ASSESSMENT PRACTICE IN EFL CLASSROOM: PURPOSES, METHODS AND SCORING

A Thesis Submitted to Fulfil the Requirements of the Closing Exam as one of the Stage in Obtaining a Master's Degree in English Education at IAIN Parepare

A THESIS

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Writer,

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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	be
ت	Ta	T	te
ث	s\a	s\	es (dengan titik di atas)
ج	Jim	J	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	de
ذ	z\al	z\	zet (dengan titik di atas)
ر	Ra	R	er
ز	Zai	Z	zet
س	Sin	S	es
ش	Syin	Sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	'	Apostrof
ى	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	*fath}ah*	a	a
اِ	*kasrah*	i	i
اُ	*d}ammah*	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
ـَىْ	*fath}ah dan ya>'*	ai	a dan i
ـَوْ	*fath}ah* dan *wau*	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْلَ : *haula*

3. *Maddah*

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
...َ ا	...َ ى	*fath}ah* dan *alif* atau	a>	a dan garis di atas
ـِى	*kasrah* dan *ya>'*	i>	i dan garis di atas
ـُو	*d}ammah* dan *wau*	u>	u dan garis di atas

Contoh:

مَـاتَ : *ma>ta*

رَمَـى : *rama>*

قِيْـلَ : *qi>la*

يَـمُوْثُ :*yamu>tu*

4. *Ta marbu>t}ah*

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah, kasrah,* dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَـةُ الأَطْفَالِ : *raud}ah al-at}fa>l*

اَلْـمَـدِيْنَـةُ اَلْفَـاضِـلَةُ : *al-madi>nah al-fa>d}ilah*

اَلْحِكْـمَـةُ : *al-h}ikmah*

5. *Syaddah* (*Tasydi>d*)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydi>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبّـَناَ : *rabbana>*

نَـجّيْـناَ : *najjaina>*

اَلْـحَـقُّ : *al-h}aqq*

نُعّـِمَ : *nu"ima*

عَـدُوٌّ : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـــِـىّ), maka ia ditransliterasi seperti huruf *maddah* menjadi i>.

Contoh:

عَلِـىٌّ : 'Ali> (bukan *'Aliyy* atau *'Aly*)

عَـرَبِـىٌّ : 'Arabi> (bukan *'Arabiyy* atau *'Araby*)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

اَلشَّـمْـسُ : *al-syamsu* (bukan *asy-syamsu*)

اَلزَّلْـزَلَـةُ : *al-zalzalah* (*az-zalzalah*)

اَلْـفَـلْسَفَةُ : *al-falsafah*

اَلْـبِــلاَدُ : *al-bila>du*

7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُـرُوْنَ : *ta'muru>na*

اَلْـنَّـوْعُ : *al-nau'*

شَـيْءٌ : *syai'un*

أُمِـرْتُ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n

Al-Sunnah qabl al-tadwi>n

9. *Lafz} al-Jala>lah* (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِيْنُ اللهِ *di>nulla>h*   بِاللهِ *billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [*t*]. Contoh:

هُمْ فِيْ رَحْـمَةِ اللهِ   *hum fi> rah}matilla>h*

10. **Huruf Kapital**

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus

disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

11. *Daftar Singkatan*

Beberapa singkatan yang dibakukan adalah:

swt.	=	*subh}a>nahu> wa ta'a>la>*
saw.	=	*s}allalla>hu 'alaihi wa sallam*
a.s.	=	*'alaihi al-sala>m*
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS …/…: 4	=	QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	=	Hadis Riwaya

ABSTRACT

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Judul Tesis	:	Assessment Practice in EFL Classroom : Purposes, Methods and Scoring (Supervised by Ambo Dalle and Zulfah)

Assessment is a crucial component of the educational process that enables educators to evaluate students' understanding, progress, and achievement. It encompasses a wide range of methods, including formative assessments, which occur during the learning process and provide feedback to improve teaching and learning, as well as summative assessments, which measure students' mastery of the material at the end of a specific instructional period. The research aims to describe teacher purposes, investigate the teacher method, and explain how teacher scoring in teaching EFL on the classroom.

This research uses a descriptive quantittive study design with data collection techtiniques thorugh checklist analysis and observasional analysis by using google form as the media to collecet the data. The subject of this research consist of senior high school and vocational school on Pinrang region.

The result of this study reveals teachers employ multifaceted assessment practices for interconnected purposes - monitoring student progress, providing feedback, motivating learning, guiding instruction, facilitating differentiation, ensuring accountability, and transparently reporting outcomes. This underscores assessment's vital role in enhancing learning environments, informing teaching decisions, and meeting expectations for educational accountability. EFL teachers evaluate language proficiency across skills through varied assessments like instructor-made tests, student tasks, and standardized exams, enabling comprehensive insights into abilities while addressing individual needs. Scoring practices demonstrate a commitment to fairness, consistency, and comprehensiveness, utilizing rubrics, clear instructions, skill weightages, and balanced evaluation of cognitive, affective, and psychomotor domains, though systematic calibration needs improvement. Ultimately, these findings highlight educators' strategic use of assessment purposes and methods to continually improve teaching, learning processes, and support students' language development.

Keywords: Assessment, EFL Classroom

ABSTRAK

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Judul Tesis   : Assessment Practice in EFL Classroom : Purposes, Methods and Scoring

Penilaian merupakan komponen penting dalam proses pendidikan yang memungkinkan pendidik untuk mengevaluasi pemahaman, kemajuan, dan pencapaian siswa. Penilaian mencakup berbagai metode, termasuk penilaian formatif yang terjadi selama proses pembelajaran dan memberikan umpan balik untuk meningkatkan pengajaran dan pembelajaran, serta penilaian sumatif yang mengukur penguasaan siswa terhadap materi pada akhir periode instruksional tertentu. Penelitian ini bertujuan untuk mendeskripsikan tujuan guru, menyelidiki metode yang digunakan guru, dan menjelaskan cara guru memberikan penilaian dalam pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL) di kelas.

Penelitian ini menggunakan desain studi deskriptif kuantitatif dengan teknik pengumpulan data melalui analisis checklist dan analisis observasional menggunakan google form sebagai media untuk mengumpulkan data. Subjek penelitian ini terdiri dari siswa Sekolah Menengah Atas dan Sekolah Menengah Kejuruan di wilayah Pinrang.

Hasil penelitian ini mengungkapkan bahwa guru menggunakan praktik penilaian multifaset untuk tujuan yang saling terkait - memantau kemajuan siswa, memberikan *feedback*, memotivasi pembelajaran, membimbing instruksi, memfasilitasi diferensiasi, memastikan akuntabilitas, dan melaporkan hasil secara transparan. Hal ini menegaskan peran utama penilaian dalam meningkatkan lingkungan belajar, menginformasikan keputusan pengajaran, dan memenuhi harapan atas akuntabilitas pendidikan. Guru EFL mengevaluasi kecakapan bahasa siswa melalui berbagai penilaian seperti tes di buat oleh guru, tugas siswa, dan ujian standar kompentensi, yang memungkinkan pemahaman komprehensif terhadap kemampuan siswa sekaligus mengakomodasi kebutuhan individu. Praktik penilaian menunjukkan komitmen terhadap keadilan, konsistensi, dan komprehensivitas dalam proses penilaian dengan menggunakan rubrik, instruksi yang jelas, pembobotan keterampilan, dan evaluasi yang seimbang terhadap domain kognitif, afektif, dan psikomotorik, meskipun kalibrasi sistematis masih perlu ditingkatkan. Pada akhirnya, temuan ini menyoroti penggunaan strategis tujuan dan metode penilaian oleh pendidik untuk terus meningkatkan proses pengajaran dan pembelajaran, serta mendukung pengembangan kecakapan bahasa siswa

Kata kunci: Penilaian, Kelas bahasa asing

خلاصة

الإسم : مفتاح الفريد
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موضوع الرسالة : ممارسة التقييم في صفوف تعليم اللغة الإنجليزية كلغة أجنبية: الأغراض، الأساليب والتقييم

التقييم هو عنصر مهم في العملية التعليمية يسمح للمعلمين بتقييم فهم الطلاب وتقدمهم وإنجازاتهم. يشمل التقييم أساليب متنوعة، بما في ذلك التقييم التكويني الذي يحدث خلال عملية التعلم ويقدم ملاحظات لتحسين التعليم والتعلم، والتقييم التجميعي الذي يقيس مدى إتقان الطلاب للمادة في نهاية فترة تعليمية معينة. تهدف هذه الدراسة إلى وصف أهداف المعلمين، والتحقيق في الأساليب التي يستخدمونها، وشرح كيفية تقديم المعلمين للتقييم في تعليم اللغة الإنجليزية كلغة أجنبية (EFL) في الصف.

تستخدم هذه الدراسة تصميم دراسة وصفية كمية مع تقنيات جمع البيانات من خلال تحليل قائمة المراجعة والتحليل الرصد باستخدام نماذج جوجل كوسيلة لجمع البيانات. يتكون موضوع هذه الدراسة من طلاب المدارس الثانوية والثانوية المهنية في منطقة بينرانج.

تكشف نتائج هذه الدراسة أن المعلمين يستخدمون ممارسات تقييم متعددة الأوجه لأهداف مترابطة ـ مراقبة تقدم الطلاب، تقديم التغذية الراجعة، تحفيز التعلم، توجيه التعليم، تسهيل التمايز، ضمان المساءلة، والإبلاغ عن النتائج بشفافية. يؤكد ذلك على الدور الرئيسي للتقييم في تحسين بيئة التعلم، وإعلام قرارات التعليم، وتلبية توقعات المساءلة التعليمية. يقوم معلمو EFL بتقييم كفاءة الطلاب اللغوية من خلال تقييمات متنوعة مثل الاختبارات التي يعدها المعلمون، وواجبات الطلاب، والامتحانات المعيارية للكفاءة، مما يتيح فهماً شاملاً لقدرات الطلاب مع تلبية احتياجاتهم الفردية. تُظهر ممارسات التقييم التزامًا بالعدالة والاتساق والشمولية في عملية التقييم باستخدام مقاييس تقييم، وتعليمات واضحة، وتوزيع الأوزان على المهارات، وتقييم متوازن للمجالات المعرفية والعاطفية والحركية، رغم الحاجة إلى تحسين المعايرة المنهجية في النهاية، تسلط هذه النتائج الضوء على الاستخدام الاستراتيجي للأهداف والأساليب التقييمية من قبل المعلمين لتعزيز عملية التعليم والتعلم بشكل مستمر، ودعم تطوير كفاءة اللغة لدى الطلاب.

الكلمات الرائسية: التقييم، صف تعليم اللغة الإنجليزية كلغة أجنبية.

CHAPTER I

INTRODUCTION

A. *Background of the Research*

Assessment is a crucial component in the educational system that helps teachers to evaluate students' learning outcomes and instructional effectiveness. Classroom assessment practices refer to the systematic and on-going process of gathering, interpreting, and using evidence of student learning to improve teaching and learning.[1]

Assessment serves multifaceted purposes in the EFL classroom. Firstly, it provides feedback to both teachers and students about the effectiveness of instruction, highlighting areas of progress and areas needing improvement. By monitoring students' language development, assessment enables teachers to modify their teaching strategies and adapt the curriculum to cater to individual learning needs. Additionally, assessment encourages students' self-reflection and self-regulation, fostering a sense of ownership and responsibility for their learning journey.

The traditional approach to assessment focused on measuring students' knowledge and understanding through standardized tests and quizzes. However, this approach has been criticized for its lack of alignment with classroom instruction and limited ability to provide meaningful feedback to students. As a result, alternative

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[1]Black, P., &Wiliam, D. (1998). *Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice,* 5(1), 7-74.

assessment methods have emerged that are more closely aligned with instructional goals and provide more comprehensive feedback to students.

Some of the commonly used alternative assessment methods include performance-based assessment, portfolio assessment, self-assessment, peer assessment, and formative assessment[2]. These methods aim to promote student learning by focusing on the process of learning rather than just the outcome.

Despite the benefits of alternative assessment methods, some teachers may be hesitant to adopt them due to concerns about the reliability and validity of the assessments, as well as the additional workload required to implement them[3]. Therefore, it is essential to investigate the factors that influence teachers' assessment practices and their perceptions of the effectiveness of different assessment methods.

Moreover, assessment in the EFL classroom serves as a means to evaluate and certify language proficiency. In many educational systems, standardized tests or examinations are used to assess students' language abilities and determine their readiness for further academic pursuits or employment opportunities. Valid and reliable assessment practices ensure that students' language proficiency is accurately measured, providing a fair and equitable basis for decisions regarding placement, promotion, and certification.

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[2]Chappuis, J. (2015). Seven strategies of Assessment for Learning (2nd ed.). Pearson Education.

[3] McMillan, J. H. (2011). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction (5th ed.). Pearson Education.

Assessment is an essential component of any teaching and learning process, including English as a Second Language (ESL) or English as Foreign Language (EFL) classrooms. In the past, assessments were often viewed as a means of grading or evaluating students' performance, but the purpose of assessment has since evolved. Today, assessment is seen as an integral part of the learning process and an effective tool for measuring student progress, identifying areas of weakness, and improving teaching methods.

Scoring techniques play a vital role in evaluating and grading students' performance in EFL assessments. They provide a standardized way to measure language proficiency and determine levels of achievement. Scoring techniques may include holistic scoring, analytic scoring, rubrics, checklists, and rating scales. The use of appropriate scoring techniques ensures fairness, consistency, and reliability in assessing students' language abilities.

Scoring techniques play a crucial role in EFL assessment, as they provide a standardized framework for evaluating and assigning grades or scores to students' performance. Various scoring techniques are employed, such as holistic scoring, which considers the overall impression of the performance, and analytic scoring, which evaluates specific aspects of language proficiency using predefined criteria. Rubrics, checklists, and rating scales offer structured frameworks for assessing different language skills, ensuring consistency and objectivity in scoring.

Pinrang region's EFL teachers face unique challenges and opportunities in their assessment practices. Factors such as classroom size, availability of resources,

and cultural contexts can influence the selection and implementation of assessment methods and scoring techniques. Additionally, EFL teachers may encounter challenges related to aligning assessment practices with curriculum objectives, ensuring fairness and inclusivity in evaluation, and providing timely and constructive feedback to students.

Understanding the assessment practices employed by EFL teachers in the Pinrang region is essential for promoting effective language instruction and improving student outcomes. By examining the purposes, methods, and scoring techniques used in EFL assessment, this study seeks to shed light on the current assessment landscape and provide valuable insights for enhancing assessment practices in the Pinrang region. The findings of this study have the potential to inform policy decisions, guide professional development initiatives for EFL teachers, and ultimately contribute to the improvement of EFL education in the region.

Based on the explaination the purpose of the present study was to conduct a comparative analysis of the assessment practices used by the instructors at the Senior High School in several different ESL/EFL contexts in Pinrang region. Therefore, researchers are interested in conducting research with the title "Assesment Practice In EFL Classroom : Purposes, Method and Scoring"

B. Research Question

The research questions are essential element of the research because it would lead and frame the process of the research. In accordance with the background, this research elaborates withresearch question:

1. What is the teacher trend in teaching English assessment practice ?

2. What is the teacher trend in assessment methods of the EFL teacher in classroom?

3. How do the teacher scoring of the EFL teaching in classroom?

C. *Objective of the Research*

Relevant to the research question above, this research has one purpose that is to investigate and to describe :

1. To descraive teacher trent purposes in conducting assessment practice in teaching EFL on the classroom.

2. To invetigate the trend teacher assessment method in teaching EFL on the classroom.

3. To explain how the teacher scoring of the EFL teaching in classrom.

D. *Significance of the Research*

The result of this research is expected to give contributions thatcan be seen from three perspectives, namely: give me discussion from the text that can be answer problem statement "How do the teacher scoring of the EFL teaching in classroom?" as result for a research

1. The Theoretically Significance

The results of this study are expected to contribute to the development of theory in assessment, increasing knowledge about compiling instrument tests that meet the principles of good and correct tests. The point is that this research is expected to enrich the literature of the literacy of assessment, especially in compiling an assessment of the social dilema in assesment.

2. The Practically Significance

The findings of this study are expected to contribute positively to teachers or education practitioners in adding insight and input in making language tests that are in accordance with the principles of a good test. So that, in the future, the ability of teachers to carry out assessments will improve in accordance with the expectations of improving the quality and quality of education itself.

3. The Policy Significance

The results of this study are expected to provide an overview of the quality and ability of teachers in conducting assessments so as to lead to the development of policies in improving the quality of teachers through training on assessment, especially in assessing language skill.
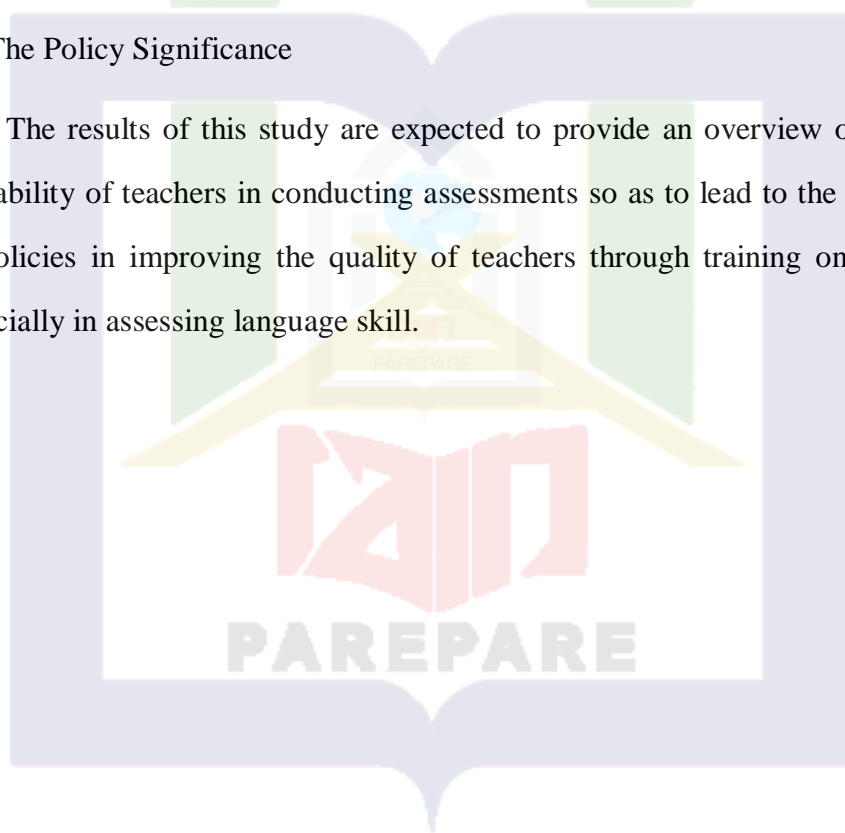
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the theoretical basis and several previous studies related to the instructor's classroom assesment

A. *Previous Related Research Findings*

Some previous research about assessment practice in EFL classroom: purposes, method and scoring by the researcher.

Assessment practice that the comprehension test was moderately related to student' decoding skills, vocabulary knowledge, and reading fluency as stated by Kuo-ling on his research[4] On the research with the tittle, "The use of machine learning for identifying response times that indicate aberrant response behavior", Samuel and Andread used a dataset of over 2,000 responses to a high-stakes test in Germany to train and test machine learning models that could classify responses as "normal" or "aberrant" based on their response times.

They used a range of statistical measures and visualizations to evaluate the performance of the models[5], and Brian Houd found that assessing writing across the

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[4] Kuo-Liang Chang and Ya-Fang Wang, "*Assessing Young Children's Reading Development: What Reading Comprehension Tests Capture*", Assessment in Education: Principles, Policy & Practice, (2021).

[5] Samuel, Greiff and Andreas, Fischer. The Use of Machine Learning for Identifying Response Times that Indicate Aberrant Response Behaviour, *Journal of Educational Measurement,* (2021).

curriculum was becoming increasingly important in higher education, with a focus on using authentic assessments that reflect the kinds of writing students are likely to do in their future careers. The author also discussed challenges in assessing writing, including issues related to reliability, validity, and the need for faculty development6.

However, there are challenges associated with implementing effective teacher assessment practices. A study by Darling-Hammond and Youngs found that many schools lack the necessary resources and support to effectively implement teacher assessment programs, which can lead to ineffective or inconsistent evaluation practices.7

Based on some of the previous studies above related to teacher Overall, research has shown that effective classroom assessment practices can have a significant impact on student learning outcomes, and can help teachers to better understand their students' needs and tailor their instruction accordingly. By using a variety of assessment methods and procedures, teachers can gather valuable information about student progress and use it to guide future instruction.

B. *Some Pertinent Ideas*

1. Assesment

Assessment is a complex and multifaceted process that involves gathering and analyzing information about an individual's knowledge, skills, abilities, and/or performance. According to the National Council on Measurement in Education

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6 Brian Huot, Assessing Writing Across the Curriculum: A Review of the Research, *Studies in Educational Evaluation*, (1996)

7Darling-Hammond, L., &Youngs, P, "Defining "Highly Qualified Teachers": What Does "Scientifically Based Research" Actually Tell us?" *Educational Researcher*, 31.9, (2002), 13-25.

(NCME)[8], assessment is "the process of systematically gathering, analyzing, and interpreting evidence to determine how well learning meets intended outcomes and to inform decisions about how to improve learning"[9]. This definition highlights several key features of assessment.

Assessment is a systematic process that involves gathering evidence from multiple sources. These sources can include tests, exams, quizzes, projects, assignments, observations, interviews, or self-reflection. By collecting evidence from multiple sources, assessors can gain a more comprehensive and accurate understanding of an individual's knowledge, skills, and abilities.

Assessment involves analyzing and interpreting the evidence that has been collected. This requires the use of a range of techniques and tools, such as statistical analysis, rubrics, and scoring guides. By analyzing the evidence, assessors can identify patterns, strengths, weaknesses, and areas for improvement.

Assessment is focused on determining how well learning meets intended outcomes. This means that assessment is not an end in itself, but rather a means of evaluating the extent to which an individual has achieved specific learning outcomes, goals, or standards. These outcomes can be defined at the level of a course, program, or institution, and they can encompass a range of knowledge, skills, and abilities.

Assessment is used to inform decisions about how to improve learning. This means that assessment is not just about measuring performance, but also about providing feedback that can be used to support learning and teaching. By providing

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[8] National Council on Measurement in Education (NCME). (n.d.). The Definition of Assessment.

[9] Rothstein, R., Shavelson, R.J., & Shepard, *Problems with the Use of Student Test Scores to Evaluate Teachers*. Washington, DC: Economic Policy Institute, (2010).

timely and relevant feedback, assessment can help individuals identify areas for improvement and take steps to address them.

In summary, assessment is a critical component of education, training, and professional development. It involves the systematic gathering, analysis, and interpretation of evidence to determine how well learning meets intended outcomes, and to inform decisions about how to improve learning. By using a range of assessment techniques and tools, and by focusing on providing feedback that can be used to support learning and teaching, assessment can help individuals achieve their full potential.

2. Component of Assessment

Assessment is a comprehensive process that includes several interrelated components. Here are some of the main parts of assessment:

a. Learning Outcomes

Learning outcomes are the specific knowledge, skills, and abilities that students are expected to master as a result of their educational experiences.[10] Defining clear and measurable learning outcomes is a critical first step in developing an effective assessment plan.

b. Assessment Instrument

Assessment instruments are the tools used to measure student learning outcomes. These can take many forms, including exams, papers, presentations,

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[10] Suskie, L, *Assessing Student Learning: A Common Sense Guide,* (John Wiley & Sons, 2009).

and projects.[11] It is important to choose assessment instruments that are aligned with the learning outcomes being measured and that provide meaningful data to inform instructional decisions.

c. Assessment Admistration

Assessment administration involves the process of administering assessment instruments to students. This can include selecting appropriate testing environments, scheduling assessments, and ensuring that students understand the instructions and expectations for each assessment.[12]

d. Data Collection and Analysis

Data collection and analysis involve the process of collecting and analyzing data from assessment instruments to evaluate student learning. This can include quantitative data, such as test scores, as well as qualitative data, such as written responses to essay questions[13].

e. Feedback

Feedback is the information provided to students about their performance on assessments. Effective feedback should be specific, actionable, and supportive, and can take many forms, including grades, written comments, and rubrics.

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[11] Svinicki, M. D., & McKeachie, W. J., *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, (Cengage Learning, 2014).

[12] Brookhart, S. M, *How to Create and Use Rubrics for Formative Assessment and Grading* (ASCD, 2013).

[13] Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S, *Classroom Assessment for Student Learning: Doing It Right-Using It Well,* (Pearson Education, 2012).

f. Use of Result

The ultimate goal of assessment is to use the results to improve student learning. This can include modifying instructional strategies, revising learning outcomes, or adjusting assessment instruments to better align with learning objectives.

By incorporating these components into their assessment plans, educators can gather meaningful data about student learning, provide valuable feedback to students, and use results to improve instructional practices and promote student success.

3. English is a Foreign Language

According to the Oxford English Dictionary, EFL refers to "the teaching and learning of English as a foreign language, typically in a country where English is not widely spoken and is not the official language.[14]" The dictionary notes that EFL instruction may be focused on developing language skills for academic, professional, or personal purposes, and may use a variety of instructional methods and materials.

EFL refers to "the teaching or studying of English in a country where it is not the main language spoken."[15] The dictionary notes that EFL instruction may focus on developing skills in listening, speaking, reading, and writing, as well as on developing knowledge of English grammar, vocabulary, and pronunciation.

EFL instruction may be delivered in a variety of settings, including schools, universities, language institutes, and private tutoring. The aim of EFL instruction may

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[14]Oxford English Dictionary Online, *English as a Foreign Language,* (Oxford University Press, 2021.)

[15]Cambridge Dictionary Online EFL, *English as a Foreign Language*, (Cambridge University Press, 2021).

vary depending on the needs and goals of the learners, such as preparing for academic study, improving career prospects, or simply developing communication skills for personal reasons.

EFL instruction has become increasingly important in today's globalized world, where English is often used as a common language for international communication and trade. This has led to a growing demand for qualified EFL teachers and materials, as well as a need for effective approaches to EFL instruction that take into account the diverse needs and backgrounds of learners.

EFL refers to the teaching and learning of English as a second or foreign language in contexts where English is not the primary language of communication. The article suggests that EFL instruction should be tailored to meet the specific linguistic, cultural, and social needs of learners in their local contexts, rather than simply aiming to develop communicative competence in the language[16].

The article also highlights the importance of considering learners' identities and the role of language in shaping their identities, particularly in contexts where English is seen as a dominant language. EFL instruction should therefore aim to empower learners to use English as a tool for expressing their identities and engaging with the world, rather than simply as a means of communication.

