

CHAPTER II

LITERATURE REVIEW

2.1 Assessment Practice

Assessment is a practice of judgement and shows that judgements of human thought and actions are doubly ‘contexted’: it reflects the context in which the achievement arose and the circumstances in which the judges judged (Knight, 2006). It means that assessment is an activity of judgement which aims to deliver the human thought.

Assessment also provides information to faculty about teaching effectiveness and to students about how well they are doing and how they can improve their learning (Richard B. Fletcher, 2012). Assessment as an instrument that can be a device to stimulate and calculate student’s ability and how the successful of teaching and learning activities.

Assessment is the process that uses tests and other means to collect information in order to make inferences about students’ learning and the attainment of the standards (Contino, 2013). In other word, assessment is a tool that can be used to measure the students’ achievement through some kind of tests. It aims to get the result of students’ learning achievement.

Assessment can help lecturers to know how far the students learn the materials. It can be an evaluation for lecturers to observe the goal of learning process. Assessment informs program selection decisions, determine student

progression towards qualifications, and measure student learning towards attaining graduate profiles (Brown et al, 1997) in (Banta and Associates, 2002).

The conclusion, assessment is a tool or instrument to collecting information of learning and teaching progress, measuring student's achievement, and analyzing the results to be a reflection to the lecturers and students.

2.2 The Purpose of Assessment

Assessment has two main purposes: certification (summative assessment) and aiding learning (formative assessment) (Boud, 2000). In addition, these are inextricably woven together and, given the resource constraints of most educational institutions, it is probably impossible to separate them in practice. Both main purposes need to be judged in terms of their effects on learning and learners, as there is no point in having a reliable summative assessment system if it inhibits the very learning which it seeks to certify.

Based on (Airasian, 2012:6), he believes that there are some purposes of assessment and they are establishing and maintaining classroom environment, planning and conduction instruction, placing students, providing feedback and incentives, diagnosing student problems and disabilities, and judging and grading academic learning progress. In short, the learning process must have some final criteria in assessment. Those criteria are used to reach the purpose of learning.

On the other hand, Rowntree (1987) in (Falchikov, 2013:2) said that there are six categories, they are selection, maintaining standards or quality control, motivation of students, feedback to students, feedback to teachers, and preparation

for life. The purpose of the assessment is used to judge and grade the learning progress which includes feedback for teacher and student.

2.3 Assessment Types

The writer categorizes the types of assessment into three categories; by its methods, its purposes and its times. The types of assessments as follows

2.3.1. Formal and Informal

Assessment by its method is specified into formal and informal assessments. The first is formal assessment. It is exercises which are systematic, planned sampling techniques constructed in order to give teachers and students review of students' achievement (Brown, 2004). Formal assessments have data which support the conclusions made from the test. The test can be quizzes, long tests, periodical exams, etc.

The second is informal assessment. According to (Brown, 2004) Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. The feedback can be "good job", "nice work", or teacher can give feedback like correcting their words if they do some mistakes. Informal assessments are not data driven but rather content and performance driven.

To sum up both methods, can be concluded that the formal assessment is the structural assessment, and informal assessment is the opposite of formal assessment. The activities can be known that; in formal assessment has planned

tasks, but in informal assessment has impromptu task and feedback from teachers. So, the differences between formal and informal assessment can be comprehended clearly.

2.3.2. Assessment of Learning, Assessment for Learning, and Assessment as Learning

The kind of purposes, there are Assessment of Learning (AOL), Assessment for Learning (AFL), and Assessment as Learning (AAL). Assessment of learning involves measuring what and how much students have learned, tied to specific learning outcomes which are themselves derived from the graduate profile (Meyer et al, 2009). Assessment of learning refers to summative (product-oriented) assessments (Faustino et al, 2013). In other word, it is the result of study which shows the product of final assessment.

Assessment for learning is focused on using assessments to help students improve and move forward in their learning (Meyer et al, 2009). In other word, this assessment gives information to the students to what they need to guide and improve their own learning. Assessment for learning refers to formative (process-oriented) assessments (Faustino et al, 2013). It means that this assessment is an instrument as a reference study at class during the learning process.

Assessment as learning is an active process of cognitive restructuring that occurs when individuals interact with new ideas. Assessment as learning focusses on students and emphasizes assessment as a process of metacognition (knowledge of one's own thought processes) for students (Earl, L. M., & Katz, M. S., 2006).

Assessment as learning is based in research about how learning happens, and is characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding (Afflerbach, 2002).

