



Students' Perception of Self-Assessment in Assessing Writing Skill during Online Learning

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ABSTRACT

Distance learning makes the assessment process in the classroom less effective, especially for assessing writing skills. Therefore, self-assessment is implemented to form independent and competent students in the field of writing. The results of initial observations showed that students had different perceptions regarding the application of self-assessment in assessing writing skills during online learning. This study aims to analyses the perceptions of 5th semester students majoring English Language Education regarding self-assessment in assessing writing skill during online learning. To achieve this objective, the researcher used a mixed method with questionnaire and interview as research instruments. The results of the questionnaire analysis showed that the average of each dimension was 45.38 for the memory dimension; 53.35 for the evaluation dimension, and 35.74 for the impression dimension. From the results of the analysis, it can be seen that students have positive perceptions on the memory and impression dimensions, and negative perceptions on the evaluation dimensions. Based on these results, it is concluded that self-assessment provides advantages and disadvantages for students in assessing writing skills during online learning.

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1. INTRODUCTION

During the Covid-19 pandemic, face-to-face learning in class was replaced with online learning using internet access as a form of preventing the spread of the virus. Online learning is learning that can be done through Smart phones, PCs, and other electronic devices that are connected to the network and it is flexible (Astalini et al., 2019; Madya & Abdurahman, 2021; Shahroom & Hussin, 2018). The benefits that online learning provides are flexible learning where students learn anytime freely, form independent students, know the concept of unlimited material, reduce the cost of learning needs, encourage students to make studies, develop the ability to use technology, students get the same opportunity in acquiring knowledge, flexible task creation, and gaining knowledge originating from different countries (Fatimah & Santiana, 2017; Gilbert, 2015; Noguera et al., 2018). On the other hand, previous study stated that one of the problems caused by online learning is the difficulty of doing authentic assessments (Maryati et al., 2019).

In learning English, the students learn about four basic competences, namely listening, speaking, reading, and writing. Writing is the hardest ability to learn because requires abilities to think critically and creatively. Previous studies mentioned several definition of writing, such as writing is related to physical and mental activity (Mak & Lee, 2014; Pereira Nímenes et al., 2019; Sadika, 2015). Then, writing is defined as state and impress which means every written work that the author creates in various forms contains certain ideas or

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Assessing Writing to Support Learning Sandra Murphy, Peggy O'Neill, 2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success. Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing. This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment. Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry. It also brings the outside in by bridging the gap between authentic writing and writing assessment. Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching. With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality. Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools. This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education. *Resources in Education*, 2001-10

Automated Scoring of Complex Tasks in Computer-based Testing David M. Williamson, Robert J. Mislevy, Isaac I. Bejar, 2006 This is the first volume to provide the latest methods and examples of best practices in the design implementation and evaluation of automated scoring for complex assessments. The contributing authors all noted leaders in the field introduce each m

Gender and Fair Assessment Warren W. Willingham, Nancy S. Cole, 2013-12-16 There have been many important changes in the participation of women and men in American society over the past quarter century. Tests play a role in those changes by providing evidence of the diverse achievement and proficiency of women and men. They aid the learning process and reflect inequalities in opportunity to learn and participate. In addition they provide useful information in considering what alternatives in education and work make most sense for individuals and influence views about groups of students educational programs and a wide range of issues. For all of these reasons it is important that tests assess fairly and reflect accurately the ways young people are and are not achieving as well as desired. The test performance of women and men is a research topic of historical interest and has received much attention in recent years. Because of this increased interest there is a great deal of new research and data available. The purpose of the study presented in this volume was to review this new information with two objectives in mind to clarify patterns of gender difference and similarity in test

performance and related achievements and to see what implications those findings might have for fair assessment and as a corollary examine the assessment process as a possible source of gender differences This study is interested in tests used in education to assess developed knowledge and skill In order to gain a broader view of gender similarity and difference the contributors looked at other types of measures and other characteristics of young women and men Their hope is to contribute to a firmer basis for insuring fairness in tests an objective which is particularly important as the field moves increasingly to new forms of assessment in which there is less experience