4. The English is a Foreign Language Focus

The focus of EFL instruction can vary depending on the learners' needs and goals, as well as on the context in which the instruction takes place. However, there

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[16]Azizifar, A., &Warriner, D, "We're Not Just Learning English": Language, Identity, and Education in EFL Contexts, *Journal of Language, Identity, and Education*, 20.1,(2021), 1-4.

are certain key areas of language development that are typically emphasized in EFL instruction.

According to experts in the field, such as Nation and Macalister, EFL instruction typically focuses on developing learners' communicative competence in English, which includes the ability to use English effectively in a range of social and professional situations. This involves developing skills in listening, speaking, reading, and writing, as well as in grammar, vocabulary, and pronunciation[17].

To developing communicative competence, EFL instruction may also focus on developing learners' intercultural competence, which involves developing an understanding of and appreciation for different cultural perspectives and ways of communicating. This can be particularly important in contexts where English is used as a lingua franca or common language for international communication.

EFL instruction typically focuses on developing learners' communicative competence in English, which involves developing the ability to use English effectively in a range of social and professional situations. This includes developing the four language skills of listening, speaking, reading, and writing, as well as developing knowledge of English grammar, vocabulary, and pronunciation.

In recent years, there has been an increased emphasis on developing learners' ability to use English for specific purposes (ESP) in EFL instruction. This involves tailoring instruction to meet the linguistic and communicative needs of learners in specific fields or domains, such as business, law, medicine, or tourism. ESP

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[17]Nation, I. S. P., & Macalister, J, *Language Curriculum Design. Routledge,* (2010).

instruction may include specialized vocabulary, discourse structures, and communicative practices relevant to the learners' fields of study or work[18].

In addition to developing communicative competence and ESP, EFL instruction may also focus on developing learners' intercultural competence, which involves developing an understanding of and appreciation for different cultural perspectives and ways of communicating. Intercultural competence can be particularly important in contexts where learners will be using English to communicate with people from different linguistic and cultural backgrounds.

5. **Classroom Assessment**

 Classroom assessment is the process of collecting and analyzing information about student learning in order to make informed decisions about instruction. It involves using a varietyof assessment tools and techniques to gather evidence of student learning, and using that evidence to provide feedback to students, guide instructional decisions, and evaluate the effectiveness of teaching practices.

According to Black and Wiliam, classroom assessment is "any activity undertaken by teachers and/or students that provides information to be used as feedback to modify teaching and learning activities." This definition highlights the importance of assessment as a tool for improving instruction and promoting student learning[19].

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[18]Dudley-Evans, T., & St. John, M. J, *Developments in English for Specific Purposes: A Multi-disciplinary Approach,* (Cambridge University Press, 2012).

[19]Black, P., &Wiliam, D, Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5.1,(1998), 7-74.

Other experts have emphasized different aspects of classroom assessment. For example, Stiggins has argued that classroom assessment should be closely aligned with instructional goals and objectives, and should involve multiple forms of assessment, including formative assessments (which are used to monitor learning progress during instruction) and summative assessments (which are used to evaluate learning outcomes at the end of a unit or course)[20].

Classroom assessment can also play an important role in promoting student engagement and motivation. As noted by Hattie and Timperley, assessment practices that focus on student progress and achievement can help students see the relevance and importance of their learning, which can increase their motivation and engagement.[21]

One important aspect of classroom assessment is the use of formative assessment strategies, which involve gathering feedback on student learning throughout the instructional process in order to make ongoing adjustments to teaching and learning. According to Sadler, formative assessment is an integral part of effective teaching and learning, as it provides students with opportunities to engage in self-assessment and reflection, and it can help them develop a deeper understanding of the material[22].

In addition, Black and Wiliam emphasize the importance of using assessment as a means of promoting student self-assessment and self-regulation, by providing

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[20]Stiggins, R. J, *Student-CanteredClassroom Assessment*, (Merrill/Prentice Hall, 1994).

[21]Hattie,J.&Timperley,H,"The Power of Feedback", Review of Educational Research,77.1,(2007), 81-112.

[22]Sadler, D. R, "Formative Assessment and the Design of Instructional Systems, *Instructional Science,* 18.2,(1989), 119-144.

students with clear learning goals and criteria for success, and by involving students in the assessment process.

Overall,classroom assessment is a crucial component of effective teaching and learning, as it provides teachers with information about student learning that can be used to improve instruction, and it provides students with opportunities to engage in self-assessment and reflection. By using a variety of assessment strategies, including both formative and summative approaches, teachers can help promote student learning and achievement. classroom assessment is a critical component of effective teaching and learning, as it provides teachers with information they need to make informed instructional decisions, and helps students to develop a better understanding of their own learning and progress.

6. Classroom Assessment Component

Classroom assessment is a crucial aspect of education that involves the evaluation of students' learning progress and achievement. There are various components of classroom assessment, as identified by experts in the field. Here are some of the main components of classroom assessment and their definitions, as described by experts in the field:

a. Formative Assessment

Formative assessment is a process that involves gathering and using information to improve learning outcomes during the learning process. This type of assessment is designed to provide ongoing feedback to students and teachers, allowing them to make adjustments and changes as necessary. Several experts in the field of education have provided their definitions of formative assessment.

According to Black and Wiliam, formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement. Formative assessment is typically low-stakes and takes place throughout the learning process[23].

Stiggins describes formative assessment as "a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes[24]."

Formative assessment is a type of assessment that focuses on providing ongoing feedback to students during the learning process. This type of assessment is different from summative assessment, which evaluates student learning at the end of a unit or course. Formative assessment is designed to help students understand their strengths and weaknesses so that they can make adjustments to their learning strategies and improve their performance.

Formative assessment can take many different forms, including quizzes, exams, homework assignments, projects, and class discussions. The key is that the assessment is designed to provide feedback to students so that they can improve their learning. This feedback can come from a variety of sources, including the teacher, peers, and self-reflection.

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[23]Black, P., &Wiliam, D, "Assessment and Classroom Learning", *Assessment in Education*,5.1, (1998), 7-74.

[24]Stiggins, R, "Assessment, Student Confidence, and School Success". *Phi Delta Kappan*, 83.10, (2001), 758-765.

Research has shown that formative assessment can have a positive impact on student learning. Black and Wiliam conducted a meta-analysis of over 250 studies and found that formative assessment can improve student achievement by as much as a standard deviation.[25] This finding has been supported by other researchers, including Hattie and Timperley[26].

In summary, formative assessment is a type of assessment that provides ongoing feedback to students during the learning process. This feedback is designed to help students improve their learning strategies and performance. Research has shown that formative assessment can have a positive impact on student achievement.

b. Summative Assessment

Summative assessment is an evaluation method used to measure learning outcomes at the end of a period of instruction or a course. According to Black and William[27], summative assessment is designed to provide a summary of students' achievements and to determine their level of mastery of a particular subject. This type of assessment is usually carried out at the end of a term, semester, or academic year and is used to assign grades, make decisions about promotion, and assess program effectiveness[28].

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[25]Black, P., &Wiliam, D, "Inside the Black Box: Raising Standards Through Classroom Assessment. *Phi Delta Kappan*, 80.2, (1998), 139-148.

[26]Hattie, J., &Timperley, H, The Power of Feedback, *Review of Educational Research*, 77.1, (2007), 81-112.

[27]Black, P., & William, D, Assessment and Classroom Learning, *Assessment in Education: Principles, Policy & Practice*, 5.1, (1998),7-74.

[28]Popham, W. J, *Transformative assessment. Alexandria, VA: Association for Supervision and Curriculum Development,* (2008).

Summative assessment is important for several reasons. First, it provides feedback to students about their performance, which helps them to identify areas where they need to improve. Second, it provides information to teachers and administrators about the effectiveness of their teaching strategies and curriculum design. Third, it provides accountability to stakeholders, such as parents and policymakers, who want to know how well students are learning[29].

Summative assessments are types of evaluations that are typically used to measure a student's overall learning and mastery of a subject at the end of a period of instruction. Here are some examples of summative assessments:

1) Exams

Exams are one of the most common types of summative assessments. They usually consist of a series of questions that test students' knowledge of a specific topic or subject. Exams can be administered in a variety of formats, including multiple-choice, short-answer, and essay questions.

2) Standardized Tests

Standardized tests are designed to measure student performance against a set of national or international standards. They are used to assess the knowledge and skills of large groups of students in a standardized way. Examples of standardized tests include the SAT, ACT, and state-mandated tests.

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[29]Gipps, C, "What is Assessment for Learning?" *Studies in Educational Evaluation*, 31.3, (2005), 209-224.

3) Portfolios

Portfolios are collections of student work that demonstrate their learning and growth over time. They can include a variety of artifacts, such as essays, projects, and artwork. Portfolios are often used in subjects such as writing, art, and music.

4) Projects

Projects are hands-on assignments that require students to apply what they have learned to a real-world problem or scenario. They can take many forms, including research papers, presentations, and experiments. Projects allow students to demonstrate their understanding of a subject in a more practical way than traditional exams.

It's important to note that while summative assessments are useful for evaluating student performance at a specific point in time, they should be used in conjunction with formative assessments, which provide ongoing feedback to students to help them improve their understanding of a subject throughout the learning process.

In conclusion, summative assessment is an important tool for measuring student learning outcomes and evaluating the effectiveness of educational programs. It provides feedback to students, teachers, and administrators and helps to ensure accountability to stakeholders.

c. Authentic assessment

Authentic assessment is an approach to evaluating students' learning that emphasizes real-world contexts and tasks that closely resemble the kind of work that professionals in a particular field would encounter. This type of assessment goes beyond measuring rote memorization of facts and instead focuses on the development of higher-order thinking skills, such as critical thinking, problem solving, and creativity.

According to Wiggins , authentic assessment is "a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills"[30]. Similarly, Grant and Thornton, define authentic assessment as "a process of evaluating student learning in contexts that mirror real-world situations, requiring students to demonstrate their knowledge, skills, and abilities in ways that are meaningful and relevant to their future roles as professionals"[31].

One of the key features of authentic assessment is that it often involves open-ended tasks that do not have a single correct answer. For example, a student might be asked to design a marketing campaign for a new product or to develop a research project to address a real-world problem. This type of assessment encourages students to apply their knowledge and skills in creative and innovative ways, and to develop a deeper understanding of how those skills can be used in real-world contexts.

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[30] Wiggins, G, *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. (San Francisco, CA: Jossey-Bass, 1998).

[31] Grant, M. M., & Thornton, H. R, "Best Practices in Authentic Assessment", *Journal of Extension,* 45.6,(2007) , 1-5.

Authentic assessment is an evaluation approach that measures students' abilities in real-life situations, tasks, or projects that relate to their daily lives. It emphasizes critical thinking, problem-solving, and creativity. Here are several types of authentic assessments

d. Performance-based assessments

These assessments evaluate students' abilities by having them perform a task or demonstrate a skill. Examples of performance-based assessments include creating a project, conducting a science experiment, or giving a speech.

1) Project-based assessments

These assessments require students to complete a complex, multi-step project that demonstrates their understanding of a subject. The project could involve research, collaboration, and problem-solving.

2) Portfolio assessments

This type of assessment involves collecting and evaluating a student's work over time. The portfolio may contain samples of student work, reflections, and self-assessments.

3) Case-based assessments

These assessments present students with a real-world scenario and ask them to apply their knowledge and skills to solve a problem or make a decision.

e. Simulation assessments

These assessments use computer software to create a simulated environment or scenario that requires students to demonstrate their understanding of a subject or skill.

Another important aspect of authentic assessment is that it often involves the use of multiple measures to evaluate student learning. For example, a student might be evaluated based on a combination of written reports, oral presentations, group projects, and self-assessments. This type of assessment helps to ensure that students are being evaluated based on a range of skills and abilities, rather than just their ability to perform well on a single type of test or assignment.

In summary, authentic assessment is an approach to evaluating student learning that emphasizes real-world contexts and tasks, open-ended and multiple measures that closely resemble the kind of work that professionals in a particular field would encounter. It is designed to encourage higher-order thinking skills, such as critical thinking, problem solving, and creativity.

f. Diagnostic assessment

Diagnostic assessment is a form of assessment that is conducted to identify the strengths and weaknesses of an individual in a particular area or subject matter. The assessment is used to determine the level of understanding, skills, and knowledge of the individual and to diagnose any areas of weakness or difficulty that may need further attention.

According to the literature, diagnostic assessment can be defined as an assessment that is used to identify and diagnose students' learning difficulties, to

determine their strengths and weaknesses, and to identify areas where further instruction and support are needed[32].

Diagnostic assessment is a type of assessment that aims to identify an individual's strengths and weaknesses in a particular area, such as cognitive abilities, academic skills, or social-emotional functioning. According to educational expert Linda M. Pavonetti, diagnostic assessment involves "an in-depth examination of a student's knowledge, skills, and abilities with the purpose of identifying specific areas of difficulty and providing targeted instruction to address those difficulties."[33]

Diagnostic assessment is different from other forms of assessment such as formative and summative assessments. Formative assessment is conducted throughout the learning process to provide feedback to the learner and the teacher, while summative assessment is conducted at the end of the learning process to evaluate the learner's overall performance. Diagnostic assessment, on the other hand, is conducted at the beginning of the learning process to determine the learner's baseline performance and identify areas where further instruction and support are needed[34].

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[32]Cohen, L. G., &Spenciner, L. J. (2010).Assessment of children and youth with special needs.Pearson Higher Ed.

[33]Pavonetti, L. M, Diagnostic Assessment. In S. W. Lee, P. A. Reynolds, & E. J. Tindal (Eds.), *Handbook of research on assessment technologies, methods, and applications in higher education*, (Information Science Reference.2009), p. 158-173.

[34]Cohen, L. G., &Spenciner, L. J, *Assessment of Children and Youth with Special Needs*, (Pearson Higher, 2010).

7. The Characteristic of Classroom Assessment

Classroom assessment has been studied and discussed by many experts in the field of education. Based on their research and analysis, some of the characteristics of effective classroom assessment include:

a. Aligment

The assessment should be closely aligned with the learning objectives and curriculum standards. This ensures that the assessment measures what students are expected to know and be able to do.

Alignment in classroom assessment refers to the degree to which the assessment matches the learning objectives and curriculum standards of the course. When an assessment is well-aligned, it accurately measures what students are expected to know and be able to do, and provides useful information to teachers about student progress towards those goals.

One way to ensure alignment is to begin with clear learning objectives that are specific, measurable, achievable, relevant, and time-bound (SMART). Once these objectives have been established, teachers can design assessments that measure student progress towards these objectives. For example, if the learning objective is for students to be able to write a persuasive essay, the assessment should ask students to write a persuasive essay and evaluate their performance on the skills necessary to do so.

Alignment is important because it helps to ensure that the assessment is valid, reliable, and fair. If an assessment is not well-aligned, it may not accurately measure what students have learned, which can lead to incorrect

conclusions about student performance. This can have negative consequences for both students and teachers, as it may lead to inappropriate instructional decisions or inaccurate evaluation of student progress.

To ensure alignment, it is important for teachers to regularly review their assessments and adjust them as necessary to ensure that they are accurately measuring student progress towards the learning objectives. This can involve soliciting feedback from students, analysing student performance data, and collaborating with colleagues to share best practices[35].

b. Validity

Validity is an important characteristic of classroom assessment that refers to the degree to which an assessment accurately measures what it is intended to measure. In other words, a valid assessment measures what it is supposed to measure, and is not influenced by other factors that are not related to the content or skills being assessed.

The assessment should accurately measure what it is intended to measure. Validity can be established through a variety of methods, such as expert review, pilot testing, and statistical analysis.[36]

There are several ways to establish the validity of an assessment, including:

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[36]Stiggins, R. J, "Assessment Crisis: The Absence of Assessment for Learning". *Phi Delta Kappan*, 83.10,(2002), 758-765.

1) Content validity

This refers to the degree to which an assessment measures the content and skills that are outlined in the learning objectives or curriculum standards. To establish content validity, teachers can review the assessment to ensure that it aligns with the learning objectives, and may also seek feedback from other teachers or experts in the field.

2) Criterion-related validity

This refers to the degree to which an assessment is related to an external criterion, such as a standardized test or an independent measure of the same skill. For example, a math teacher may assess students' understanding of fractions and then compare their scores to the results of a standardized test that also measures students' understanding of fractions.

3) Construct validity

This refers to the degree to which an assessment measures the construct, or underlying concept or skill, that it is intended to measure. For example, a reading assessment that measures students' comprehension of a particular text would need to have construct validity, meaning that it is measuring comprehension and not some other factor, such as vocabulary or reading speed.[37]

Establishing validity is important because it helps to ensure that the assessment is measuring what it is supposed to measure, and that the results of the assessment can be used to make valid inferences about student learning. If an

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[37]Popham, W. J, *Classroom Assessment: What Teachers Need to Know.*(Pearson, 2011).

assessment is not valid, the results may be inaccurate and misleading, which can have negative consequences for both students and teachers.

c. Reliability

Reliability is an important characteristic of classroom assessment that refers to the degree to which an assessment produces consistent and stable results over time. In other words, if the same assessment were given to the same group of students at different times, the results should be similar. This is important because it helps to ensure that the assessment is measuring what it is supposed to measure and that the results are not influenced by random or extraneous factors[38].

There are several types of reliability that can be established for an assessment, including:

1) Test-retest reliability

This refers to the degree to which an assessment produces consistent results when administered to the same group of students at different times. To establish test-retest reliability, teachers may administer the same assessment to a group of students twice, and compare the results to determine if there is consistency in student performance.

2) Inter-rater reliability

This refers to the degree to which different raters or graders of an assessment produce consistent results. To establish inter-rater reliability, multiple ratters may independently score the same assessment, and their

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[38] Popham, W. J, *Classroom Assessment: What Teachers Need to Know*, (Pearson, 2011).

scores can be compared to determine if there is consistency in how they evaluate student work.

3) Parallel-forms reliability

This refers to the degree to which different versions of an assessment produce consistent results. To establish parallel-forms reliability, teachers may administer two different versions of the same assessment to the same group of students, and compare the results to determine if there is consistency in student performance.

Establishing reliability is important because it helps to ensure that the assessment produces consistent and stable results that can be used to make valid inferences about student learning. If an assessment is not reliable, the results may be inconsistent and unreliable, which can make it difficult for teachers to make accurate instructional decisions[39].

d. Fairness

Fairness in classroom assessment is a concept that has become increasingly important in recent years. It refers to the degree to which an assessment is free from bias and provides all students with an equal opportunity to demonstrate their knowledge and skills. Fairness is important because it ensures that students are not unfairly disadvantaged or advantaged by the assessment process.

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[39]Stiggins, R. J., Arter, J. A., Chappuis, J., &Chappuis, S, *Classroom Assessment for Student Learning: Doing it Right-using it Well.* (Pearson, 2012).

According to new research, there are several factors that can impact the fairness of classroom assessments, including:

1) Cultural bias: Assessments may be biased towards certain cultures or cultural norms, which can disadvantage students from other cultural backgrounds.

2) Language bias: Assessments may be biased towards students who are fluent in the language of the assessment, which can disadvantage students who are English language learners or who speak a different language at home.

3) Disability bias: Assessments may be biased towards students who do not have disabilities, which can disadvantage students with disabilities.

4) Test anxiety: Assessments may be biased towards students who do not experience test anxiety, which can disadvantage students who do experience test anxiety.

To ensure fairness in classroom assessment, it is important for teachers to consider these factors and take steps to mitigate bias. This may involve providing accommodations for students with disabilities, using a variety of assessment methods to measure student learning, and providing clear instructions and support for English language learners.

In addition, teachers can use a process called "equating" to ensure that the scores on different versions of an assessment are comparable and that students are not unfairly advantaged or disadvantaged by the version they receive[40].

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[40]Hess, K. K., & McLeod, J. H, "Fairness in Educational Assessment and Measurement", *Educational Measurement: Issues and Practice*, 34.4,(2015), 45-52.

Overall, fairness in classroom assessment is an important goal that requires ongoing attention and effort from teachers to ensure that all students have an equal opportunity to demonstrate their knowledge and skills.

e. Feedback

Feedback is a critical component of classroom assessment, as it provides students with information about their performance and helps to guide their learning. Recent research has highlighted several key aspects of effective feedbacking classroom assessment:

1) Timeliness: Feedback should be provided in a timely manner, ideally immediately after the assessment or within a few days. Delayed feedback can be less effective in guiding student learning.

2) Specificity: Feedback should be specific and focused on the learning goals and criteria for the assessment. Vague or general feedback may be less useful for students in guiding their learning.

3) Clarity: Feedback should be clear and easy for students to understand. Teachers should avoid using jargon or technical language that students may not be familiar with.

4) Individualization: Feedback should be tailored to the individual needs and abilities of each student. Teachers should avoid using the same feedback for all students, as this may not be effective in guiding their learning.

5) Actionable: Feedback should be actionable, meaning that it should provide students with concrete suggestions for how to improve their

performance. Feedback that only points out errors or mistakes may not be as effective in guiding student learning[41].

In addition to these key aspects, recent research has also highlighted the importance of involving students in the feedback process. This may involve providing students with opportunities to reflect on their own learning and to provide feedback to their peers. By involving students in the feedback process, teachers can help to develop their metacognitive skills and encourage them to take ownership of their learning.

Overall, effective feedback is a critical component of classroom assessment that can help to guide student learning and improve academic outcomes.

f. Authenticity

Authenticity is a key aspect of classroom assessment that refers to the degree to which the assessment tasks and contexts reflect real-world situations and experiences. Authentic assessments are designed to closely mimic the kinds of tasks that students will encounter in the real world, and they often involve complex, open-ended problems that require higher-order thinking skills.

Recent research has highlighted several key aspects of authentic classroom assessment:

a) Real-world relevance: Authentic assessments should be relevant to real-world situations and experiences. This can help to motivate

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[41]Hattie, J., &Timperley, H, "The Power of Feedback., *Review of Educational Research*,77.1,(2007), 81-112.

students and encourage them to engage more deeply with the assessment tasks.

b) Higher-order thinking skills: Authentic assessments should require students to use higher-order thinking skills, such as analysis, synthesis, and evaluation. These skills are critical for success in the real world and are often more difficult to assess using traditional assessment methods.

c) Multiple measures: Authentic assessments should involve multiple measures of student learning, including both formative and summative assessments. This can help to provide a more complete picture of student learning and progress over time.

d) Student-cantered: Authentic assessments should be designed with the needs and abilities of the students in mind. This may involve providing students with choices and opportunities for self-directed learning.

e) Collaboration: Authentic assessments should often involve collaboration and teamwork, which are important skills for success in the real world[42].

Recent research has also highlighted the importance of involving students in the design and implementation of authentic assessments. By involving

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[42] Lombardi, M. M, *Authentic Learning for The 21st Century: An Overview*, (EDUCAUSE Learning Initiative, 2007).

students in the assessment process, teachers can help to increase student ownership of their learning and promote deeper engagement and understanding[43].

Authentic assessment is an important goal for classroom assessment, as it can help to increase student engagement, motivation, and relevance to real-world tasks and activities.

8. The Instructor Assessment Purpose

The primary purpose of assessment practices is to provide feedback to students, inform them about their strengths and weaknesses, and guide them towards areas for improvement. Feedback should be timely, specific, and constructive to help students understand where they need to focus their efforts[44]. Additionally, assessment practices should encourage students to take ownership of their learning and promote self-reflection and self-regulation skills[45].

Moreover, instructors' assessment practices should inform their teaching practices, including course design, instructional strategies, and assessment design[46]. Assessment data can help instructors identify gaps in students' knowledge and skills, adjust their teaching strategies, and tailor their instruction to better support students' learning. There several purpose to assessing student :

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[43]Herrington, J., Reeves, T. C., & Oliver, R, *Authentic Learning Environments,* (Springer US, In Handbook of Research on Educational Communications and Technology, 2014), p. 401-412.

[44]Hattie, J., &Timperley, H, "The Power of Feedback. *Review of Educational Research*, 77.1, (2007), 81-112.

[45]Boud, D., &Falchikov, N, "Aligning Assessment with Long-Term Learning". *Assessment & Evaluation in Higher Education*, 31.4, (2006), 399-413.

[46]Gibbs, G., & Simpson, C, "Conditions Under which Assessment Supports Students' Learning" *Learning and Teaching in Higher Education*, 1, (2005), 3-31.

a.   Student Centered Purpose

Recent research has highlighted the importance of student-centered approaches to classroom assessment. The purpose of student-centered assessment is to engage students in the assessment process, promote their active learning, and empower them to take ownership of their academic progress[47].

Student-centered assessment practices prioritize the use of formative assessment, which involves providing feedback and opportunities for improvement throughout the learning process[48]. Formative assessment helps students understand where they stand in terms of their learning progress and what they need to do to improve.

Another purpose of student-centered assessment is to promote student autonomy and self-regulated learning. Research has shown that when students are involved in the assessment process, they become more self-aware, self-directed, and motivated to learn[49]. Therefore, instructors should encourage students to set their own learning goals, monitor their progress, and reflect on their learning outcomes.

Moreover, student-centered assessment practices emphasize the use of diverse assessment methods that align with students' diverse learning styles,

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[47]Panadero, E., & Alonso-Tapia, J, "How Do Students Self-Regulate?", *Review of Zimmerman's Cyclical Model of Self-regulated Learning. Anales de Psicología*, 30.2, (2014), 450-462.

[48]Hattie, J., &Timperley, H, "The Power of Feedback", *Review of Educational Research,*77.1, (2014), 81-112.

[49]Boud, D., Lawson, R., & Thompson, D. G, "Does Student Engagement in Self-Assessment Calibrate Their Judgement Over Time?", *Assessment & Evaluation in Higher Education,*38.8, (2014), 941-956.

cultural backgrounds, and abilities[50]. Instructors should provide opportunities for students to demonstrate their learning in multiple ways, such as through portfolios, projects, presentations, and peer assessments.

In conclusion, the purpose of student-centered assessment is to engage students in the assessment process, promote their active learning, and empower them to take ownership of their academic progress. This approach prioritizes the use of formative assessment, promotes student autonomy and self-regulated learning, and utilizes diverse assessment methods that align with students' diverse needs.

b. Instructural Purpose

Structural purposes in instructor classroom assessment refer to the use of assessment data to inform institutional decision-making, promote accountability, and evaluate program effectiveness[51]. Recent research has highlighted the importance of aligning assessment practices with institutional goals and standards to ensure that they support educational improvement and accountability[52].

One of the primary purposes of structural assessment is to promote institutional accountability and accreditation. Assessment data can provide evidence of student learning outcomes and program effectiveness, which is essential for accreditation and funding purposes[53]. Institutions should use

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[50]Shepard, L. A, "The Role of Assessment in a Learning Culture", *Educational Researcher,*29.7, (2000), 4-14.