2.3.3 Diagnostic, Formative and Summative Assessment

According to times, there are diagnostic (pre-assessment), formative (process-oriented), and summative (product-oriented) assessments (Faustino et al, 2013). In addition, process-oriented in formative assessment is an on going assessment. And product-oriented in summative assessment is a final assessment.

Diagnostic assessment or pre-assessment typically precedes instruction and are used to check students' prior knowledge and skill levels and identify misconceptions, interests, or learning style preferences. They provide information to assist teacher planning and guide differentiated instruction (Tomlinson & McTighe, 2006: 71). Examples of diagnostic assessments include skill checks, knowledge surveys, nongraded pre-tests, interest or learning preference checks, and checks for misconceptions.

Formative assessment requires feedback which indicates the existence of a 'gap' between the actual levels of the work being assessed and the required standard. It also requires an indication of how the work can be improved to reach the required standard (Taras, 2005). In other word, students need to know their gaps by analyzing their data from Formative assessments to improve their learning progress.

Formative assessment is a systematic process to continuously gather evidence about learning. The data are used to identify a student's 'current level of learning and to adapt lessons to help the student reach the desired learning goal (Heritage, 2007). It can be used to measure students' knowledge to make a judgement according to standards, goals and criteria in learning process.

According to Faustino et al (2013), stated that formative assessment is an ongoing process of gathering information on the extent of learning on strengths and weaknesses, which the teacher can feed back into their course planning and the actual feedback they give to learners. Formative assessment is often used in a very broad sense so as to include non-quantifiable information from questionnaires and consultations.

Formative assessment can be concluded as a continuous or an ongoing assessment. It means that the assessments are conducted in daily activities. The assessments include feedback and students' achievement or score which aim to improve the quality of learning. So, this assessment is expected can help students to know their learning ability.

Summative assessment occurs at the end of unit or term in order to find out students' progress (Katz, 2006). Summative assessment aims to measure, or summarize, what a student have learned and summative assessment usually occurs at the end of a course or unit of lesson or semester (Brown, 2004). It is a final test which is held to assess the students' achievement at the end of unit.

According to Harlen (2007), summative assessment is seen as being comprehensive in nature and its purpose is seen as providing cumulative information on which levels of achievement are determined at exit from the course of study. In other word, it is a measurement tool which has gradual data of students' achievement at the end of the course.

According to (Faustino et al, 2013), Summative assessment sums up attainment at the end of the course with a grade. It is not necessarily proficiency assessment. Indeed, a lot of summative assessment is norm-referenced, fixed-point, achievement assessment. It means that the assessment is conducted at the end of teaching and learning process.

The inference of summative assessment is the assessment which is conducted at the end of unit. In other word, it is the final assessment to know the students' achievement and also requires feedback from the teacher. The progress of students can be measured by final assignments. The result of this assessment can be a data to judge students, that they are pass or repeat the unit of course.

2.4 Assessment Method

Assessment method is the way for choosing the strategies and the techniques of the method for the assessment. There are some four basic assessment methods. They are: Selected response and short answer, Extended written response, Performance assessment and Personal communication (Stiggins et al, 2004:90).

2.4.1 Selected Response and Short Answer

This assessment method requires students select the correct or best response from a list provided (Stiggins et al, 2004:90). In addition, Formats of this assessment include multiple choice, true/false, matching, short answer, and fill in question. For all selected response assessments, students' scores are figured as the number or proportion of questions answered correctly.

This is traditionally called objective testing and typically involves questions such as multiple choice, true-false, matching and fill-in (InSites, 2007). In order to measure students' understanding, the assessment tasks should be multiple choice, true-false, matching and fill-in. in short, selected response and short answer is the method of assessment which aims to comprehend the students' understanding by some assessment tasks.

2.4.2 Extended Written Response

Extended written response assessment requires students to construct a written answer in response to a question or task rather than to select one from a list (Stiggins et al, 2004:90). In addition, the examples are comparing some literatures, giving solution to problems, interpreting data, and describing in detail. An extended written response is one that is at least several sentences in length by answering the question.

2.4.3. Performance assessment

Performance assessment is assessment based on observation and judgment. A performance or product make a judgment as to its quality, such as

term paper or a lab report (Stiggins et al, 2004:90). In this assessment, creating a product is the main part of this performance assessment.

Performance assessment is to make students engage in activities that require them to demonstrate mastery of certain processes or performance skills and/or their ability to create products that meet certain standards of quality (InSites, 2007). It is concluded that performance is the assessment tasks which addressed to students through their ability in creating products.