Implementing Performance Assessment

Michael B. Kane, Ruth Mitchell, 2013-11-05 As the commitment to performance assessments as a strategy of reform has increased across the nation so has the controversy surrounding the purposes development implementation and effects of alternative forms of assessment One of the first of its kind this edited volume provides an incisive and comprehensive account of the issues pertaining to performance assessments The 10 papers comprising the volume were originally written to establish a conceptual framework for a three year U S Department of Education Office of Educational Research and Improvement sponsored national study of performance assessments Written by leading experts in the field the papers explicate the central issues regarding the development implementation and utility of performance assessments The topics covered by the papers include a discussion of contemporary as well as historical events in the performance assessment movement technical characteristics of performance assessments including reliability validity generalizability and calibration conceptualization and calculation of the costs of performance assessments the implications of performance assessments on students who have traditionally done less well in American schools including racial and linguistic minorities the fit between performance assessments and organizational change in education and the utilization of performance assessment as an instrument of state policy Readers will find the policy and technical issues covered in this volume to be useful from a variety of academic research and policy perspectives including conceptualizing and implementing performance assessments

Principles of Test Theories Hoi K. Suen, 2012-11-12 Based on a tremendous increase in the development of psychometric theories in the past decade ranging from techniques for criterion referenced testing to behavioral assessment generalizability and item response theory this book offers a summary of core issues In so doing it provides a comprehensive survey of reliability validity and item analysis from the perspectives of classical true score model generalizability theory item response theory criterion referenced testing and behavioral assessment Related theoretical issues such as item bias equating and cut score determination are also discussed This is an excellent text for courses in statistics research methods behavioral medicine and cognitive science as well as educational school experimental counseling social clinical developmental and personality psychology

Machine Scoring of Student Essays Patricia Freitag Ericsson, Richard Haswell, 2006-03-15 The current trend toward machine scoring of student work Ericsson and Haswell argue has created an emerging issue with implications for higher education across the disciplines but with particular importance for those in English departments and

in administration The academic community has been silent on the issue some would say excluded from it while the commercial entities who develop essay scoring software have been very active Machine Scoring of Student Essays is the first volume to seriously consider the educational mechanisms and consequences of this trend and it offers important discussions from some of the leading scholars in writing assessment Reading and evaluating student writing is a time consuming process yet it is a vital part of both student placement and coursework at post secondary institutions In recent years commercial computer evaluation programs have been developed to score student essays in both of these contexts Two year colleges have been especially drawn to these programs but four year institutions are moving to them as well because of the cost savings they promise Unfortunately to a large extent the programs have been written and institutions are installing them without attention to their instructional validity or adequacy Since the education software companies are moving so rapidly into what they perceive as a promising new market a wider discussion of machine scoring is vital if scholars hope to influence development and or implementation of the programs being created What is needed then is a critical resource to help teachers and administrators evaluate programs they might be considering and to more fully envision the instructional consequences of adopting them And this is the resource that Ericsson and Haswell are providing here **Educational**

Assessment of Students Anthony J. Nitko,1996 *Early Holistic Scoring of Writing* Richard Haswell,Norbert Elliot,2019-11-01 What is the most fair and efficient way to assess the writing performance of students Although the question gained importance during the US educational accountability movement of the 1980s and 1990s the issue had preoccupied international language experts and evaluators long before One answer to the question the assessment method known as holistic scoring is central to understanding writing in academic settings Early Holistic Scoring of Writing addresses the history of holistic essay assessment in the United Kingdom and the United States from the mid 1930s to the mid 1980s and newly conceptualizes holistic scoring by philosophically and reflectively reinterpreting the genre s origin development and significance The book chronicles holistic scoring from its initial origin in the United Kingdom to the beginning of its heyday in the United States Chapters cover little known history from the holistic scoring of school certificate examination essays written by Blitz evacuee children in Devon during WWII to teacher adaptations of holistic scoring in California schools during the 1970s Chapters detail the complications challenges and successes of holistic scoring from British high stakes admissions examinations to foundational pedagogical research by Bay Area Writing Project scholars The book concludes with lessons learned providing a guide for continued efforts to assess student writing through evidence models Exploring the possibility of actionable history Early Holistic Scoring of Writing reconceptualizes writing assessment Here is a new history that retells the origins of our present body of knowledge in writing studies Performance and Judgment Clifford Adelman,1988

