

HOW TO ASSESS WRITING, VOCABULARY AND GRAMMAR IN ESL CLASSROOM

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Annotation: Writing skills is both challenging and essential skills to acquire in English language. Writing is a crucial skill for personal and social advancement, as well as a nation's economic success, requiring proficiency in both first and second languages (Eckes et al, 2016). I will give an essay to write my students to boost their writing skills and prepare real IELTS exam. While doing this task, students should know how to use lexical resources and grammar rules. Writing essay is considered as an extended response task. Students will write an essay according to the topic which is about “Healthy and Unhealthy food and lifestyle”. The essay will be graded based on its grammatical structures, word use, coherence, and organization. Writing assessment, like language testing, is a synthesis of ideas, concepts, and methodologies from applied linguistics and psychometrics (Eckes et al, 2016).

Before starting writing this research, I will give some question in order to do brainstorming as a prompt. Here are those questions:

1. What is healthy food and lifestyle?
2. What is unhealthy food and lifestyle?
3. What should we do to follow healthy lifestyle?

According to Ayhan (2015) mentioned that “Well-designed rubrics play a significant role to increase an assessment construct and content validity by aligning evaluation criteria to standards, curriculum, instruction and assessment tasks” (p. 86). The analytic rubric is utilized for this activity since it will examine learners' writing skills (productive skill), how they use correct grammatical structures and lexical resources, and how they employ coherence and cohesion in their work. As Ayhan (2015) mentioned that “analytic scales are the types which tend to focus on broad dimensions of writing or speaking performance. These dimensions may be similar with those found in a holistic scale, but they are presented in separate categories and rated individually.” (p. 88). After evaluating the work of the students, I will provide feedback using the analytic rubric that I used for grading.

According to validity and reliability of this assessment task, it is less reliable and valid as it will not have the same results when the students write their essays. However,

it is fair since teacher will give the clear direction, guidelines, and criteria for how to write an essay, and also teacher will provide the examples of the essay.

When I link the course subjects and readings, this writing evaluation aligns with the concepts of TBLT (task-based language teaching) since it demands students to employ the language in a meaningful way to compose this essay. The TBLT approach emphasizes reactive and implicit learning through task-based interaction, while other approaches allow for explicit learning through task-based activities or more structured ones (Moore, 2018).

Analytic rubric for writing assessment task.

Course: Writing course

Prerequisite: B1 and B2

Syllabus: TBLT

Course objective: Students perform their writing skill accurately in English language, can show usage of lexical resources and accuracy, use connect the ideas in cohesion and coherent, can use complex grammar structures.

Assessment objective	Standards
By the end of the unit SWBAT	
Utilize English language clearly by writing an unpredictable situation with enough clear ideas, can give the reasons for problems, can employ their concepts coherently and logically.	# 1144 CEFR B1+ Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and film.
Employ some simple grammar structures in their essays fluently while giving their ideas.	# 1174. CEFR B2 Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
Use wide range of vocabulary and collocations appropriately while writing their thought in essay.	# 1161. CEFR B2 Can produce appropriate collocations of many words/signs in most contexts fairly systematically.

Display high grammatical control with some faults or weaknesses that are infrequent and may be addressed in a way.	# 1172. CEFR B2+ Good grammatical control; occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
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Assessment Rubrics	Advanced	Satisfactory	Novice
Organization and coherent	The learner uses language in coherently, logically, chronologically while writing their clear ideas.	The learner employs their concepts coherently, chronologically but not logically while writing.	The learner uses language effective but not coherently, logically and chronologically.
Lexical resources	A learner can show control of a wide range of appropriate lexical resources: topic related vocabulary and collocations	A learner tries to utilize appropriate lexical resources. However, topic related vocabulary and collocations are not used appropriate.	A learner cannot use lexical resources appropriately and topic related vocabulary and collocations are not used.
Language use and conventions	A learner accurately and compellingly articulates the usage of vocabulary, complex grammar structures and syntax effectively without any mistakes.	A learner uses language appropriately without using complex grammar structures.	A learner utilize language with some grammar mistakes, lack of vocabulary and some punctual mistakes.