2.4.4. Personal communication

Gathering information about students through personal communication is just what it sounds like—we find out what students have learned through interacting with them (Stiggins et al, 2004). It means that this method is conducted by a teacher and a directed student. This method is used by teachers to collect the information about students' achievement. In addition, personal communication takes instructors can use any personal communication from students that communicates valuable information about the student's achievement (InSites, 2007).

2.5 Principles of Language Assessment

There are five principles of language assessment and they are practicality, reliability, authenticity, validity, and washback (Brown, 2004:19). The first principle is practicality. It is not excessively expensive, stays within appropriate time constraints, is relatively easy to administer, and has scoring or evaluation procedure that is specific and time-efficient.

The second is reliability. Reliability refers to the dependability and consistency of assessment results (McDowell, Liz, Sambell, Kay and Davison, Gillian, 2009). This principle should provide the same score from the first and second assessments in order to get the consistency.

The third is authentic assessment suggests that assessment systems focus on higher-order thinking skills, problem solving, investigation, and analysis (some of the key real-world skills) can drive improved teaching and curriculum coverage (Torrance, 2009) in (Frey B,B, 2013). In other word, the skills is use to cover and or develop teaching and learning quality.

The fourth is validity that is concern with the collection of appropriate evidence. (Airasian, 2012:39). According to Gronlund (1998: 226) in (Brown, 2000: 22) validity is argued as the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of purpose of the assessment. In short, this assessment is used to convince the result of study in correct purpose.

The Fifth is washback, according to (Brown, 2004) washback is generally refers to the effects the test have on instruction in terms of how students prepare for the test. It means that the students should be able to understanding the command before doing the test.

2.6 Constructive Alignment

Constructive alignment has two aspects. The ‘constructive’ aspect refers to what the learner does, which is to construct meaning through relevant learning

activities. The 'alignment' aspect refers to what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes (Biggs, 2003). In short, the students do the learning activities which are prepared by the teachers. The learning activities should produce student's achievement that refers to the learning outcomes.

Online Oxford Dictionary stated that alignment (n) is Arrangement in a straight line or in correct relative positions. It means that the directional condition of something to the object. According to (La Marca et al, 2000), stated that

"The dictionary defines "to align" as "to bring into a straight-line; to bring parts or components into proper coordination; to bring into agreement, close cooperation"

Alignment is defined as the match between standards and assessments. An aligned system aims toward the goal of ensuring that students experience a coherent and integrated learning experience, thus educating students to reach high academic standards (Contino, 2013). In other word, it is a process of adjusting student experience in learning activity.

Alignment is the degree to which the components of an education system work together to achieve the desired goals of stakeholders (Case, B., & Zucker, 2005). In addition, these components include the academic content standards; the curricula for the state, school, or district; and classroom instruction.

In constructive alignment, the writer categorizes it into five items, they are; intended learning outcomes, teaching and learning activities, assessment tasks, assessment grading and marking, and alignment methods.

2.6.1 Intended Learning Outcomes (ILOs)

Learning objective associated with individual courses have been specified in some detail in ‘programme specifications’ or similar statements about specific intended learning outcomes (Clegg, 2006). In addition, such objectives can cover knowledge and skills that are highly specific to the discipline(s) to which the course relates, and in many cases some other types of knowledge and skills that are more generic and may correspond to knowledge and skills covered in other courses. In short, the learning outcomes expose the knowledge and skill that will be achieved by students.

The ILOs are statements, written from the students’ perspective, indicating the level of understanding and performance they are expected to achieve as a result of engaging in the teaching and learning experience (Biggs & Tang, 2011). Biggs stated two kinds of knowledge, declarative knowledge and function knowledge. Declarative knowledge is only to declare, or only to know the phenomena, theory, discipline, and specific topics. Moreover, to make the knowledge become function, it needs to put to work. It means that students will be able to understand or comprehend the materials, and also be able to do the exercises. Those all will be written on the ILOs. The learning outcome statements specify the verb that informs the students on what they are expecting to do in

learning activities. In addition, the verb(s) should be addressed in teaching-learning activities and in assessment tasks (p. 98). It means that ILOs indicate the level of understanding and performance they are expected to achieve as a result of engaging in the teaching and learning experience.

According to the Minister of Regulation No. 08 / 2012 about *KKNI (Kerangka Kualifikasi Nasional Indonesia)* in learning outcomes, be concluded that the learning outcome should refer to knowledge, skill, attitude, competence, and working experience. The parameters that can be described are; mastery knowledge, has skill to do, has attitude, has competence and working experience in that field.