Construction Versus Choice in Cognitive Measurement William C. Ward,Randy Elliot Bennett,2012-10-12 This book brings together psychometric cognitive science policy and content domain perspectives on new approaches to educational

assessment in particular constructed response performance testing and portfolio assessment These new assessment approaches a full range of alternatives to traditional multiple choice tests are useful in all types of large scale testing programs including educational admissions school accountability and placement This book s multi disciplinary perspective identifies the potential advantages and pitfalls of these new assessment forms as well as the critical research questions that must be addressed if these assessment methods are to benefit education *Blurring Boundaries* Peggy O'Neill,2007 Brings together scholars from various disciplines institutions methodologies and genres who are interested in writing and preparing teachers and researchers of writing This book covers topics such as writing assessment teaching writing and teacher preparation graduate education electronic technologies community literacy and more Comparing the Technical Adequacy of Curriculum-based Measures in Written Expression Across Grade Levels Jacalyn Wright Weissenburger,2003

Composition Research Janice M. Lauer,J. William Asher,1988 Intended for writing instructors at all levels who lack the training to deal effectively with the increasingly important role played by empirical research in their field Composition Research explains ten of the most common empirical designs used in the social sciences These include casestudy ethnography sampling survey quantitative descriptive research prediction and classification studies true and quasi experiments meta analysis and program evaluation Each design is explained with reference to at least two specific composition studies and includes a separatebibliography that identifies further writing studies that use it The book also features a chapter on measurement an appendix on statistical analyses a glossary of technical terms and symbols and guidelines for research on human subjects **University of Florida Journal of Law and Public Policy** ,1993 Program Evaluation Margaret E. Gredler,1996 May be used by education professionals and decision makers who are responsible for implementing new programs and innovations in education Presents a practical real world framework for education program evaluation that addresses current methods important decisions planning tasks and ethical issues that face the evaluator Presents the major steps of planning and conducting an evaluation sequentially through the book Contains an entire chapter containing the latest information on qualitative inquiry and its applications to evaluation Includes comprehensive individual chapters on performance and portfolio assessment SAGE Handbook of Research on Classroom Assessment James H. McMillan,2012-11-02 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H

McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education

Assessment and Grading in Classrooms Susan M. Brookhart, Anthony J. Nitko, 2008 Assessment and Grading in Classrooms is particularly geared to the needs of classroom teachers emphasizing sound approaches to gathering both formative and summative information about student achievement of classroom learning targets interpreting standardized tests for classroom purposes and using information from multiple sources to help students learn Classroom examples and stories breathe life into the concepts presented in the text

Theory and Practice of Writing William Grabe, Robert B. Kaplan, 2014-09-25 This book undertakes a general framework within which to consider the complex nature of the writing task in English both as a first and as a second language The volume explores varieties of writing different purposes for learning to write extended text and cross cultural variation among second language writers The volume overviews textlinguistic research explores process approaches to writing discusses writing for professional purposes and contrastive rhetoric It proposes a model for text construction as well as a framework for a more general theory of writing Later chapters organised around seventy five themes for writing instruction are devoted to the teaching of writing at the beginning intermediate and advanced levels Writing assessment and other means for responding to writing are also discussed William Grabe and Robert Kaplan summarise various theoretical strands that have been recently explored by applied linguists and other writing researchers and draw these strands together into a coherent overview of the nature of written text Finally they suggest methods for the teaching of writing consistent with the nature processes and social context of writing

A Rhetoric of Doing Stephen Paul Witte, Neil Nakadate, Roger Dennis Cherry, 1992 Concerned with both the nature and the practice of discourse the eighteen essays collected here treat rhetoric as a dynamic enterprise of inquiry exploration and application and in doing so reflect James L Kinneavy's firm belief in the vital relationship between theory and practice his commitment to a spirit of accommodation and assimilation that promotes the development of ever more powerful theories and ever more useful practices A thorough introduction provides the reader with clear summaries of the essays by leading edge theorists researchers and teachers of writing and rhetoric A field context for the ideas presented in this book is provided through the division of the various chapters into four major sections that focus on classical rhetoric and rhetorical theory in historical contexts on dimensions of discourse theory aspects of discourse communities and the sorts of knowledge people access and use in producing written texts on writing in school related contexts and on several dimensions of nonacademic writing A fifth section contains a bibliographic survey and an appreciation of James Kinneavy's work The exceptional range of these essays makes *A Rhetoric of Doing* an ecumenical examination of the current state of mind in rhetoric and written communication a survey and description of what discourse and those in the field of discourse are in fact doing

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