking them to read and follow simple instructions, such as, "Stand up" or, "Go look out the window."

Young learners' reading skills refer to their ability to decode and comprehend written language. Reading is an essential skill that underpins many areas of learning, including language development, critical thinking, and problem-solving. There are several sub-skills involved in reading, including:

1. Phonemic awareness: This involves the ability to recognize and manipulate individual sounds in spoken language. Young learners with strong phonemic awareness skills are better able to recognize letter sounds and decode words when reading.
2. Phonics: Phonics involves the ability to connect sounds with their corresponding letters and letter combinations. Young learners with strong phonics skills can sound out unfamiliar words when reading.

3. Vocabulary: Vocabulary refers to the words and phrases that learners understand and can use in spoken and written language. Young learners with strong vocabulary skills can understand and use a wide range of words and phrases when reading.
4. Fluency: Fluency refers to the ability to read with accuracy, speed, and expression. Young learners with strong fluency skills can read smoothly and quickly without struggling to decode words.
5. Comprehension: Comprehension involves the ability to understand the meaning of written language. Young learners with strong comprehension skills can read and understand texts at an appropriate level of difficulty, making connections between what they read and what they already know.

EFL teachers can face several difficulties when constructing assessments for young learners' reading skills, including:

1. Limited assessment options: There are a limited number of standardized tests and assessment tools available for young

learners, especially those who are non-native speakers of English. This can make it challenging for EFL teachers to choose the most appropriate assessment for their learners.

2. Complexity of reading skills: Reading is a complex skill that involves several sub-skills, such as decoding, comprehension, and fluency. It can be challenging for EFL teachers to design assessments that accurately measure all of these skills.
3. Age-appropriateness: young learners have shorter attention spans and may find it difficult to focus on lengthy reading passages or complex assessment tasks. EFL teachers need to design assessments that are age-appropriate and engaging to keep learners motivated and interested.
4. Language barriers: young learners who are non-native speakers of English may struggle with reading in English, making it difficult for EFL teachers to accurately measure their reading skills. Teachers need to ensure that the language used in assessments is appropriate for learners' proficiency levels and that assessment

tasks are designed to be language-neutral wherever possible.

Time constraints: EFL teachers often have limited time to design and administer assessments, especially in large classes with diverse learners. This can make it challenging to create assessments that accurately measure all learners' reading skills. There are various assessment activities that EFL teachers can use to assess young learners' reading skills. Some of these activities include:

1. Word recognition assessments: This type of assessment measures learners' ability to identify and read individual words. The teacher can provide a list of words or flashcards with words on them, and learners are asked to read them aloud.
2. Reading comprehension assessments: These assessments measure learners' ability to understand written texts. The teacher can provide a short reading passage and ask learners to answer questions about the text to assess their comprehension.
3. Cloze tests: This type of assessment measures learners' ability to understand context clues and fill in missing words in

a text. The teacher can provide a reading passage with words missing, and learners are asked to fill in the blanks with appropriate words.

4. Running records: A running record is an assessment that measures a learner's reading fluency and accuracy. The teacher listens to the learner read aloud and records errors, miscues, and self-corrections to assess their reading proficiency.
5. Retellings: This type of assessment measures learners' ability to recall and summarize what they have read. The teacher can provide a short text and ask learners to retell the story or provide a summary of the main points.
6. Reading logs: Reading logs are an assessment tool that measures learners' reading habits and progress over time. The teacher can provide a reading log for learners to record the books they read and their thoughts on the texts.

B. Constructing Assessment for Listening Skills

Young learners' listening skills refer to their ability to understand and interpret spoken language. Listening is a critical language skill that forms the foundation for communication and language acquisition. It is also an essential skill that is necessary for success in academic, social, and professional contexts. Therefore, developing young learners' listening skills is crucial for their overall language development.

Young learners' listening skills involve several sub-skills, such as:

1. Recognizing sounds: This involves recognizing individual sounds and their pronunciation. Young learners should be able to differentiate between similar-sounding words and understand the difference in pronunciation.
2. Understanding basic vocabulary: Young learners need to understand basic vocabulary words in order to comprehend spoken language. They should be able to recognize and understand basic nouns, verbs, and adjectives.
3. Comprehending sentences: Young learners should be able to comprehend

simple sentences that are spoken at a moderate pace. They should be able to identify the main idea, supporting details, and context of a spoken sentence.

4. Following instructions: Young learners should be able to follow basic spoken instructions given by teachers, parents, or peers. These instructions may involve simple tasks such as putting toys away or drawing a picture.
5. Inferring meaning: Young learners should be able to infer meaning from spoken language. They should be able to use context clues to determine the meaning of unfamiliar words or phrases.

Constructing assessments for young learners' listening skills requires careful consideration of several key concepts. Here are some of the concepts that EFL (English as a Foreign Language) teachers should consider when designing assessments for young learners' listening skills:

1. Authenticity: Assessment tasks should be designed to simulate real-life listening situations as closely as possible. This means using age-appropriate materials that are relevant to the learners' interests

and experiences. Authenticity can help to engage learners in the assessment process and provide a more accurate measure of their listening skills.

2. Comprehension: Listening comprehension is the ability to understand spoken language. Assessment tasks should be designed to measure learners' comprehension of different types of language, such as conversations, lectures, and stories. The tasks should also test different aspects of comprehension, such as main idea, supporting details, inference, and vocabulary.
3. Context: Listening comprehension is heavily influenced by context, including the social, cultural, and linguistic context in which the language is used. Assessment tasks should, therefore, be designed to test learners' ability to comprehend language in different contexts. For example, learners might be asked to listen to a conversation between two friends, a teacher and a student, or a parent and a child.

4. Task design: The design of assessment tasks should take into account the cognitive and linguistic abilities of young learners. Tasks should be designed to be clear and simple, with instructions that are easy to understand. Learners should also be given ample time to complete the tasks and should be provided with feedback on their performance.
5. Feedback: Feedback is an essential component of any assessment. It provides learners with information about their strengths and weaknesses and helps them to improve their listening skills. Feedback should be constructive, specific, and focused on the learner's performance rather than their personality or character. It should also be provided in a timely manner, so that learners can use it to guide their learning.

Here are some examples of listening assessment activities for young learners:

1. Picture dictation: The teacher describes a simple picture and the learners draw what they hear. The teacher can assess the learners' ability to understand and follow

instructions and their comprehension of the language used.

2. Story retelling: The teacher reads a short story to the learners and they retell the story in their own words. This activity assesses the learners' ability to comprehend and recall information from the story.
3. Fill in the blanks: The teacher plays a short audio clip and the learners complete a worksheet with missing words. This activity assesses the learners' ability to recognize and understand vocabulary in context.
4. Yes/No questions: The teacher plays a short audio clip and asks the learners yes/no questions related to the content of the clip. This activity assesses the learners' ability to comprehend and respond to simple questions.
5. Multiple choice questions: The teacher plays a short audio clip and the learners answer multiple choice questions related to the content of the clip. This activity assesses the learners' ability to comprehend and make inferences based on the information presented.

6. Listening to instructions: The teacher gives a series of instructions and the learners follow the instructions. This activity assesses the learners' ability to understand and follow instructions.
7. Guessing game: The teacher plays a short audio clip and the learners guess what the clip is about based on their understanding of the language used. This activity assesses the learners' ability to comprehend and make inferences based on limited information.

Summary for this Chapter

The discussion above focused on the importance of assessing young learners' receptive skills, including listening and reading skills, in the context of EFL teaching. We explored the characteristics of these skills and the challenges that EFL teachers face in constructing assessments that are valid, reliable, authentic, appropriate, and fair.

Assessing young learners' receptive skills is important because it allows EFL teachers to gain insight into their students' language development and to identify areas where additional support is needed. This can help to ensure that young learners receive the best possible education, and that they are able to achieve their full potential in English language learning.

Constructing appropriate assessments for young learners' receptive skills requires EFL teachers to have a range of skills and knowledge, including an understanding of language development, an ability to select and create appropriate assessment materials, and an ability to provide feedback that is specific,

constructive, and focused on areas for improvement.