2.6.2 Teaching and Learning Activities (TLAs)

Teaching/learning activities (TLAs) need to be aligned to the target verbs in the intended learning outcomes (ILOs) they are to facilitate, there are also general criteria all TLAs should meet, whatever verbs they address (Biggs & Tang, 2011). In addition, teaching and learning activity includes independent learning with the pre-reading with self-addressed questions, and small group learning and collaborative learning with learning partners, a reflective diary, and most important, as all were practising teachers, their workplace. So, all learning activities which mentioned in the ILOs were embedded in the TLAs in one way or another.

2.6.3 Assessment Tasks (ATs)

Assessment tasks (ATs) should address each ILO. Assessment tasks are the evidence for the achievement of learning outcomes (Biggs & Tang, 2011). In addition, students will learn what they think they'll be assessed on, not what's in the curriculum, or what's been covered in class. To overcome this, teachers should make sure that the assessment tasks represent what teachers intended the students to learn.

According to (Lorin, 2003), the confusion between learning tasks and assessment tasks looms large in many classrooms because tasks are such an integral part of classroom instruction. In her explanation, stated that the classroom instruction as same as assessment task, because it is assigned to the students, these tasks are often called assignments which is shorthand for assigned tasks. He mentioned 4 classroom instructions or assessment tasks, they are completing worksheets, solving problems contained in textbooks, constructing models of theatres or atoms, or engaging in experiments.

Based on (Joy du Plessis et al, 2003), activity or exercise used for finding out what learners know and can do, sometimes called an assessment task. They explained that the classroom activity as same as assessment task, because the task which given to the students is the form assessment activity. The types of assessment activities are shown on the table below.

Activities Commonly Used for Exams and Testing		Activities Commonly Used for Continuous Assessment	
Selected Response Questions	Brief Constructed Response Activities	Constructed Response Activities	
<ul style="list-style-type: none"> • Multiple choice questions • True and False • Matching 	<ul style="list-style-type: none"> • Fill in the blank • Short answer • Label a drawing 	Performances <ul style="list-style-type: none"> • Oral presentation • Dance/movement • Science activity • Athletic skill • Dramatic reading • Role play • Debate • Song • Practical test • Interviews of learners 	Products <ul style="list-style-type: none"> • Illustration or drawing • Invented dialogues • Making models • Essay • Report • Project

Table 2.1. Types of Assessment Activities (Joy du Plessis et al, 2003)

On the table above, it is shown there are three activities or tasks, they are selected response questions, brief constructed response activities, and constructed response activities. Each activity or task has instructions or assignment for students.

2.6.4 Grading and Marking

Grading and marking are the final step in order to obtain a final grade for the student that they have achieved the ILOs (Biggs, 2003). He argued that grading is based on objectives. It also depends in how well the students can demonstrate that they have met all objectives. In addition, students will be graded 'A' when they can clearly met all the objectives, displaying deep knowledge of the base content, original and creative thinking. Students will be awarded 'B' when all objectives have been met very well and effectively. Then, students will be graded 'C' when they addressed the objectives satisfactorily, weaker but acceptable in others. Finally, an 'F' is given to students with unsubmitted work or plagiarised one. In short, it is the result of the study which is gained by the students to what they learned. And the result could be a score by numbers or grade by alphabet.

According to (Fink, 2013), stated that there are three simple rules in grading systems. First, the list of graded items should be diverse. Second, the list of graded items should reflect as much as possible the full range of learning goals and learning activities. Third, the relative weight of each item on the course grade should reflect the relative importance of that activity. In addition, there are three grading systems, they are: Basic Individual Activities (35 points), Major Individual Activities (50 points), and Group Activities (65 points). The total point is 150 points. The grading scale elaborated into alphabet; grade A=139-150 point, grade B=128-138 points. grade C=116-127 points, grade D=105-115 points, and

grade F=104 or less. He described A as the highest score and F as the lowest score.

2.6.5 Alignment Method

Alignment is not particularly new to the field of educational assessment (Case & Zucker, 2005). In addition, test developers analyse the alignment between an assessment and a set of content standards that the assessment is supposed to measure. There are three common methods for evaluating and documenting the alignment between standards and assessments: sequential development, expert review, and document analysis (Case & Zucker, 2005: 3). In their explanation, stated that on the sequential development, the standards and assessments are produced in a serial manner. They also explain that a panel of expert compares the standard to the assessment. The expert is knowledgeable about the content covered by the standards and about the process for developing tests. The process may include educators, administrators, parents, and other members who are responsible to the learning process. On the document analysis, explained that methodology, the standards and assessment documents (such as test forms) are analysed by using a system for encoding their content and structure. Then, the alignment of the documents' contents can be analysed.