Assessment Portfolio Reflection

Selecting appropriate approaches and assessment tools in relation to students' need plays a crucial role in teaching and assessment process. I chose appropriate approaches and assessment tools according my learners' diverse needs and their language backgrounds. Firstly, I create listening assessment task and I outlined it with some important parts. I identified validity, reliability and fairness of this listening task. Assessing students' proficiency through rubrics is crucial for validity and reliability. Assessors' role extends beyond providing feedback; they should encourage further development by identifying weaknesses without objectively discouraging (Ayhan, 2015). Then I selected holistic rubric for this listening task which I found it appropriate to assess my students effectively as receptive skills is assessed by the help of holistic rubric. According to Ayhan (2015) "Holistic rubrics are usually less detailed than analytic rubrics and may be more easily understood by younger learners" (p. 88). When it comes my second assessment task, I chose productive skill: writing an essay for my learners in relation to their needs, to enhance and prepare real IELTS exam. while outlining this writing assessment task, I focused on how it is reliable, valid and fair for assessing students. I chose analytic rubric for this productive skill to assess since analytic rubric is appropriate for productive skill. As Ayhan (2015) mentioned that "analytic rubrics are associated with large-scale assessment of general dimensions of language performance" (p.88).

Language objective is essential while reading assessment tools and creating rubrics. In order to achieve language proficiency, language objective should be clear and align with rubrics and assessments. Ayhan (2015) defined that "Well-designed rubrics play a significant role to increase an assessment construct and content validity by aligning evaluation criteria to standards, curriculum, instruction and assessment tasks" (p.86). The objectives of the first task are to enhance students' listening skill while assessment tools focus on developing students' listening comprehension ability. When it comes to second assessment task, it focused on rising writing ability while its objectives are to enhance writing skills by using lexical resources, grammar structures.

I will use results and date from these assessment tasks in my future instruction for my students after analyzing their challenges while doing these assessment tasks. Taking into consideration students' previous results, it will help to progress students' future assessment tasks and overcome their struggles and challenges that were identified before. Some students will make grammar mistakes while writing or choosing appropriate vocabulary. In this case, as an educator I change my language objectives or assessment tools in order to accommodate my students' needs. Sometimes, there are some challenges while doing tasks because of students ages. Butler (2016) mentioned that "Tasks that are used regularly in assessment for adults may not work well for assessing young learners, depending on the learners' cognitive

and socio-cognitive developmental levels” (p. 365). I will consider these factors in my future instruction for my special learners to meet their needs for progressing better.

When it comes to fairness and equity in assessments, I will do modification and accommodations from standard tests for students who have special needs or have some disabilities. My assessment should be designed for each student according to their diverse needs, different language background, and their different culture. It should be fair and equity to fulfill each students’ need. Assessment provision for learners with disabilities involves modifying standard testing materials and administration, often referred to as a "testing accommodation." (Taylor & Chen, 2016). Furthermore, reliable or valid assignments are required in EFL classrooms, and the tasks must be fair and equitable in order to help each student depending on their cultures or language levels. Puspawati (2014) defined that “Considering the importance of the proficiency test to English language learners, it is imperative that this test be not only valid and reliable but also fair, taking into account students’ wide range of backgrounds in language, culture, and academic disciplines” (p. 556).

One strength point created when developing this assessment portfolio is the creating rubrics based on types of assessment tasks and align with language objectives. Because I have adequate knowledge to develop language objectives and define activities, I learnt how to create rubrics and connect with language objectives in this assessment portfolio. It will be really beneficial to my future career.

I would like to improve creating perfect rubrics in my future work. While working on this portfolio, I have learned how to create rubrics and how to align with them language objectives. Although, I did not create perfect rubrics for my assessment tasks, I got crucial information about creating rubrics. I will try to design appropriate rubrics for my future assessments task to fulfil my learners’ needs in my future work. In order to design perfect rubrics, I will observe, analyze ready made rubrics. This portfolio is a great help to my future career.

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