[51]Wiggins, G, "Seven Keys to Effective Feedback",*Educational Leadership,*70.1,(2000), 10-16

[52]Chappuis, J., Stiggins, R., Chappuis, S., &Arter, J, "Assessment for learning: An action guide for School Leaders", *Pearson,* (2nd ed, 2012).

[53]Pellegrino, J. W., Chudowsky, N., & Glaser, R, *Knowing What Students Know: The Science and Design of Educational Assessment,* (National Academies Press, 2001).

assessment data to demonstrate that their programs meet or exceed accreditation standards and that they are committed to continuous improvement.

Another purpose of structural assessment is to inform institutional decision-making. Assessment data can help administrators identify areas of strengths and weaknesses in their programs, allocate resources, and develop action plans to improve student learning outcomes[54]. Additionally, assessment data can be used to evaluate the effectiveness of institutional policies, such as admission criteria, academic support services, and instructional practices.

Moreover, structural assessment practices should align with institutional goals and standards. Institutions should establish clear learning outcomes, program goals, and standards of achievement, and ensure that assessment practices measure them accurately[55]. Additionally, assessment practices should be integrated into the curriculum and instruction and involve all stakeholders, including faculty, students, and administrators.

In conclusion, structural assessment practices serve important institutional purposes, including promoting accountability, informing decision-making, and evaluating program effectiveness. These practices should align with institutional goals and standards and involve all stakeholders to ensure that they support educational improvement and institutional effectiveness.

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[54]Suskie, L, *Assessing Student Learning: A Common-Sense Guide* (2018, 3rd ed), Jossey-Bass.

[55]Huba, M. E., & Freed, J. E, *Learner-Cantered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*, (2000), Allyn& Bacon.

c. Admistrative Purposes

Administrative purposes in instructor classroom assessment refer to the use of assessment data for administrative functions, such as grading, placement, and certification[56]. Recent research has highlighted the importance of using assessment data for administrative purposes in a fair and valid manner, ensuring that they support student learning and success[57].

One of the primary purposes of administrative assessment is to determine student grades and progress. Assessment data can provide evidence of student achievement and help instructors assign grades and determine student progress[58]. Additionally, assessment data can be used to identify students who need additional support or intervention to improve their performance.

Another purpose of administrative assessment is to determine student placement and eligibility for advanced coursework. Assessment data can be used to place students in appropriate courses, such as honors or advanced placement courses, based on their abilities and achievement[59]. Additionally, assessment data can be used to determine eligibility for special programs, such as gifted and talented programs, based on student achievement.

Moreover, administrative assessment practices should be fair, valid, and reliable. Instructors should use assessment data that accurately measures student

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[56]Brookhart, S. M, *How to Create and Use Rubrics for Formative Assessment and Grading*, (2013), ASCD.

[57]McMillan, J. H, *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction*, (2018, 7th Ed.), Pearson.

[58]Popham, W. J, *Classroom Assessment: What Teachers Need to Know* (2018,8th Ed), Pearson.

[59]McTighe, J., & O'Connor, K, "Seven Practices for Effective Learning, *Educational Leadership*, 63.3, (2005), 10-17.

achievement and that is aligned with course objectives and standards[60]. Additionally, assessment practices should be transparent and provide students with clear criteria for success and opportunities for feedback and improvement.

Administrative assessment practices serve important purposes in supporting student learning and success, including assigning grades, determining student progress, and identifying students for placement and eligibility for advanced coursework. These practices should be fair, valid, and reliable and provide students with clear criteria for success and opportunities for feedback and improvement.

9. Assessment Method

Assessment methods are essential tools for evaluating learning outcomes and providing feedback to individuals and groups in educational and professional settings. As noted by Fuchs, assessment methods can take many forms, including teacher observation, student self-assessment, formative assessment, and summative assessment. Each of these methods can provide valuable information about an individual's strengths and areas for improvement, as well as the effectiveness of educational programs or interventions[61].

Assessment methods play a critical role in evaluating learning outcomes and informing decision-making in educational and professional settings. By using

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[60]Stiggins, R. J., Arter, J. A., Chappuis, J., &Chappuis, S, *Classroom Assessment for Student Learning: Doing It Right-Using It Well*, (2006), Assessment Training Institute.

[61]Fuchs, L. S., & Fuchs, D, *Assessment for Instructional Decision Making in Mathematics. In D. H. Gitomer & C. A. Bell (Eds.)*Washington, DC,(Handbook of Research on Teaching, 2017, 5th Ed.p. 392-418).

appropriate assessment methods, educators and evaluators can provide valuable feedback to individuals and groups, and support ongoing learning and improvement.

a. Assessing Reading

Assessing reading is a critical component of literacy development and education, and there are various methods available to evaluate a reader's skills and abilities. The National Reading Panel suggests that a comprehensive reading assessment should include measures of word recognition, comprehension, fluency, and motivation[62].

Using a variety of assessment methods can help educators gain a comprehensive understanding of a reader's skills and abilities, and provide targeted instruction and support to promote continued growth and development in reading.

1) Instrctrutor-made assessment

Instructor-made assessments are a valuable tool for educators in measuring student learning. According to the National Council of Teachers of English (NCTE), assessments that are developed by teachers can provide a more accurate representation of a student's abilities and knowledge in a particular area[63].

When it comes to assessing reading skills, instructor-made assessments can provide a more comprehensive evaluation of a student's

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62 National Reading Panel, *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction,* Washington, DC, (National Institute of Child Health and Human Development, 2000).

63National Council of Teachers of English, *NCTE Position Statement on Teacher-Made Assessments* (2016).

reading ability than standardized tests alone. The NCTE recommends that teacher-made assessments, such as running records and IRIs, be used in conjunction with standardized tests to gain a more complete picture of student reading skills.

Running records are a type of instructor-made assessment that involves recording a student's reading performance and using the information to evaluate their reading level, fluency, and comprehension[64]. This method allows teachers to identify areas where a student may need additional support and tailor their instruction accordingly.

Similarly, IRIs are a type of instructor-made assessment that involve having students read aloud from a selection of texts and answering comprehension questions to assess their understanding[65]. These assessments can be used to identify a student's reading level, strengths, and areas for improvement.

In summary, instructor-made assessments can be a valuable addition to standardized tests in assessing reading skills. By using a combination of teacher-made and standardized assessments, educators can gain a more comprehensive understanding of their students' reading abilities and tailor their instruction to meet individual needs.

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[64]Clay, M. M, *An Observation Survey of Early Literacy Achievement,* Heinemann, , (2016).

[65]Johns, J. L*, Basic Reading inventory: Pre-Primer through Grade Twelve and Early Literacy Assessments,* Kendall Hunt, , (2016).

2) Student-conducted Assessment Method

Student-conducted assessment methods are becoming increasingly popular in education as a way to promote student involvement and engagement in the learning process. In the context of reading assessment, student-conducted assessments can provide valuable information about a student's reading skills and help to build their self-efficacy and confidence as readers.

One type of student-conducted assessment is self-assessment, where students evaluate their own reading skills and progress. Self-assessment can be a powerful tool for promoting student ownership of their learning and can help to identify areas where additional support may be needed[66].

Another type of student-conducted assessment is peer assessment, where students evaluate the reading skills of their classmates. Peer assessment can help to build a sense of community in the classroom and promote collaboration and communication skills[67].

A third type of student-conducted assessment is portfolio assessment, where students compile a collection of their work over time to demonstrate their growth and progress as readers. Portfolio assessment can provide a more

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[66]Lum, C. M. K, "The Effects of Self-Assessment on Student Learning Outcomes in Reading Comprehension", *Educational Psychology*, 39.8,(2019), 974-991.

[67]Frey, B. B., Fisher, D., & Lapp, D, *Classroom Assessment for Ftudent Learning: Doing It Right—Using It Well,* Pearson, (2017).

comprehensive view of a student's reading abilities and help to identify areas where additional support may be needed[68].

In summary, student-conducted assessments can be a valuable addition to traditional teacher-led assessments in assessing reading skills. By involving students in the assessment process, educators can promote student ownership of their learning and help to identify areas where additional support may be needed.

3) Standardized Testing

Standardized reading tests can provide valuable information about a student's reading skills and progress over time. However, it is important to recognize that these tests have their limitations. For example, they may not fully capture a student's reading abilities and may not be sensitive to cultural and linguistic differences. Additionally, standardized tests can be stressful for students and may not provide a complete picture of their reading abilities[69].

While standardized testing can provide valuable information about a student's reading skills and progress, it is important to recognize their limitations. For example, standardized tests may not fully capture a student's reading abilities and may not be sensitive to cultural and linguistic differences. This means that some students may perform lower on a standardized reading test because of differences in language or cultural

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[68]Paulson, F. L., Paulson, P. R., & Meyer, C. A, "What Makes a Portfolio a Portfolio?", *Educational Leadership*, 48.5, (1991), 60-63.

[69]Foorman, B. R., & Torgesen, J. K, "Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children", *Learning Disabilities Research & Practice*, 16.4,(2001). 203-212.

background, rather than differences in reading ability. Additionally, standardized tests can be stressful for students and may not provide a complete picture of their reading abilities.

In conclusion, standardized tests can be a useful tool for assessing reading skills in education. However, it is important to use them in conjunction with other assessment methods, such as teacher observation, student work samples, and informal assessments, to gain a more comprehensive view of a student's reading abilities. It is also important to recognize the limitations of standardized tests and to ensure that they are used in a culturally responsive and equitable way.

b. Assessing Writing

Assessing writing refers to the process of evaluating and judging the quality, effectiveness, and proficiency of written communication. According to expert opinion, the assessment of writing can involve a range of criteria, including grammar, vocabulary, spelling, organization, coherence, style, content, and purpose[70].

Assessment of writing is a complex process that involves not only evaluating the surface features of the text but also considering the underlying cognitive processes, such as planning, drafting, revising, and editing. Effective assessment of writing requires the use of valid and reliable measures, as well as a deep understanding of the principles of writing pedagogy and the context in which the writing is produced.

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[70]Weigle, S. C, *Assessing Writing*, (Cambridge University Press,2018).

1) Instructor-made assessment methods

Instructor-made assessment methods refer to the writing assessments that are developed and administered by instructors or teachers. These methods are designed to evaluate students' writing skills and provide feedback to help them improve their writing abilities.

According to experts, there are various instructor-made assessment methods that can be used to assess writing. These methods include: (a) *Rubrics*: Rubrics are scoring guides that provide a clear and objective set of criteria for evaluating student writing. Rubrics typically include categories such as organization, content, mechanics, and style, and provide descriptions of what constitutes excellent, good, fair, and poor performance on each category; (b) *Checklists:* Checklists are lists of specific features or characteristics that instructors look for when evaluating student writing.

Checklists can include items such as use of transitions, sentence variety, and proper citation, among others; (c) *Holistic scoring*: Holistic scoring is a method that involves evaluating a student's writing as a whole, rather than focusing on specific features or components. Instructors using holistic scoring consider the overall quality and effectiveness of the writing, taking into account factors such as coherence, purpose, and audience awareness; (d) *Peer review*: Peer review is a collaborative assessment method in which students review and evaluate each other's writing. Instructors can use peer review as a way to engage students in the assessment process, provide

opportunities for feedback and revision, and promote critical thinking and communication skills[71].

Instructor-made assessments are an essential tool for evaluating student writing, providing feedback, and improving writing skills. However, instructors must ensure that their assessments are valid, reliable, and aligned with their course goals and objectives. In addition, instructors should provide clear instructions and criteria for their assessments, use multiple measures of assessment, and incorporate student input into the assessment process whenever possible.

2) Student-conducted assessment method.

Student-conducted assessment methods refer to the writing assessments that are conducted by students themselves. These methods involve students evaluating and reflecting on their own writing skills and abilities, and may include peer review, self-evaluation, and self-reflection. According to experts, student-conducted assessment methods can be an effective way to promote student engagement, critical thinking, and metacognition in the writing process.

Some common student-conducted assessment methods in assessing writing include: (a) *Self-evaluation*: Self-evaluation involves students evaluating their own writing against specific criteria, such as organization, content, and style. This method encourages students to reflect on their own writing process, identify areas for improvement, and set goals for future

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[71]Weigle, S. C, "Assessing Writing"(Cambridge University Press, 2018).

writing assignments; (b) *Peer review:*Peer review involves students evaluating and providing feedback on each other's writing. This method encourages students to engage in critical thinking and collaboration, as well as to consider different perspectives and audiences in their writing; (c) *Writing portfolios:* Writing portfolios are collections of student writing that are compiled over time and reflect the student's growth and development as a writer. Portfolios can be used for self-evaluation and reflection, as well as for assessment purposes[72].

Student-conducted assessment methods can provide valuable insights into student learning and development, and can help to promote student engagement, motivation, and metacognition. However, these methods require careful planning and scaffolding to ensure that students understand the assessment criteria and are able to evaluate their own writing effectively. In addition, instructors should provide clear guidelines and expectations for student-conducted assessments, and should provide opportunities for feedback and revision to help students improve their writing skills.

3) Standrardized Testing

Standardized testing in assessing writing refers to the use of standardized assessment tools and scoring procedures to evaluate writing proficiency on a large scale. These tests are typically developed by professional testing organizations and are administered to a large number of students. Standardized tests are designed to provide a reliable and objective

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[72]Yancey, K. B, *Reflection in the Writing Classroom*. (Utah State University Press, 2019).

measure of writing proficiency, and are used for a variety of purposes, such as evaluating student achievement, identifying areas of weakness, and making educational policy decisions[73].

Standardized testing can provide a reliable and objective measure of writing proficiency, but it is important to ensure that the tests are valid, reliable, and fair. In addition, instructors and policymakers must be cautious in interpreting and using standardized test results, as these tests may not capture the full range of writing abilities or account for differences in writing context, purpose, and style. Moreover, standardized testing should be used in conjunction with other assessment methods to provide a more comprehensive and nuanced understanding of students' writing abilities.

c. Assessing Speaking and Listening

Assessing speaking and listening skills is an important aspect of language assessment. Speaking and listening skills are critical for effective communication in a variety of contexts, and are essential for success in academic, professional, and social settings[74].

Assessing speaking and listening skills is a complex process that requires a range of assessment methods and tools. Performance assessments, observations, self-assessments, and peer assessments can all provide valuable insights into students' communication skills and can help instructors tailor their teaching to better support student learning. In addition, it is important to ensure that

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[73]Weigle, S. C, *Assessing Writing.*(Cambridge University Press, 2019).

[74]Bachman, L. F., & Palmer, A. S*, Language Assessment in Practice: Developing Language Assessments and Justifying Their Use in the Real World.* (Oxford University Press, 2010).

assessments are valid, reliable, and fair, and that they are aligned with the goals and objectives of language learning and teaching.

Assessing speaking and listening skills requires a range of assessment methods and tools, including performance assessments, observations, self-assessments, and peer assessments. Performance assessments involve evaluating students' ability to speak and listen in real-world contexts, such as role-playing activities, group discussions, and oral presentations. These assessments provide valuable information about students' ability to use language effectively and appropriately in different situations.

Observations involve systematically observing students' speaking and listening behaviors in classroom and other settings. Observations can provide valuable information about students' communication skills, including their ability to follow instructions, participate in group discussions, and engage in active listening.

Overall, assessing speaking and listening skills is an essential component of language assessment, and requires a range of assessment methods and tools that are aligned with the goals and objectives of language learning and teaching.

10. Assessment Scoring

Scoring in assessment refers to the process of assigning points or grades to evaluate an individual's performance on a specific task or set of tasks. It involves measuring an individual's knowledge, skills, abilities, attitudes, or other relevant characteristics based on predetermined criteria. Scoring can take different forms, such as raw scores, percentage scores, standardized scores, rubric-based scoring, or holistic

scoring, and it aims to provide an objective and standardized evaluation of performance. Scoring in assessment is a crucial aspect of the assessment process, as it allows for comparison of performance across individuals or groups and provides feedback to guide future learning and improvement.

Choi defines scoring in educational measurement and evaluation as the process of assigning points or grades to evaluate an individual's performance on a specific task or set of tasks, using predetermined criteria[75]. The author suggests that scoring methods, such as raw scores, percentage scores, and rubric-based scoring, can provide objective and standardized evaluations of performance, and that feedback from scoring can guide future learning and improvement.

Choi explains that scoring in performance assessments can take different forms, such as holistic scoring or analytic scoring. Holistic scoring involves evaluating an overall impression of the student's performance, while analytic scoring involves breaking down the assessment into specific criteria and evaluating each one separately. Rubric-based scoring is a common method of analytic scoring, where a predetermined set of criteria is used to evaluate performance.

11. Component of Scoring Assessment

There are several components of scoring in assessments. These components are:

a. Raw Scores

Raw scores refer to the number of points an individual receives for each item or task completed correctly on an assessment. For example, in a multiple-choice test, each question may be worth one point, and an individual's raw score

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[75] Choi, N, "Performance Assessment and Scoring Methods in Educational Measurement and Evaluation", *Asia Pacific Education Review*, 12.1, (2011), 113-123.

would be the total number of questions answered correctly. Raw scores can be used to calculate other types of scores, such as percentage scores or standardized scores.

One advantage of raw scores is that they provide a straightforward method of scoring. They are easy to understand and can be calculated quickly. However, raw scores do not take into account differences in difficulty between items or tasks. Items that are more challenging may be worth more points, or items that are less challenging may be worth fewer points, but raw scores treat all items equally.

Another potential disadvantage of raw scores is that they do not provide much information about an individual's performance beyond the total number of correct answers. Raw scores do not differentiate between different types of errors, such as careless mistakes versus lack of knowledge or understanding.

Despite these limitations, raw scores are still widely used in assessments. They are especially useful in assessments where items are of similar difficulty and where the focus is on overall performance rather than detailed feedback.

Crocker and Algina noted that raw scores do not account for differences in difficulty between items. This is still true today, and it is important to keep this limitation in mind when interpreting raw scores[76]. However, raw scores remain a useful tool for assessing overall performance in certain contexts.

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[76] Crocker, L., & Algina, J, *Introduction to Classical and Modern Test Theory*,(CBS College Publishing, 1986).

b. Presentage Scores

Percentage scores in assessment scoring refer to the proportion of items or tasks an individual answered correctly out of the total number of items or tasks on an assessment. They are a common method of scoring assessments and provide a quick and easy way of interpreting assessment results. Percentage scores are easy to understand, and they can provide a general idea of an individual's level of knowledge or skill in the area being assessed[77].

One advantage of percentage scores is that they can be used to compare individuals or groups on assessments with different numbers of items or tasks. For example, if two individuals take different versions of an assessment with different numbers of items, their raw scores would not be directly comparable. However, if their raw scores are converted to percentage scores, they can be compared directly.

Percentage scores can also be useful for setting standards or benchmarks for performance. For example, if a passing grade on a test is set at 70%, then an individual who scores above 70% is considered to have passed the test.

However, it is important to keep in mind that percentage scores, like raw scores, do not account for differences in difficulty between items or tasks. Items that are more difficult may be worth more points, or items that are less difficult may be worth fewer points, but percentage scores treat all items equally. Therefore, it is important to consider the overall difficulty level of the assessment and the specific types of errors made by the individual when interpreting percentage scores.

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[77] Crocker, L., & Algina, J, *Introduction to Classical and Modern Test Theory*, (CBS College Publishing, 1986).

c. Standardized Scores

Standardized scores in assessment scoring refer to scores that have been transformed in such a way that they have a consistent and uniform interpretation across different assessments or populations. Standardized scores are often used to compare an individual's performance on an assessment to a normative group or to measure growth over time[78].

The most commonly used type of standardized score is the z-score. A z-score represents the number of standard deviations an individual's score falls above or below the mean of the normative group. A z-score of 0 represents a score that is equal to the mean of the normative group, a positive z-score represents a score that is above the mean, and a negative z-score represents a score that is below the mean. For example, if an individual's z-score is +1, it means that their score is one standard deviation above the mean of the normative group.

Another commonly used type of standardized score is the T-score, which has a mean of 50 and a standard deviation of 10. T-scores are often used in clinical settings to measure changes in an individual's performance over time.

Standardized scores are useful because they allow for meaningful comparisons to be made between individuals or groups that have taken different versions of an assessment or that come from different populations. They also allow for the comparison of an individual's performance on different assessments over time.

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[78] Reynolds, C. R., & Livingston, R. B, *Theories of Learning and Assessment: Perspectives from Educational Psychology*, (John Wiley & Sons, 2018).

It is important to note that standardized scores do not provide information on the absolute level of performance, but rather on the relative standing of an individual within the normative group. In addition, standardized scores may be affected by factors such as sample size, the distribution of scores in the normative group, and the specific formula used to calculate the scores.

d. Rubric-Based

Rubrics are a type of scoring tool that provides a set of criteria and performance levels for evaluating an individual's performance on a task or assessment. Rubrics can be used to assess a variety of skills and knowledge, and they can be used by teachers, instructors, and evaluators to provide feedback to students or to make decisions about their progress or achievement.

A rubric typically includes a set of criteria or dimensions that are relevant to the task or assessment being evaluated, as well as a set of performance levels that describe the quality of performance at different levels. For example, a rubric for an essay might include criteria such as organization, clarity, and supporting evidence, and performance levels might range from "excellent" to "needs improvement."[79]

One advantage of rubrics is that they provide clear expectations for performance and can help to reduce subjectivity and bias in scoring. Rubrics can also provide detailed feedback to students on their strengths and weaknesses, which can be used to guide future learning.

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[79] Brookhart, S. M, *How to Create and Use Rubrics for Formative Assessment and Grading*, (ASCD, 2013).

Rubrics can be used for both formative and summative assessment. Formative assessment using rubrics can help students to identify areas where they need to improve their performance and can guide teachers in providing targeted feedback and instruction. Summative assessment using rubrics can provide a comprehensive evaluation of an individual's performance on a task or assessment.

e. Holistic Scoring

Holistic scoring is a type of assessment scoring that involves evaluating an individual's performance on a task or assessment based on an overall impression of the quality of their work. In holistic scoring, the evaluator considers the individual's performance as a whole, rather than focusing on specific aspects or criteria[80].

Holistic scoring can be used to assess a wide range of skills and knowledge, and it is often used in performance-based assessments such as essays, speeches, or artistic performances. For example, in the assessment of an essay, the evaluator might consider factors such as the overall organization, coherence, and persuasiveness of the writing, as well as the use of supporting evidence and the quality of the language.

One advantage of holistic scoring is that it can provide a comprehensive evaluation of an individual's performance on a task, taking into account the complex interplay of factors that contribute to overall quality. Holistic scoring can also help to reduce the potential for bias or subjectivity in scoring, as the evaluator is not bound by a set of predefined criteria or performance levels.

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[80] Weigle, S. C, *Assessing Writing*, (Cambridge University Press, 2017).

However, one limitation of holistic scoring is that it can be difficult to provide specific feedback to students on areas where they need to improve, as the scoring is based on an overall impression rather than specific criteria. In addition, there may be variability in how different evaluators interpret and apply holistic scoring, which can affect the consistency and reliability of the scores.

C. *Conceptual Framework*

The conceptual framework for this study involves three main components: purposes, methods, and procedures. These components are interrelated and work together to provide a comprehensive understanding of EFL instructors' classroom assessment practices in the Pinrang region.

Together, the purposes, methods, and procedures components of the conceptual framework provide a comprehensive understanding of EFL instructors' classroom assessment practices in the Pinrang region. By examining these three components, this study aims to provide insights into the current state of classroom assessment practices, identify areas for improvement, and provide recommendations for future practice.

EFL

WRITING | SPEAKING/LISTENING | READING

METHOD

- Instructor-made assessment
- Student Conducted Assessment Method
- Standardizing Testing

PURPOSES

- In structural Purposes
- Admirative Purposes
- Student Cantered

SCORING

- Raw Scores
- Percentage Scores
- Standardizing Scores

Student progress report | Final grade or score | Feedback for Learning Evaluation

Classroom Assessment Practice

CHAPTER III

RESEARCH METHOD

A. *Research Design*

This research is a Descriptive Quantitative study. It is designed in a survey method which involves asking the instructor for information about EFL instructors' Classroom Assessment Practice: Purposes, Methods, and Scoring on Pinrang Region by using questionnaire.

The descriptive method is a research methodology that aims to describe and interpret the characteristics of a particular phenomenon or group of phenomena. This method involves collecting data through observation, surveys, or other forms of data collection, and analysing the data to identify patterns and trends.

Descriptive method is particularly useful when researchers are interested in exploring new topics or phenomena, or when they need to collect data from a large and diverse population. This method can also be used to identify and describe relationships between variables or to provide a baseline for future research[81].

B. *Location and Duration of the Research*

The location of this research takes a place on several school on Pinrang region. The researcher uses the quantitative methods that have one month to collect and analyse data. Therefore, the researcher use round one month for collecting the data.

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[81]Babbie, E, *The Practice of Social Research*. (Cengage Learning, 2016).

C. *Population and Sample*

1. Population

The population of this research consisted of all the Senior High School English teacher/instructor in Pinrang region, with the total of total number 15 school which there more or less there 75 English teachers.

2. Sample

Sample as defined as a few members selected from the population.[82] Based on the population above, the researcher used random sampling technique. Which each sample is equal probability of being chosen. A sample chosen randomly is mean to be an unbiased representation of the total population the research would be easily. The sample of this research are 35 English teacher/instructors of Senior High School in Pinrang region.

NO	School	Number of English Teacher
1.	SMK Negeri 1 Pinrang	4
2.	SMK Negeri 2 Pinrang	9
3.	SMK Negeri 3 Pinrang	5
4.	SMK Negeri 4 Pinrang	2
5.	SMA Negeri 1 Pinrang	5
6.	SMA Negeri 11 Pinrang	3
7.	SMA Negeri 7 Pinrang	3

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[82]Juliansyah Noor, *Metodologi Penelitian Skripsi, Tesis, Disertasi dan Karya Ilmiah,* (Prenada Media, 2010).

8.	SMA Negeri 5 Pinrang	3
Total		**35**

D. Research Instrument

The instrument of this research is questionnaire. The questionnaire was used to collect the data about EFL Instructors' Classroom Assessment Practise on Pinrang region. The questionnaire was distributed to the teacher/instructors by using google form for the school that the researcher can reach or visit the school of the teacher/instructor. The questionnaire consists of 42 numbers of statements. The items covered purposes, methods, and procedures in classroom assessment practices. The questionnaire can be seen in the appendix.

E. Procedures of Collecting Data

To collect the necessary data, firstly, researcher visited Senior High School then met the English teacher to explain the purpose of the research or zoom meeting if the researcher can't reach the school. Secondly, researcher explained how to answer the questions in the questionnaire. Thirdly, researcher observed the teacher/instructors in answering and provided help for the teacher/instructors who found difficulties. Finally, after finishing answering, researcher collected the questionnaires from the teacher/instructors.

F. Data Analysis Technique

Because there are two types of instruments used to collect research data, namely assessment rubrics, and interviews, the data will be analysed qualitatively and quantitatively.