There are several challenges that EFL teachers may face when constructing assessments for young learners' receptive skills, including difficulties with selecting appropriate materials, creating clear and concise instructions, and ensuring that assessments are fair and unbiased. To address these challenges, EFL teachers must be creative, flexible, and responsive to the needs of their students.

In terms of specific assessment activities, we discussed a range of approaches that can be used to assess young learners' listening and reading skills, including multiple-choice questions, short answers, and open-ended questions. These assessments should be designed with the characteristics of good assessment in mind, including validity, reliability, authenticity, appropriateness, construct relevance, clear instructions, fairness, feedback, and flexibility.

Overall, the discussion highlights the importance of effective assessment in the EFL classroom and the need for EFL teachers to be skilled in constructing assessments that accurately measure young learners' receptive

skills. By doing so, EFL teachers can provide targeted support and feedback that can help their students to develop strong language skills and achieve success in English language learning.

EXERCISE

Answer the following questions after studying the discussions above!

1. What is the importance of assessing young learners' receptive skills?
2. What are some examples of young learners' receptive skills?
3. What are the characteristics of good assessments for assessing young learners' receptive skills?
4. What are some of the challenges that EFL teachers face in constructing assessments for young learners' receptive skills?
5. What are some of the skills that EFL teachers need to construct assessments for young learners' receptive skills?
6. Why is it important for EFL teachers to have an understanding of language development when constructing assessments for young learners?
7. What are some assessment activities that can be used to assess young learners' listening skills?
8. What are some assessment activities that can be used to assess young learners' reading skills?

9. How can EFL teachers ensure that their assessments are valid and reliable?
10. Why is it important for assessments to be fair and unbiased?
11. What is the role of feedback in the assessment process?
12. How can EFL teachers provide constructive feedback to their students?
13. What are the benefits of assessing young learners' receptive skills?
14. What are the consequences of not assessing young learners' receptive skills?
15. How can EFL teachers ensure that their assessments are authentic?
16. How can EFL teachers ensure that their assessments are appropriate for young learners?
17. What is construct relevance, and why is it important in assessment design?
18. How can EFL teachers select appropriate materials for their assessments?
19. Why is flexibility important in assessment design?
20. How can EFL teachers ensure that their assessment instructions are clear and concise?

PART VI
Designing Effective Assessment
Activities to Assess Young Learners'
Productive Skills

Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom. These two skills can be used as a 'barometer' to check how much the learners have learned. Teaching speaking is vital unless someone is learning English purely for academic reasons and does not intend to communicate in English, which is quite rare. Good command on speaking skills develop a real sense of progress among learners and boosts their confidence.

Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports, stories etc. Many need to fill in detailed questionnaires relating to health, education and employment. Sufficient ability of writing skill gives one the confidence and marks his expertise on a particular language. Another reason learners need to write is for assimilation. Writing is an effective way of

reinforcing what they have already been studying, and they benefit greatly from seeing new or unfamiliar language in written form. Writing is a good way to practice grammar structures; it helps learners to recycling and look up new vocabulary and to learn English punctuation rules. It encourages learners' autonomy when they are asked to keep journals or turn in regular writing assignments that they carry out at home

A. Constructing Assessment for Speaking

The principles of teaching English speaking to beginners differ from those of teaching speaking to intermediate or advanced learners. There are three principles for teaching English speaking to beginning learners, according to Bailey (2005), those who provide something for students to talk about, create opportunities for students to interact through group or pair work, and manipulate physical arrangements to promote the speaking practice. Teaching speaking, particularly English, to young learners differs from teaching speaking to adults or adolescents. Because of their unspoken statement that a foreign language is just another way for them to express

themselves, but there are limitations due to their lack of actual language. Children can freely express emotions and communicate intentions in their mother tongue language. So, they anticipate being able to do the same in English.

Speaking Assessments for Young Learners Speaking is the most important of the four skills (listening, speaking, reading, and writing), and people who know a language are known as speakers of that language (Ur,1996). This has demonstrated that knowing a language is not as important as knowing how to use it. Likewise, Speaking instruction focuses on how students can improve their oral production. According Annamaria, P. (2006) when teaching young learners to speak, it is a good idea to focus on simple but purposeful and meaningful pattern drilling and personalized dialogue building to prepare them to be able to talk about themselves and the world around them and begin interacting with their classmates and others. Pinter also underlines the need of employing various speaking tasks with younger learners versus older learners, because youngsters do not need to be able to articulate whole sentences or inquiries at a younger age. They are first exposed to English by listening,

then they are bombarded with information, and only later do young learners want and can participate in exchanges with the teacher and each other.

Young learners' English language speaking skills refer to their ability to use the English language for communication purposes, including pronunciation, fluency, vocabulary, grammar, and discourse. Developing strong speaking skills is crucial for young learners as it is a fundamental aspect of language development and communication.

There are several important aspects of young learners' English language speaking skills that teachers should focus on:

1. Pronunciation: Young learners should be taught how to pronounce English words correctly so that they can be easily understood by others. Teachers can use activities such as tongue twisters and phonics exercises to help young learners improve their pronunciation skills.
2. Fluency: Young learners should be able to speak English fluently and without hesitation. Teachers can encourage fluency by providing opportunities for young learners to practice speaking

English in a supportive and safe environment.

3. Vocabulary: Young learners need to build a strong vocabulary of English words and phrases so that they can communicate effectively. Teachers can use vocabulary games and activities to help young learners learn and remember new words.
4. Grammar: Young learners should be taught basic English grammar rules and how to use them in speaking. Teachers can use grammar games and exercises to help young learners learn and practice English grammar.

Constructing and assessing speaking skills for young learners can present several challenges for EFL (English as a Foreign Language) teachers. Here are some difficulties that teachers may encounter:

1. Variability in language proficiency: Young learners' language proficiency can vary widely, even within the same classroom. Some students may be more confident and fluent speakers than others, while others may struggle with basic vocabulary and grammar. This variability can make it difficult to

design speaking tasks and assessments that are appropriate for all learners.

2. Time constraints: EFL teachers often have limited time to assess speaking skills, which can make it challenging to design and administer effective speaking assessments that accurately reflect young learners' abilities.
3. Limited resources: EFL teachers may not have access to the resources they need to design effective speaking tasks and assessments, such as audio and video recording equipment or software that can analyze pronunciation.
4. Cultural differences: Cultural differences can also impact young learners' speaking skills and make it difficult to design assessments that are culturally appropriate and sensitive.
5. Classroom management: Managing young learners' behavior during speaking tasks and assessments can also be a challenge. Young learners may become easily distracted or disengaged, which can impact the validity and reliability of assessments.

6. Technical difficulties: Technical difficulties, such as audio or video malfunctions, can also impact the validity and reliability of speaking assessments.

Speaking skills are frequently regarded as the most crucial part of an EYL course; nevertheless, due to the difficulty in testing oral abilities, teachers frequently utilize insufficient oral assessments or do not measure speaking skills at all. McKay (2006) describes several types of speaking assessments for young learners.

Speaking skills are frequently regarded as the most crucial part of an EYL course; nevertheless, due to the difficulty in testing oral abilities, teachers frequently utilize insufficient oral assessments or do not measure speaking skills at all. McKay (2006) describes several types of speaking assessments for young learners.

1) News Telling

News telling entails young students telling other students about their recent activities. It can be done as a whole class, in small groups, or pairs. This strategy assesses a

young learner's ability to communicate information to an audience in sufficient detail and in an appropriate sequence. The ability of the audience's young learners to critically listen for detail and generate questions can be assessed. Teachers can focus on the abilities of selected young learners by inviting them to share the news with the entire class; alternatively, teachers can observe performance as they move around different groups.

Example:

Contoh News Item Text dan Generic Structure

Contoh news item text 22: Final examination soon will be held

Final examination test has been started down in two month. This test will determine all of Indonesian student are worthy or not to pass the school. Based from experience of the test year ago, there are so many student worried about difficulty of the test. They crying over time before and after the test held.

In the elementary school, number of students that failed reaches hundreds in all of the school around Indonesia, at least about 558 children do not pass this test, this figure dropped dramatically from the previous year which reached 874 children. Meanwhile, the number of students who did not pass even worse that touched the figure of 748 years ago, this is due to a mismatch to shine exam with questions tested.