Moreover, the vignettes included in the revised Taxonomy volume and the articles written by Ferguson and Byrd (this issue) illustrate quite nicely the process used to estimate curriculum alignment with the aid of the Taxonomy Table (Anderson, 2002). In addition, the analysis involved a group of objectives, a

variety of instructional activities, and, generally, more than one assessment. In short, the curriculum alignment can be analysed by its objectives, instructional activities, and assessments,

2.7 Theoretical Framework

In this study, the writer focuses the Assessment Practices (APs) into two aspects; they are Intended Learning Outcomes (ILOs) and Assessment Tasks (ATs). Both aspects can be successful when they are in alignment. The writer focuses The Intended Learning Outcomes (ILOs) from the RPKPS of Curriculum and Materials Development (CMD) course.

There are four assessment methods in assessment tasks. First, selected response and short answer questions, such as multiple choice questions, true and false, matching, and label a drawing. Second, extended written response, such as comparing some literatures, giving solution to problems, interpreting data, and describing in detail. Third, performance assessments, such as oral presentation, role play, debate, speaking and reading aloud with fluency, working productively in a group, and creating a product. Fourth, personal communications, such as looking at and responding to students' comments in journals and logs, asking questions during instruction, interviewing students in conferences, listening to students as they participate in class, and giving examinations orally.

In order to specify the assessment methods, the writer also mentions the assessment types. Assessment types are categorized into three types. First, assessment by method, it is formal and informal. Second, assessment by purpose,

it is assessment for learning, assessment of learning, and assessment as learning. Third, assessment by time, it is diagnostic, summative and formative assessment.

Based on the explanation above, there are several ways that may be used by teachers to define learning outcomes and assessment tasks in assessment practices. The purpose of this study is to investigate how assessment is practiced in CMD course of ELE-SP UNJ.

Intended Learning Outcomes	Sources
<ul style="list-style-type: none"> • Declarative knowledge • Function knowledge 	<ul style="list-style-type: none"> • Clegg, C. B. (2006). <i>Innovative Assessment in Higher Education</i>. New York: Routledge. • Biggs, J. & Tang, C. (2011). <i>Teaching for Quality Learning at University: 4th Edition</i>. England: Bershire.McGraw-Hill Companies • Minister of Regulation No. 08 / 2012 about <i>KKNI (Kerangka Kualifikasi Nasional Indonesia)</i>
Assessment Methods	Sources
<ol style="list-style-type: none"> 1. Selected response and short answer questions, such as Multiple choice questions, True and False, Matching, and Label a drawing. 2. Extended written response, 	<ul style="list-style-type: none"> • Biggs, J. & Tang, C. (2011). <i>Teaching for Quality Learning at University: 4th Edition</i>. England: Bershire. McGraw-Hill Companies. • Lorin. (2003). <i>Classroom</i>

<p>such as comparing some literatures, giving solution to problems, interpreting data, and describing in detail.</p> <p>3. Performace assessments, such as Oral presentation, Role play, Debate, speaking and reading aloud with fluency, working productively in a group, creating a product.</p> <p>4. Personal communications, such as Looking at and responding to students' comments in journals and logs, asking questions during instruction, interviewing students in conferences, listening to students as they participate in class, and giving examinations orally.</p>	<p>Assessment: Enhancing the Quality of Teacher Decision Making. London. Lawrence Erlbaum Associates Publishers.</p> <ul style="list-style-type: none"> • Joy du pleis, et al. (2003). Continuous Assessment: A Practical Guide for Teacher. Washington: United Stated. United States Agency for International Development (USAID)
<p>Assessment Types</p>	<p>Sources</p>
<p>1. Method, it is formal and informal.</p> <p>2. Purpose, it is assessment for learning, assessment of learning, and assessment as learning.</p> <p>3. Time, it is diagnostic, summative and formative.</p>	<ul style="list-style-type: none"> • Brown. (2004). Language Assessment Principles and Classroom Practices. San Fransisco: Longman Copyright by Inc. Pearson Education. • (Meyer et al, 2009). • (Faustino et al, 2013). • (Earl, L. M., & Katz, M. S.,

	<p>2006).</p> <ul style="list-style-type: none"> • (Afflerbach, 2002) • (Taras, 2005) • (Heritage, 2007) • (Katz, 2006) • Harlen (2007),
Constructive Alignment	Sources
<p>1. ILOs</p> <p>2. ATs</p>	<ul style="list-style-type: none"> • (Biggs, 2003) • (La Marca et al, 2000) • (Contino, 2013) • (Case, B., & Zucker, 2005)

Table 2.2. Theoretical Framework of the Study