1. Finding Out the mean score used the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

$\bar{X}$ = Mean

$\sum X$ = Total Score

n = Total number of Sample[83]

2. Interview

Interviews in quantitative research are structured data collection methods designed to gather measurable information from participants. Unlike qualitative interviews, which are often open-ended and exploratory, quantitative interviews typically use standardized, closed-ended questions to collect numerical or categorical data. Researchers administer these interviews consistently across a large sample size, allowing for statistical analysis and comparison of responses. The goal is to test hypotheses, identify trends, or measure specific variables within a population. These interviews can be conducted face-to-face, over the phone, or through online surveys. While quantitative interviews offer advantages

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[83]L.R.Gay, *Education Research (Competencies for Analysis and Application)*, p. 298.

such as consistency and ease of data analysis, they may lack the depth and flexibility of qualitative approaches. Researchers must carefully design their questions to capture the necessary data while avoiding oversimplification of complex issues.

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Findings*

This research findings explained about the result of the study entitled Assessment Practice in EFL Classroom: Purposes, Methods and Scoring The research process started with preliminary research which gathering information about teachers' ways in assessing the student'. The preliminary research was conducted by asking the teacher about their ways in assessing student to get an overview in assessing the students.

The research conducting on 23 August 2023 on several Senior High School in Pinrang Region, this research using document and observation to the English teacher who teach in Senior High School. The name of High is SMK Negeri 1 Pinrang, SMK Negeri 2 Pinrang, SMK Negeri 3 Pinrang, SMA Negeri 1 Pinrang, SMA Negeri 7 Pinrang and SMA 11 Pinrang the total document conducted for 35 Teacher in documents which analysis based on the research question explained below:

1. Purposes of Assessment and Evaluation

In part 1 of the survey, the responded were asked to indicate which of 13 purposes corresponded to their own purposes for assessing and evaluating their student, that can be seen on the table below:

Purpose	n	Frequency	%
Student Cantered:			
1. Obtain information on my Students' Progress	35	35	100%
2. Provide feedback to my students as they progress through the course.	35	34	97,1%
3. Diagnose strengths and weakness in my students	35	35	100%
4. Determine final grades for my students	35	33	94.3%
5. Motivate my students to learn	35	35	100%
6. Formally document growth in learning of my students	35	33	94.3%
7. Make my students work harder	35	32	91.4%
8. Prepare students for tests they will need to take in the future (e.g., TOEFL, MELAB, CET)	35	28	80%
Instruction			
1. Plan my instruction	35	34	97,1%
2. Diagnose strengths and weakness in my own teaching and instruction	35	34	97,1%
3. Group my student at the right level of			

instruction in my class	35	33	94.3%
Administration			
1. Provide Information to the central administration	35	28	80%
2. Provide information to an outside funding agency.	35	17	51.4%

Table 4.1 presents data from a survey of 35 teachers to determine the assessment purposes they use in teaching. The survey aims to map out various assessment purposes considered important by teachers in their classrooms. Overall, there are 13 assessment purposes presented in the table, categorized into 3 main categories: Student-Centered, Instruction, and Administration.

In the Student-Centered section, the most frequently selected assessment purpose is "Obtaining information about my students' progress," with 97.1% of respondents stating that this is very important to them. Meanwhile, the least selected purpose in this category is "Preparing students for future tests" (51.4%). this table overall provides an overview of the patterns and trends of assessment purposes considered important by teachers in the context of teaching and learning in the classroom. The results of this survey are expected to serve as a reference in the development of assessment systems that align with teachers' objectives.

a. *Student centered purposes:* turning now to the individual purposes within each of the three settings, we identify five most common purposes as being student centered. Based on the table, we identified the 5 most common objectives in the student-Centered category as follows:

1) Obtaining information about my students' progress (97.1%)

2) Providing feedback to students as they progress through the course (100%)

3) Diagnosing my students' strengths and weaknesses (100%

4) Determining final grades for my students (94.3%)

5) Motivating my students to learn (94.3%)

These five assessment objectives were the most frequently selected by teachers in the survey, indicating that they are considered highly important and commonly used in student-centered assessment.

The most selected assessment objective by teachers in the survey was "Obtaining information about my students' progress," with 97.1% of respondents stating that this objective is very important. Nearly all teachers require information on their students' learning progress through assessment activities. The second objective, also selected by all respondents (100%), is "Providing feedback to students as they progress through the course." This indicates that feedback is viewed as a crucial aspect in student-centered assessment. The third objective is "Diagnosing my students' strengths and weaknesses," chosen by 94.3% of respondents.

This is followed by "Determining final grades for my students" (94.3%) and "Motivating my students to learn" (91.4%), which are the majority objectives for teachers in conducting assessments in their classrooms based on the research findings.

b. *Instructional purposes:* The objective "Planning my instruction" was deemed very important by 97.1% of respondents. This indicates that nearly all teachers utilize student assessment results to plan and redesign their teaching instructions to be more effective. For instance, if evaluation scores indicate that students are still weak in certain topics, teachers will design more appropriate teaching strategies for those topics. The second objective, "Diagnosing strengths and weaknesses in my teaching and instruction," was also considered crucial, with 97.1% of respondents selecting it. Teachers need to routinely diagnose their own teaching abilities to continuously improve the quality of their instruction. Diagnosis may involve identifying which methods are less effective based on student learning outcomes. As for the third objective, "Grouping my students at appropriate instructional levels," 80% of respondents selected it. Grouping students is important so that teachers can apply approaches that are suitable for each group's level of ability. For example, groups of high-ability students can be provided with enrichment materials. Overall, these three instructional objectives demonstrate the vital role of assessment in

teachers' efforts to enhance the quality of learning and teaching in the classroom.

c. *Admirative purposes:* The first goal is to "Provide information to the central administration" regarding the school's obligation to report student learning evaluation results to the education department or ministry so that they can monitor the school's learning outcomes. Periodic assessment reports are needed as a form of school accountability and transparency to stakeholders at the central administration level. 80% of teachers chose this goal. This is related to the school's obligation to report student learning evaluation results to the education department or ministry so that they can monitor the school's learning outcomes. Periodic assessment reports are needed as a form of school accountability and transparency to stakeholders at the central administration level. Meanwhile, the second goal is to "Provide information to external funding agencies" which may relate to school programs funded by external parties, such as collaborative projects with international NGOs. 80% of teachers chose this goal. This is related to the school's obligation to report student learning evaluation results to the education department or ministry so that they can monitor the school's learning outcomes. To evaluate the effectiveness of these programs, funding agencies require periodic reports on student learning outcomes participating in their programs.

2. Assessment methods for reading, writing, and speaking/listening

In this section, EFL instructors' classroom assessment practices in reading, writing, and speaking/listening are reported. The following three categories below are used to categorize the findings in each skill:

- instructor-made assessment methods;

- student-conducted assessment methods;

- standardized testing in reading, writing, and speaking/listening.

When evaluating students' language proficiency in English as a Foreign Language (EFL) classrooms, instructors employ a variety of assessment methods. These methods can be broadly classified into three main categories: instructor-made assessments, student-conducted assessments, and standardized tests. This section aims to provide an overview of the assessment practices used by EFL instructors across the key language skills of reading, writing, and speaking/listening. The findings are organized according to the following three categories:

A. Assessing Reading

Instructor-made			
	n	Frequency	%
Cloze Item	35	8	22.8%
Sentence Completion items	35	23	65.7%
True-false items	35	19	54.2%
Multiple-choice items	35	19	54.2%

Matching items	35	20	57.1%
Interpretative items (e.g. map pr a set of directions)	35	6	17.1%
Forms such as an application form or an order form of some kind	35	6	17.1%
Short answer items	35	18	51.4%
Editing a Piece of Writing	35	9	25.7%
Student-conducted			
	n	Frequency	%
Student summaries of what they read	35	17	48.5%
Student Journal	35	3	8.5%
Oral Interview/ questioning	35	18	51.4%
Peer Assessment	35	7	20%
Read Aloud/ dictation	35	21	60%
Self-assessment	35	9	25.7%
Student Portfolio	35	6	17.1%
Non-Instructor develop			
	n	Frequency	%
Standardized reading text	35	7	20%

1) Instructor-made Assessment Method

The survey data reveals that EFL instructors rely heavily on selected-response assessment formats when evaluating their students' reading skills through instructor-made assessments. The most prevalent type was sentence completion items, employed by a substantial 65.7% of the instructors surveyed. Matching exercises and true/false statements were also widely used, adopted by 57.1% and 54.2% of instructors, respectively. Multiple-choice questions, another common selected-response format, were utilized by 54.2% of the instructors.

In addition to selected-response items, a significant portion of EFL instructors incorporated constructed-response assessments into their instructor-made reading evaluations. Short answer questions, requiring students to

compose written responses, were used by 51.4% of the instructors. Editing tasks, where students need to revise or correct a piece of writing related to the reading material, were employed by 25.7% of the instructors surveyed.

Cloze or gap-fill items, which require students to fill in blanks within a text, were used by 22.8% of the instructors. This type of assessment can be considered a hybrid between selected-response and constructed-response formats. Less common, but still present in the data, were interpretative activities like reading maps or instructions (17.1%) and having students complete forms such as applications based on the reading (17.1%).

Overall, the data highlights the prevalence of selected-response assessment methods, particularly sentence completions, matching, true/false, and multiple-choice questions, in the instructor-made reading assessments used by EFL instructors. However, constructed-response formats like short answers and editing tasks were also widely incorporated, suggesting a balanced approach to evaluating reading skills. While less frequently used, cloze items, interpretative tasks, and form-filling exercises complemented the range of assessment types employed by EFL instructors for reading evaluation.

2) Student-conducted Assessment Method

The survey data reveals that EFL instructors incorporate a range of student-conducted assessment methods to evaluate their students' reading skills. One of the most used approaches was read-aloud or dictation exercises, employed by a substantial 60% of the instructors surveyed. These performance-

based assessments directly involve students in demonstrating their reading proficiency through oral reading or transcription tasks.

Another prevalent student-conducted method was oral interviews or questioning about the reading material, utilized by 51.4% of the instructors. This format allows instructors to engage students in discussions and probe their comprehension through verbal responses. Similarly, 48.5% of instructors had students write summaries of what they read, encouraging them to synthesize and articulate their understanding of the texts in written form.

While not as widely adopted, several instructors incorporated self-evaluative and peer-based assessment activities. Approximately a quarter (25.7%) of instructors had students perform self-assessments of their reading abilities or comprehension, promoting metacognitive skills and self-reflection. Peer assessment exercises, where students evaluate each other's reading work or performance, were used by 20% of the instructors surveyed.

Fewer instructors employed student journals (8.5%) or student portfolios (17.1%) as assessment methods for reading. These approaches encourage students to document and showcase their reading development over time, but they were not as widely adopted as other student-conducted assessments in the data.

Overall, the data highlights the use of performance-based assessments like read-aloud and oral interviews, as well as written assessments like summaries, as prevalent student-conducted methods for evaluating reading

skills. Self-evaluative and peer-based activities were also incorporated by some instructors, although to a lesser extent. This variety of student-conducted assessments demonstrates EFL instructors' efforts to actively involve students in the assessment process and gather evidence of their reading proficiency through diverse means.

3) Non-Instructor Develop

Standardized reading test: 7 out of 35 instructors (20%) used standardized reading tests as an assessment method. This means that 1 in 5 EFL instructors incorporated some form of standardized, externally-developed reading test or assessment into their evaluation of students' reading skills and proficiency.

Standardized tests are designed to be administered and scored in a consistent, standardized manner. Unlike instructor-made assessments which are developed by individual teachers, standardized tests are commercially produced and normed to provide a standardized measure of performance. Some examples of standardized reading tests that may have been used include:

- TOEFL Reading Test

- IELTS Reading Module

- PTE Academic Reading

- Cambridge English Reading Tests

However, the data does not specify which standardized reading tests were utilized by the 20% of EFL instructors.

In summary, while instructor-made and student-conducted assessments were more prevalent, a sizeable minority (20%) of the EFL instructors surveyed also incorporated standardized, externally-developed reading tests as part of their assessment practices for evaluating students' reading abilities.

B. Assessing Writing

Instructor-made			
	n	Frequency	%
Short essay	35	20	57.1%
Editing a sentence or paragraph	35	13	37.1%
Multiple-choice items to identify Grammatical errors in a sentence	35	22	62.8%
Matching items	35	20	57.1%
True-false items	35	14	40%
Student-conducted			
	n	Frequency	%
Student Journal	35	9	25.7%
Peer Assessment	35	15	42.8%
Self-assessment	35	15	42.8%
Student Portfolio	35	13	37.1%
Non-Instructor develop			
	n	Frequency	%
Standardized writing text	35	14	40%

1) Instructor-made assessment methods

The data reveals that EFL instructors employ a diverse array of instructor-made assessments to evaluate their students' writing proficiency. A prominent approach adopted by a majority (57.1%) of instructors was the use of short essay writing tasks. These constructed-response assessments require students to compose coherent and well-structured written pieces, allowing

instructors to comprehensively gauge their ability to express ideas, organize content, and demonstrate command of language conventions.

Another widely utilized instructor-made assessment method was the incorporation of matching exercises, with 57.1% of instructors employing this format. Matching items can assess various aspects of writing skills, such as vocabulary knowledge, comprehension of grammatical structures, or the ability to connect ideas or concepts through written language. This selected-response assessment type provides instructors with a means to efficiently evaluate specific writing-related competencies.

Multiple-choice items aimed at identifying grammatical errors in sentences emerged as the most prevalent instructor-made assessment, utilized by 62.8% of the instructors surveyed. This format allows instructors to target and assess students' understanding and application of grammatical rules within the context of written language. By presenting sentences with potential errors, instructors can gauge students' ability to recognize and correct grammatical inaccuracies, a crucial component of effective writing skills.

While not as widely adopted as the methods, a notable portion of instructors incorporated editing tasks (37.1%) and true-false items (40%) into their instructor-made writing assessments. Editing tasks require students to revise or refine sentences or paragraphs, testing their ability to identify and rectify errors in areas such as grammar, word choice, and coherence. True-false

items, on the other hand, can assess students' understanding of various writing concepts or conventions through a selected-response format.

In summary, the data highlights the prevalent use of constructed-response assessments like short essays, alongside selected-response formats including matching exercises, multiple-choice items targeting grammar, editing tasks, and true-false items. This diverse range of instructor-made assessments enables EFL instructors to comprehensively evaluate various facets of their students' writing abilities, from content development and organization to grammatical accuracy and language conventions.

2) Student-conducted Assessment method

The survey data indicates that EFL instructors incorporate various student-conducted assessment approaches to actively involve learners in the evaluation of their writing skills. A notable proportion of instructors (42.8%) employed peer assessment activities, which encourage students to provide feedback and evaluate each other's written work. This collaborative assessment method not only promotes critical thinking and analysis skills but also fosters a sense of ownership and responsibility in the learning process.

Equally prevalent (42.8%) was the use of self-assessment, where students engage in metacognitive processes to reflect on and evaluate their own writing performance. This self-regulatory approach empowers learners to develop a deeper understanding of their strengths, weaknesses, and areas for

improvement, cultivating essential skills for lifelong learning and self-directed progress in writing proficiency.

Student portfolios, adopted by 37.1% of the instructors, provide a comprehensive and longitudinal approach to assessing writing development. By compiling and curating a collection of their written work over time, students can showcase their growth, monitor their progress, and engage in reflective practices that enhance their understanding of the writing process and their individual learning trajectories.

While not as widely utilized as peer assessment, self-assessment, and portfolios, a notable portion of instructors (25.7%) incorporated student journals as a means of student-conducted writing assessment. Journaling encourages learners to document their thoughts, experiences, and reflections on their writing journey, offering insights into their metacognitive processes, challenges faced, and strategies employed, which can inform instructional practices and support personalized feedback.

In essence, the data underscores EFL instructors' efforts to actively engage students in the assessment process through peer evaluation, self-reflection, portfolio development, and journaling. These student-conducted methods not only provide valuable insights into learners' writing abilities but also foster essential skills such as critical thinking, self-regulation, and metacognition, which are paramount for sustained growth and development in writing proficiency.

3) Non-Instructor Develop

The data reveals that a considerable proportion (40%) of EFL instructors utilized standardized writing tests as part of their assessment practices. These externally developed assessments are designed to provide a standardized and objective measure of students' writing proficiency, ensuring reliability and validity across diverse contexts. Standardized writing tests are administered and scored according to predetermined rubrics and criteria, ensuring consistency and fairness in the evaluation process. Additionally, these assessments are normed and validated through rigorous psychometric processes, enabling instructors to benchmark their students' performance against established norms and standards.

The incorporation of standardized writing tests offers several advantages. Firstly, they provide a comprehensive and holistic evaluation of students' writing abilities, encompassing various aspects such as content development, organization, language use, and mechanics. Secondly, these assessments are often aligned with internationally recognized proficiency frameworks, facilitating reliable comparisons, and enabling stakeholders to interpret scores within a broader context. Furthermore, standardized writing tests can serve as diagnostic tools, identifying areas of strength and weakness in students' writing skills, thereby informing instructional planning and targeted interventions. The objective nature of these assessments also minimizes potential biases and subjectivity, contributing to a more equitable and transparent evaluation process. Ultimately, the use of standardized writing tests by EFL instructors reflects a

commitment to rigorous and comprehensive assessment practices, complementing instructor-made and student-conducted methods to provide a well-rounded approach to evaluating students' writing proficiency.

C. Assessing Speaking and Listening

Instructor-made			
	n	Frequency	%
Take notes	35	7	20%
Prepare summaries of what is heard	35	10	28.5%
Multiple-choice items following listening to a spoken passage	35	16	45.7%
Student-conducted			
	n	Frequency	%
Oral Presentation	35	15	42.8%
Oral Interview/dialogues	35	11	31.4%
Oral discussion with each student	35	9	25.7%
Retell a story after listening to a passage	35	9	25.7%
Provide an oral description of an event or thing	35	14	40%
Peer Assessment	35	2	5.7%
Self-Assessment	35	9	25.7%
Follow direction given orally	35	16	45.7%
Public Speaking	35	10	28.5%
Give Oral Direction	35	15	42.8%
Non-Instructor develop			
	n	Frequency	%
Standardized Speaking Test	35	7	20%
Standardized Listening Test	35	7	20%

1) Instructor-made

Among the instructor-made assessment methods, the most prevalent approach was the use of multiple-choice items following listening to a spoken passage, employed by 45.7% of the instructors surveyed. This selected-response format allows instructors to assess students' comprehension of

spoken content by presenting questions or statements related to the passage and requiring students to select the correct answer choice.

Another instructor-made assessment method used by 28.5% of instructors was having students prepare summaries of what they heard. This constructed-response task requires students to actively process and synthesize the information from spoken passages or audio materials, demonstrating their listening comprehension and ability to communicate key points concisely.

While not as widely adopted as the previous methods, 20% of instructors incorporated note-taking as an assessment strategy for evaluating listening skills. This approach encourages students to actively engage with spoken content by capturing relevant information, ideas, or details in written form, which can then be assessed for accuracy and completeness.

By employing these instructor-made assessment methods, instructors can gauge students' listening comprehension abilities and their capacity to process and respond to spoken language in various formats, ranging from selected-response items to constructed-response tasks like summaries and note-taking. These assessments provide valuable insights into students' listening proficiency and can inform instructional strategies and areas for improvement.

2) Student-conduct Assessment method

The data reveals that instructors incorporated a range of performance-based, student-conducted assessments to evaluate speaking and listening

abilities. Among the most prevalent were oral presentations and giving oral directions, both employed by 42.8% of instructors. These assessments required students to actively demonstrate their speaking skills by delivering presentations or providing verbal instructions, allowing instructors to assess aspects such as fluency, clarity, and organizational skills.

Another common student-conducted assessment was providing an oral description of an event or thing, utilized by 40% of instructors. This task challenged students to verbally describe and convey information effectively, enabling instructors to evaluate their ability to communicate ideas coherently and use appropriate vocabulary and language structures.

Instructors also employed assessments that combined speaking and listening skills, such as following directions given orally (45.7%) and retelling a story after listening to a passage (25.7%). These tasks not only assessed students' comprehension of spoken input but also their ability to actively respond and communicate verbally based on the information they received.

While not as widely adopted, instructors also incorporated peer assessment (5.7%) and self-assessment (25.7%) into their student-conducted assessment practices. These approaches encouraged students to engage in evaluative processes, either by providing feedback to their peers or reflecting on their own speaking and listening skills, fostering metacognitive abilities and self-regulation.

Other student-conducted assessments included oral interviews/dialogues (31.4%), oral discussions with each student (25.7%), and public speaking tasks (28.5%). These assessments allowed instructors to observe and evaluate students' speaking skills in various contexts, ranging from one-on-one interactions to group discussions and formal presentations.

Overall, the student-conducted assessment methods demonstrated a focus on performance-based tasks that actively engaged students in speaking and listening activities, providing instructors with authentic opportunities to assess these essential language skills.

3) Non-instructor Develop

The data shows that 20% of the instructors surveyed incorporated standardized speaking tests as part of their assessment practices. These externally developed assessments are designed to provide a standardized and objective measure of students' speaking proficiency. Standardized speaking tests typically involve structured tasks or prompts that elicit oral responses from students, which are then evaluated using predetermined rubrics or criteria.

Similarly, 20% of instructors utilized standardized listening tests to assess their students' listening comprehension abilities. These assessments are carefully designed and validated to measure listening skills accurately and consistently. Standardized listening tests often include audio or video components that present spoken content, followed by questions or tasks that evaluate the students' understanding of the material.

The incorporation of standardized speaking and listening tests offers several advantages. First, these assessments are normed and validated through rigorous psychometric processes, allowing for reliable comparisons of students' performance against established norms or proficiency levels. Additionally, the use of standardized scoring rubrics or criteria ensures fairness and consistency in the evaluation process, minimizing potential biases or subjectivity.

Furthermore, standardized tests can serve as diagnostic tools, providing detailed information about students' strengths and weaknesses in specific areas of speaking or listening. This information can inform instructional planning and targeted interventions to address any gaps or areas for improvement. Moreover, standardized test scores may be recognized or required by certain educational institutions or organizations, making them valuable for students' academic or professional pursuits.

By integrating standardized speaking and listening tests into their assessment practices, instructors can complement their instructor-made and student-conducted assessments with reliable, objective, and widely recognized measures of students' proficiency in these essential language skills.

3. **Scoring of Assessment**

Questionnaire	Always	Sometimes	Almost Never	Never
consider cultural or linguistic factors that may influence students' performance when applying the scoring system	17 (48.6%)	16 (45.7%)	2 (5.7%)	0%

use a standardized scoring rubric or criteria to evaluate students' performance	26 (74.3%)	8 (22.9%)	0%	1 (2.9%)
provide clear instructions on how scores are assigned to different aspects of the assessment	28 (80%)	7 (20%)	0%	0%
differentiate the weightage of different skills (e.g., listening, speaking, reading, writing) in the scoring system	29 (82.9%)	6 (17.1%)	0%	0%
emphasize a balanced assessment between cognitive, affective, and psychomotor aspects of English	23 (65.7%)	11 (31.4%)	0%	1 (2.9%)
review and calibrate scoring with other teachers or assessors to ensure fairness and consistency	19 (54.3%)	13 (37.1%)	2 (5.7%)	1 (2.9%)

The table presents data from a questionnaire that seems to be focused on assessment practices related to scoring and evaluation. The questionnaire consists of several statements, and respondents were asked to indicate the frequency with which they engage in each practice using a four-point scale: Always, Sometimes, Almost Never, and Never. The data is presented in the form of frequencies and corresponding percentages for each response option. Here's an explanation of each row in the table:

a. Consider cultural or linguistic factors that may influence students' performance when applying the scoring system.

   According to the data, nearly half of the respondents (48.6%) indicated that they "Always" consider cultural and linguistic factors that may influence students' performance when applying the scoring system.

This suggests that a significant portion of the respondents consistently considers the diverse cultural and linguistic backgrounds of their students and how these factors may affect their performance during assessments or evaluations.

Another substantial portion of respondents (45.7%) reported that they "Sometimes" consider these factors when applying the scoring system. This implies that while they do acknowledge the importance of cultural and linguistic factors, their consideration of these factors may not be consistent or may vary depending on the specific assessment or evaluation context.

It is worth noting that a small percentage (5.7%) of respondents stated that they "Almost Never" consider cultural and linguistic factors when applying the scoring system. This group of respondents rarely takes these factors into account, which could potentially lead to biases or inaccuracies in the evaluation process.

Encouragingly, none of the respondents (0%) indicated that they "Never" consider cultural and linguistic factors, suggesting that all respondents, to some extent, recognize the potential influence of these factors on students' performance during assessments or evaluations.

Overall, the data highlights that most respondents are mindful of the need to consider cultural and linguistic factors when applying scoring systems, either consistently or on a case-by-case basis. However, there is still room for improvement in ensuring that all respondents consistently

take these factors into account to promote fairness and accuracy in the assessment and evaluation processes.

b. Use a standardized scoring rubric or criteria to evaluate students' performance.

The second item in the questionnaire aimed to investigate the extent to which respondents adhered to the use of standardized scoring rubrics or criteria when evaluating students' performance. Employing standardized rubrics or criteria is regarded as a best practice in educational assessment, as it promotes consistency, objectivity, and fairness in the evaluation process.

The data revealed that a substantial majority of respondents, constituting 74.3%, indicated that they "Always" utilize standardized scoring rubrics or criteria when assessing students' performance. This finding suggests a strong commitment among the respondents to align their evaluation practices with established standards and guidelines, ensuring a uniform and transparent approach to scoring and grading.

However, it is noteworthy that 22.9% of respondents reported "Sometimes" using standardized scoring rubrics or criteria. This response implies a degree of variability or inconsistency in the adoption of standardized evaluation methods, potentially leading to discrepancies in the assessment process across different contexts or evaluators.

A marginal proportion of respondents (2.9%) acknowledged that they "Never" employ standardized scoring rubrics or criteria when evaluating students' performance. This practice deviates from recommended assessment practices and may introduce subjectivity and potential biases into the evaluation process.

Encouragingly, none of the respondents selected the "Almost Never" option, indicating that all respondents, to some degree, engage with standardized scoring rubrics or criteria, albeit with varying levels of consistency.

In summary, the findings suggest a prevalent adoption of standardized scoring rubrics or criteria among the respondents, aligning with established best practices in educational assessment. However, the data also highlight the need for consistent implementation and adherence to standardized evaluation methods across all respondents to ensure fairness, transparency, and comparability in the assessment of students' performance.

c. Provide clear instructions on how scores are assigned to different aspects of the assessment.