Generally the problem is due to the fear of students in that will be tested on the exam, but this can be overcome if the student is able to prepare itself in terms of both learning materials and mentally.

Artinya:

Tes ujian nasional akan segera dilaksanakan dalam waktu dua bulan. Tes inilah yang nantinya akan menentukan siswa apakah layak untuk lulus dari sekolah atau tidak. Berdasarkan pengalaman tahun lalu, banyak siswa yang merasa kebalutuan dengan tingkat kesulitan tes yang akan diujikan. Umumnya mereka akan menangis sepanjang waktu sebelum dan sesudah tes dilaksanakan.

Pada jenjang sekolah dasar, jumlah siswa yang tidak lulus dalam ujian nasional mencapai angka ratusan, setidaknya sekitar 558 anak tidak lulus dalam ujian ini, angka ini menurun drastis dari tahun sebelumnya yang mencapai 874 anak. Sementara itu, jumlah murid yang tidak lulus malah lebih buruk yakni menyentuh angka 748 tahun lalu, hal ini dikarenakan adanya ketidakcocokan materi ujian dengan soal yang diujikan.

Umumnya permasalahan ini disebabkan karena adanya ketakutan dari siswa pada soal yang akan diujikan pada ujian. Namun hal ini dapat diatasi jika siswa itu sendiri mampu mempersiapkan diri baik dari segi materi pembelajaran dan mental.

Generic structure news item text

Dari contoh teks news item di atas kita dapat mengidentifikasi struktur yang dimiliki contoh news item text tersebut, yaitu:

Newsworthy events: The cause of failed in final examination

Background Events: Educational background in Indonesia past two years.

Source: Survey that government are hold.

2) Storytelling

The ability of young learners to tell a story can be assessed using illustrations cut away and laminated into a book. It is best to show the entire sequence of pictures first, then ask for the story, because young learners tend to treat each picture as a separate unit, losing the sense of the connected story in their storytelling (Carpenter, Fuiji and Kataoka, 1995). Young learners may be familiar with the story, having heard it in story reading sessions, and thus are likely to be familiar with the vocabulary and language required. If the story sequence is unfamiliar, they may require assistance in practicing the vocabulary first.

Example:

The Ant and the Grasshopper

In a field one summer's day, a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great effort an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling

away?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why to bother about winter?" said the Grasshopper; "we have got plenty of food at present."

But the Ant went on its way and continued its toil. When the winter came the Grasshopper found itself dying of hunger, while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.

Then the Grasshopper knew...

Moral of the story: Work now and you can reap the benefits then.

3) Picture Talks

Young learners can be asked to describe a picture. They should be given one or two minutes to look at the image before describing it. Teachers will show a series of pictures to learners here. Those pictures work as a stimulus for young learners to make story or description. Young learners sort and look for patterns in a categorization task. Young learners' descriptive language, comparison language, abstract explanations,

academic-speak, and content can all be assessed using categorization activities.



4) Oral Presentations

Oral presentations are another type of extended speaking task. Young learners may be speaking spontaneously about their own experiences, or they may be delivering a report on a project that has taken several weeks to complete. The task will be made easier if young students can hold and show objects, pictures, or other items. It will also make the task easier if an adult is available to help them when they need it. Depending on their age and level of skill, young learners may be required to do the following in a

speaking-only situation: debate two sides of an issue, narrate an important event, tell someone how to do something, or describe a person or a place.

Example:

My Holiday

Although I did not go anywhere with my family during the holiday, my parents made many fun activities for me and my brother. On the first day of the holiday, we made cookies for Eid al-fitr. We made three cookies; kastengel, putri salju, and nastar. We started at 9 a.m. I was in charge of measuring the ingredients and my brother was in charge of preparing the ingredients. The first cookie we made was kastengel. The ingredients were only flour, eggs, sugar, butter, and cheese. My mother put the ingredients one by one into a mixer. After the ingredients were mixed well, we formed the dough into small. We also added a lot of cheese on top of the dough to make it tastier. After that, my mother put the baking sheet filled with small logs into the oven. While we were waiting, we prepared the ingredients for putri salju and nastar. The cookies smelled so good I couldn't wait until iftar. After we finished making three

cookies, we prepared food for iftar. At 05:50 P.M, we had iftar. The cookies we made tasted delicious. I almost ate one jar by myself.

The next day, we were supposed to go to National Museum. But it rained that day, so we played a treasure hunt. My parents made clues all over the place in our home. Some of them were easy to guess and the others were difficult. My brother won the game and he got a present. He could eat his favourite food for dinner. I really had so much fun during this holiday.

5) Mini-dialogue and Role Plays

Mini-dialogues and role-play is also one of the most popular speaking assessment strategies. It gives students an opportunity to be someone else. It also can make students have more time in practicing their lines, two children are frequently asked to deliver the mini-dialogue in front of the class.

6) Word Repetition Tasks

Even though there is a time when this strategy was underestimated in assessing speaking skill, yet in recent years, Brown (2004) discovers that overemphasis on fluency can sometimes result in a decrease in speech

accuracy. Repeating words task is useful to know young learners pronunciation development. In conducting this strategy, teachers should give young learners a brief written stimulus which they have to read aloud.

B. Constructing Assessment for Writing

The construct of writing assessment may be determined by the curriculum, and/or by theory (Mckay 2006:245). Constructing an assessment for students, teacher must construct it based on the curriculum, basic competency and learning objective. Teacher may use some theory from expert that related to the assessment. In assessing especially writing, the important thing that teacher must consider is the criteria of good writing. According to Brown (2004), assessment take on crucial role in such an approach. To give the students maximum benefits of assessment, it is important to consider earlier stages which consist of free-writing process until the first or the second draft and later stage consist of revising and finalizing of producing a written text.

Coffin et al. 2003:2 states that assessment is often a major of purpose for student writing. Students may be required to

produce essays writing, written examinations, or laboratory reports whose main purpose is to demonstrate their mastery of disciplinary course content. In assessing writing, the teacher focus on both the content and the form of the writing, that is the language used, the text structure, the construction of argument, grammar and punctuation. Assessment can be obtained from directly examining students work to assess the achievement of learning outcome.

Brown (2004) states that the assessment of writing is no simple task. Teacher must consider the objectives and criterion must to be clear in assessing students' writing ability. Teachers must know what is actually they are going to test and the objectives must be clear enough. Each objective can be assessed through variety of tasks. Based on his book pages 220, it states that there are types of writing performance; imitative, intensive, responsive and extensive. Paragraph is part of responsive writing. The assessment task that requires students to perform a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraph.

Constructing and assessing English language writing skills for young learners can be challenging for EFL teachers due to various reasons, some of which include:

1. Varied levels of proficiency: young learners come from different backgrounds and may have different levels of proficiency in English. Some learners may be proficient in writing, while others may struggle to write even basic sentences. This can make it challenging for EFL teachers to design writing tasks that are both challenging for proficient writers and accessible to struggling writers.
2. Limited vocabulary and grammar: young learners may have a limited vocabulary and understanding of grammar rules. This can make it difficult for them to express their ideas in writing and can result in poor writing quality. EFL teachers must take into account these limitations when assessing writing skills and provide appropriate feedback and support to help learners improve.
3. Limited attention span: young learners have a limited attention span and may struggle to focus on writing tasks for

extended periods. EFL teachers must design tasks that are engaging and age-appropriate to maintain learners' interest and attention.

4. Limited prior writing experience: young learners may not have had much prior writing experience in their native language or in English, making it challenging for them to understand the writing process and expectations. EFL teachers must provide explicit instruction on writing skills and support learners through the writing process.
5. Limited exposure to different writing genres: young learners may have limited exposure to different writing genres, making it difficult for them to understand the conventions and expectations of different genres. EFL teachers must provide exposure to a variety of genres and provide guidance on the conventions of each genre.

There are four types of writing assessment tasks based on McKay (2006) such as:

- 1) Writing in speech bubbles
- 2) Writing in response to a picture
- 3) Completing a story

4) Re-forming a text

Based on the explanation above, below is a list of the types of activities that can be used in assessing the writing of young learners:

a. Re-forming a text

In this assessment, students are given random letters which they rearrange to make the correct word. Students doing rearrange and copy letters to spell a word. In this activity of assessment students can practice memory and brainstorming so that they know how to write the correct words, even students can even rearrange the words presented in a paragraph.

Example of the assessment:

Rearrange the letters in the correct order to make a word.

 rncouni	 terquar
 oldl	 nlae
 ordo	 palpe

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b. Read a description and write labels or captions for pictures

In this type of assessment, students are writing in response to a picture. The teacher can give students a picture and then provide empty columns or boxes with the intention of giving students the opportunity to add labels to these empty boxes. By using this strategy, it can train students' memory of what is in the

picture, which of course has been studied before.

Example of the assessment:



Practice Page #10	Quick Review
Name: _____	Labels tell the reader what each part of an image is or does in only a word or two. Labels also have arrows that point to the specific area being identified.
Instructions: Write a caption for the photo of the soccer team. Label the parts of the soccer player with the correct words.	Captions are a short sentence that tells what the image or photo is all about.
<input type="checkbox"/> My printing is very neat and shows I care about my work. <input type="checkbox"/> All of the words on my page are spelled correctly.	
	_____

c. Complete a crossword

In this assessment, students are given a crossword puzzle which they have to answer by writing on the puzzle according to the instructions or pictures given. With this strategy, student brainstorming will be trained and can tell how far students understand the teaching material that has been explained.

Example:

Name: _____ Date: _____

Baby Animal

DIRECTIONS: Fill in the crossword puzzle grid with the names of each animal's baby. Use the word bank if you get stuck.



Across

- 2. Sheep
- 4. Crocodile
- 5. Fox
- 6. Dog
- 7. Duck
- 11. Eagle
- 12. Bear
- 14. Deer
- 15. Kangaroo

Down

- 1. Horse
- 3. Rabbit
- 5. Goat
- 8. Chicken
- 9. Cow
- 10. Cat
- 13. Human

WORD BANK

BABY	HATCHLING
BUNNY	JOEY
CALF	KID
CHICK	KIT
CUB	KITTEN
DUCKLING	LAMB
EAGLET	PIGLET
FAWN	PUPPY
FOAL	

d. Completing a story

In this assessment, students are given an incomplete story that should be completed by writing a word in a blank part of sentence.

Example:

RABBIT AND TURTLE

One day a was boasting about how fast he could run.was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The was to be the umpire of the race. As the began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Answer it by using these word

Rabbit, He, Turtle, Fox, Race

e. Write speech bubbles for characters from a story or dialogues

In this type of assessment, students are directed to write sentences in the speech bubbles to complete the dialogue. Make sure to use aspects of verbs, modals, and conjunctions appropriately based on the material that has served before.

Example:



f. Write sentences from picture prompts

Sentence starters are a great tool to help beginning writers learn how to form sentences and how pictures and words work together to tell a story. Teachers can use these writing prompts about school rules to help struggling writers to feel successful by scaffolding writing expectations to meet the needs of each learner. These are great at the beginning of the school or as a refresher throughout the year. Write sentences from picture prompts is a type of writing prompt that uses an image to start a story. Students then create a story, using the picture as either the setting or simply a jumping off point.

Here are a few more specific ways to use visual writing prompts:

- 1) Choose pictures that aren't so clear-cut. Ambiguous images lead to more brainstorming, providing plenty of room for interpretation and creativity.
- 2) Give students ample time to look at and study the image.

- 3) Give them 5-10 minutes to write everything they can think about when they look at the picture.
- 4) Teacher can also give them a series of pictures for story writing. This is a great option for older elementary up to middle school students.

Example:

Name: _____		The Mum Educates
Write a sentence and colour the picture.		
		
Tricky Words into is were I to the my out are go run the had they could he their what and friend some there said	Did you? <input type="checkbox"/> Use capital letters.  <input type="checkbox"/> Use finger spaces.  <input type="checkbox"/> Use correct punctuation marks.  <input type="checkbox"/> Write on line.  <input type="checkbox"/> Use correct spelling. 	
<div style="border-top: 1px dashed black; height: 10px; margin-bottom: 5px;"></div> <div style="border-top: 1px dashed black; height: 10px; margin-bottom: 5px;"></div> <div style="border-top: 1px dashed black; height: 10px; margin-bottom: 5px;"></div> <div style="border-top: 1px dashed black; height: 10px; margin-bottom: 5px;"></div> <div style="border-top: 1px dashed black; height: 10px; margin-bottom: 5px;"></div> <div style="border-top: 1px dashed black; height: 10px; margin-bottom: 5px;"></div> <div style="border-top: 1px dashed black; height: 10px; margin-bottom: 5px;"></div> <div style="border-top: 1px dashed black; height: 10px; margin-bottom: 5px;"></div>		
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Summary

Assessing young learners' productive skills is essential for their language development and proficiency. EFL teachers must consider several concepts when designing assessments, have the necessary competencies and skills to construct and assess productive skills, and use age-appropriate and engaging assessment activities. Effective assessments can help young learners to develop their language skills and provide them with the necessary feedback to enhance their learning.

Assessment at the primary level is an attempt to analyze the learning that a child has achieved over a period of time as a result of the classroom teaching/learning situation. Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom. The principles of teaching English speaking to beginners differ from those of teaching speaking to intermediate or advanced learners. There are several types of speaking assessments for young learners such as news telling, storytelling, picture talks, oral presentations, mini-dialogue and role plays, and word repetition tasks. In assessing especially

writing, the important thing that teachers must consider is the criteria of good writing. Assessment takes on a crucial role in such an approach. To give the students maximum benefits of assessment, it is important to consider earlier stages which consist of free-writing process until the first or the second draft and later stage consist of revising and finalizing of producing a written text. There are several types of writing assessments for young learners such as re-forming a text, read a description and write labels or captions for pictures, complete a crossword, completing a story, write speech bubbles for characters from a story or dialogues and write sentences from picture prompts.

EXERCISE

Comprehension Tasks: Answer the following questions after studying the discussion above!

1. Why is it important to assess young learners' English language productive skills, such as speaking and writing?
2. What are some key concepts EFL teachers should consider when designing assessments for young learners' speaking skills?
3. What are some key concepts EFL teachers should consider when designing assessments for young learners' writing skills?
4. What competencies and skills should EFL teachers have to construct and assess young learners' productive skills effectively?
5. What are some assessment activities that can be used to assess young learners' speaking skills?
6. What are some assessment activities that can be used to assess young learners' writing skills?

7. How can authentic materials be used in assessments for young learners' productive skills?
8. How can EFL teachers provide clear and constructive feedback to young learners on their productive skills?
9. What are some age-appropriate assessment activities that can be used to assess young learners' productive skills?
10. What are some challenges in constructing and assessing young learners' productive skills?
11. What is the communicative approach to language teaching and how can it be used in assessments for young learners' speaking skills?
12. What is task-based language learning and how can it be used in assessments for young learners' speaking skills?
13. What is the importance of providing clear instructions when designing assessments for young learners' writing skills?
14. Why is it important to use different types of writing tasks in assessments for young learners' writing skills?

15. What is the importance of age-appropriate assessment activities when assessing young learners' productive skills?
16. How can EFL teachers adapt assessment activities to suit the proficiency level of young learners?
17. How can assessment activities for young learners' productive skills be made engaging and fun?
18. What is the role of assessments in monitoring young learners' progress in English language learning?
19. How can assessments be used to identify areas of improvement for young learners in their productive skills?
20. What is the role of assessments in providing feedback to young learners on their English language productive skills?
21. How can EFL teachers differentiate assessment activities to cater to the individual needs of young learners with varying levels of English language proficiency?
22. How can assessments be used to promote autonomy and self-assessment skills among young learners?

23. What is the role of peer assessment in assessing young learners' productive skills?
24. How can technology be incorporated into assessments for young learners' productive skills?
25. What is the importance of using rubrics in assessments for young learners' productive skills?

PART VII
The Procedure of Scoring and
Interpreting Test Scores of Young
Learners' English Language
Competence.

Before conducting an assessment, a teacher must first determine the objectives assessment that can be seen from the indicators that have been set and how the behavior language is assessed, whether in or out of context, whether formal or informal (Widiastuti. I.A.M.S. et all. 2021) Formal assessments are carried out simultaneously using a collection tool data such as standardized tests. While the informal assessment is an assessment carried out by the teacher during the learning activity whether by portfolio assessment, performance appraisals, self-assessments, journals, conferences and other similar assessments. Rating result must be administered properly and the results can be used as input for teachers, students and parents. Teachers can provide corrective, evaluative or strategic input.