The data revealed a remarkably high level of adherence to this practice among the respondents. An overwhelming majority, constituting 80%, affirmed that they "Always" provide clear instructions on how scores are assigned to different aspects of the assessment. This finding suggests a

widespread recognition of the importance of transparency and clarity in communicating scoring procedures to stakeholders, including students, parents, and administrators.

Additionally, 20% of respondents indicated that they "Sometimes" provide clear instructions on score assignment. While not as consistent as the "Always" group, this response implies that these respondents make efforts to provide scoring instructions, albeit with potential variations or inconsistencies across different assessment contexts or components.

Notably, none of the respondents selected the "Almost Never" or "Never" options, indicating a universal acknowledgment of the necessity to provide clear scoring instructions to some degree. This finding aligns with best practices in educational assessment, which emphasize the importance of transparency and fairness in the evaluation process.

The high prevalence of respondents who "Always" provide clear scoring instructions suggests a commitment to promoting understanding and acceptance of assessment results among stakeholders. Furthermore, the absence of respondents who "Almost Never" or "Never" provide such instructions implies a collective recognition of the ethical and professional obligations associated with ensuring fairness and clarity in the assessment process.

Overall, the data demonstrates a strong adherence to the practice of providing clear instructions on score assignment among the respondents,

reflecting a dedication to upholding principles of transparency and fairness in educational assessment.

d. Differentiate the weightage of different skills (e.g., listening, speaking, reading, writing) in the scoring system.

The data revealed an overwhelming majority of respondents, constituting 82.9%, who affirmed that they "Always" differentiate the weightage of different language skills in their scoring systems. This finding suggests a widespread recognition among the respondents of the need to assign varying degrees of importance or weight to different language skills based on the specific assessment objectives, curriculum, or proficiency level being evaluated.

Additionally, 17.1% of respondents indicated that they "Sometimes" differentiate the weightage of language skills in their scoring systems. This response implies that while these respondents acknowledge the importance of weightage differentiation, their implementation may vary depending on the specific assessment context or other factors.

Notably, none of the respondents selected the "Almost Never" or "Never" options, indicating a universal acknowledgment of the necessity to differentiate the weightage of language skills to some degree within their scoring systems.

The high prevalence of respondents who "Always" differentiate the weightage of language skills aligns with best practices in language

assessment, which emphasize the importance of aligning assessment design with the specific objectives and skills being evaluated. By assigning appropriate weightage to different language skills, respondents can ensure that their scoring systems accurately reflect the relative importance of each skill within the overall language proficiency framework.

Furthermore, the absence of respondents who "Almost Never" or "Never" differentiate weightage suggests a collective recognition of the potential limitations and inaccuracies that may arise from treating all language skills equally within a scoring system, regardless of the assessment objectives or proficiency level being evaluated.

The data demonstrates a strong adherence to the practice of differentiating the weightage of language skills within scoring systems among the respondents, reflecting a commitment to designing valid and reliable language assessments that accurately measure the intended language proficiency constructs.

e. Emphasize a balanced assessment between cognitive, affective, and psychomotor aspects of English language.

The data revealed that a substantial majority of respondents, constituting 65.7%, affirmed that they "Always" emphasize a balanced assessment between cognitive, affective, and psychomotor aspects of English. This finding suggests a widespread recognition among the respondents of the need to assess not only the cognitive aspects of language proficiency, such as

knowledge and comprehension, but also the affective and psychomotor domains, which encompass attitudes, emotions, and practical language skills.

Additionally, 31.4% of respondents indicated that they "Sometimes" emphasize a balanced assessment approach. This response implies that while these respondents acknowledge the importance of a holistic evaluation, their implementation may vary depending on specific assessment contexts, curriculum requirements, or other factors.

It is noteworthy that only a marginal proportion of respondents (2.9%) selected the "Never" option, indicating that most respondents, to some degree, recognize the value of incorporating cognitive, affective, and psychomotor aspects into their assessment practices.

The high prevalence of respondents who "Always" emphasize a balanced assessment approach aligns with contemporary language assessment theories and frameworks, which advocate for a comprehensive evaluation of language proficiency that goes beyond mere cognitive aspects. By assessing affective and psychomotor domains, respondents can gain insights into students' attitudes, motivations, and practical language skills, ultimately contributing to a more holistic understanding of their language competence.

Furthermore, the absence of a significant proportion of respondents who "Almost Never" or "Never" emphasize a balanced assessment approach suggests a collective recognition of the potential limitations and inaccuracies that may arise from solely focusing on cognitive aspects, neglecting the

affective and psychomotor domains that play a crucial role in language learning and usage.

Overall, the data demonstrates a strong commitment among the respondents to emphasizing a balanced assessment approach that incorporates cognitive, affective, and psychomotor aspects of English language proficiency, aligning with contemporary language assessment theories and practices.

f. Review and calibrate scoring with other teachers or assessors to insure fairness and consistency.

The data obtained from the survey regarding the practice of reviewing and calibrating scoring among teachers or assessors indicates varying levels of frequency in this aspect of assessment. Among the respondents, a majority of 54.3% indicated that they "Always" review and calibrate scoring, showcasing a proactive approach to ensuring fairness and consistency in the assessment process. This high percentage suggests a strong commitment among educators towards maintaining standards and reliability in evaluating student performance. Conversely, 37.1% of respondents reported that they "Sometimes" engage in reviewing and calibrating scoring, indicating a less consistent approach to this aspect of assessment. This may imply occasional discrepancies or challenges in ensuring uniformity and objectivity across assessments.

It is noteworthy that a small percentage of respondents, 5.7%, admitted to "Almost Never" reviewing and calibrating scoring. This finding raises concerns regarding the potential impact on the reliability and validity of assessment outcomes, as infrequent calibration may lead to inconsistencies in grading standards. Additionally, the data reveals that only 2.9% of respondents claimed to "Never" review and calibrate scoring, suggesting a minority view or perhaps a lack of awareness or emphasis on the importance of this practice.

Overall, while a significant portion of educators appear to prioritize the review and calibration of scoring to ensure fairness and consistency, there remains room for improvement in promoting a more systematic and rigorous approach to this aspect of assessment. Enhancing awareness, providing training, and establishing protocols for regular review and calibration sessions could contribute to strengthening the reliability and validity of assessment practices within the educational context.

B. Discussion

The explanation about the result of findings regarding to the research question in analysis document which explained below:

1. The Teacher Purposes in Conducting Assessment Practice

The data provided from the survey offers valuable insights into the purposes behind teachers' assessment practices, shedding light on their

objectives in conducting assessments in the classroom. The analysis of the survey results reveals that teachers primarily conduct assessments for three main purposes: Student-Centred, Instructional, and Administrative.

The student-Centred purposes are crucial as they focus on understanding and facilitating student learning. The most common objectives identified in this category include obtaining information about students' progress, providing feedback to students, diagnosing students' strengths and weaknesses, determining final grades, and motivating students to learn. Stiggins argues that assessments should be designed to support student learning by providing accurate information about student progress, strengths, and areas for improvement[84]. A study by Black and Wiliam supports these findings, emphasizing that formative assessment practices can significantly improve student learning when they focus on providing feedback and involving students in the assessment process. Their research showed that formative assessment, when implemented effectively, can lead to substantial learning gains, especially for low-achieving students and a study by Cauley and McMillan focuses on the relationship between formative assessment and student motivation. They found that specific formative assessment practices, such as providing clear learning targets, offering specific feedback, and encouraging student self-assessment,

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[84] Black, P., & Wiliam, D. *Assessment and classroom learning. Assessment in Education*: Principles, Policy & Practice, 5(1), 2016. 7-74.

can significantly enhance student motivation[85]. This research directly supports the survey finding that motivating students is a key purpose of assessment. These objectives underscore the importance of assessment in monitoring student progress, providing timely feedback for improvement, and fostering a supportive learning environment that caters to individual student needs.

Instructional purposes highlight the role of assessment in guiding teaching practices. Teachers utilize assessment results to plan and modify their instruction, diagnose their teaching effectiveness, and group students at appropriate instructional levels. Hattie and Timperley's meta-analysis on the power of feedback supports this finding. They found that feedback is most effective when it provides information about how to improve rather than just whether an answer is correct or incorrect. This underscores the importance of using assessment data to inform instructional decisions and provide targeted support to students, their findings align with and expand upon the survey results, emphasizing the importance of using assessment not just for evaluation, but as an integral part of the teaching and learning process. By focusing on providing constructive, process-oriented feedback and using assessment data to inform instruction, educators can significantly enhance student learning

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[85] Cauley, K. M., & McMillan, J. H. Formative assessment techniques to support student motivation and achievement. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas,* 83(1). 2010.,1-6.

outcomes and promote self-regulated learning.[86]. This underscores the dynamic relationship between assessment and instruction, where assessment data informs instructional decision-making and facilitates differentiated instruction to meet diverse student needs. Researchers like Heritage argue that formative assessment should inform both student learning and teaching practices. By analysing formative assessment data, teachers can diagnose their teaching effectiveness and make real-time adjustments to their instructional approaches[87].

Administrative purposes emphasize the role of assessment in school accountability and transparency. Teachers are required to provide information to central administration and external funding agencies to report student learning outcomes and evaluate the effectiveness of educational programs. Darling-Hammond conducted a comprehensive review of assessment practices across several countries. Their findings suggest that high-performing education systems tend to use a balanced approach to assessment, combining large-scale standardized tests with classroom-based assessments. This balanced approach serves both accountability purposes and supports instructional improvement. The survey findings, supported by comparative research, underscore the complex nature of assessment in education. While the primary focus appears to

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[86] Hattie, J., & Timperley, H. The power of feedback. *Review of Educational Research*, 77(1), 2007. 81-112.

[87] Heritage, M. *Formative assessment and next-generation assessment systems: Are we losing an opportunity.* Council of Chief State School Officers. 2010.

be on student-centered and instructional purposes, administrative purposes also play a significant role. This multifaceted approach to assessment aligns with contemporary views on effective educational practices[88]. However, Researchers like Klenowski and Wyatt-Smith argue that involving stakeholders, such as teachers, parents, and community members, in the assessment process can enhance the credibility and acceptance of accountability measures while fostering a shared understanding of educational goals[89]. This reflects the broader societal expectations for schools to demonstrate accountability and ensure the efficient use of resources allocated for educational initiatives.

The survey findings illustrate that teachers conduct assessments with multifaceted purposes, encompassing student-centred, instructional, and administrative objectives. These purposes collectively contribute to the overarching goal of enhancing student learning and educational outcomes. By understanding the diverse purposes behind assessment practices, educators can effectively align assessment strategies with their instructional objectives and promote continuous improvement in teaching and learning processes.

2. **The Teacher Assessment Methods of the EFL Teacher in Classroom**

The analysis of assessment methods employed by EFL teachers in the classroom provides valuable insights into their practices and preferences for

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[88] Darling-Hammond, L., Wilhoit, G., & Pittenger, L. *Accountability for college and career readiness: Developing a new paradigm*. Education Policy Analysis Archives, 2014., 22(86).

[89] Klenowski, V., & Wyatt-Smith, C. *Assessment for education: Standards, judgement, and moderation.* (2014. SAGE Publications Ltd).

evaluating students' language proficiency. Through a comprehensive examination of instructor-made, student-conducted, and standardized assessment approaches across the key language skills of reading, writing, speaking, and listening, several key findings emerge.

EFL teachers demonstrate a diverse repertoire of assessment methods tailored to each language skill. In assessing reading proficiency, instructors predominantly rely on instructor-made assessments, utilizing a combination of selected-response and constructed-response formats such as sentence completion, multiple-choice items, and short answer questions. This multifaceted approach allows teachers to comprehensively evaluate students' comprehension, vocabulary, and critical thinking skills within the context of reading tasks.

The study by Cheng on assessment practices in EFL teaching in China reveals a nuanced picture of how language proficiency is evaluated in Chinese classrooms. Teacher-made assessments dominate the landscape at 55%, indicating a strong preference for customized evaluation methods that align closely with specific classroom contexts and learning objectives. This prevalence suggests that Chinese EFL teachers exercise considerable autonomy in crafting assessments tailored to their students' needs and the demands of their curriculum. Standardized assessments follow at 35%, reflecting the significant role of uniform testing in the Chinese education system, likely influenced by national policies and the need for consistent benchmarking across diverse

educational settings. The presence of standardized tests also hints at the importance placed on preparing students for high-stakes examinations, both domestic and international. Student-conducted assessments, at 10%, have the smallest share, pointing to a lesser emphasis on peer and self-assessment techniques in Chinese EFL classrooms. This distribution paints a picture of an assessment culture that balances teacher-led evaluation with standardized measures, while slowly incorporating more student-centered assessment practices. The findings provide valuable insights into the complex interplay between traditional assessment methods, national education policies, and emerging pedagogical trends in Chinese EFL[90].

Meanwhile Brown in the United States reveal intriguing variations in EFL assessment practices compared to your findings. In Europe, the dominance of teacher-made assessments (65%) is even more pronounced than in your study, indicating a high level of trust in teachers' expertise to design context-appropriate assessments. More significantly, student-conducted assessments reach 25%, considerably higher than your findings, suggesting a greater emphasis on active learning and student involvement in the assessment process in Europe. Standardized assessments account for only 10%, a stark contrast to

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[90] Cheng, L., Sun, Y., & Ma, J. *Review of washback research literature within Kane's argument-based validation framework.* Language Teaching, 48(4), 2018. 436-470.

your results, possibly reflecting a more decentralized approach to English language education in Europe[91].

Similarly, in evaluating writing proficiency, EFL teachers employ a range of instructor-made assessments, including short essay writing tasks, editing exercises, and multiple-choice items targeting grammatical errors. These assessments provide teachers with valuable insights into students' ability to express ideas coherently, apply language conventions effectively, and revise written work for clarity and accuracy.

Moreover, student-conducted assessment methods play a pivotal role in assessing speaking and listening skills, with performance-based tasks such as oral presentations, peer assessments, and following oral directions being widely utilized. These assessments offer authentic opportunities for students to demonstrate their oral communication abilities, engage in collaborative learning experiences, and receive constructive feedback from peers and instructors. notable proportion of EFL teachers incorporate standardized tests into their assessment practices, particularly for evaluating reading and writing skills. Standardized tests offer a standardized and objective measure of students' language proficiency, enabling teachers to benchmark student performance against established criteria and norms, identify areas for improvement, and track progress over time.

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[91] Brown, H. D. *Language Assessment: Principles and Classroom Practices (3rd ed.)*. 2019.Pearson Education ESL.

Overall, the findings underscore the nuanced and multifaceted nature of assessment practices employed by EFL teachers in the classroom. By leveraging a combination of instructor-made, student-conducted, and standardized assessment methods, teachers can effectively evaluate students' language proficiency across the four language skills, instruction to meet individual learning needs, and foster continuous growth and development in English language acquisition.

3. **The Teacher Scoring of the EFL teaching in classroom.**

The data obtained from the questionnaire provides valuable insights into the scoring practices of EFL teachers in the classroom. By analysing the responses, we can address the problem statement "How do the teacher scoring of the EFL teaching in the classroom?" and draw meaningful conclusions based on the findings.

The data indicates that a significant majority of EFL teachers (74.3%) consistently utilize standardized scoring rubrics or criteria when evaluating students' performance. This finding suggests a strong adherence to established standards and guidelines, promoting objectivity and fairness in the assessment process. By employing standardized rubrics, teachers can ensure consistency in grading across different students and assessment tasks, thereby enhancing the reliability and validity of assessment outcomes.

Additionally, the data reveals that most teachers (80%) provide clear instructions on how scores are assigned to different aspects of the assessment.

This practice fosters transparency and clarity in the evaluation process, enabling students to understand the criteria used to assess their performance and facilitating meaningful feedback for improvement. Clear instructions also help maintain consistency in scoring practices and minimize ambiguity or misunderstanding among students and other stakeholders, most teachers (82.9%) differentiate the weightage of different language skills (e.g., listening, speaking, reading, writing) in their scoring systems. This practice acknowledges the varied importance of each skill within the overall language proficiency framework and ensures that assessment reflects the relative significance of different competencies. By assigning appropriate weightage to each skill, teachers can more accurately assess students' overall language proficiency and tailor instruction to address specific areas of weakness or development.

Moreover, a substantial proportion of teachers (65.7%) emphasize a balanced assessment approach that encompasses cognitive, affective, and psychomotor aspects of English language learning. This holistic approach recognizes the multidimensional nature of language proficiency and seeks to evaluate not only students' knowledge and comprehension but also their attitudes, motivations, and practical language skills. By considering these diverse aspects, teachers can gain a comprehensive understanding of students' language competence and provide targeted support to promote their overall language development.

The data highlights the importance of reviewing and calibrating scoring with other teachers or assessors to ensure fairness and consistency in the assessment process. While most teachers (54.3%) engage in this practice, there is room for improvement in promoting a more systematic and rigorous approach to scoring calibration. Regular review sessions can help align grading standards, identify discrepancies, and enhance the reliability and validity of assessment outcomes.

Rezaei and Lovorn's research on the use of standardized assessment rubrics provides substantial support for the findings in our study regarding EFL teachers' scoring practices. Their study, titled "Reliability and validity of rubrics for assessment through writing," demonstrates that employing standardized rubrics can significantly enhance the consistency and reliability of teacher assessments[92]. This aligns closely with our finding that a majority (74.3%) of EFL teachers consistently utilize standardized scoring rubrics or criteria when evaluating students' performance.

The researchers found that rubrics serve as effective tools for reducing subjective bias and promoting objectivity in the assessment process. By providing clear, predefined criteria, rubrics enable teachers to evaluate student work more systematically and fairly. This standardization is particularly crucial

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[92] Rezaei, A. R., & Lovorn, M. *Reliability and validity of rubrics for assessment through writing*. Assessing Writing, 15(1), 2010. 18-39.

in language assessment, where the complexity of language skills can often lead to variability in scoring.

Furthermore, Rezaei and Lovorn's study emphasizes that the use of well-designed rubrics not only improves the reliability of assessments but also enhances their validity. This is because rubrics help ensure that the assessment aligns closely with the intended learning outcomes and provides a comprehensive evaluation of student performance across various aspects of language proficiency.

The widespread adoption of standardized rubrics among EFL teachers, as evidenced in our study, suggests a growing recognition of these benefits within the field. It indicates a shift towards more systematic and objective assessment practices, which can lead to more accurate evaluations of student progress and more targeted instructional interventions.

This alignment between Rezaei and Lovorn's findings and our results under scores the importance of standardized assessment tools in EFL teaching. It suggests that the majority of EFL teachers are adhering to best practices in assessment, which can ultimately contribute to more effective language instruction and improved student outcomes.

The importance of clear instructions in assessment, as reported by 80% of our respondents, finds strong support in the study conducted by Cheng. Their research, titled "Washback in language testing: Research contexts and

methods," provides valuable insights into the impact of assessment practices on student performance and motivation in language learning contexts[93].

Cheng et al.'s study highlights that when students have a clear understanding of assessment criteria, it can lead to significant improvements in both their motivation and performance. This finding aligns closely with our results, which show that a large majority of EFL teachers prioritize providing clear instructions on how scores are assigned to different aspects of the assessment.

The researchers argue that transparent assessment practices create a positive 'washback' effect, where the assessment process itself becomes a tool for learning. When students are well-informed about what is expected of them and how their performance will be evaluated, they are better equipped to focus their efforts and engage more effectively with the learning material.

Moreover, Cheng et al. emphasize that clear assessment instructions can help reduce anxiety and uncertainty among students, which are often significant barriers to language learning. By demystifying the assessment process, teachers can create a more supportive and encouraging learning environment.

The high percentage of teachers in our study who provide clear assessment instructions suggests a widespread recognition of these benefits within the EFL teaching community. It indicates a shift towards more student-

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[93] Cheng, L., Watanabe, Y., & Curtis, A. (Eds.). Washback in language testing: Research contexts and methods. *Lawrence Erlbaum Associates*. 2004.

centered assessment practices that not only evaluate performance but also actively contribute to the learning process.

This alignment between Cheng et al.'s findings and our results underscore the critical role of clear communication in effective assessment. It suggests that EFL teachers are increasingly adopting practices that enhance transparency and fairness in assessment, which can ultimately lead to improved student engagement, motivation, and learning outcomes in language acquisition.

In conclusion, the findings from the research indicate that EFL teachers employ various scoring practices aimed at promoting fairness, consistency, and comprehensiveness in the assessment of students' language proficiency. Chapelle who emphasizes the importance of evaluating the validity and reliability of language assessments. Reviewing scoring practices can help identify potential biases, inconsistencies, or issues that may affect the fairness and accuracy of the assessment results[94]. By adhering to standardized rubrics, providing clear instructions, differentiating skill weightage, emphasizing a balanced assessment approach, and reviewing scoring practices, teachers contribute to the effectiveness and validity of language assessment in the classroom.

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[94] Chapelle, C. A. *Validity argument for language assessment: The framework is simple Language Testing*, 29.1, 2012., 19-27.

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusion*

The conclusion of this research can be explained below:

1. The survey data reveals that teachers employ assessment practices in the classroom for a variety of interconnected purposes, including student-centered objectives focused on monitoring progress, providing feedback, and motivating learning, instructional goals aimed at guiding teaching practices and facilitating differentiated instruction, and administrative objectives centered on accountability and transparency in reporting student outcomes. These multifaceted purposes underscore the vital role of assessment in enhancing student learning and educational outcomes by fostering a supportive learning environment, informing instructional decision-making, and meeting broader societal expectations for educational accountability. By recognizing and understanding these purposes, educators can strategically align their assessment strategies with their instructional objectives, ultimately promoting continuous improvement in teaching and learning processes and contributing to the overall success of educational endeavours.

2. The analysis of assessment methods utilized by EFL teachers illuminates a nuanced and diverse approach to evaluating students' language proficiency across reading, writing, speaking, and listening skills. Through a

combination of instructor-made assessments, student-conducted tasks, and standardized tests, teachers can gain comprehensive insights into students' language abilities while catering to individual learning needs. By leveraging these varied assessment strategies, instructors not only assess language proficiency but also tailor instruction and provide opportunities for continuous growth and development in English language acquisition. This multifaceted approach underscores the commitment of EFL teachers to promoting effective language learning and ensuring the success of their students in acquiring English proficiency.

3. The analysis of data from the questionnaire sheds light on the scoring practices of EFL teachers in the classroom. The findings indicate a strong commitment to fairness, consistency, and comprehensiveness in assessing students' language proficiency. Most teachers utilize standardized scoring rubrics, provide clear instructions, and differentiate skill weightage to ensure objectivity and transparency in the assessment process. Additionally, there is a notable emphasis on a balanced assessment approach that considers cognitive, affective, and psychomotor aspects of language learning. While most teachers engage in reviewing scoring practices, there is a need for further improvement in promoting systematic calibration. Overall, the findings underscore the importance of employing varied scoring practices to effectively evaluate students' language proficiency and support their overall language development in EFL classrooms.

B. *Implication*

They emphasize the interconnected purposes behind assessment practices,
including student-centered, instructional, and administrative objectives,
highlighting how assessment serves not only to evaluate but also to support and
guide teaching and learning processes. Furthermore, they stress the importance of
employing diverse assessment methods tailored to individual learning needs,
encompassing both traditional instructor-made assessments and more dynamic
student-conducted tasks. Additionally, they emphasize the need for fairness,
consistency, and transparency in scoring practices, urging educators to employ
standardized rubrics, provide clear instructions, and engage in systematic calibration
to ensure the validity and reliability of assessment outcomes. Overall, these
conclusions implicate a comprehensive approach to assessment that prioritizes
student growth, instructional effectiveness, and educational accountability in EFL
classrooms.

C. *Recommendation*

1. Teacher

   a. Prioritize student-centered assessment practices: Teachers should focus
      on assessment methods that support student learning and growth, such as
      providing timely feedback and involving students in the assessment
      process. This approach fosters a supportive learning environment and
      empowers students to take ownership of their learning.

b. Utilize diverse assessment methods: Teachers should employ a variety of assessment methods tailored to individual learning needs, including both traditional instructor-made assessments and more dynamic student-conducted tasks. This diversity ensures a comprehensive evaluation of student proficiency and allows for differentiated instruction.

c. Ensure fairness, consistency, and transparency in scoring practices: Teachers should adhere to standardized scoring rubrics, provide clear instructions on scoring criteria, and engage in systematic calibration to maintain fairness and consistency in assessment outcomes. This promotes accountability and ensures the validity and reliability of assessment results.

2. For the Next Researcher

a. Investigate the impact of diverse assessment practices on student outcomes: Researchers should conduct studies to explore how different assessment methods influence student learning and achievement in EFL classrooms. By examining the effectiveness of various assessment approaches, researchers can provide evidence-based recommendations for educators.

b. Explore innovative assessment strategies: Researchers should explore innovative assessment strategies, such as technology-enhanced assessments or alternative forms of assessment, to expand the range of options available to teachers. Investigating emerging assessment trends

can inform future pedagogical practices and contribute to ongoing advancements in educational assessment.

c. Consider cultural and contextual factors in assessment research: Researchers should consider the influence of cultural diversity and contextual factors on assessment practices and student outcomes. By examining how cultural and contextual factors impact assessment implementation and interpretation, researchers can provide culturally responsive guidance for educators working with diverse student populations.
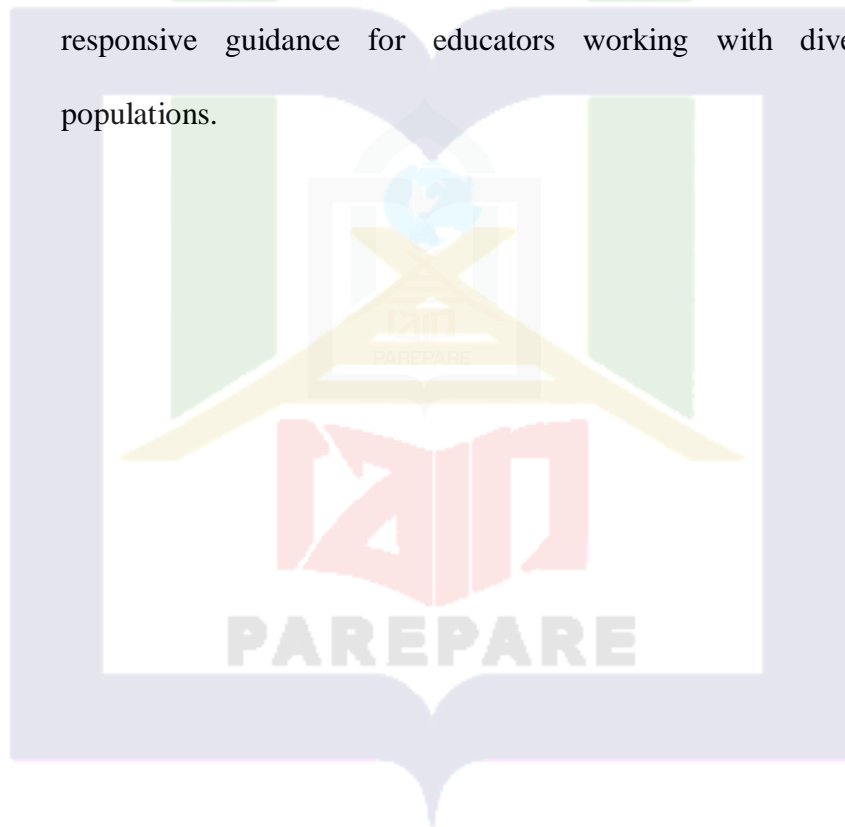
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APPENDICES

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUTE AGAMA ISLAM NEGERI (IAIN)
PAREPARE
JURUSAN TARBIYAH
Jl. Amal Bakti NO. 8 Soreang 911331,Telepon (0421)21307, PakIsmail(0421)2404

RESEARCH PERMIT

APPENDICES 01: ADMINISTRASI PERSURATAN PENELITIAN

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 PINRANG

Alamat : Jl. Jend. Urip Sumoharjo No. 2 Telp. (0421) 921127 Pinrang 91212
E-mail : smanpinrang63@gmail.com Website: sman1pinrang.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/1.259-UPT SMA.01/PRG/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMAN 1 Pinrang di Kecamatan Watang Saw
Kabupaten Pinrang menerangkan bahwa :

N a m a	:	MIFTAHUL FARID
Program Studi	:	Tadris Bahasa Inggris
N I M	:	212020387910 2011
Pekerjaan / Lembaga	:	Mahasiswa (S2) / Institut Agama Islam Negeri ParePare

Benar telah selesai mengadakan penelitian/pengambilan data pada SMA Negeri 1 Pinrang da
rangka penyusunan Skripsi dengan judul **"ASSESSMENT PRACTIVE IN EFL CLASSRO**
PURPOSE ,METHODS AND SCORING (STUDY OF EFL TEACHER IN PINRANG REGION
SMA Negeri 1 Pinrang.