In assessing young learners' English, the teacher should pay attention to three aspects in

assessment, such as cognitive aspect, psychomotor aspect, and affective aspect. The Cognitive aspect includes the student's knowledge in four language skills : listening, speaking, reading and writing and also language aspect (vocabulary, pronunciation, spelling, and intonation, etc). The psychomotor aspect is about the students' physical action in doing something from the teacher during the learning process. While for the affective aspect can be seen from the students' attitude, interes and enthusiasm during the learning process.

Appropriate assessment can provide a number of advantages namely:

- a. giving feedback to students about their strengths and weaknesses in the process of achieving the learning indicator
- b. observing the students' improvement and diagnosing their learning problems so that any remedial program can be planned and conducted
- c. providing feedback to teachers in revising the methods, approaches, learning experiences and resources
- d. giving input for teachers in revising and planning the learning experience

- e. providing information for the parents and school committee about the educational effectiveness
- f. Giving feedback to the stakeholders in considering the worthy concepts for classroom assessment.

A. The Process of Scoring the Young Learners' English Language

In scoring young learners' English, a teacher should comprehend the scoring rubrics and scoring guide (Pukas, A. 2017). A scoring rubric is a set of scoring guidelines for judging students' work on the communicative-based tasks that contains components of ideal communicative and a descriptor of each component. There are two ways of scoring namely; (a) *holistic scoring*, (b) *analytic scoring*,

a. Holistic Scoring

A holistic-assessment scale is one that is based on a single, integrated, score of four skills behavior. The idea in holistic scoring is that a single scale can be used to describe different levels of four skills performance. Raters using holistic scales are trained not to think about the individual components of the four skills or

to count the number of errors that students make. Respondents are unlikely to be penalized for poor performance on one lesser aspect (e.g., grammatical aspect).

b. Analytic Scoring

Analytic scoring calls for the use of separate scales, each assessing a different aspect of four skills; for example, content, organization, vocabulary, grammar, and mechanics in writing skill. The weights given to these components are based on considerations by the raters that some of the components are more important than the others. The points awarded for these categories would then be added to yield a total score.

B. Scoring and Grading of Listening Skill Tests

This section presents reviews of scoring and grading especially the scoring and grading for listening language tests.

Scoring performance tests in all language skills does not simply give 1 point for each correct answer and 0 point for each wrong

answer like in objective tests. If a test is subjectively marked, then holistic or analytic ratings may be given for performance on the whole test or on individual tasks. A simple scale can be used to mark students' response such as:

0 - for an inappropriate or seriously incorrect answer

1 - for relevant but not entirely acceptable answer

2 - For an appropriate and correct answer

C. Scoring and Grading of Speaking Skills Tests

This section presents reviews of scoring and grading especially the scoring and grading for speaking language tests.

Proficiency Descriptions for Analytic Method of Scoring Speaking Detail Level Criteria:

Proficiency Descriptions for Analytic Method of Scoring Speaking Detail Level Criteria

Accents:	1. Pronunciation frequently unintelligible.
	2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3. "Foreign accent" requires concentrated listening, and

	mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4. Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding?
	5. No conspicuous mispronunciations, but would not be taken for a native speaker.
	6. Native pronunciation, with no trace of “foreign accent.”
<u>Grammar</u>	1. Grammar almost entirely inaccurate phrases.
	2. Constant errors showing control of very few major patterns and frequently preventing communication.
	3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
	5. Few errors, with no patterns of failure.
	6. No more than two errors during the interview
<u>Vocabulary</u>	1. Vocabulary inadequate for even the simplest conversation.
	2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics,

	4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
	5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
	6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.
<u>Fluency</u>	1. Speech is so halting and fragmentary that conversation is virtually impossible,
	2. Speech is very slow and uneven except for short or routine sentences.
	3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
	6. Speech on all professional and general topics as effortless and smooth as a native speaker's.
<u>Comprehension</u>	1. Understands too little for the simplest type of Conversation.
	2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
	3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require

	considerable repetition and rephrasing.
	4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
	5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
	6. Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

Point Rating Scale for General Spoken English

<u>Level</u>	<u>Description</u>
1	<ul style="list-style-type: none"> • Very limited personal conversation. • Knows formulaic greetings and some vocabulary. • Cannot construct correct simple sentences.
2	<ul style="list-style-type: none"> • Personal and limited social conversation. • Can answer simple questions about personal topics correctly in present and past tenses. • Has difficulty with question formation. • Vocabulary still very limited.
3	<ul style="list-style-type: none"> • Basic competence for social and travel uses. • Has basic command of all simple tenses and can operate question and negative forms. • Shows awareness of perfect forms but makes errors in using them.

	<ul style="list-style-type: none"> Familiar with common concrete vocabulary: still searches for words.
4	<ul style="list-style-type: none"> Elementary professional competence. Makes effective use of all tenses, including past vs perfect and simple vs continues distinctions; occasional errors in tense forms. Fully active concrete vocabulary and larger passive vocabulary.
5	<ul style="list-style-type: none"> General proficiency on all familiar and common topics; may be at a loss for words on other topics, but is able to paraphrase successfully.

D. Scoring and grading of reading skills

This section presents reviews of scoring and grading especially the scoring and grading for reading language skill.

Scoring Rubric for Young Learners' reading

	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Accuracy (word recognition and pronunciation)	Has no problem saying almost all the words in the passage correctly .	Says most words correctly but stops to decode, think about, or ask for help with	Stops to sound out, think about , or ask for help with about	Stops to sound out, think about, or ask for help with half or more than half of the words.

		about 1 out of every 10 words.	1/4 of the words.	
Notes on Student's Accuracy:				
Pace (speed with which student reads words, phrases, and sentences)	Pace changes because of the punctuation and to show the meaning .	Pace changes, but is too fast or too slow in a few places.	Pace is often too slow or too fast, but shows some changes related to meaning .	Few or no changes based on meaning
Notes on Student's Pace:				
Voicing (adjusts volume and pitch of voice according to punctuation and meaning)	Changes voice to express meaning of words, phrases, and sentences, and to indicate question marks, exclamation marks, and periods.	Changes voice to express meaning of sentences and punctuation throughout most of the passage.	Changes volume and pitch to reflect meaning occasionally.	Reads at the same volume or pitch throughout almost the entire passage
Notes on Student's Use of Voicing (Volume and Pitch):				
Naturalness (sounds natural,	Sounds natural in reflecting	Mostly natural sounding, with a	Sounds natural during some of	Hardly any phrases or sentences

more like speaking than reading)	g the ideas and feelings in the passage.	few exceptions, such as too little or too much drama.	the passage.	sound natural.
Notes on Student's Naturalness:				

Scoring Rubric for reading comprehension

ASPECTS	SCORE	DETAIL
Pronunciation	5	Easy to be listened, close to the natives
	4	Easy to be listened, not close to the natives
	3	Some problems in pronunciation, teacher Has to concentrate to listen
	2	Hard to be understood, students mostly repeat their sentences
	1	Serious problem in pronunciation, can't be understood
Grammar	5	No or few mistakes
	4	Make a few mistakes but doesn't change the meaning
	3	Often make mistakes
	2	Many mistakes
	1	Serious mistakes
Vocabulary	5	Use lexicon and expressions closely to natives

	4	Sometimes use inappropriate lexicon
	3	Often use inappropriate lexicon
	2	Poor vocabulary and hard to be understood
	1	Poor vocabulary and impossible to make verbal communication
Fluency	5	Very fluent close to natives
	4	Fluent seemed affected by language problems
	3	Fluency often affected by language
	2	Often hesitate and stuck
	1	Often stuck that can stop the conversation
Understanding	5	Understand easily
	4	Almost understand easily
	3	Understand most
	2	Hard to understand the speaking
	1	Totally not understand

Form: Obtain Score

$$\frac{\text{-----}}{\text{Maximum Score}} \times 100 = \text{Value.}$$

Note:

- A: Excellent (85 – 100)
- B: Good (75 – 84)
- C: Fair (60– 74)
- D: Low/Poor (0 – 59)

E. Scoring and grading writing skills tests.

This section presents reviews of scoring and grading especially the scoring and grading for writing language tests. Proficiency descriptions for analytic method of scoring writing detail level Criteria:

Analytical Scoring Rubric for Writing

Dimension	Weight	Score	Descriptors
Contentand Development	4	4	Topic is relevant with the substance of the assignment Topic sentence is developed byaccurate and adequate details Rich insight about the topic Showing appropriate generic structure

	3	3	<p>The topic is relevant with the substance of the assignment</p> <p>The topic sentence is less supported by accurate and adequate details</p> <p>Limited insight about the topic</p> <p>Showing appropriate generic structure</p>
	2	2	<p>The topic is less relevant with the substance of the assignment</p> <p>Topic sentence is less supported by accurate and adequate details</p> <p>Limited insight about the topic</p> <p>Showing less appropriate generic structure</p>

	1	1	<p>the relevance between the topic and the substance of the assignment is very low</p> <p>the topic sentence is not supported by accurate and adequate details</p> <p>no insight about the topic.</p> <p>insufficient writing show criteria are met</p> <p>Showing less appropriate generic structure</p>
Organization	4	4	<p>Ideas are arranged logically and cohesively</p> <p>Ideas are conveyed clearly, smoothly, and effectively</p>
	3	3	<p>Ideas are less logically and cohesively arranged</p> <p>Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted</p>

	2	2	<p>Jumping arrangement of ideas</p> <p>Ideas are conveyed unclearly, unsmooth, and ineffectively</p> <p>Main idea can not be traced</p>
	1	1	<p>Ideas are unclear</p> <p>No visible planning in writing ideas</p> <p>Insufficient writing to show criteria are met</p>
Structure	4	4	<p>Using complex and effective sentences</p> <p>Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i></p>

	3	3	Using complex sentences with some mistakes in the sentences with some mistakes in the sentences arrangement but still effective in conveying meaning Some mistakes in <i>agreement, tense, word order, article, pronouns, preposition</i>
	2	2	Using simple sentences and ineffectively convey meaning Considerable mistakes in <i>agreement, tense, word order, articles, pronouns, preposition</i>
Rich with vocabularyThe selec	Rich with vocabularyThe selec	Rich with vocabularyThe selec	Rich with vocabularyThe selec

	1	1	A large number of structure mistakes as an indicator of the low mastery in structure rules/conventions Insufficient writing to show criteria are met.
Vocabulary	4	4	Good mastery of words formation
	3	3	Vocabulary are quite rich The selection of the usage of idioms are quite good, even though some are less accurate and less appropriate with register
	2	2	Small number of mistakes in words formations but the meaning remain uninterrupted

	2	2	Lack of vocabulary Large number of inappropriate register Some mistakes in word formation Meaning is blur
	1	1	Considerably lack of vocabulary Translating words lexically Meaning is difficult to grasp Insufficient writing show criteria are met
Mechanic	1	1	Showing good mastery in writing convention Showing good ability in using punctuation and capital letters accurately

FORM: Obtain Score

----- X 100 = Value.

Maximum Score

Note:

A: Excellent (85 – 100)

B: Good (75 – 84)

C: Fair (60– 74)

D: Poor/Bad (0 – 59)

F. Grading

The next step in the evaluation process after scoring the test is grading. Two methods of grading are used to grade the result of the test: norm-referenced and criterion referenced. A norm-referenced test is designed to measure global language abilities. Each student's score on such test is interpreted relative to the scores of all other students who took the test. Those comparisons are usually done with reference to the concept of normal distribution. The purpose of norm-referenced tests is to spread students along a continuum with those who have "low" performance at one end and those with "high" performance at the other end.

A criterion-referenced test is designed to measure well-defined and fairly specific objectives. The interpretation of scores in this category is absolute in which each student's score is meaningful without reference to other student's scores.

G. Procedures for Giving Feedback

Feedback is the teacher's behavior to help each student experience learning difficulties individually by responding to work results students so that they master the material

presented by the teacher. Feedback What the teacher does, among others, is to provide an explanation of the mistakes made done by students in completing the assignments given, either directly or indirectly. Feedback is a correction to the answers on student responses in doing tests or exercises. Feedback is a process with the result or effect of a response to control it.

When students are able to carry out motion tasks and have understanding of what he had done, then at that time the teacher did not must provide a challenge because students have learned something appropriate teacher goals and expectations. As a substitute, at that time the teacher can provide feedback (feedback) that is as one effort observing students related to how they do activities as well what should the teacher do to improve the student's ability (Widiastuti, I.A.M.S et al. 2019). A good teacher must be honest in giving the results of his observations on the ability of students to tell the real thing with a way that doesn't make students worse off, more inferior as a result lost faith.

Feedback is information relating to the abilities of students and teachers in order to further enhance the capabilities possessed by

both, both in context of learning as well as in sports training. Information referred to is related to what has been done, how the results, and what what to do to fix it. The significance of feedback in physical education learning activities can be realized if the physical education teacher really understands the meaning (concept) feedback, feedback functions, types of feedback, and who who must be quickly and precisely given feedback during the activity learning is carried out. By understanding these concepts then feedback will be right on target.

The result of test will give valuable input or informative feedback, both for teacher and students. In order to achieve worth yield, a test should be cautiously constructed based on the criteria of good tests. feedback is given to students to provide information about student achievement in the learning process. This feedback has many important benefits in learning, including the following:

1. Encouraging increased effort, motivation or involvement to reduce the discrepancy between current achievements and goals to be achieved by students

2. Provide information about alternative strategies to understand the material that has been studied
3. Confirming students that they are right or wrong, or how far they have understood the lesson being taught.
4. Become a guide for students on what to do to improve learning outcomes
5. Provide direction regarding understanding restructuring
6. Provide feedback on the strengths and advantages possessed by students related to learning activities.

Thus, feedback should have the following characteristics:

1. Having a standard concept or objective or reference objective.
2. Comparing actual (current) performance levels with standards,
3. Engaging in appropriate actions leading to closing gaps of deficiency.

Feedback is usually given at the end of the lesson and can be used as material for reflection by both teachers and students. Feedback for self-development should not only be given by teachers to their students. The teacher must also ask for feedback or feedback from students.

The following are the benefits of feedback given by students to teachers:

1. Provide information about the situation and conditions of various aspects of learning from the student's point of view.
2. Encourage increased efforts and motivation of teachers to achieve learning objectives.
3. Provide information about the effectiveness of learning strategies that have been implemented.
4. Obtain information on how far students have achieved learning objectives.

The following are techniques or ways to provide feedback that a teacher can try to use in class:

1. Explain to students that you are focused on helping them understand their learning assessment
2. Encourage students to ask questions about their feedback
3. Make regular time to discuss feedback with students individually or in small groups
4. Give students the opportunity to ask questions about their assessment

5. Provide feedback as close to learning and assessment assignments as possible
6. Give specific and explicit feedback, if necessary provide examples
6. Tell that students already understand what is being discussed
7. Provide suggestions on future improvement steps

H. Types of Feedback

In learning, feedback is mandatory and commonplace to find. There are 2 types of feedback or feedback in teaching and learning activities, namely feedback from teachers to students and feedback from students to teachers. Kuze, M.W., & Shumba, A. (2011) state teacher feedback or feedback to students is action or information provided by the teacher to provide information about aspects of student performance or understanding. This feedback provides information about the gap between what has been understood and what should be understood, as well as how further action should be taken. While student feedback to the teacher is information about how learning has been done in class. From student feedback, the

teacher will get information on whether learning is running effectively and can be accepted by all students. Thus, a teacher can take corrective actions if there are things that are considered lacking in organizing learning.

In general, feedback is divided into two types, namely: intrinsic feedback and extrinsic feedback. Intrinsic feedback or intrinsic feedback related to the assessment of himself, about attitude, activity, and or behavior that has been done, as well as about abilities he has shown. Whereas extrinsic feedback is the feedback that comes from outside himself.

There are three forms of feedback for students that will increase their enthusiasm for learning, including:

a. Educative Feedback.