Demikianlah surat keterangan ini, dibuat untuk dipergunakan sebagaimana mestinya.

Pinrang, 04 Oktober 2023
Kepala Sekolah

Drs. H. BAHRI BOHARI,M.Pd
Pangkat : Pembina Tk.I / IV.b
NIP. 19641231 199602 1 002

#BerAKHLAK
#SIPAKATAU #CERDASKI

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN
Nomor: B-124/In.39/UPB.10/PP.00.9/06/2024

Yang bertanda tangan dibawah ini,
Nama   : Hj. Nurhamdah, M.Pd.
NIP   : 19731116 199803 2 007
Jabatan   : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama   : Miftahul Farid
Nim   : 2120203879102011
Berkas   : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 10 Juni 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 10 Juni 2024
Kepala,

Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 7 PINRANG

Alamat: Jln Poros Pinrang Paris Km 8 Bua Kec. Mattirobulu Kab. Pinrang
Kode Pos 91211 Email: sman7pinrang@gmail.com Website: sman7pinrang.sch.id NPSN 40314430

SURAT KETERANGAN
No. 421.3/248-UPT SMA 7/PRG/DISDIK/2023
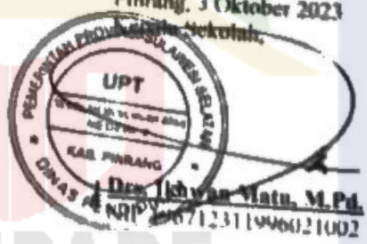
Yang bertanda tangan di bawah ini Kepala UPT SMAN 7 Pinrang menerangkan bahwa

Nama	**MIFTAHUL FARID**
N I M	21.2020.387910.2011
Jenis Kelamin	Laki-laki
Nama Lembaga	Istitut Agama Islam Negeri (IAIN) Parepare
Program Studi	Tadris Bahasa Inggris (S-2)

Benar telah melakukan penelitian di UPT SMAN 7 Pinrang dengan judul *"Asesment Practive In EFL Classroom: Purpose, Methods and Scoring (Study Of EFL Teacher In Pinrang Region"*, yang pelaksanaannya pada tanggal 12 September 2023.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya

Pinrang, 3 Oktober 2023
Kepala Sekolah,

Drs. Ikhwan Matu, M.Pd.
NIP. 19671231199602 1002

#BerAKHLAK   #CERDASKI
#SIPAKATAU

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 PINRANG

Alamat : Jalan LangngaTassokkoe Telp.(0421)3911728,Fax.(0421)3911728
Email: esmkn1pinrang@gmail.com ; Web: http://smkn1pinrang.sch.id

SURAT KETERANGAN
Nomor : 421.5/563.3-UPT SMK.1/PRG/DISDIK

Yang bertanda tangan di bawah Kepala UPT SMK Negeri 1 Pinrang, menerangkan bahwa :

N a m a	: **MIFTAHUL FARID**
Nomor Pokok	: 212020 387910 2011
Program Studi	: Tadris Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S2) Institut Agama Islam ParePare

benar yang tersebut namanya di atas telah melaksanakan penelitian di UPT SMK Negeri 1 Pinrang dengan Judul **"ASSESMENT PRACTIVE EFL CLASSROOM : PURPOSE, METHODS AND SCORING (STUDY OF EFL TEACHER IN PINRANG REGION) DI SMK NEGERI 1 PINRANG"**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 06 Oktober 2023
Kepala Sekolah

Drs. LATUWO, M.Pd
Pangkat : Pembina Tk.1, IV/b
NIP. 19651231 199102 1 007

#BerAKHLAK #CERDASKI'
#SIPAKATAU
• Cekatan • berEtika • berintegRitas • berDedikasi
• Akuntabel • Solid • Kolaboratif • Inovatif

SETULUS HATI, SEPENUH JIWA, SEKU,
MENCERDASKAN SULAWESI SELA

PEMERITAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN WILAYAH VIII
UPT SMKN 4 PINRANG
Jalan Poros Benteng Maccubbu Email:smkn04@gmail.com Kec. Patampanua Kab. Pinrang

SURAT KETERANGAN PENELITIAN
NOMOR: 410.41/ 315-SMKN.4/DISDIK

Yang bertanda tangan dibawah ini Kepala UPT SMKN 4 Pinrang menerangkan bahwa :

N a m a	: **MIFTAHUL FARID**
N I M	: 2120203879102011
Program Studi	: S.2 TADRIS BAHASA INGGRIS
Alamat	: MADALLO

Telah melaksanakan Penelitian yang berjudul "ASSESSMENT PRACTIVE IN EFL CLASSROOM : PURPOSE , METHODS AND SCORING (STUDY OF EFL TEACHER IN PINRANG REGION" yang dilaksanakan mulai tanggal , 23 Agustus 2023 sampai selesai.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Pinrang, 05 Oktober 2023
Kepala UPT

Drs. H. LASIDANG, M.Pd
NIP. 19660302 199103 1 014

Pertinggal,-

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 11 PINRANG
Alamat: Jalan Ir. H. Djuanda No.7 Pinrang Tepl(0421)924234.Fax.(0421) 922777 Pinrang 91212

SURAT KETERANGAN
Nomor : 800/ 407–UPTSMAN11/PRG/DISDIK

Yang bertanda tangan dibawah ini :

Nama	: SYAIFUDDIN,SH.S.Pd,M. M.Pd
NIP	: 19740216 200801 1 006
Pangkat / Gol	: Pembina / IV.a
Jabatan	: Kepala UPT SMA Negeri 11 Pinrang

Menerangkan bahwa :

Nama	: MIFTAHUL FARID
Jenis Kelamin	: Laki-laki
Pekerjaan / Lembaga	: Mahasiswa S2 PInstitut Agama Islam Negeri (IAIN) Parepare
Alamat	: Jl. Amal Bakti No 08 Soreang, Parepare

Benar telah melaksanakan Penelitian pada UPT SMA Negeri 11 Pinrang mulai tanggal 25 September s/d 10 Oktober 2023 berdasarkan surat permohonan izin Penelitian Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Unit Pelayanan Terpadu Satu Pintu, Nomor : 503/0573/PENELITIAN/DPMPTSP/08/2023, Tanggal 23 Agustus 2023 dengan judul " ASSESMENT TRACTIVE IN EFL CLASSROOM : PURPOSE, METHODS AND SCORING (STUDY OF EFL TEACHER IN PINRANG REGION".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya

Pinrang, 11 Oktober 2023
Kepala UPT SMAN 11 Pinrang

SYAIFUDDIN,SH,S.Pd,M,M.Pd
NIP. 19740216 200801 1 006

	KEMENTRIAN AGAMA REPUBLIK INDONESIA INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE JURUSAN TARBIYAH Jl. Amal Bakti NO. 8 Soreang 911331,Telepon (0421)21307, PakIsmail(0421)2404
	INTRUMENT PENELITIAN

APPENDICES 02: INSTRUMENT PENELITIAN

A. Purposes of assessment and evaluation

Students are assessed and evaluated for different purposes or reason. Listens below several of these purposes and reasons.

Please put a check mark (✓) in the 'yes' space for each purpose/reason that you have for assessing your students or in the 'no' space if it is not a purpose or reason that applies to your teaching.

Spaces have been provided at the end of the list for purposes/ reason not on the list. If you use other purposes/reasons, *please be sure to write or describe what they are.*

NO.	Questionnare	Yes	No
1.	To group my students for instruction in my class.		
2.	To obtain information on my students' progress		
3.	To plan my instruction		
4.	To diagnose strengths and weakness in my own teaching and instruction.		
5.	To provide feedback to my students as they progress through the course		
6.	To motivate my students to learn		
7.	To make my students work harder		
8.	To prepare my students for standardized tests they will need to take in the future (e.g. The test of English as a Foreign Language (TOEFL), Michigan English Language Assessment Battery (MELAB), or Collage English Test (CET)		
9.	To diagnose strengths and weaknesses in my students		

10.	To formally document growth in learning.		
11,	To determine the final grades for my students		
12.	To provide information to the central administration (e.g. school, university)		
13.	To provide information to an outside funding agency		
14.	Other :		
15.	Other:		

B. Method of assessment and evaluation

Several assessment methods can be used to assess the learning and progress of students' learning English as a Foreign Language (EFL). We would like to know what methods you use, first for reading, then for writing, followed by speaking and listening.

You will be provided with three table below. We would like to know:

What assessment methods do you use to evaluate your students?

Please follow the instructions provided on each page: They are presented in two sets.

1. Reading

If you do not teach reading, please put a check mark here __ and go to the next page.

Instruction: Please put a check mark (✓) in the space to the *left* for each method you use to evaluate your students in reading. Space have been provided at the end of the list for methods *not* on.

Method I use to assess reading (✓)	Assessment Methods
	1. Read aloud/dictation
	2. Oral interview/questioning
	3. Teacher-made test containing a. Cloze items b. Sentence completion items c. True-false items d. Multiple-choice items e. Matching items f. Interpretative items (e.g. map pr a set of directions) g. Forms such as an application form or an

	order form of some kind h. Short answer items i. Editing a piece of writing
	4. Student summaries of what is read
	5. Student journal
	6. Student portfolio
	7. Peer assessment
	8. Self-assessment
	9. Standardized reading tests
	10. Other :

2. Writing

If you do teach writing, please put a check mark here_ and go to the next page.

Instruction I : please put a check mark (✓) in the space to the left for each you see to evaluate your students in writing. Spaces have been provided at the end of the list for methods not on the list. If you use other methods, *please be sure to write or describe what the other methods are.*

Methods I use To write assess writing (✓)	Assessment Methods
	1. Teacher-made tests containing a. True-false items b. Matching items c. Multiple-choice items to identify grammatical error(s) in a sentence d. Editing a piece of writing such as a sentence or a paragraph e. Short essay
	2. Student journal
	3. Peer assessment
	4. Self-assessment
	5. Student portfolio
	6. Standardized writing tests
	7. Other:

3. Speaking and Listening

If you do teach writing, please put a check mark here_ and go to the next page.

Instruction I : please put a check mark (✓) in the space to the left for each you see to evaluate your students in writing. Spaces have been provided at the end of the list for methods not on the list. If you use other methods, *please be sure to write or describe what the other methods are.*

Methods I use To write assess writing (✓)	Assessment Methods
	1. Oral reading/dictation
	2. Oral interviews/dialogues
	3. Oral discussion with each student
	4. Oral presentations
	5. Public Speaking

	6. Teacher made tests asking students to
	   a. Give oral directions
	   b. Follow directions given orallyv
	   c. Provide an oral description of an event or object
	   d. Prepare summaries of what is heard
	   e. Answer multiple—choice test items following a listening passage
	   f. Take notes
	   g. Retell a story after listening to a passage

	7. Peer Assessment
	8. Self-Assessment
	9. Standardized speaking tests
	10. Standardized listening tests
	11. Other:

C. Scoring of Assessment

Please put a check mark (✓) in the 'yes' space for each purpose/reason that you have for assessing your students or in the 'no' space if it is not a purpose or reason that applies to your teaching.

Spaces have been provided at the end of the list for purposes/ reason not on the list. If you use other purposes/reasons, *please be sure to write or describe what they are.*

NO.	Questionnaire	Yes	No
1.	consider cultural or linguistic factors that may influence students' performance when applying the scoring system		
2.	use a standardized scoring rubric or criteria to evaluate students' performance		
3.	provide clear instructions on how scores are assigned to different aspects of the assessment		
4.	differentiate the weightage of different skills (e.g., listening, speaking, reading, writing) in the scoring system		
5.	emphasize a balanced assessment between cognitive, affective, and psychomotor aspects of English		
6.	review and calibrate scoring with other teachers or assessors to ensure fairness and consistency		

	KEMENTRIAN AGAMA REPUBLIK INDONESIA **INSTITUTE AGAMA ISLAM NEGERI (IAIN)** **PAREPARE** **JURUSAN TARBIYAH** Jl. Amal Bakti NO. 8 Soreang 911331,Telepon (0421)21307, PakIsmail(0421)2404
	PENYAJIAN QUESTIONNAIRE
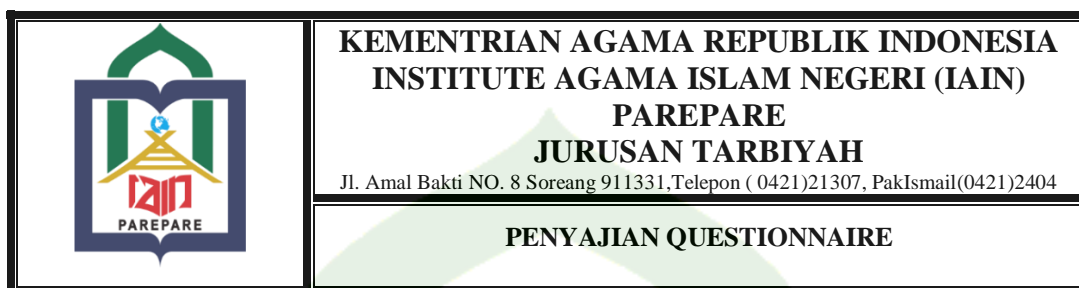
APPENDICES 03: QUESTIONNAIRE PRESENTATION

Timestamp	Name	NIP	School/Institution
9/5/2023 10:31:50	Mursalim Alias, S. Pd	197504142003121006	Sman 5 pinrang
9/5/2023 11:28:42	Hj.Hasnah Baharuddin.SS	196911142005022002	SMAN5 Pinrang
9/5/2023 12:00:29	Nurul Azmi L, S.Pd		UPT SMA NEGERI 5 PINRANG
9/21/2023 9:36:28	Fitriyani	197908252005022005	SMKN 2 PINRANG
9/21/2023 9:56:27	DARUQTNI	198304112010012031	SMKN 2 PINRANG
9/21/2023 10:59:20	EVI YULIANTI	-	SMKN 2 PINRANG
9/21/2023 10:59:30	NURLITA RESKI AYU	-	SMKN 2 PINRANG
9/21/2023 11:10:20	Muh.Ali Anwar	197409072006041010	SMAN 7 PINRANG
9/21/2023 11:33:27	Nurul Fadhilah.M,S.Pd.,Gr	199311072023212040	SMKN 2 PINRANG
9/21/2023 13:56:11	JAMALUDDIN, S.Pd.	196705311989031008	SMAN 7 PINRANG
9/21/2023 16:22:15	Nurhalima	198710172023212033	UPT SMAN 1 PINRANG
9/21/2023 17:37:15	Atmayurid Mansyur, S.Pd.,Gr.,M.Pd.	198908282023082001	SMAN 1 PINRANG
9/21/2023 19:04:28	ITAM SUPRIATI, S.Pd., Gr.	198202012023212026	SMAN 7 PINRANG

Date/Time	Name	NIP	School
9/21/2023 19:09:02	Muhammad Zaif	196708111991031008	SMAN 1 PINRANG
9/21/2023 19:13:33	Harfiana Hafid	-	Smkn 2 pinrang
9/22/2023 15:55:39	SYAHRIR	197809292023211001	UPT SMKN 3 PINRANG
9/23/2023 13:30:32	Niladatika	199103302015022003	UPT SMAN 11 PINRANG
9/23/2023 21:32:41	Masna,S.Pd	198008032006042023	SMKN 2 Pinrang
9/25/2023 6:58:48	Syamsiar	197806102006042011	SMKN 2 PINRANG
9/26/2023 11:42:33	Sahri Razak, S. Pd	196312311987031159	SMAN I PINRANG
9/26/2023 13:06:09	Rosmalasari	198202132005022003	SMKN I PINRANG
9/26/2023 14:50:19	Husnul Khatimah	198308292005022001	SMAN 11 Pinrang
9/27/2023 20:24:11	Sunarti	19840723 202321 2 036	SMK 2 pinrang
9/27/2023 22:50:17	NURLINA		SMKN 1 PINRANG
9/29/2023 9:00:09	MAKMUR	196309061987031019	UPT SMAN 1 PINRANG
9/29/2023 12:17:15	NURJANNA,S.Pd.	198608282015032001	SMKN 4 Pinrang
9/29/2023 12:18:10	Rasna, S.Pd	198405082010012032	SMKN 4 PINRANG
9/29/2023 21:54:49	Rasmayana		SMKN 4 Pinrang
10/2/2023 12:53:04	Rahmat U	198509102010011026	SMK NEG. 3 PINRANG
10/3/2023 10:22:49	ISTIANA	-	UPT SMK NEGERI 3 PINRANG
10/3/2023 11:17:05	Muslina	198112022011012006	SMKN 3 Pinrang
10/3/2023 21:34:19	Mitra	.	SMK negeri 3 pinrang
10/4/2023 10:30:06	MIFTAHUL JANNAH		SMKN 1 Pinrang
10/5/2023 4:58:01	Indrayani Mursalam		UPT.SMKN 1 PINRANG
10/11/2023 8:52:49	Rossyana		UPT SMAN 11 Pinrang

A. Purposes of assessment and evaluation

Students
are assessed and evaluated for different purposes or reason. Listens below
several of these purposes and reasons.

Please
put a check mark (ü) in the 'yes' space for each
purpose/reason that you have for assessing your students or in the 'no' space
if it is not a purpose or reason that applies to your teaching.

Spaces
have been provided at the end of the list for purposes/ reason not on the list.
If you use other purposes/reasons, *please be sure to write or describe what
they are.*

Name *

Muh.Ali Anwar

NIP

197409072006041010

School/Institution *

SMAN 7 PINRANG

Untuk mengelompokkan siswa saya untuk pengajaran di kelas saya. *

◉ YES

◯ NO

Untuk mendapatkan informasi tentang kemajuan siswa saya *

◉ YES

◯ NO

Untuk merancang rencana pembelajaran *

◉ YES

◯ NO

Untuk mendiagnosis kelebihan dan kekurangan dalam pembelajaran dan pengajaran saya *
sendiri.

◉ YES

◯ NO

Untuk memberikan informasi kepada lembaga pendanaan luar *

- ⦿ YES
- ◯ NO

Other

Great

Method of assessment and evaluation
Several
assessment methods can be used to asses the learning and progress of students'
learning English as a Foreign Language (EFL). We would like to know what
methods you actually use, first for reading, then for writing, followed by
speaking and listening.

You
will be provided with three table below. We would like to know:

What
assessment methods do you use to evaluate your students?

Please
follow the instructions provided on each page: They are presented in two sets.

1.Reading
If
you do not teach reading, please put a check mark here __ and go to the next page.

Instruction:
Please
put a check mark (ü) in the space to the *left* for
each method you use to evaluate your students in reading. Space have been provided at the end of the list for methods *not* on.

Method I use to asses reading

	Read aloud/dictation	Oral interview/questioning	Student summaries of what is read	Student journal	Student portfolio	Peer assessment	Self-assessm
Method I use to asses reading	☑	☐	☐	☐	☐	☐	☐

Teacher-made test containing

	Cloze items	Sentence completion items	True-false items	Multiple-choice items	Interpretative items (e.g. map pr a set of directions)	Forms such as an application form or an order form of some kind	Editing a piece of writing
Teacher-made test containing	☐	☑	☐	☐	☐	☐	☐

2. Writing

If you do teach writing, please put a
check mark here_ and go to the next page.

Instruction
l :
please put a check mark (ü) in the space to the left for each you
see to evaluate your students in writing. Spaces have been provided at the end
of the list for methods not on the list. If you use other methods, *please be*
sure to write or describe what the other methods are.

Methods I use To write assess writing

	Student journal	Peer assessment	Self-assessment	Student portfolio	Standardized writing tests
Assessment Method	☑	☐	☐	☐	☐

Methods I use To write assess writing

	True-false items	Matching items	Multiple-choice items to identify grammatical error(s) in a sentence	Editing a piece of writing such as a sentence or a paragraph	Short essay
Teacher-made tests containing	☑	☐	☐	☐	☐

3. Speaking and Listening

If
you do teach writing, please put a check mark here_ and go to the next page.

Instruction
I :
please put a check mark (ü) in the space to the left for each you
see to evaluate your students in writing. Spaces have been provided at the end
of the list for methods not on the list. If you use other methods, *please be*
sure to write or describe what the other methods are.

Method I use to write asses writing

	Oral reading/dictation	Oral interviews/dialogues	Oral discussion with each student	Oral presentations	Public Speaking	Peer Assessme
Assessment Methods	✅	☐	☐	☐	☐	☐

Method I use to write asses writing

	Give oral directions	Follow directions given orally	Provide an oral description of an event or object	Prepare summaries of what is heard	Answer multiple—choice test items following a listening passage	Take notes	Retell a story after listening to a passage
Teacher made tests asking students to :	✅	☐	☐	☐	☐	☐	☐

Scoring of Assessment
Please
put a check mark (ü) in the space for each
purpose/reason that you have for assessing your students

mempertimbangkan faktor budaya atau bahasa yang dapat mempengaruhi kinerja siswa
ketika menerapkan sistem penilaian *

- ⦿ Selalu
- ◯ Kadang-kadang
- ◯ Hampir Tidak Pernah
- ◯ Tidak Pernah

menggunakan rubrik atau kriteria penilaian standar untuk mengevaluasi kinerja siswa *

- ⦿ Selalu
- ◯ Kadang-kadang
- ◯ Hampir Tidak Pernah
- ◯ Tidak Pernah

memberikan instruksi yang jelas tentang bagaimana skor ditetapkan pada berbagai aspek
penilaian *

- ⦿ Selalu
- ◯ Kadang-kadang
- ◯ Hampir Tidak Pernah
- ◯ Tidak Pernah

A. Purposes of assessment and evaluation

Students
are assessed and evaluated for different purposes or reason. Listens below
several of these purposes and reasons.

Please
put a check mark (ü) in the 'yes' space for each
purpose/reason that you have for assessing your students or in the 'no' space
if it is not a purpose or reason that applies to your teaching.

Spaces
have been provided at the end of the list for purposes/ reason not on the list.
If you use other purposes/reasons, *please be sure to write or describe what
they are.*

Name *

Nurhalima

NIP

198710172023212033

School/Institution *

UPT SMAN 1 PINRANG

Untuk mengelompokkan siswa saya untuk pengajaran di kelas saya. *

◉ YES

◯ NO

Untuk mendapatkan informasi tentang kemajuan siswa saya *

◉ YES

◯ NO

Untuk merancang rencana pembelajaran *

◉ YES

◯ NO

Untuk mendiagnosis kelebihan dan kekurangan dalam pembelajaran dan pengajaran saya sendiri. *

◉ YES

◯ NO

Untuk memberikan umpan balik kepada siswa saya seiring kemajuan mereka melalui mata *
pelajaran

🔘 YES

⭕ NO

Untuk memotivasi siswa saya untuk belajar *

🔘 YES

⭕ NO

Untuk membuat siswa saya bekerja lebih keras *

🔘 YES

⭕ NO

Untuk mempersiapkan siswa saya menghadapi tes standar yang perlu mereka ikuti di masa *
depan (misalnya Tes Bahasa Inggris sebagai Bahasa Asing (TOEFL), Michigan English
Language Assessment Battery (MELAB), atau Collage English Test (CET)

🔘 YES

⭕ NO

Untuk mendiagnosis kekuatan dan kelemahan siswa saya *

○ YES

○ NO

Untuk mendokumentasikan secara formal pertumbuhan pembelajaran. *

● YES

○ NO

Untuk menentukan nilai akhir siswa *

● YES

○ NO

Untuk menentukan nilai akhir siswa *

● YES

○ NO

Untuk memberikan informasi kepada pemerintah pusat (misalnya sekolah, universitas) *

● YES

○ NO

Untuk memberikan informasi kepada lembaga pendanaan luar *

⦿ YES

◯ NO

Other

_____

Method of assessment and evaluation

Several
assessment methods can be used to asses the learning and progress of students'
learning English as a Foreign Language (EFL). We would like to know what
methods you actually use, first for reading, then for writing, followed by
speaking and listening.

You
will be provided with three table below. We would like to know:

What
assessment methods do you use to evaluate your students?

Please
follow the instructions provided on each page: They are presented in two sets.

A. Purposes of assessment and evaluation

1.Reading
If
you do not teach reading, please put a check mark here __ and go to the next
page.

Instruction:
Please
put a check mark (ü) in the space to the *left* for
each method you use to evaluate your students in reading. Space have been
provided at the end of the list for methods *not* on.

Method I use to asses reading

	Read aloud/dictation	Oral interview/questioning	Student summaries of what is read	Student journal	Student portfolio	Peer assessment	Self-assessm
Method I use to asses reading	☑	☑	☑	☐	☐	☐	☐

Teacher-made test containing

	Cloze items	Sentence completion items	True-false items	Multiple-choice items	Interpretative items (e.g. map pr a set of directions)	Forms such as an application form or an order form of some kind	Editing a piece of writing
Teacher-made test containing	☐	☐	☑	☑	☐	☐	☐

2. Writing

If you do teach writing, please put a
check mark here_ and go to the next page.