The purpose of this feedback is to provide an explanation of the process and student learning outcomes. The teacher will inform the reasons regarding the correctness of student answers or actions during learning. In this case, the teacher must provide a good understanding so as not to generate negative assumptions. To be sure, if the student's actions or answers are wrong, the teacher does not

immediately blame, but explains how it should be. On the other hand, if the student's answer is correct, the teacher will continue to inspire as much as possible so that the child continues to improve his learning achievement.

b. Motivational Feedback.

This type of feedback tends to be aimed at students who are less able to carry out the learning process properly. For example, if a child does not respond to a question correctly, the teacher still has to provide feedback as a form of attention. The feedback is of course motivational. What is meant by motivational feedback is feedback that aims to motivate students to continue to improve in order to achieve learning targets. In addition, teachers should also include suggestions regarding learning tips and tricks. That way, students not only grow a sense of enthusiasm but are also accompanied by concrete actions according to the teacher's suggestions.

c. Appreciative Feedback.

It is not just motivation, feedback for students should also be appreciated. That is, the teacher appreciates all the efforts of students during learning. This feedback is usually aimed at students who successfully complete assignments.

However, that does not mean it should not be given to students who have not succeeded. In fact, every student deserves appreciation from his teacher. Even if the success is small, students really need an award even if it's just a congratulation. This is where the teacher must play a role in creating an impression on the souls of students that they have succeeded in doing their job. Even so, don't let them feel too arrogant so they forget that the learning journey is still long. So, in addition to appreciation, teachers are also obliged to motivate them to be even more active.

Based on the purpose of giving feedback, there are several types of feedback:

1. Positive Feedback - Negative Feedback.

Positive feedback is a cue shown by the communicant indicating that he understands what the message is

about given by a communicator. While Negative Feedback is a state of disagreeing or not liking the message given by the communicator to the communicant.

2. Neutral Feedback - Zero Feedback.

Both of these feedbacks are very difficult to assess or even understand does the communicant understand the message given by communicator or not. Because of the Neutral Feedback attitude shown unclear communication, such as silence. Shut up no shows that a communicant understands or even does not understand the message conveyed by the communicator. No very different from Neutral Feedback, Zero Feedback is also difficult to achieve interpreted by a communicator. For example, a communicant suddenly laughed even though the message conveyed by the communicator no joke elements.

3. Internal Feedback – External Feedback.

This feedback is seen to indicate the source of the signal that became

feedback. If the signal comes from the communicator like when you are conveying a message then you remember something and rectify the message then the feedback that appears comes from internal while if the feedback comes from yourself communicant such as giving facial expressions or gestures certain, the feedback is external feedback.

4. Verbal Feedback – Non-Verbal Feedback.

This feedback shows the form of reaction shown by communicate. If when the communicator is conveying a message then a communicant cut off the conversation (interrupt), or also through writing on paper addressed to communicator to say something, then the Feedback referred to as verbal feedback. While Non-Verbal Feedback is anything that is shown not through writing or words but rather refers to gestures, facial expressions, how to sit, how to stare, smile, hand gestures and etc.

5. Direct Feedback – Indirect Feedback.

The difference between this feedback is when you're doing it interpersonal communication then the feedback that will be obtained is directly, whereas when communicating in mass media, the feedback that will be accepted is not direct.

EXERCISE

1. Please describe briefly formal assessments!
2. There are two ways of scoring young learners' English language skills. Please mention and describe them briefly!
3. What is the differentiation between scoring and grading?
4. What is the importance of feedback for the improvement of the student's learning?
5. Feedback for self-development should not only be given by teachers to their students. The teacher must also ask for feedback or feedback from students. What are the benefits of the feedback given by students to teachers?
6. Motivational feedback tends to be aimed at students who are less able to carry out the learning process properly. For example, if a child does not respond to a question

correctly, the teacher still has to provide feedback as a form of attention. What is meant by motivational feedback?

7. Mention types of feedback based on the purpose of giving feedback.
8. What is the difference between direct and indirect feedback?
9. What is verbal feedback?
10. Give an example of verbal and non-verbal feedback.

PART VIII

Problems Encountered in Assessing Young Learners' English language competence in primary schools

A. Challenges in Teaching English to Young Learners

Challenges in Teaching English to Young Learners can be classified into five main challenges that might be encountered by English teachers of young learners (Ercan, M. N., & Keser, H. 2016). Those challenges are in terms of cognitive development, motivation, attention, multilevel groups, and assessment.

- a. The first challenge is cognitive development.

Young learners are in the middle of their psychological and social development from infancy to adulthood. This kind of thing should be very considered by the teachers in designing the tasks and materials. Introducing the formal grammar and applying inductive teaching to young learners would not be a good decision.

In contrast, they should create the tasks and materials which suit the students based on the stage they are at.

b. Motivation

Motivation is the second challenge that the English teachers of young learners perhaps face. It is explained that maintaining the students' motivation is crucial. Meanwhile, there are some factors which are able to influence the students' motivation. Objective clarity and relevancy are the two of them. The students will be highly motivated once they know what they are expected to be able to do after learning certain materials as well as the things they could relate to the material. By informing the students about the objectives of the instruction, it will help them both to use an effective learning strategy and to decide the relevancy of the instruction. Consequently, teachers have to be able to provide those two aspects in teaching young learners, including English.

c. Gain the Students' Attention

The next challenge is to gain the students' attention. Getting the students attention is the first thing that the teachers should be able to do as children's attention period is limited. Sustaining the learners' attention during the instruction is very important that they are learning in order to perform it. In this case, teachers have to vary the activities in order to maintain the students' attention. Thus, including a variety of learning style into the activities are likely to be a wise decision.

d. Multi Level Groups

Another problem in teaching English to young learners is in terms of multi-level groups. Diversity in a group of students will lead to a serious problem. The diversity includes different motivation, different learning style, different first language, and especially different proficiency. Therefore, teachers must be able to

deal with children with those differences. To deal with the difference of proficiency level, they have to design materials and tasks which are varied in difficulty.

e. Assessment

The last but not least is in terms of assessment. Assessment is needed in order to know how well the learners have done while the most important assessment is the assessment for learning process since assessment is an integral part of learning process. Assessment as an integral part of learning process implies some purposes that the teachers must be able to decide whether the students need direct feedback as the assessment. It is in line with what teachers gave more attention on the implementation of content goals rather than on attitude goals which should be prioritized in primary school English teaching. At this point, teachers of EYL should be very competent in assessing the students. Teachers have to be able

to develop the students' language instead of focusing the assessment for testing them only.

Indonesian teachers of EYL also find some problems regarding to their profession. Yet, there might be some differences in terms of the challenges compared to those in other countries since they are actually influenced by each context. There are at least three challenges in TEYL found in the schools.

1. The first is the status of English which is as local content subject. This fact causes a little attention from the government to the needs of TEYL that most schools lack of resources.
2. The second is the teachers' education background and competency. Most of the teachers are not English education graduates and lack of pedagogical knowledge in teaching English. Yet, they still believe that they can cope with the situation as long as they are provided by the textbook.
3. The last challenge is about the students' socio-economic background. It was found out that most of the parents in village are not concerned

with the mastery of English. While the parents in city are competing to send their children to English course to have better proficiency, the parents in village only hand their children's English mastery over the learning activities given in school.

B. Current Issues in Assessing Young Learners' English Language Competence

Garcia, M. P. (2018) argues that children are natural language learners. In addition to their brain's ability to be like a sponge (can absorb information much faster), they also have a natural motivation to learn language without consciously doing so. In contrast to adolescents and adults, children have the ability to imitate pronunciations and construct 'rules' for themselves. The idea that learning to speak English is difficult does not exist in children's minds, unless it is suggested by adults around them, who may learn English academically at an older age through grammar-based textbooks.

There are several stages that a child goes through when learning a language. When a baby "learns" the language spoken in his home, there

is a "silent period," during which he looks, listens and communicates through facial expressions and gestures before he begins to speak. When children learn English, they also experience a similar 'silent period' where non-verbal understanding and communication occurs before they can actually speak English words.