Instruction
I :
please put a check mark (ü) in the space to the left for each you
see to evaluate your students in writing. Spaces have been provided at the end
of the list for methods not on the list. If you use other methods, *please be*
sure to write or describe what the other methods are.

Methods I use To write assess writing

	Student journal	Peer assessment	Self-assessment	Student portfolio	Standardized writing tests
Assessment Method	☑	☐	☐	☐	☐

Methods I use To write assess writing

	True-false items	Matching items	Multiple-choice items to identify grammatical error(s) in a sentence	Editing a piece of writing such as a sentence or a paragraph	Short essay
Teacher-made tests containing	☑	☑	☑	☐	☑

3. Speaking and Listening

If
you do teach writing, please put a check mark here_ and go to the next page.

Instruction
I :
please put a check mark (ü) in the space to the left for each you
see to evaluate your students in writing. Spaces have been provided at the end
of the list for methods not on the list. If you use other methods, *please be*
sure to write or describe what the other methods are.

Method I use to write asses writing

	Oral reading/dictation	Oral interviews/dialogues	Oral discussion with each student	Oral presentations	Public Speaking	Peer Assessme
Assessment Methods	☑	☐	☐	☑	☑	☐

Method I use to write asses writing

	Give oral directions	Follow directions given orally	Provide an oral description of an event or object	Prepare summaries of what is heard	Answer multiple—choice test items following a listening passage	Take notes	Retell a story after listening to a passage
Teacher made tests asking students to :	☑	☑	☑	☐	☑	☐	☐

memberikan instruksi yang jelas tentang bagaimana skor ditetapkan pada berbagai aspek penilaian keterampilan yang berbeda (misalnya, mendengarkan, berbicara, membaca, menulis) dalam sistem penilaian *

◉ Selalu

○ Kadang-kadang

○ Hampir Tidak Pernah

○ Tidak Pernah

menekankan penilaian yang seimbang antara aspek kognitif, afektif, dan psikomotorik bahasa Inggris *

◉ Selalu

○ Kadang-kadang

○ Hampir Tidak Pernah

○ Tidak Pernah

meninjau dan mengkalibrasi penilaian dengan guru atau penilai lain untuk memastikan keadilan dan konsistensi *

◉ Selalu

○ Kadang-kadang

○ Hampir Tidak Pernah

○ Tidak Pernah

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Google Forms

	KEMENTRIAN AGAMA REPUBLIK INDONESIA INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE JURUSAN TARBIYAH Jl. Amal Bakti NO. 8 Soreang 911331,Telepon (0421)21307, PakIsmail(0421)2404
	QUESTIONNAIRE RESULT

APPENDICIES 04: HASIL QUESTIONNAIRE

1. TEACHER PURPOSES

Untuk mengelompokkan siswa saya untuk pengajaran di kelas saya.
35 responses

- YES
- NO

94.3%
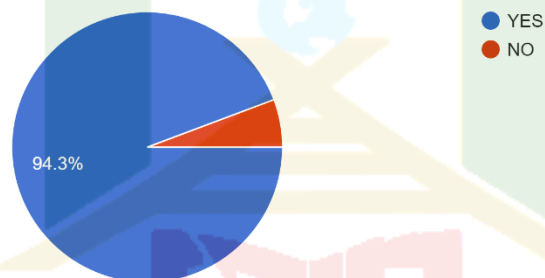
Untuk mendapatkan informasi tentang kemajuan siswa saya
35 responses

- YES
- NO

100%
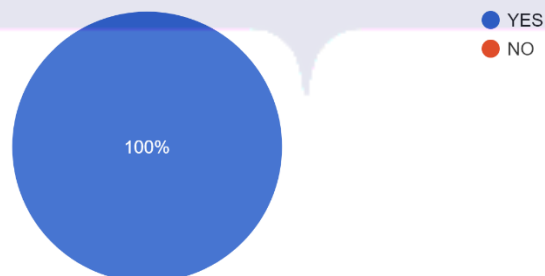
Untuk merancang rencana pembelajaran

35 responses
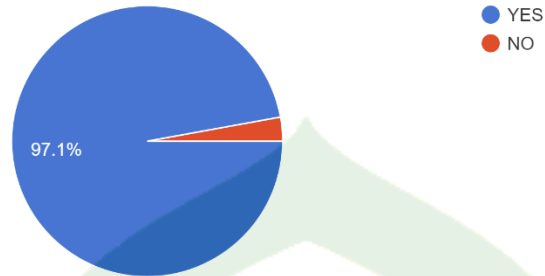
- YES
- NO

97.1%

Untuk mendiagnosis kelebihan dan kekurangan dalam pembelajaran dan pengajaran saya sendiri.

35 responses

- YES
- NO

97.1%

Untuk memberikan umpan balik kepada siswa saya seiring kemajuan mereka melalui mata pelajaran

35 responses

- YES
- NO

97.1%

Untuk memotivasi siswa saya untuk belajar

35 responses
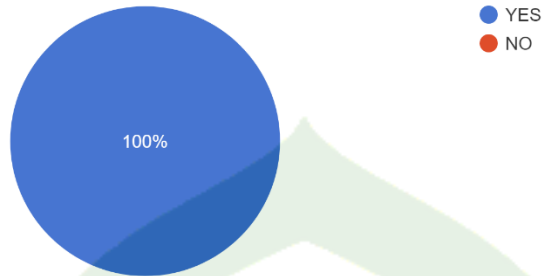
Untuk membuat siswa saya bekerja lebih keras

35 responses
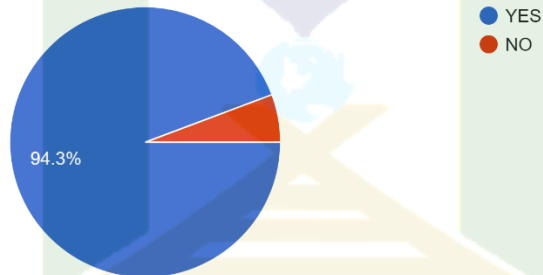
Untuk mempersiapkan siswa saya menghadapi tes standar yang perlu mereka ikuti di masa depan (misalnya Tes Bahasa Inggris sebagai Bahasa Asing...Battery (MELAB), atau Collage English Test (CET)

35 responses
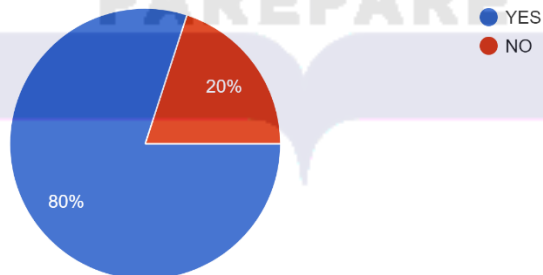
Untuk mendiagnosis kekuatan dan kelemahan siswa saya

35 responses
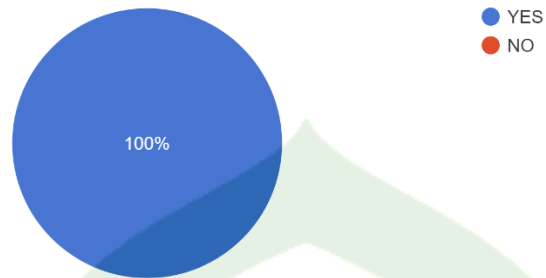
- YES
- NO

100%

Untuk mendokumentasikan secara formal pertumbuhan pembelajaran.

35 responses
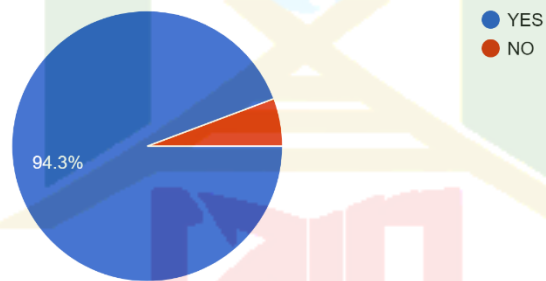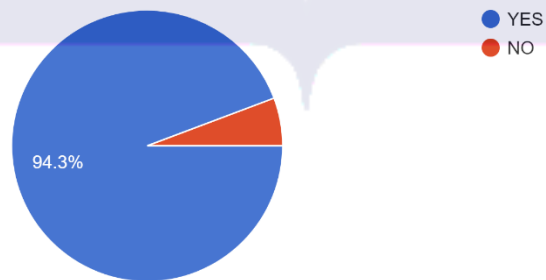
- YES
- NO

94.3%

Untuk menentukan nilai akhir siswa

35 responses

- YES
- NO

94.3%

Untuk menentukan nilai akhir siswa
35 responses

- YES
- NO

8.6%

91.4%
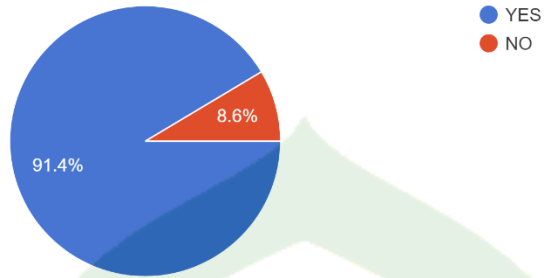
Untuk memberikan informasi kepada pemerintah pusat (misalnya sekolah, universitas)
35 responses

- YES
- NO

20%

80%
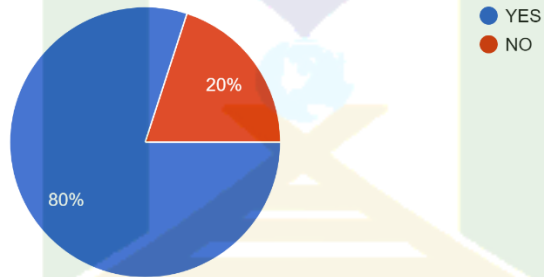
Untuk memberikan informasi kepada lembaga pendanaan luar
35 responses

- YES
- NO

51.4%

48.6%
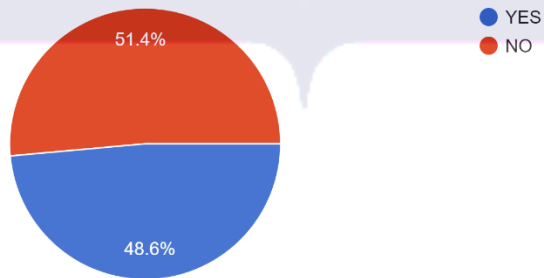
2. METHOD OF ASSESSMENT AND EVALUATION

a. READING

Teacher-made test containing

Teacher-made test containing

Teacher-made test containing
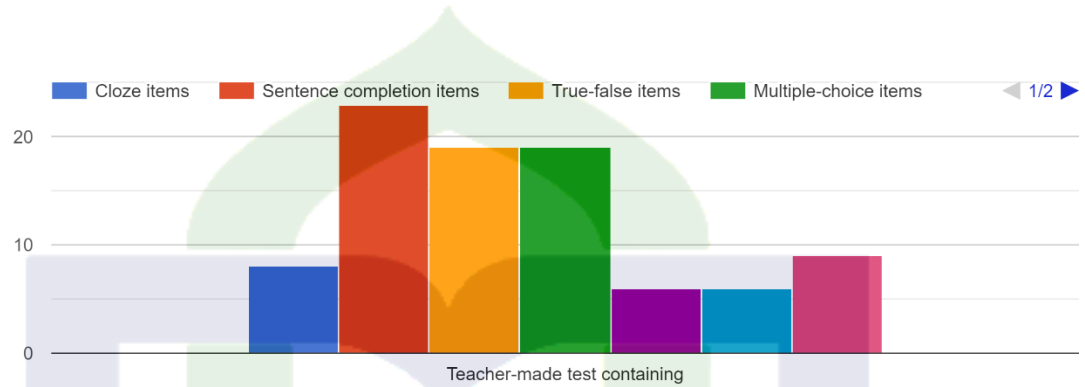
Teacher-made test containing
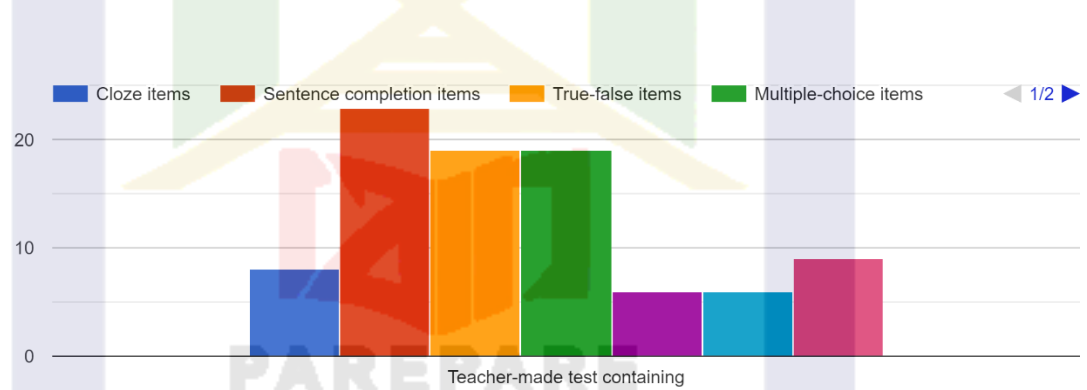
b. **WRITING**

Methods I use To write assess writing
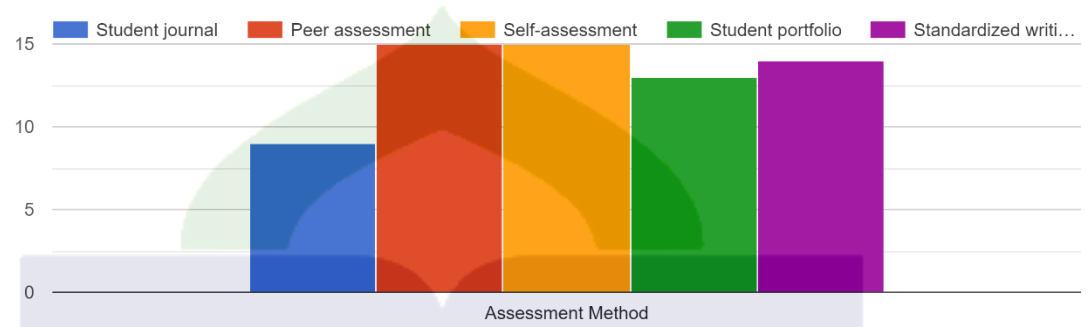
Methods I use To write assess writing

c. SPEAKING AND LISTENING

Oral reading/dictati…   Oral interviews/dial…   Oral discussion wit…   Oral presentations   ◀ 1/3 ▶

Assessment Methods

Give oral directions   Follow directions g…   Provide an oral de…   Prepare summarie…   ◀ 1/2 ▶

Teacher made tests asking students to :

PAREPARE
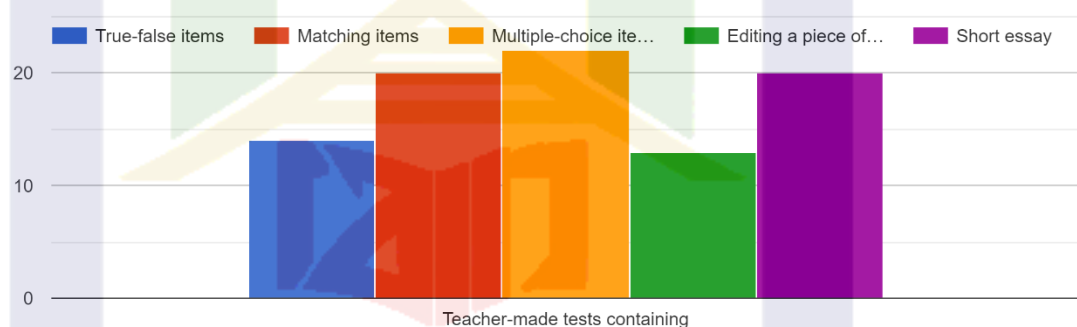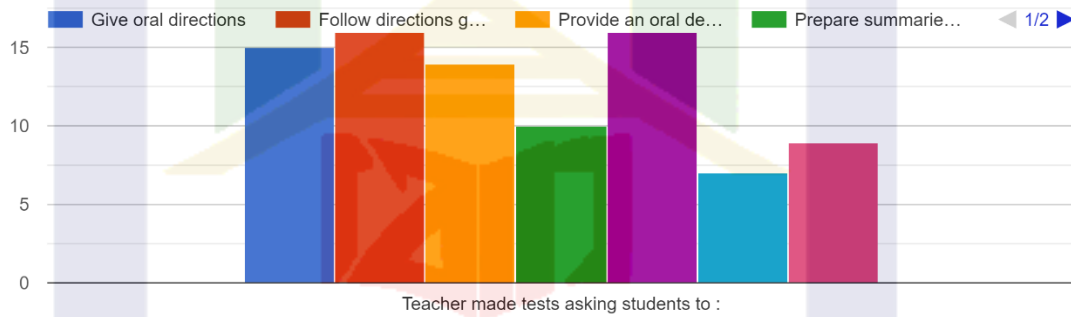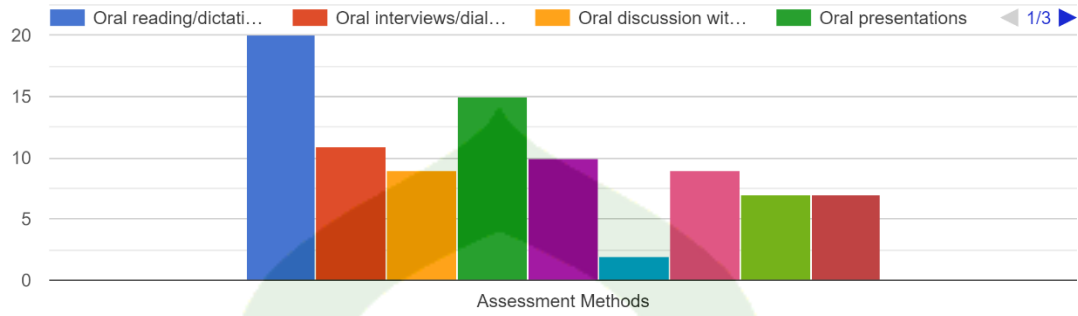
3.   **SCORING OF ASSESSMENT**

mempertimbangkan faktor budaya atau bahasa yang dapat mempengaruhi kinerja siswa ketika menerapkan sistem penilaian

35 responses

- Selalu
- Kadang-kadang
- Hampir Tidak Pernah
- Tidak Pernah
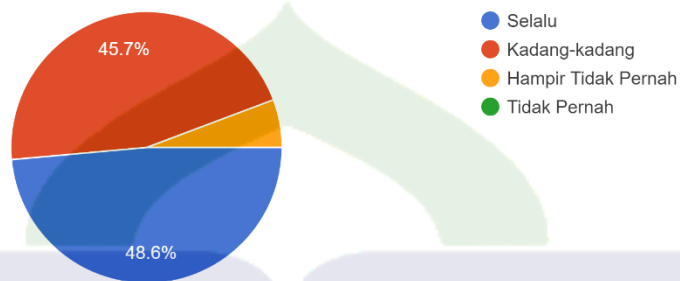
menggunakan rubrik atau kriteria penilaian standar untuk mengevaluasi kinerja siswa

35 responses
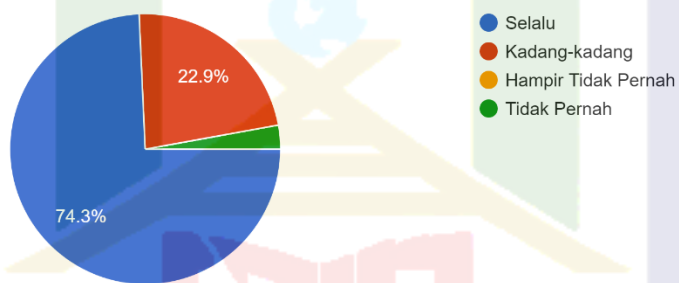
- Selalu
- Kadang-kadang
- Hampir Tidak Pernah
- Tidak Pernah

memberikan instruksi yang jelas tentang bagaimana skor ditetapkan pada berbagai aspek penilaian

35 responses
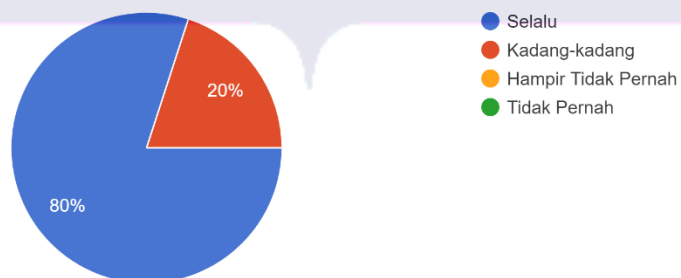
- Selalu
- Kadang-kadang
- Hampir Tidak Pernah
- Tidak Pernah

memberikan instruksi yang jelas tentang bagaimana skor ditetapkan pada berbagai aspek penilaian keterampilan yang berbeda (misalnya, mendengark...cara, membaca, menulis) dalam sistem penilaian

35 responses

- Selalu
- Kadang-kadang
- Hampir Tidak Pernah
- Tidak Pernah

82.9%
17.1%

menekankan penilaian yang seimbang antara aspek kognitif, afektif, dan psikomotorik bahasa Inggris
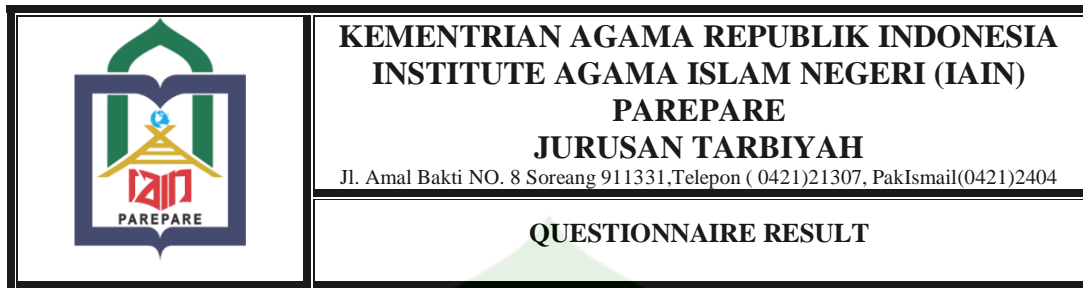
35 responses

- Selalu
- Kadang-kadang
- Hampir Tidak Pernah
- Tidak Pernah

31.4%
65.7%

meninjau dan mengkalibrasi penilaian dengan guru atau penilai lain untuk memastikan keadilan dan konsistensi

35 responses

- Selalu
- Kadang-kadang
- Hampir Tidak Pernah
- Tidak Pernah

37.1%
54.3%

FORMAT IMPORT NILAI SUMATIF

SEKOLAH	: SMKN 2 PINRANG			
KD SEMESTER	: 20232 / 2			
MATA PELAJARAN	: Bahasa Inggris			
KELAS	: XI PH 1	Dalam Bentuk S	89	89
SEMESTER KE	: 2	Dalam Bentuk B	77	77
ID FORMAT	F_SUMATIF	Dalam Bentuk C	65	65

| | | | | NILAI SUMATIF | |
| NO | NAMA SISWA | NISN | NIS | Sum1 : 4.2 | Sum2 : 4.9 |
				Nilai	Nilai
1	A. AGUNG	0062397908	2022160001	77	77
2	AIRIN DIANRAH. AB	0083698189	2022160015	86	86
3	Ardyanza Amrulla	0079325516	2022160003	88	88
4	ASTRIANI	0075437705	2022160016	85	85
5	Cahaya Nabila	0071501840	2022160017	88	88
6	DASMA	0079581742	2022160018	87	87
7	ELMA	0074338297	2022160019	88	88
8	ERA FASIRA	0055520632	2022160020	88	88
9	GALANG	0071800402	2022160004	88	88
10	Hipni Hidayatul Mubarak	0068486542	2022160005	50	50
11	Jarua	0069956934	2022160006	78	78
12	JUMARNI	0058654237	2022160021	90	90
13	JUNAIDI	0063037711	2022160007	84	84
14	M. Rifal	0069257421	2022160008	77	77
15	MARCELINA SOFIATUL UTAMA	0086088961	2022160022	82	82
16	Muh. Alfarozo	0073097903	2022160009	77	77
17	MUH. HAERIL ILHAM	0078600569	2022160010	77	77
18	MUHAMMAD ILHAM ARIS	0052760809	2022160011	77	77
19	MUHAMMAD RADIT RAUF	0069928919	2022160012	76	76
20	NEFAYANTI	0071000340	2022160023	82	82
21	NUR FADILLA	0088429601	2022160024	85	85
22	NURHABIBA	0065621888	2022160025	50	50
23	Nurzyakira Binti Majid	0068229105	2022160026	86	86
24	NURUL JUMRIANI	0074901300	2022160027	82	82
25	PUTRI RATU YOLANDA	0064163652	2022160028	83	83
26	RAYHAN GISAL NAILANA	0074566994	2022160013	80	80
27	REZA	0075066699	2022160014	77	77
28	RISKA	0061182193	2022160029	76	76
29	SABINA RISYA RAMADANI	0055521350	2022160030	80	80
30	SAHWA SAFIRA RAMADANI	0072127153	2022160031	90	90
31	SHINTA	0066632005	2022160032	78	78
32	SULIS	0074946332	2022160033	87	87
33	Talauati	0077529344	2022160034	90	90
34	Windi	0071142921	2022160035	87	87
35	Yuliana	0077350000	2022160036	88	88

KETERANGAN

Sum1 : 4.2 - menyurun surat lamaran kerja dengan memperhatikan fungsi sosial struktur teks dan unsur kebahasaan

Sum2 : 4.9 - mengidentifikasi kalimat degree comperarion

Nilai Ketercapaian :

K - Kurang / belum mencapai standar / Perlu Pendampingan dalam menguasai target capaian yang ditetapkan

C - Cukup / cukup mencapai standar / Perlu Penguatan dalam menguasai target capaian yang ditetapkan

B - Baik / Menguasai target capaian yang ditetapkan dengan baik

SB - Sangat Baik / Sangat Menguasai target capaian yang ditetapkan

DAFTAR NILAI ASESMEN SUMATIF
SMA NEGERI 7 PINRANG TAHUN PELAJARAN 2024 / 2025

MATA PELAJARAN
KELAS / SEMESTER
CAPAIAN PEMBELAJARAN

NO	NISN / NIS	NAMA	TP.1 (1)	(2)	(3)	(4)	(5)	NS	TP.2 (1)	(2)	(3)	(4)	(5)	NS	TP.3 (1)	(2)	(3)	(4)	(5)	NS	TP.4 (1)	(2)	(3)	(4)	(5)	NS	TP.5 (1)	(2)	(3)	(4)	(5)	NS	TP.6 (1)	(2)	(3)	(4)	(5)	NS	TP.7 (1)	(2)	(3)	(4)	(5)	NS	NR
1	006376153 / 5711	A. MUH. ARHAMARRAHIMIN	80	75	80	70	50	71	85	80	90	70	70	79	60	50				55	80	70				75	90	70				80	78	70				74	85	65				75	73
2	006204952 / 5712	ABD. HALIK						##						##						##						##						##						##						##	##
3	006259736 / 5713	ADE NANDA SAPOETRA						##						##						##						##						##						##						##	##
4	006486033 / 5714	ADENIA SRI RAHMADHANI						##						##						##						##						##						##						##	##
5	004333624 / 5717	Agus Salim						##						##						##						##						##						##						##	##
6	004539764 / 5715	ahmad fadli						##						##						##						##						##						##						##	##
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10	006306473 / 5720	AS. SALMAN						##						##						##						##						##						##						##	##
11	006490046 / 5721	Ayura Wahyu Frilani						##						##						##						##						##						##						##	##
12	006819327 / 5722	BURHANUDDIN						##						##						##						##						##						##						##	##
13	006122938 / 5723	Dikdarnadi						##						##						##						##						##						##						##	##
14	008911057 / 5724	ERWIN SAPUTRA						##						##						##						##						##						##						##	##
15	305420512 / 5725	FARIDA TAHIR						##						##						##						##						##						##						##	##
16	006334225 / 5726	Fitria Salsabila						##						##						##						##						##						##						##	##
17	006810152 / 5728	Hadira Astika						##						##						##						##						##						##						##	##
18	006906137 / 5729	Ilham Z						##						##						##						##						##						##						##	##
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21	006411808 / 5732	MADINA						##						##						##						##						##						##						##	##
22	006259057 / 5733	Muh. Haykal						##						##						##						##						##						##						##	##
23	006132409 / 5734	MUH. RISAL						##						##						##						##						##						##						##	##
24	005394840 / 5735	Muh. Yusril						##						##						##						##						##						##						##	##

XLIV

No	NISN / NIS	Nama
25	005594537 / 5736	MUHAMMAD AL QABRIL
26	006901858 / 5737	MUHAMMAD RUSDI .D
27	005821271 / 5738	MUNAWARAH
28	006414767 / 5739	NABILA
29	007288247 / 5740	NUR QADRIANI
30	006511335 / 5741	Raffi
31	005568429 / 5742	Rahima
32	006803030 / 5743	Sahara Yunus
33	006269011 / 5727	SARINAH PUTRI
34	006230420 / 5744	SASKIA
35	006968013 / 5745	YULIANA
36		

NILAI RATA-RATA
NILAI TERTINGGI
NILAI TERENDAH

KESIMPULAN

NILAI ASESMEN SUMATIF (NS) < 50	:	MENGULANG SELURUH INDIKATOR
50 ≤ NILAI ASESMEN SUMATIF (NS) ≤ 80	:	MENGULANG INDIKATOR YANG BELUM TERCAPAI
NILAI ASESMEN SUMATIF (NS) > 80	:	PENDALAMAN MATERI/TUTOR SEBAYA

Article

Assessment Practice in EFL Classroom: Purpose, Methods and Scoring.

Abstract

This research aims to (i) describe teacher purposes, (ii) investigate teacher methods, and (iii) explain teacher scoring practices in EFL classrooms. The study employs a descriptive quantitative design, collecting data through checklist and observational analyses using Google Forms. The subjects comprise EFL teachers from senior high schools and vocational schools in the Pinrang region. Results reveal that teachers utilize multifaceted assessment practices for interconnected purposes: monitoring student progress, providing feedback, motivating learning, guiding instruction, facilitating differentiation, ensuring accountability, and reporting outcomes transparently. This underscores assessment's vital role in enhancing learning environments and informing teaching decisions. EFL teachers evaluate language proficiency across skills through varied assessments, including instructor-made tests, student tasks, and standardized exams. This approach enables comprehensive insights into students' abilities while addressing individual needs. Scoring practices demonstrate a commitment to fairness, consistency, and comprehensiveness, utilizing rubrics, clear instructions, and balanced evaluation of cognitive, affective, and psychomotor domains. The findings highlight educators' strategic use of assessment purposes and methods to continually improve teaching and learning processes, supporting students' language development. This research contributes to understanding EFL assessment practices in Indonesian secondary education, offering insights for teacher training and educational policy development.

Keywords:
Assessment, EFL Classroom

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INTRODUCTION

Assessment is a crucial component in the educational system that helps teachers to evaluate students' learning outcomes and instructional effectiveness. Classroom assessment practices refer to the systematic and on-going process of gathering, interpreting, and using evidence of student learning to improve teaching and learning (Panadero, 2019). The traditional approach to assessment focused on measuring students' knowledge and understanding through standardized tests and quizzes. However, this approach has been criticized for its lack of alignment with classroom instruction and limited ability to provide meaningful feedback to students. As a result, alternative assessment methods have emerged that are more closely aligned with instructional goals and provide more comprehensive feedback to students.

Assessment in the EFL classroom serves as a means to evaluate and certify language proficiency. In many educational systems, standardized tests or examinations are used to assess students' language abilities and determine their readiness for further academic pursuits or employment opportunities. Valid and reliable assessment practices ensure that students' language proficiency is accurately measured, providing a fair and equitable basis for decisions regarding placement, promotion, and certification. Pinrang region's EFL teachers face unique challenges and opportunities in their assessment practices. Factors such as classroom size, availability of resources, and cultural contexts can influence the selection and implementation of assessment methods and scoring techniques. Additionally, EFL teachers may encounter challenges related to aligning assessment practices with curriculum objectives, ensuring fairness and inclusivity in evaluation, and providing timely and constructive feedback to students (Cheng L. &., 2017).

Understanding the assessment practices employed by EFL teachers in the Pinrang region is essential for promoting effective language instruction and improving student outcomes. By examining the purposes, methods, and scoring techniques used in EFL assessment, this study seeks to shed light on the current assessment landscape and provide valuable insights for enhancing assessment practices in the Pinrang region. The findings of this study have the potential to inform policy decisions, guide professional development initiatives for EFL teachers, and ultimately contribute to the improvement of EFL education in the region.

LITERATURE REVIEW

Assessment practice that the comprehension test was moderately related to student' decoding skills, vocabulary knowledge, and reading fluency as stated by his research (Wang, 2021). On the research with the tittle, "The use of machine learning for identifying response times that indicate aberrant response behavior", Samuel and Andread used a dataset of over 2,000 responses to a high-stakes test in Germany to train and test machine learning models that could classify responses as "normal" or "aberrant" based on their response times. They used a range of statistical measures and visualizations to evaluate the performance of the models.

Recent research on assessment practices in EFL classrooms has revealed a complex landscape of challenges and opportunities. (Yan, 2021) highlighted persistent gaps between teachers' assessment knowledge and their actual practices in China, emphasizing the need for ongoing professional development. This theme of discrepancy between theory and practice was echoed in (Sultana, 2019) study in Bangladesh, where contextual factors like large class sizes hindered the implementation of formative assessment. The importance of context was further underscored by (sagari, 2017) pan-European study, which revealed significant variations in assessment practices across different countries. Meanwhile, (Cheng L. &., 2017) systematic review noted growing interest in performance-based assessment and technology integration, reflecting the evolving nature of EFL assessment.

The challenge of implementing new assessment approaches has been a recurring theme in recent literature. (Lee, 2019) explored the use of e-portfolios for formative assessment in South Korea, finding that while they offered benefits, teachers needed substantial support to implement them effectively. In a similar vein, (Zhan, 2016) investigated the use of rubrics in EFL writing assessment in China, noting their potential to enhance assessment quality but also highlighting the need for teacher training. The integration of technology in assessment was further examined by (Chapelle C. A., 2016), who traced two decades of development in computer-assisted language assessment. Their work highlighted both the opportunities and challenges presented by technological advancements. These studies collectively paint a picture of a field in transition, grappling with the complexities of aligning assessment practices with modern pedagogical principles and technological advancements in diverse EFL contexts.

RESEARCH METHOD

This research employs a descriptive quantitative approach, utilizing a survey method to gather information about EFL instructors' classroom assessment practices, focusing on purposes, methods, and scoring in the Pinrang region.

The population comprised all high school English teachers/instructors in the Pinrang region. Using a random sampling technique to ensure unbiased representation, 35 teachers from eight different high schools were selected. The sample included: 4 teachers from SMK Negeri 1 Pinrang, 9 from SMK Negeri 2 Pinrang, 5 from SMK Negeri 3 Pinrang, 2 from SMK Negeri 4 Pinrang, 5 from SMA Negeri 1 Pinrang, 3 from SMA Negeri 11 Pinrang, 3 from SMA Negeri 7 Pinrang,

and 3 from SMA Negeri 5 Pinrang. This sample size was determined to balance representativeness and feasibility within the study's constraints.

The primary instrument was a questionnaire consisting of 42 statements covering purposes, methods, and procedures in classroom assessment practices. This questionnaire was developed based on a comprehensive literature review and validated by experts in the field. To ensure reliability, a pilot study was conducted, and the Cronbach's alpha coefficient was calculated.

Supplementary data collection methods included observations and interviews. Observations were used to verify questionnaire responses and gain insight into actual classroom practices. Semi-structured interviews were conducted with a subset of participants to provide deeper context and clarification of questionnaire responses.

To collect the necessary data, firstly, researcher visited Senior High School then met the English teacher to explain the purpose of the research or zoom meeting if the researcher can't reach the school. Secondly, researcher explained how to answer the questions in the questionnaire. Thirdly, researcher observed the teacher/instructors in answering and provided help for the teacher/instructors who found difficulties. Finally, after finishing answering, researcher collected the questionnaires from the teacher/instructors.

. The study is limited by its focus on one region, which may affect generalizability. Self-reported data in questionnaires may be subject to social desirability bias. The cross-sectional nature of the study doesn't capture changes in assessment practices over time. This methodology aims to provide a comprehensive understanding of EFL instructors' classroom assessment practices in the Pinrang region, balancing breadth through questionnaires with depth through observations and interviews.

FINDINGS AND DISCUSSION

4. The Teacher Purposes in Conducting Assessment Practice

In part 1 of the survey, the responded were asked to indicate which of 13 purposes corresponded to their own purposes for assessing and evaluating their student, that can be seen on the table below:

Table 1. The Teacher Purposes in Conducting Assessment Practice

Purpose	*n*	Frequency	%
Student Cantered:			
9. Obtain information on my Students' Progress	35	35	100%

Item			
10. Provide feedback to my students as they progress through the course.	35	34	97,1%
11. Diagnose strengths and weakness in my students	35	35	100%
12. Determine final grades for my students			
13. Motivate my students to learn	35	33	94.3%
14. Formally document growth in learning of my students	35	35	100%
	35	33	94.3%
15. Make my students work harder			
16. Prepare students for tests they will need to take in the future (e.g., TOEFL, MELAB, CET)	35	32	91.4%
Instruction	35	28	80%
4. Plan my instruction			
5. Diagnose strengths and weakness in my own teaching and instruction			
6. Group my student at the right level of instruction in my class	35	34	97,1%
	35	34	97,1%
Administration			
3. Provide Information to the central administration			

4. Provide information to an outside funding agency.	35	33	94.3%
	35	28	80%
	35	17	51.4%

The data provided from the survey offers valuable insights into the purposes behind teachers' assessment practices, shedding light on their objectives in conducting assessments in the classroom. The analysis of the survey results reveals that teachers primarily conduct assessments for three main purposes: Student-Centred, Instructional, and Administrative.

The student-Centred purposes are crucial as they focus on understanding and facilitating student learning. The most common objectives identified in this category include obtaining information about students' progress, providing feedback to students, diagnosing students' strengths and weaknesses, determining final grades, and motivating students to learn. (Stiggins, 2017)argues that assessments should be designed to support student learning by providing accurate information about student progress, strengths, and areas for improvement. A study by (Black P, 2016) supports these findings, emphasizing that formative assessment practices can significantly improve student learning when they focus on providing feedback and involving students in the assessment process. Their research showed that formative assessment, when implemented effectively, can lead to substantial learning gains, especially for low-achieving students and a study by (Cauley, 2010) focuses on the relationship between formative assessment and student motivation. They found that specific formative assessment practices, such as providing clear learning targets, offering specific feedback, and encouraging student self-assessment, can significantly enhance student motivation. This research directly supports the survey finding that motivating students is a key purpose of assessment. These objectives underscore the importance of assessment in monitoring student progress, providing timely feedback for improvement, and fostering a supportive learning environment that caters to individual student needs. This research directly supports the survey

finding that motivating students is a key purpose of assessment. These objectives underscore the importance of assessment in monitoring student progress, providing timely feedback for improvement, and fostering a supportive learning environment that caters to individual student needs.

Instructional purposes highlight the role of assessment in guiding teaching practices. Teachers utilize assessment results to plan and modify their instruction, diagnose their teaching effectiveness, and group students at appropriate instructional levels. (Hattie, 2017) meta-analysis on the power of feedback supports this finding. They found that feedback is most effective when it provides information about how to improve rather than just whether an answer is correct or incorrect. This underscores the importance of using assessment data to inform instructional decisions and provide targeted support to students, their findings align with and expand upon the survey results, emphasizing the importance of using assessment not just for evaluation, but as an integral part of the teaching and learning process. By focusing on providing constructive, process-oriented feedback and using assessment data to inform instruction, educators can significantly enhance student learning outcomes and promote self-regulated learning. This underscores the dynamic relationship between assessment and instruction, where assessment data informs instructional decision-making and facilitates differentiated instruction to meet diverse student needs. Researchers like (Heritage, 2010) argue that formative assessment should inform both student learning and teaching practices. By analysing formative assessment data, teachers can diagnose their teaching effectiveness and make real-time adjustments to their instructional approaches.

Administrative purposes emphasize the role of assessment in school accountability and transparency. Teachers are required to provide information to central administration and external funding agencies to report student learning outcomes and evaluate the effectiveness of educational programs. (Darling-Hammond, 2019) conducted a comprehensive review of assessment practices across several countries. Their findings suggest that high-performing education systems tend to use a balanced approach to assessment, combining large-scale standardized tests with classroom-based assessments. This balanced approach serves both accountability purposes and supports instructional improvement. The survey findings, supported by comparative research, underscore the complex nature of assessment in education. While the primary focus appears to be on student-centered and instructional purposes, administrative purposes also play a significant role. This multifaceted approach to assessment aligns with contemporary views on effective educational practices. However, Researchers like (Klenowski, 2016) argue that involving stakeholders, such as teachers, parents, and community members, in the assessment process can enhance the credibility and acceptance of accountability measures while fostering a shared understanding of educational goals.

This reflects the broader societal expectations for schools to demonstrate accountability and ensure the efficient use of resources allocated for educational initiatives.

The survey findings illustrate that teachers conduct assessments with multifaceted purposes, encompassing student-centred, instructional, and administrative objectives. These purposes collectively contribute to the overarching goal of enhancing student learning and educational outcomes. By understanding the diverse purposes behind assessment practices, educators can effectively align assessment strategies with their instructional objectives and promote continuous improvement in teaching and learning processes.

2. **Assessment methods for reading, writing, and speaking/listening**
   a. Assessing Reading

Table. 2 Assessing Reading

Instructor-made

	n	Frequency	%
Cloze Item	35	8	22.8%
Sentence Completion items	35	23	65.7%
True-false items	35	19	54.2%
Multiple-choice items	35	19	54.2%
Matching items	35	20	57.1%
Interpretative items (e.g. map pr a set of directions)	35	6	17.1%
Forms such as an application form or an order form of some kind	35	6	17.1%
Short answer items	35	18	51.4%
Editing a Piece of Writing	35	9	25.7%

Student-conducted

	n	Frequency	%
Student summaries of what they read	35	17	48.5%
Student Journal	35	3	8.5%
Oral Interview/ questioning	35	18	51.4%
Peer Assessment	35	7	20%
Read Aloud/ dictation	35	21	60%

	n	Frequency	%
Self-assessment	35	9	25.7%
Student Portfolio	35	6	17.1%
Non-Instructor develop			
	n	Frequency	%
Standardized reading text	35	7	20%

b. Assessing Writing

Table.3 Assessing Writing

Instructor-made			
	n	Frequency	%
Short essay	35	20	57.1%
Editing a sentence or paragraph	35	13	37.1%
Multiple-choice items to identify Grammatical errors in a sentence	35	22	62.8%
Matching items	35	20	57.1%
True-false items	35	14	40%
Student-conducted			
	n	Frequency	%
Student Journal	35	9	25.7%
Peer Assessment	35	15	42.8%
Self-assessment	35	15	42.8%
Student Portfolio	35	13	37.1%
Non-Instructor develop			
	n	Frequency	%
Standardized writing text	35	14	40%

c. Assessing Speaking and Listening

Table. 4 Assessong Speaking and Listening

Instructor-made			

	n	Frequency	%
Take notes	35	7	20%
Prepare summaries of what is heard	35	10	28.5%
Multiple-choice items following listening to a spoken passage	35	16	45.7%

<div align="center">*Student-conducted*</div>

	n	Frequency	%
Oral Presentation	35	15	42.8%
Oral Interview/dialogues	35	11	31.4%
Oral discussion with each student	35	9	25.7%
Retell a story after listening to a passage	35	9	25.7%
Provide an oral description of an event or thing	35	14	40%
Peer Assessment	35	2	5.7%
Self-Assessment	35	9	25.7%
Follow direction given orally	35	16	45.7%
Public Speaking	35	10	28.5%
Give Oral Direction	35	15	42.8%

<div align="center">*Non-Instructor develop*</div>

	n	Frequency	%
Standardized Speaking Test	35	7	20%
Standardized Listening Test	35	7	20%

The analysis of assessment methods employed by EFL teachers in the classroom provides valuable insights into their practices and preferences for evaluating students' language proficiency. Through a comprehensive examination of instructor-made, student-conducted, and standardized assessment approaches across the key language skills of reading, writing, speaking, and listening, several key findings emerge. EFL teachers demonstrate a diverse repertoire of assessment methods tailored to each language skill. In assessing reading proficiency, instructors predominantly rely on instructor-made assessments, utilizing a combination of selected-response and

constructed-response formats such as sentence completion, multiple-choice items, and short answer questions. This multifaceted approach allows teachers to comprehensively evaluate students' comprehension, vocabulary, and critical thinking skills within the context of reading tasks.

The study by (Cheng L. S., 2018) on assessment practices in EFL teaching in China reveals a nuanced picture of how language proficiency is evaluated in Chinese classrooms. Teacher-made assessments dominate the landscape at 55%, indicating a strong preference for customized evaluation methods that align closely with specific classroom contexts and learning objectives. This prevalence suggests that Chinese EFL teachers exercise considerable autonomy in crafting assessments tailored to their students' needs and the demands of their curriculum. Standardized assessments follow at 35%, reflecting the significant role of uniform testing in the Chinese education system, likely influenced by national policies and the need for consistent benchmarking across diverse educational settings. The presence of standardized tests also hints at the importance placed on preparing students for high-stakes examinations, both domestic and international. Student-conducted assessments, at 10%, have the smallest share, pointing to a lesser emphasis on peer and self-assessment techniques in Chinese EFL classrooms. This distribution paints a picture of an assessment culture that balances teacher-led evaluation with standardized measures, while slowly incorporating more student-centered assessment practices. The findings provide valuable insights into the complex interplay between traditional assessment methods, national education policies, and emerging pedagogical trends in Chinese EFL.

Meanwhile (Brown, 2019) in the United States reveal intriguing variations in EFL assessment practices compared to your findings. In Europe, the dominance of teacher-made assessments (65%) is even more pronounced than in your study, indicating a high level of trust in teachers' expertise to design context-appropriate assessments. More significantly, student-conducted assessments reach 25%, considerably higher than your findings, suggesting a greater emphasis on active learning and student involvement in the assessment process in Europe. Standardized assessments account for only 10%, a stark contrast to your results, possibly reflecting a more decentralized approach to English language education in Europe.

Overall, the findings underscore the nuanced and multifaceted nature of assessment practices employed by EFL teachers in the classroom. By leveraging a combination of instructor-made, student-conducted, and standardized assessment methods, teachers can effectively evaluate students' language proficiency across the four language skills, instruction to meet individual learning needs, and foster continuous growth and development in English language acquisition.

3. **The Teacher Scoring of the EFL teaching in classroom.**

Table. 5 The Teacher Scoring

Questionnaire	Always	Sometimes	Almost Never	Never
consider cultural or linguistic factors that may influence students' performance when applying the scoring system	17 (48.6%)	16 (45.7%)	2 (5.7%)	0%
use a standardized scoring rubric or criteria to evaluate students' performance	26 (74.3%)	8 (22.9%)	0%	1 (2.9%)
provide clear instructions on how scores are assigned to different aspects of the assessment	28 (80%)	7 (20%)	0%	0%
differentiate the weightage of different skills (e.g., listening, speaking, reading, writing) in the scoring system	29 (82.9%)	6 (17.1%)	0%	0%
emphasize a balanced assessment between cognitive, affective, and psychomotor aspects of English	23 (65.7%)	11 (31.4%)	0%	1 (2.9%)
review and calibrate scoring with other teachers or assessors to ensure fairness and consistency	19 (54.3%)	13 (37.1%)	2 (5.7%)	1 (2.9%)

The data obtained from the questionnaire provides valuable insights into the scoring practices of EFL teachers in the classroom. By analysing the responses, we can address the problem statement "How do the teacher scoring of the EFL teaching in the classroom?" and draw meaningful conclusions based on the findings.

The data indicates that a significant majority of EFL teachers (74.3%) consistently utilize standardized scoring rubrics or criteria when evaluating students' performance. This finding suggests a strong adherence to established standards and guidelines, promoting objectivity and fairness in the assessment process. By employing standardized rubrics, teachers can ensure consistency in grading across different students and assessment tasks, thereby enhancing the reliability and validity of assessment outcomes.

Additionally, the data reveals that most teachers (80%) provide clear instructions on how scores are assigned to different aspects of the assessment. This practice fosters transparency and clarity in the evaluation process, enabling students to understand the criteria used to assess their performance and facilitating meaningful feedback for improvement. Clear instructions also help maintain consistency in scoring practices and minimize ambiguity or misunderstanding among students and other stakeholders, most teachers (82.9%) differentiate the weightage of different language skills (e.g., listening, speaking, reading, writing) in their scoring systems. This practice acknowledges the varied importance of each skill within the overall language proficiency framework and ensures that assessment reflects the relative significance of different competencies. By assigning appropriate weightage to each skill, teachers can more accurately assess students' overall language proficiency and tailor instruction to address specific areas of weakness or development.

Moreover, a substantial proportion of teachers (65.7%) emphasize a balanced assessment approach that encompasses cognitive, affective, and psychomotor aspects of English language learning. This holistic approach recognizes the multidimensional nature of language proficiency and seeks to evaluate not only students' knowledge and comprehension but also their attitudes, motivations, and practical language skills. By considering these diverse aspects, teachers can gain a comprehensive understanding of students' language competence and provide targeted support to promote their overall language development.

The data highlights the importance of reviewing and calibrating scoring with other teachers or assessors to ensure fairness and consistency in the assessment process. While most teachers (54.3%) engage in this practice, there is room for improvement in promoting a more systematic and rigorous approach to scoring calibration. Regular review sessions can help align grading standards, identify discrepancies, and enhance the reliability and validity of assessment outcomes.

(Rezaei, 2017) research on the use of standardized assessment rubrics provides substantial support for the findings in our study regarding EFL teachers' scoring practices. Their study, titled "Reliability and validity of rubrics for assessment through writing," demonstrates that employing standardized rubrics can significantly enhance the consistency and reliability of teacher assessments Furthermore, Rezaei and Lovorn's study emphasizes that the use of well-designed rubrics not only improves the reliability of assessments but also enhances their validity. This is because rubrics help ensure that the assessment aligns closely with the intended learning outcomes and provides a comprehensive evaluation of student performance across various aspects of language proficiency.

The widespread adoption of standardized rubrics among EFL teachers, as evidenced in our study, suggests a growing recognition of these benefits within the field. It indicates a shift towards more systematic and objective assessment

practices, which can lead to more accurate evaluations of student progress and more targeted instructional interventions. This alignment between (Rezaei, 2017) findings and our results underscores the importance of standardized assessment tools in EFL teaching. It suggests that the majority of EFL teachers are adhering to best practices in assessment, which can ultimately contribute to more effective language instruction and improved student outcomes.

The findings from the research indicate that EFL teachers employ various scoring practices aimed at promoting fairness, consistency, and comprehensiveness in the assessment of students' language proficiency. (Chapelle C. A., 2018) who emphasizes the importance of evaluating the validity and reliability of language assessments. Reviewing scoring practices can help identify potential biases, inconsistencies, or issues that may affect the fairness and accuracy of the assessment results. By adhering to standardized rubrics, providing clear instructions, differentiating skill weightage, emphasizing a balanced assessment approach, and reviewing scoring practices, teachers contribute to the effectiveness and validity of language assessment in the classroom.

CONCLUSION

The analysis of data from the questionnaire sheds light on the scoring practices of EFL teachers in the classroom. The findings indicate a strong commitment to fairness, consistency, and comprehensiveness in assessing students' language proficiency. Most teachers utilize standardized scoring rubrics, provide clear instructions, and differentiate skill weightage to ensure objectivity and transparency in the assessment process.

Additionally, there is a notable emphasis on a balanced assessment approach that considers cognitive, affective, and psychomotor aspects of language learning. While most teachers engage in reviewing scoring practices, there is a need for further improvement in promoting systematic calibration.

Overall, the findings underscore the importance of employing varied scoring practices to effectively evaluate students' language proficiency and support their overall language development in EFL classrooms. This study contributes significantly to the field by providing region-specific insights into EFL assessment practices in Pinrang, offering a comprehensive framework that links purposes, methods, and scoring practices. It bridges theoretical concepts with practical classroom realities, identifies areas for improvement such as systematic calibration, and establishes a baseline for future research. These findings have practical implications for enhancing teacher training programs, informing curriculum development, and guiding educational policies in the region, ultimately aiming to improve the quality of English language education**.**

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EDUCATIONAL BACKGROUND:

1. SD Negeri 245 Madallo Kab. Pinrang Tahun 2005

2. SMP Negeri 2 Pinrang Tahnun 2012

3. SMAN 1 Pinrang Tahun 2015

4. Pendidikan Bahasa Inggris IAIN Parepare tahun 2021

ORGANIZATIONAL HISTORY:

1. LIBAM (lintasan Imajinasi Bahasa Mahasiswa)

2. LASINRANG ADVENTURE

3. FPTI (Federasi Pnjat Tebing Kab. PInrang

PUBLISHED SCIENTIFIC RESEARCH WORKS:

THE STUDENTS' PERCEPTION ABOUT THE TEACHERS' METHOD IN TEACHING READING FOR SECOND YEARS STUDENT AT JUNIOR HIGH SCHOOL 1 PINRANG