After a while – depending on the frequency of English sessions they have – each child (usually girls sooner than boys) will start saying single words (like cat or house) or short phrases (like "What's that?", "It's my book", "I can't", or "That's a car") in their conversations. They have memorized the words (and imitated their proper pronunciation) without realizing that what they are saying is a word, a phrase, or even a sentence. This stage continues for some time as they catch more words and use them in conversation before, they are ready to make sentences of their own.

Gradually children begin to construct phrases consisting of one word (which they already know) plus another word from their own vocabulary (example: "a dog", "a brown dog", "a brown and black dog"). They will then gradually begin to construct complete sentences,

depending on the intensity of exposure to English they receive and the quality of their experiences during language learning. In going through the stages of learning English, it is only natural that children face various obstacles. Below we will discuss some of the common problems, children face when learning English and solutions that parents and teachers can come up with to help children overcome them.

Tsagari, D., & Vogt, K. (2017) mention several current issues in young learners English teaching and learning which influence the assessments of EYL, such as:

1. Spoken vs written language.

One of the common problems faced by children when learning a foreign language is related to the use of spoken and written language. There are several languages that have different spoken and written forms, one of which is English. Some children may find it difficult to distinguish between the spoken and written forms of the language they are learning. This problem can be overcome by increasing practice and training related to the two forms of language. In written form, if a child cannot write something

correctly, they should be given sufficient time to practice writing before the parent or teacher checks their work.

2. Lack of interest in learning English.

This is another common problem that children face when learning English. Many children may be more interested in playing with friends, watching YouTube, or playing computer games and don't want to learn a new language. In this case, parents can enrol their children in language institutions whose learning methods are adapted to the latest trends in teaching English to children. Learning activities in class which consist of a variety of activities and games adapted to the learning style and cognitive development of children can increase children's interest in learning English.

3. Lack of vocabulary

Lack of vocabulary is often a child's complaint when asked to try to speak English. This is a fairly common problem. In the original language, children will pick up (imitate) words from others and use

them in their everyday conversations. However, when learning English, they need to be taught new vocabulary which may seem difficult for them to understand and learn. Some children can feel frustrated because of their inability to express their thoughts in English. They may want to speak as quickly in English as they can in their native language, but feel unable to do so. This condition can be overcome by cultivating the pleasure of reading and writing in children. Story telling activities combined with fun role playing and writing activities can significantly help increase children's vocabulary. Parents, for example, can invite children to write words on pieces of cardboard that are used as labels, and then attach these labels to objects at home to help children remember the names of various furniture.

4. Uncomfortable with class setting.

Some children may feel embarrassed or uncomfortable learning English in class. They don't want to talk in front of other people or answer the

teacher's questions. They think that they will not be able to speak English, which can lead to embarrassment in front of others. They may find it difficult to reach their full potential in the classroom. One of the best ways to deal with this problem is to encourage them and congratulate them on achievement when they successfully say a sentence, however short it may be. However, if needed, studying with a private tutor is an option that can be made (Malmstrom, H. (2017).

5. Afraid of making mistakes.

In learning activities, children may make mistakes in the process of constructing words or sentences so they don't follow correct grammar, or they may not pronounce a word correctly. It's best not to tell them directly that they've made a mistake, because incorrect correction can demotivate them. As when learning their native language, if children have the opportunity to hear adults repeat the same sentences correctly, they will correct themselves in time.

6. Limited learning environment.

In learning English, what happens outside the classroom is no less important. In most cases, children only try to speak proper English in class when they are under the teacher's supervision. In addition, students do not always hear the people around them speaking English properly. As a result, it becomes more difficult to learn proper English. Children need to feel that they are making progress. They need constant encouragement as well as praise for good performance, because every success they achieve will motivate them to make the next one. Parents are in an ideal position to motivate and help their children learn outside of the classroom. And this can still be done even if parents only have basic English skills. They can study with their children.

7. Students become too dependent on the teacher.

Learning process is figuring out how we can solve our own problems. If a child

always goes to the teacher for every little problem he encounters, then that child will never be able to learn independently. If children insist that they don't know how to say (or do) something on their own, they need reassurance that they really can. Teachers or parents can do this by providing encouragement and positive feedback. The best teacher is a teacher who can teach children how to learn.

8. Teachers are not qualified.

It must be admitted that not all English teachers have sufficient competence and quality to help children achieve their learning goals. This is actually the most significant problem. For children, whatever the teacher says, whether true or false, will be considered true by them. This causes a lot of confusion among young students when different teachers tell them different things. Parents should be careful in choosing a language institution that can provide teachers with a high standard of English proficiency as well as good quality teaching skills.

EXERCISE

1. What is the differentiation between scoring and grading?
2. What is the problem faced by the teachers in making grading decision?
3. Explain briefly the scoring and grading the students' listening skills!
4. Explain briefly the scoring and grading the students' speaking skills!
5. Explain briefly the scoring and grading the students' reading skills!
6. Explain briefly the scoring and grading the students' writing skills!
7. Explain briefly the procedures of giving feedback!
8. Mention the issues in young learners English teaching and learning which influence the assessments of EYL
9. What are the challenges in Teaching English to Young Learners?
10. Give an example of problem in grading the students' achievement.

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GLOSSARY

Achievement	A thing is done successfully with effort, skill, or courage
Achievement Tests	Tests are designed to measure acquired knowledge or skills.
Advanced	the adjective used to describe something that is carried out ahead of time.
Analytic Score	A method of evaluating written text that assigns individual scores to separate aspects of writing quality, such as organization, ideas, sentence structure, word choice, and mechanics.
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.
Anecdotal records	Evidence is based only on personal observation, collected in a casual or non-systematic manner.
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
Beginner	A person who is beginning something or doing something for the first time

Checklist	A list of all the things that you need to do, which you make in order to ensure that you do not forget anything.
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	An assessment and test that measures student's performance
Curriculum	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
<i>Elementary:</i>	basics or beginning steps of something
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
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 <u>high-stakes test</u> is one that is very <u>important</u> for the <u>person</u> who <u>takes</u> it.
Holistic Scoring	An approach to scoring <u>essays</u> using a simple grading structure that bases a <u>grade</u> on a <u>paper's</u> overall quality
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
Intermediate	being between two other related things, levels or points
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
<i>Listening</i>	giving attention to a sound or action
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, trait, or criterion is defined for the comparative assessment.
Objectives	The purpose toward which we aim an endeavor.
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 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 work, 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	A test is given by a school in order to determine the level of academic ability of students, especially students who will enrol in school.
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	Established or decided in advance
Principles	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	Express or measure the quantity of
Questionnaires	Is a research instrument that consists of a set of questions or other types of

	prompts that aims to collect information from a respondent.
Reading	the acquisition and practice of the skills necessary to understand the meaning behind printed words
Reinforce	Strengthen or support (an object or substance), especially with additional material:
Reflections	image formation as a consequence of reflection
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
Self-assessment	an assessment technique by asking students to express their strengths and weaknesses in the context of attitude competence, both spiritual attitudes and social attitudes.
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
Speaking	delivery of language through the mouth
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.
Summary	a short, clear description that gives the main facts or ideas about something
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
Traditional Assessment	conventional methods of testing which usually produces written document, such as quizzes or exams.
Tryout of test	a test of the to fill a part or meet standards
Unambiguous	Expressed in a way that makes it completely clear what is meant
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.
Writing	form of human communication by means of a set of visible marks that are related, by convention, to some particular structural level of language
Young learner	children from the first year of formal schooling (five or six years old) to eleven or twelve years of age

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This book discusses various matters related to assessing young learners. This book is heavily packed with fundamental concepts, theories, and practical guidance on how appropriate assessment for young learners should be conducted. Assessment for young learners is complex because many factors need to be considered when gathering facts, analysing children's behaviour while playing, and analysing children's work. Seriousness, thoroughness in observing, and objectivity in managing facts without being mixed up with assumptions become data that can describe who and how children really are. These data are then communicated to parents as reports to be followed up.

Assessment for young learners differs from the primary and secondary education assessment models. Assessment for young learners is mainly done by observing, recording, and documenting children's activities. Assessment is not only used to measure the success of a program. However, it is necessary to monitor the progress and development of children's learning. Implementation of the assessment for young learners is carried out gradually and continuously so that progress in learning can be identified. Moreover, feedback should be conducted appropriately to ensure students continually improve their competence, skills, and performance.



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